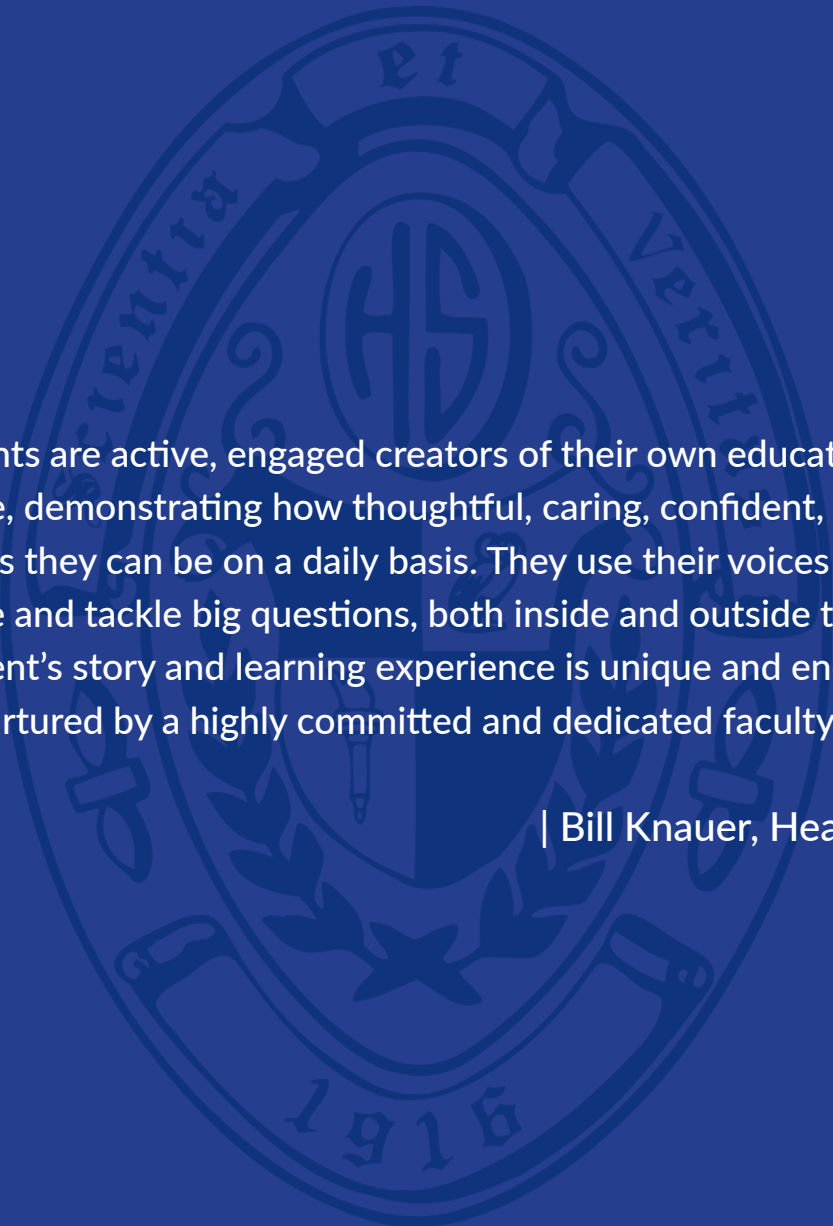


THE HARVEY SCHOOL

Rigor with Heart



2025–2026
Upper School Program of Study
Academic Overview & Course Descriptions



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

| Bill Knauer, Head of School

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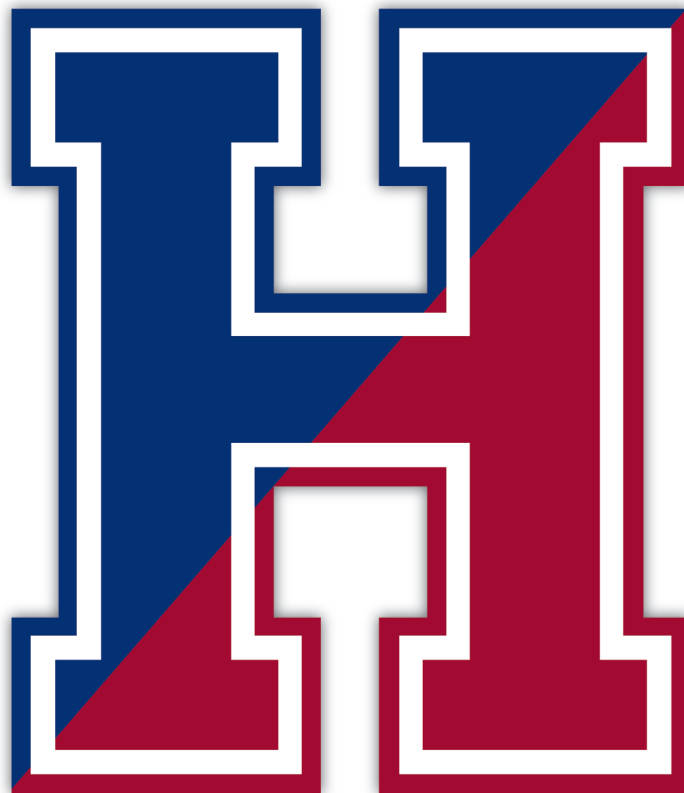
Our Philosophy

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

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

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

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



Academics at Harvey

Academic Year

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

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

There are five letter grades:

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

There are five effort-related grades:

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

Homework

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

Honors

Academic achievement is recognized at the end of each marking period.

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

Technology: The Krasne Project

The Krasne Project, named for Charles A. Krasne, *trustee emeritis*, provides cutting-edge technology to students and teachers alike, to best prepare Harvey students for a rapidly advancing world and workplace. The project's chief goal is to allow faculty to create innovative programs, using the newest technology, and get that technology into student hands as quickly as possible, sometimes in just days.

The project provides the latest computers, Chromebooks, iPads, 3D printers and lab equipment. Robotics, Video Production and Graphic Arts are just a few of the academic programs that are available as a result of the Krasne Project.

Extra Help

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

Course Placement & Scheduling

Department chairs, academic advisors, faculty, and the Office of College Counseling play important roles in the process of current student course selections. Current students are placed in course levels for the following year at the recommendation of their teachers in the respective subject areas, in conjunction with department chairs.

The placement of incoming students is facilitated by the Upper School Administration.

Academic Requirements

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

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

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

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

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

9TH GRADE LANDING: COMMON GROUND

This interdisciplinary course is grounded in the natural world, providing a tangible landing place from which students in their first year of high school can begin to build an understanding of three complex 'ecosystems' and their place in them.

- The natural world
- The Harvey community and beyond
- The interconnected landscape of learning

Through elements of science, literature, the arts, and history, this nature-centered course provides students with the opportunity to experience, question, and create. Beginning with the Harvey School campus, ninth graders will explore their environment in combination with practices in collaboration, communication, inquiry, and reflection - foundational skills for academics and community.

SENIOR BRIDGE SEMINAR

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

The Harvey School reserves the right to withhold academic credit or trimester grades for any student who misses an excessive number of the meetings of any class, regardless of absences having been excused by a parent or guardian (refer to Attendance Policy).

Any student affected by this policy may be required to successfully complete a summer school course of study approved by the Head of Upper School.

ENGLISH

ENGLISH 9

This course aims to raise the reading and writing skills of students to the next level. While focusing on the 6+1 Traits of effective writing and on writing as a process, foundational skills are introduced and reinforced. Throughout our studies, we will explore a variety of texts, which may include *The House on Mango Street*, *Long Way Down*, *Romeo and Juliet*, and *Lord of the Flies*. Students are expected to select their own books for independent reading.

HONORS ENGLISH 9

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

ENGLISH 10

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



HONORS ENGLISH 10

Passionate literary scholars will gain richer understanding and appreciation of World Literature and classics, including *The Canterbury Tales*, *Twelfth Night*, and *Wuthering Heights*. Students in this class will also read Elie Wiesel's *Night*. In addition to examining literary movements such as those of the Romantic poets, the course concludes with a reflection on the legacy of colonialism as dramatized in Nigerian author Chinua Achebe's *Things Fall Apart*. In this faster-paced class featuring more challenging texts, honors students will be challenged to further hone their literary analysis skills and develop their own creative responses to what they read. **Entry into this class is based on teacher recommendation and requires departmental approval.**

ENGLISH 11

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

HONORS ENGLISH 11

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

ENGLISH 12

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

ENGLISH ELECTIVES

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

NEWSPAPER

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

WRITING FICTION

In this course, students take part in an active fiction writing workshop, completing two original short stories, which are then read and discussed by the other students in the class. While veteran storytellers are certainly welcome, this is a great opportunity for new writers to learn what it's like to have others give your work serious, sustained attention in a collaborative environment. Additionally, students will complete writing exercises geared toward establishing point of view, crafting original characters, describing vivid settings, and managing other elements of a narrative. Lastly, students read and discuss recent stories by published authors, not to analyze and interpret them, but to learn techniques that are central to the craft of writing.
OFFERED FALL TERM

PLAYWRITING

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

ADVANCED PLACEMENT ENGLISH - LITERATURE AND COMPOSITION

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

DIRECTING THROUGH ANALYSIS

In this course, students will explore the foundational skills of theatrical direction by engaging in in-depth play analysis. Through close reading and interpretation of a single play, students will learn how to break down characters, themes, and dramatic structure. Using these insights, they will develop their own directorial vision and gain practical experience by guiding peers through scene work. Emphasizing creativity, collaboration, and critical thinking, this class will prepare students to understand the director's role in bringing a play to life on stage.
OFFERED WINTER TERM

EXPERIMENTAL FICTION

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

HARVEY GROWN

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

GHOSTS IN LITERATURE

In this course, we'll explore what makes a ghost story truly haunting, beginning with classic texts like *The Turn of the Screw*. We'll also examine how Shakespeare uses ghosts in plays like *Hamlet* and *MacBeth*, and we'll investigate how contemporary writers like Stephen King utilize supernatural elements in modern fiction. Students in this elective will also watch and analyze a horror film (such as *The Conjuring*) to understand how spectral beings come to life on screen. Along the way, students will craft ghostly tales, learning how to write and deliver their own spine-chilling stories.

OFFERED SPRING TERM

COMICS AS LITERATURE

Who is Rick Grimes? What is the Batcave? Where is Metropolis? The answers to these and other questions will be found in our exploration of the world of comic books! In this course, we will study a variety of works across the genre, from major titles to independent publications. Along the way, we might hail heroes like Batman and Superman, or hang out with Fone Bone or Goku. Throughout the term, students will create their own comics.

OFFERED FALL TERM

LANGUAGES

CLASSICAL LATIN 1

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

CLASSICAL LATIN 2

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

CLASSICAL LATIN 3

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

HONORS CLASSICAL LATIN 4

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

HONORS CLASSICAL LATIN 5

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

SPANISH 1

This course is designed for students with no previous knowledge of Spanish. Students learn the foundations of basic Spanish grammar and present tense verbs. Activities in this class include rudimentary reading, writing, speaking, and listening practices. Students in Spanish 1 are expected to establish the four language skills of speaking, listening, basic reading, and writing, as well as an appreciation of Iberian, Latin American, and Latino culture.

SPANISH 2

This course builds on the grammatical structure of the Spanish language learned in the first year of Spanish. The focus is on developing and increasing skill levels in the areas of aural comprehension, speaking, reading, and writing. The students learn to describe situations in the present, past, and near future tenses. At the end of the course, students will have an intermediate understanding of grammar, including sentence formation, complex verb conjugations, and idiomatic expressions. Students in this course also discuss various cultural aspects of the Spanish-speaking world. **Successful completion of Spanish 1 or departmental approval is required for enrollment in this course.**

HONORS SPANISH 2

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

SPANISH 3

In Spanish 3, students continue to expand their vocabulary and deepen their understanding of grammar through engaging texts, authentic videos, and interactive activities. Emphasis is placed on developing greater confidence and fluency in both spoken and written communication. Students will learn to express themselves using more complex grammar structures as they discuss their daily lives, personal experiences, and the world around them. Students are expected to read, speak, and respond to different situations presented in class. **The class is taught primarily in Spanish** with emphasis placed on sentence structure and comprehension to communicate thoughts and ideas.

HONORS SPANISH 3

This course offers an intensive review of the basic structures of Spanish. Class is conducted primarily in Spanish with activities designed to practice and consolidate all language skills: listening, speaking, reading, and writing. Cultural readings are used to expand vocabulary, stimulate discussion, and broaden students' understanding of the Hispanic world. Emphasis is placed on oral and written communication.

Successful completion of Honors Spanish 2 or Spanish 2 plus departmental approval and the passing of a placement test are required for enrollment in this course.

SPANISH 4

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

This course is taught in Spanish. Successful completion of Spanish 3 is a prerequisite for enrollment in this course.

HONORS SPANISH 4

This course will focus on building interpersonal, interpretive, and presentational skills in Spanish at the ACTFL Novice-High/Intermediate-Low level. Advanced structures and vocabulary will be introduced as tools for utilizing the language in more complex situations, and authentic journalistic, literary, film, and artistic materials will be at the center of each thematic unit. The course will culminate in a creative project that focuses on presentational reading and writing.

This class will be taught 85-90%+ in Spanish and full participation in the target language is a requirement. **Successful completion of Honors Spanish 3 and departmental approval are required for enrollment in this course.**

AP SPANISH LANGUAGE AND CULTURE

This course is designed for students with very strong interpersonal, interpretive, and presentational skills in Spanish. Throughout the course, emphasis will be placed on honing real-world communication skills through the further development of linguistic and cultural competencies, and extensive interaction with authentic resources. Development of analytical writing skills will be crucial to the course.

This class will be taught 95%+ in Spanish and full participation in the target language is a requirement. Over the course of the year, students will work to bring their Spanish skills within the ACTFL Intermediate-Mid and Advanced-Low level range. **Successful completion of Honors Spanish 4 and departmental approval are required for enrollment in this course. Students are expected to sit for the AP Exam.**



JAPANESE 1

By the end of this course, students will be able to read and write the two phonetic alphabets of Japanese, as well as approximately 15 kanji (Chinese) characters. The four basic language skills are taught, but speaking is given the most emphasis. Cultural aspects of the language and country are also emphasized through short readings and the use of video. Students learn cultural aspects of Japanese through field trips and hands-on experiences. There are also opportunities to interact with Japanese students who attend the Keio Academy in Purchase, New York.

JAPANESE 2

Students continue to build upon what they learned in Japanese 1. They also continue to learn kanji (Chinese characters) on build on the vocabulary and grammar learned during Japanese 1. This is done through thematic units focusing on dating, travel, high school rules and regulations, and talking about family. Cultural aspects of the language and country continue to be emphasized in the course through field trips and hands-on experiences.

JAPANESE 3

Students continue to learn vocabulary, kanji, and more advanced grammatical skills through dialogues, readings, and listening activities. The thematic units covered during the year include giving opinions, Kabuki, vacation plans, and talking about illness. Students are expected to do longer and more detailed writing, and we begin to incorporate authentic material to supplement the textbook. Culture continues to play an integral part of this course.

HONORS JAPANESE 4

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

MATHEMATICS

ALGEBRA 1 FOUNDATIONS

This is a fundamental course covers the properties of number systems, factoring, simplifying and combining fractions, functions and graphs, and equations with real-number solutions. It emphasizes the appropriate use of calculators and clear communication of mathematical ideas. Classroom practice reinforces concepts and skills.

ALGEBRA 1

Algebra 1 introduces students to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. In this class, students will develop the ability to explore and solve real-world application problems. This course also covers polynomials and quadratic equations.

HONORS ALGEBRA 1

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

GEOMETRY FOUNDATIONS

This course covers elements of geometry, angle relationships, parallel lines and planes, similar geometric figures and their applications, coordinate geometry, area, and volume. Algebraic skills are reviewed and strengthened. Classroom practice reinforces concepts and skills.

GEOMETRY

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

HONORS GEOMETRY

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

ALGEBRA 2 FOUNDATIONS

Algebra 2 Foundations continues the study of algebra by introducing quadratic functions, linear and quadratic equations, conic sections, sequences and series. Classroom practice reinforces concepts and skills.

ALGEBRA 2

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

HONORS ALGEBRA 2

This course covers the same algebra topics as the standard section, but with greater sophistication and the addition of trigonometry. Topics in trigonometry include functions, circular functions, graph identities, and solutions of triangles with practical and physics applications, sequences, series, and exponential and logarithmic functions. **Entry into this class is based on teacher recommendation, entrance assessment, and requires departmental approval.**

PRECALCULUS

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

HONORS PRECALCULUS

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

CALCULUS

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

COLLEGE MATHEMATICS

This course allows seniors to reinforce or relearn pertinent topics in algebra and geometry in preparation for successful completion of a core college algebra course. This is **NOT** a substitute for Algebra 2 or PreCalculus. **This course is for seniors only. Algebra 2 is a prerequisite.**

ADVANCED PLACEMENT CALCULUS

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

ADVANCED PLACEMENT STATISTICS

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

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

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



PERFORMING ARTS

THEATER AND ACTING

ACTING

This course will help students develop the necessary skills to be on stage and in front of the camera by using improvisation exercises, written scenes, and monologues. Students will also create original material to use for performance. This course is not only for students wanting to be “actors” but for students who want to alleviate public speaking nerves, strengthen their ability to collaborate, and just tap into the creative side of the brain.

OFFERED WINTER AND SPRING TERMS

PAGE TO STAGE: GLOBAL CURRENT AFFAIRS

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

OFFERED WINTER TERM

PLAYWRITING

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

OFFERED WINTER TERM

DANCE

DANCE CONCERT COMPANY CLASS

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

DANCE LAB

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

OFFERED EACH TERM

CHOREOGRAPHY & COMPOSITION

Choreography examines different choreographers, dance styles, and genres so students can emulate and create their pieces. Performance opportunities may be available if the class expresses interest.

OFFERED FALL AND SPRING TERMS

STRENGTH & CONDITIONING

This course is designed to improve muscular strength, endurance, mobility/flexibility, and aerobic and anaerobic capacity. Topics covered may also include injury prevention and athletic development, improved performance, healthy lifestyle development, and gym safety. The course starts by building a foundational understanding of movement, then develops weight-based movements. Finally, it moves on to more advanced programs based on student interests.

OFFERED FALL AND SPRING TERMS

MOBILITY & STRETCHING

This course is designed to introduce students to a variety of non-locomotor movement modalities, such as bending, stretching, curling, and twisting. Other topics discussed in this class may include yoga-inspired movement, injury prevention, muscular anatomy, understanding movement planes, and dealing with delayed-onset muscle soreness.

OFFERED WINTER TERM

MUSIC

CHORUS

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

BAND

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

MUSIC PRODUCTION

Music production is a term-contained course that is open to students interested in producing music using either Soundtrap or their own software. Students will learn the basics of song form, recording, editing, and composing both live and digital sounds. Students in Music Production will be expected to collaborate across disciplines through cross-curricular projects with other departments. **Students do not need prior musical experience to take this class.**

OFFERED FALL AND SPRING TERMS

MUSIC AND MEDIA

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

OFFERED FALL TERM

MUSIC THEORY

The Music Theory course is designed to enhance music skills and basic music fundamentals. The essential aspects of melody, harmony, rhythm, and form are studied. Throughout the term, students will study basic notation, scales, key signatures, intervals, triads, cadences, form, part-writing, analysis of a score, and ear training. Individual creativity is nurtured through both rhythmic and melodic composition. This course is highly recommended for students planning to apply for college-level music programs. **PREREQUISITE:** Although there is no prerequisite, it is suggested that a student have some musical knowledge and/or participate in an ensemble. OFFERED WINTER TERM

BEST ORIGINAL SCORES

This course will dive into the world of movie music that has both been nominated for or won Oscars. This will include recent winning composers and songwriters as well as iconic music of the past. Students will learn about the composers, their unique production styles, and how their music was influenced and inspired to complement the story playing out on screen.

OFFERED SPRING TERM

THE EVOLUTION OF VIDEO GAME MUSIC

This course explores music’s rich history, technological advancements, and cultural impact in video games. From the iconic 8-bit melodies of early arcade and console games to the fully orchestrated scores of today’s immersive titles, students will examine how video game music has evolved alongside the industry. Through listening analysis, historical study, and hands-on projects, students will understand how composers create emotional depth, enhance storytelling, and influence gameplay experiences. This course also introduces basic concepts in music theory, sound design, and digital audio tools, making it ideal for gamers, music lovers, and aspiring composers.

OFFERED WINTER TERM

SONGWRITING

What makes a melody memorable? How do you match a lyric to a line of music? What's a hook? What's the best rhyme scheme to use? Should the next chord be a minor or major? Beginning with an analysis of songs (melodies, lyrics, song structure), and building on some basic theory, students will learn to develop their musical ideas and write songs over the term, first in collaboration as songwriting teams (music + lyrics), then on their own as singer-songwriters. Some ability on piano or guitar is encouraged, but not essential.

OFFERED WINTER TERM

VOCAL TECHNIQUES

No experience required. Learn how to sing (or how to improve your singing) in Vocal Techniques. From simply matching pitch to improving tone, expanding your range and increasing your confidence, Vocal Techniques offers a "you-centered" approach to singing where you will work in the genre of music you are most interested in learning.

OFFERED FALL AND SPRING TERMS

SCIENCE

SCIENCE TRAJECTORIES

Science Trajectories is an immersive and challenging ninth-grade science program developed by the Harvey faculty. It is designed to inspire scientific inquiry, provide a rich and positive scientific experience for our students, generate passion for the sciences, and showcase the dynamic teaching that takes place in the Harvey science department. With a focus on core scientific principles and unifying themes, the Trajectories program seeks to lay a solid foundation of high school-level science while inspiring individual interest in the various disciplines offered at the higher levels of science at Harvey.

The curriculum is co-taught by five members of the science department. Students will progress through five units of study, designed by the teaching faculty themselves, to explore the various disciplines and core fundamentals that science demands. Each unit of study will be taught by a specific member of the department during each marking period. In the final marking period, students will participate in a project designed to deepen their connection to the fundamentals of science, explore their own interests, and foster scientific commitment and dedication. At the end of the Trajectories program, students will then be guided into the field of science that best fits their goals and aspirations, and an individual course of study will be determined for their path through the sciences at Harvey.

BIOLOGY

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

HONORS BIOLOGY

This course is an accelerated and intensified version of the regular biology course. Classwork and labs emphasize the quantitative and technical processes of biology. **Entry into this class is based on teacher recommendation and requires departmental approval.**

ADVANCED PLACEMENT BIOLOGY

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

CHEMISTRY

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

HONORS CHEMISTRY

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



ADVANCED PLACEMENT CHEMISTRY

This course is designed to be the equivalent to a first-year college chemistry course. Topics taught in general chemistry will be studied in greater depth, while aspects not covered will be explored. Topics to be introduced include: stoichiometry, thermochemistry, gas laws, quantum theory, molecular geometry, kinetics, solution equilibria, and electrochemistry. A quantitative approach will be stressed, though experience in descriptive chemistry will supplement the students' background. The numerous required labs will be evaluated on precise reporting and accurate documentation.

Successful completion of Chemistry and Algebra 2 are prerequisites for this course. Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

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

Successful completion of Biology and Chemistry are prerequisites for this course. Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam.

PHYSICS

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

HONORS PHYSICS

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

ADVANCED PLACEMENT PHYSICS 1

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introductory, simple circuits.

Successful completion of Physics and Algebra 2 are prerequisites for this course. Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam.

ROBOTICS 1

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

ROBOTICS 2

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

Robotics 1 is a prerequisite for this course.

HONORS ROBOTICS COMPETITION

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

ETHICAL PATIENT CARE

This is an elective course where students will learn how to assess and evaluate patient vital signs, perform patient transfers, and learn about routine and emergency medical procedures. Students will learn about patient's rights around issues like data privacy and autonomy. Additionally, as a class we will discuss ethical concerns regarding triage, organ allocation, and physician-assisted suicide. As a part of this course, the entire class will volunteer at a local charity event, such as a breast cancer awareness walk, to connect classroom concepts to the real world. This class is ideal for anyone interested in the medical field or ethics. OFFERED FALL TERM

INTRODUCTION TO CAD - ARCHITECTURE & ENGINEERING

This hands-on, project-based course will introduce students to the foundational tools and concepts used in computer-aided design (CAD) for both architectural and engineering applications. Students will gain experience with industry-standard CAD software such as AutoCAD (possibly Onshape or AutoDesk Fusion) and Revit Architecture, learning essential drawing commands, design techniques, and how to produce professional engineering documents. Students will develop 3D modeling and rendering skills using tools like Google SketchUp and 3ds Max to bring designs to life. The course also covers the preparation of construction documents, including foundation plans, detail drawings, and written specifications. The course will use design projects to help students learn architectural principles, space planning, and the creation of detailed architectural drawings--including floor plans, elevations, and building sections. It will also introduce key engineering concepts, such as structural systems and building codes. The course will also cover basic project management topics like budgeting, scheduling, and cost estimation.

THIS IS A FULL-YEAR COURSE

SOCIAL STUDIES & HISTORY

HISTORY 9: GLOBAL STUDIES

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

HISTORY 9: HONORS GLOBAL STUDIES

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

HISTORY 10: MODERN EUROPEAN HISTORY

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

HISTORY 10: HONORS MODERN EUROPEAN HISTORY

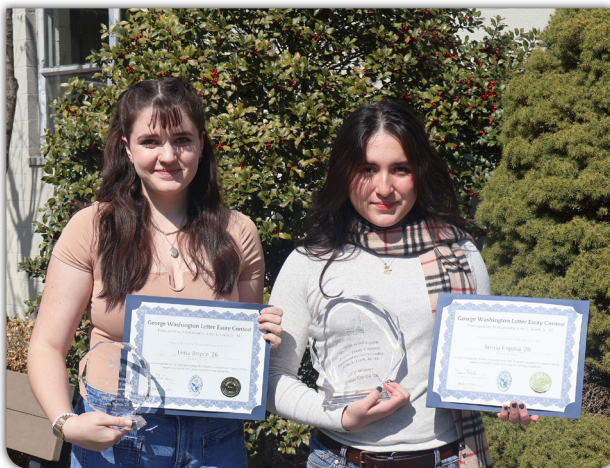
Similar to the standard section, students examine the rise of Western Civilization from the Age of the Greeks and the Romans to World Wars I and II. Students are required to read from the textbook and primary documentation throughout the year. Students are expected to analyze and critique these documents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

HISTORY 11: AMERICAN HISTORY

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

HISTORY 11: HONORS AMERICAN HISTORY

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



HISTORY 11: ADVANCED PLACEMENT - AMERICAN HISTORY

This class is designed to help students achieve college credit in the study of American history. Students are expected to complete work over the summer vacation and during breaks throughout the academic year. The course demands that students write constantly, with biweekly unit exams, document-based questions, abstracts, and graded oral discussions. The class covers American history from 1600 to 1990.

Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam.



SOCIAL STUDIES AND HISTORY ELECTIVES

ADVANCED PLACEMENT: EUROPEAN HISTORY

This course is a chronological survey of European history from the Renaissance to World War II. Particular emphasis is placed on the emergence of the nation-state, competition among the European states, the emergence of political parties, and the rise of modern ideologies. Students are expected to read and review a serious historical work approximately every four weeks.

Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam.

ADVANCED PLACEMENT: MACROECONOMICS

The AP Macroeconomics course will provide students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will be required to read a substantial amount of information and have the ability to analyze multiple sources to find a solution to an economic problem.

Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam.

ECONOMICS

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

DEVELOPMENTAL PSYCHOLOGY

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

INTRODUCTION TO SPORT AND EXERCISE PSYCHOLOGY

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

SOCIAL PSYCHOLOGY

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

PSYCHOLOGY OF LEARNING

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

VISUAL ARTS

3D STUDIO I

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

3D STUDIO 2

This course builds upon the skills and techniques learned in 3D Studio 1, and is for students who want to advance their skills and techniques in various 3D media. With a clear understanding of the Elements and Principles of Design as related to 3D art, acquired from the previous class, the importance of this class will be to build on that foundation with further exploration in modeling and carving, plus new exploration of assemblage and casting. An additional emphasis will be placed on the development of a personal style. The class will consist of in-class projects along with possible homework assignments that will supplement the in-class work.
OFFERED SPRING TERM



3D DESIGN AND 3D PRINTING FOR ARTISTS

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

OFFERED WINTER TERM

ADVANCED PLACEMENT ART AND DESIGN

The AP Art and Design program consists of three different courses and AP Portfolio Exams - AP 2D Art and Design; AP 3D Art and Design; and AP Drawing - corresponding to college and university foundations courses. Students create a portfolio of work to demonstrate inquiry through art, design, and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas, and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. **Entry into this class is based on teacher recommendation and requires departmental approval. Students are expected to sit for the AP Exam.**

CERAMICS

Ceramics will introduce students to various ceramic art forms and techniques. Students will learn the basics of crafting, firing, and glazing clay work while simultaneously studying examples of historical art. Students will create files, vessels, learn the pottery wheel, and eventually make small sculptures.

OFFERED EACH TERM

CONTEMPORARY CRAFTS

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

DIGITAL PHOTOGRAPHY

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

DRAWING

This course explores drawing as means of expression and communication. Students increase their understanding of visual language while developing their ability to use that language through drawing in the communication of ideas and information. This course places an emphasis on learning and applying the elements of design and drawing from observation, using traditional materials like pencil, charcoal ink, and pastel, while introducing a variety of new media that can be used to ‘draw’ with. This class (along with Painting, is a prerequisite for Drawing and Painting 2). OFFERED FALL TERM

DRAWING AND PAINTING 2

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

OFFERED SPRING TERM

GRAPHIC DESIGN

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

OFFERED WINTER AND SPRING TERMS

HONORS PORTFOLIO DESIGN

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

LEGO MASTERCLASS

This playful course is modeled after the TV show "Lego Masters," in which teams of amateur Lego building enthusiasts go head-to-head to produce creations according to specific themes or challenges. Students will be grouped into pairs or small teams that will then be challenged to design and create Lego sculptures that adhere to specific criteria. The elements and principles of 3D art will be discussed in relationship to the work produced in class during group critiques.

OFFERED SPRING TERM



MINI MASTERPIECES: MINIATURE ARCHITECTURE WORKSHOP

In this hands-on workshop, students will step into the role of architect, designer, and builder to create their own small-scale wooden structures. We'll explore the fundamentals of architecture - from form and proportion to structure and space - while working with wood, basic tools, and model-making techniques. Students will design and construct their own miniature houses, learning how architects turn ideas into physical forms. This class encourages creativity, problem-solving, and a deeper appreciation for the built environment, all on a scale that fits in your hands. No prior building experience required - just imagination and a willingness to learn!

OFFERED SPRING TERM

PAINTING

This course explores all aspects of acrylic painting. Students focus on learning a variety of painting techniques; they also learn about value, color, and composition, and how to apply them to paint people, landscapes, still-lives, and abstracts, among many other possibilities. Various eras of painting history will be explored and integrated into lessons. Students apply lessons on composition and design, color and conceptualization with the possibility to explore other painting mediums including: ink, watercolor, acrylic, oil and mixed media painting. Having previously taken Drawing would be helpful, but not mandatory.

OFFERED WINTER TERM

PUBLIC ART AND MURAL PAINTING

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

OFFERED FALL TERM

PRE-PORTFOLIO DESIGN

This is a yearlong course designed to prepare students for the rigors of creating a portfolio of artwork for college. This non-honors level course will create an exploratory environment, designed to introduce students to a variety of art-making methods and materials, and in addition begin to create work that is more personal. Students will learn how to create small bodies of work that respond to a thematic prompt. All projects will be designed to fill gaps in the student's skills and experience. Students will also be introduced to using a sketchbook to develop ideas and concepts and begin developing the professional habit of having a space to collect their creative thoughts. A minimum of two very invested pieces must be completed per trimester, which requires a commitment to working at least one extra free slot per day, and more at home. **Entry into this class is based on teacher recommendation and requires departmental approval.**

STUDIO ART

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

OFFERED FALL AND WINTER TERMS

WATERCOLOR PAINTING

This painting course explores all aspects of watercolor painting. Students focus on learning a variety of watercolor techniques; using value, color, and composition, and how to apply them to paint different subjects including people, landscapes, still-life. We will explore various eras of watercolor history and integrate them into our lessons. Having previously taken Drawing would be helpful but not mandatory. OFFERED SPRING TERM

YEARBOOK

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



MEDIA ARTS

BROADCASTING, RADIO, PODCASTING

Students in Broadcasting will run the Harvey School radio. The class will choose music, conduct interviews, promote events, and be in charge of the 24/7 internet radio. Students will run the station, host their own podcasts, and film/edit short content.

OFFERED EACH TERM

FILMMAKING

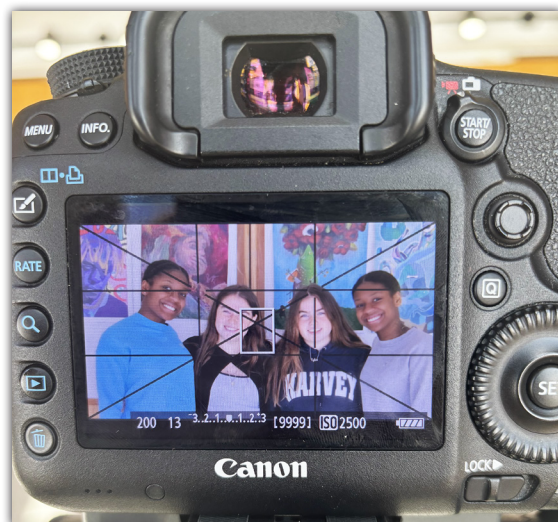
From screenwriting to filming to editing. Students will work through the entire filmmaking process. Each student will write, direct, film, act in, and edit a short movie. The class will cover concepts like story, visual composition, and filming techniques.

OFFERED WINTER AND SPRING TERMS

VIDEO SKETCHES

This class will introduce students to all aspects of the filmmaking process. Students will learn the fundamentals of acting, writing, directing, and editing movies. Students will write, storyboard, and perform in original short films and sketches.

OFFERED FALL TERM





THE HARVEY SCHOOL

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