

# Hebron Academy

Course Catalog

2025-2026



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# UPPER SCHOOL COURSE OFFERINGS

## AT A GLANCE

### English

Literature of Maine (9)  
World Literature, CP/Hon\* (10)  
Creative Writing\*\* (10+)  
American Literature, CP/Hon\* (11)  
AP® English Language & Composition\* (11+)  
Topics in Composition & Literature (12+)  
Hon Comparative Literature\* (12+)  
AP® English Literature & Composition\* (12+)  
Expository Writing: Postgraduate English (PG)

### English for Speakers of Other Languages (ESOL)

Science | Foundations  
English | Foundations  
History | Foundations  
English | Advanced  
History | Advanced

### History and Social Sciences

Humanities History (9)  
World History, CP/honors\* (10)  
United States History, CP/Hon\* (11+)  
AP® United States History\* (11+)  
Hon Introduction to Economics\* (11+)  
Psychology (11+)  
Turning Points\*\* (11+)  
AP® Psychology\* (12+)

### Mathematics

Algebra 1  
Geometry, CP/Hon\*  
Algebra 2, CP/Hon\*  
Precalculus, CP/Hon\*  
Calculus\*  
Computer Science (10+)  
AP® Calculus\* (11+)  
Statistics & Data Analysis (11+)  
AP® Statistics & Data Analysis\* (11+)  
Financial Math (12+)

### Science and Engineering

Ecology of Maine\*\* (9)  
Engineering Graphics Exploration\*\* (9)  
Chemistry w/lab, CP/Hon\* (10+)  
Human Biology & Public Health (10+)  
E1- Introduction to Engineering (10+)  
E2- PLTW Engineering Essentials (10+)  
AP® Chemistry w/lab\* (11+)  
Biology w/lab, CP/Hon\* (11+)  
AP® Biology w/lab\* (11+)  
Agriculture & Climate Change\*\* (11+)  
Marine Biology\*\* (11+)  
Physics w/lab (11+)  
AP® Physics w/lab\* (11+)  
Anatomy & Physiology (11+)  
Kinesiology (11+)  
E3- Social Innovation (11+)  
E3- PLTW Computer Integrated Manufacturing (11+)  
E4- PLTW Engineering Capstone (12+)

### Visual and Performing Arts

Sounds of Hebron | Instrumental Ensemble (9+)  
Voices of Hebron | Vocal Ensemble (9+)  
9th Grade Design\*\* (9)  
9th Grade Performing Arts\*\* (9)  
Art History\*\* (10+)  
Ceramics (10+)  
Digital Art & Media\*\* (10+)  
Digital Filmmaking\*\* (10+)  
Digital Recording & Production\*\* (10+)  
Drawing\*\* (10+)  
Music Studio (10+)  
Painting\*\* (10+)  
Photography (10+)  
Sculpture/3D\*\* (10+)  
Studio Art 2D (10+)  
Theater (10+)  
Advanced Studio Art 2D\* (11+)  
Adv Audio Recording & Production (11+)  
Advanced Photography\* (11+)  
AP® Studio Art | 2D, 3D, or Drawing\* (11+)  
Advanced Ceramics\* (12+)

### World Languages

French 1, 2, 3, 4/5  
Spanish 1, 2, 3, 4\*  
AP® Spanish Language and Culture\*

### Notes

Applicable prerequisites must be met.  
CP = College Preparatory Level / Hon = Honors Level  
Courses with \* require departmental approval.  
Courses with \*\* indicate semester courses  
AP® students are required to take the AP® exam in May.  
Independent Study options are available with approval.  
Minimum enrollment is required to run classes.  
Math, World Language, and ESOL students new to Hebron are placed at the discretion of those departments.  
Instruments are available to rent / fees for lessons.

### Graduation Requirements - 20 credits\*

English: 4 credits  
Math: 3 credits (4 recommended)  
Science: 2 credits with labs (4 recommended)  
History: 2 credits (3+ recommended)  
World Language: 2 credits (3+ recommended)  
Visual & Performing Arts: 1 credit (2+ recommended)  
Electives: 6 credits All Hebron Academy courses are a full year and earn one credit unless otherwise noted.

\*See changes starting with class of 2028 on next page

**CURRENT DIPLOMA REQUIREMENTS** for the Classes of 2025, 2026, and 2027

To receive the Hebron diploma, a student must successfully complete 20 Upper School credit units (including the 14 distribution requirements of the academic departments plus 6 additional credits) and pass all courses in their senior year.

Academic Department Requirement	Number of Years	Additional Information
English   ESOL	4	Students whose first language is other than English must take a college-prep level English course their senior year to receive a diploma. Students enrolled in ESOL classes will be tested for English proficiency and course placement each year.
Mathematics	3	At least Algebra 1, Geometry, and Algebra 2
Science	2	Two years of laboratory science including life science (Biology) and physical science (Chemistry or Physics).
History & Social Sciences	2	United States History and one other course. Students whose first language is other than English must demonstrate sufficient proficiency before being placed in college-prep US History.
World Languages	2	Completion of two sequential years' study of the same language at the high school level.
Visual and Performing Arts	1	In addition to 9th grade Arts programming.

**FUTURE DIPLOMA REQUIREMENTS** beginning with the Class of 2028

To receive the Hebron diploma, a student must successfully complete 20 Upper School credit units (including the 18 distribution requirements of the academic departments plus 2 additional credits) and pass all courses in their senior year. Hebron students regularly exceed these requirements.

Academic Department Requirement	Number of Years	Additional Information
English   ESOL	4	Students whose first language is other than English must take a college-prep level English course their senior year to receive a diploma. Students enrolled in ESOL classes will be tested for English proficiency and course placement each year.
Mathematics	3	At least Algebra 1, Geometry, and Algebra 2.
Science	3	Three years of laboratory science including life science (Biology), physical science (Chemistry or Physics), and one additional laboratory-based science or engineering class.
History & Social Sciences	3	United States History and two other courses. Students whose first language is other than English must demonstrate sufficient proficiency before being placed in college-prep US History.
World Languages	3	Completion of three years' study of the same language at the high school level. OR Completion of two years' study in two different languages at the high school level.
Visual and Performing Arts	2	Students must complete one credit in Visual or Performing Arts in addition to the ninth-grade survey course. However, students arriving at Hebron Academy for their last two years of high school with no art experience are expected to complete one credit.

In addition to completion of the academic requirements stated above, students must fully engage in Hebron's after-school programming, including participation in two "sweats" each year – sports or active seasons.

Students must also successfully meet expectations for community engagement to qualify for graduation or advancement at Hebron Academy. Community engagement requirements vary by school year and include activities such as The Words Program, Outdoor Education, Health and Wellness Symposium, College Counseling Seminar and Intermezzo programming.

# UPPER SCHOOL COURSE PLANNING

Course selection depends on many factors. Previous courses completed, prerequisites, past performance, the interest of the student, and college goals will be considered when determining course selection. Requirements will always take precedence over electives. The below are **sample** course progressions and are not applicable to all.

Students are required to take five courses, although many take six. Arts courses are taken as a sixth course unless prior authorization is given. Enrollment in the Center for Academic Excellence is considered a course. **Math, ESOL, and language classes are proficiency-placement-based.** For example, if Algebra 1 was completed in Middle School,

## ESOL (placement-based)

Foundations → Advanced → College Prep Courses

## 9th Grade

Literature of Maine  
Humanities History  
Ecology of Maine  
Engineering Graphics Exploration  
Math (placement based)  
World Language (placement based)  
9th Grade Design  
9th Grade Performing Arts

## 10th Grade

World Literature (regular or honors)  
World History (regular or honors)  
Chemistry (regular or honors)  
Math (placement based)  
World Language (placement based)  
Arts | or elective

ninth graders begin with Geometry. All new international students are tested for proficiency upon arrival in the fall to determine math and language course levels.

Ninth-grade students not in the ESOL program have a set schedule of six courses: Literature of Maine, Humanities History, math (placement-based), Ecology of Maine and Ninth Grade Introduction to Engineering, Ninth Grade Design and Ninth Grade Performing Arts, and a world language (placement-based).

Students are encouraged to speak with others for guidance (teachers, department chair, advisor, college counselor, the Academic Office, Academic Support, and parents).

## 11th Grade

American Literature (regular or honors or AP®  
Language & Composition)  
US History (regular, honors, or AP®)  
Biology (regular, honors, or AP®)  
Math (placement based)  
World Language (placement based)  
Arts | or elective

## 12th Grade

Topics in Composition & Literature (regular), or  
Comparative Literature (honors), or AP® Literature  
History | or elective  
Physics (regular or AP®) | or elective  
Math (placement based)  
World Language (placement based) | or elective  
Arts | or elective

## Post Graduate

English  
Math (placement based)  
Electives for all other courses  
(PGs receive a certificate of completion at graduation.)

# MIDDLE SCHOOL COURSE PLANNING

Middle School coursework at Hebron is more strictly regulated than Upper School course selection. Students are scheduled in grade-level groups for most of their classes and move together in cohorts through their days.

Middle School students are scheduled for seven class periods. Those students who need additional support may forgo one standard course to spend a class period in the Center for Academic Excellence. Students placed for ESOL support may interact with ESOL support in lieu of their World Language course or, if needed, may engage in ESOL English and ESOL History classes in addition to the general grade-level support class.

**Sample** course progressions for Middle School students include:

## **6th Grade**

Challenges: Heroes and Changemakers (English 6)  
World Cultures I (History 6)  
Foundations Math (Math 6)  
Ecology and Biodiversity (Science 6/7)\*  
Wellness (Wellness 6)  
Visual Arts (Arts 6, 7, 8)  
Musical Exploration (Arts 6)\*\*

## **7th Grade**

Connections: Conflict and Change (English 7)  
World Cultures II (History 7)  
Transition Math/Pre-Algebra (Math 7)  
Ecology and Biodiversity (Science 6/7)\*  
FLEX (Language 7)  
Visual Arts (Arts 6, 7, 8)  
Music Survey and Literacy (Arts 7)\*\*

## **8th Grade**

Identities: Exploring Stereotypes and Bias (English 8)  
Civics and American Studies (History 8)  
Algebra 1 (Math 8)  
Conceptual Physics (Science 8)  
Spanish 1 or French 1 (Language 8)  
Visual Arts (Arts 6, 7, 8)  
Music Connections (Arts 8)\*\*

\*alternates with Earth and Space Sciences (Science 6/7)

\*\*Students may also take Voices and/or Sounds of Hebron Ensemble classes

# ACADEMIC PRINCIPLES

Through a comprehensive liberal arts curriculum complemented by a range of electives, we develop students who have a breadth of knowledge, who gain a greater understanding of themselves, and who have unbounded confidence ensuring lifelong curiosity and success. Graduates leave Hebron well-prepared for higher education in top colleges and universities. The following are Hebron's guiding academic principles.

## **Effective Communicators**

We affirm each unique voice by shaping its articulation in writing, speaking, listening, and artistic expression. At the core of this experience is our innovative four-year curriculum that systematically introduces, challenges, and inspires students as they experiment with different media. Forming, stretching, and refining effective communication skills equip students to discover the power inherent in trusting both their views and voice while positioning them to participate in and contribute to life's vibrant spectrum of opportunities.

## **Adaptable Learners**

In a world characterized by dynamic innovation and unrelenting change, those who lead fulfilling lives must be curious, adaptable, confident, and resilient. In presenting a comprehensive liberal arts and science program, we intentionally expose our students to many different styles of teaching, learning, assessing, expressing, and creating. Our faculty is empowered to explore new pedagogical methods in the classroom, recognize student uncertainty, and use it as a springboard for analysis and discussion. Our students are encouraged to reach, try, fail, change, and grow. Our approach to inspiring adaptability in our students is purposeful, precise, and proven.

## **Responsible Global Citizens**

Being connected, engaged, and open to new perspectives are the qualities today's global citizen possesses and the ones we cultivate at Hebron. We nurture empathy and a shared sense of responsibility to ensure that our students feel part of a worldwide community here on campus and beyond. We support them as they participate in educational, linguistic, and service experiences that foster awareness, promote environmental stewardship, and create opportunities to become accountable international citizens. We model and reward adopting a global lens to recognize and analyze multiple viewpoints on issues. The Hebron experience is alive with avenues for students to share their varied backgrounds and experiences in order to expand their perspectives and enrich interactions with each other, the environment, and the world.

## **Poised to Lead**

Throughout their tenure here students acquire, cultivate, and hone leadership skills. We guide them in discovering how to identify their individual core values so they can leverage them to engage actively in the classroom, the community, and the world. We recognize that leadership comes in many forms and encourage students to better understand themselves in order to develop their capacity to take purposeful initiative. Our academic program provides experiences that equip students to test their courage, rise to a challenge, take decisive initiative, learn from failure, face adversity, and embrace resiliency. These characteristics inspire Hebron students to succeed here and in college and to lead lives of deliberate purpose and meaning for their own benefit and the benefit of others.

# COURSE DESCRIPTIONS

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## ENGLISH

**Graduation requirement:** four years

**Sequencing:** All 9th-graders take Humanities English. 10th grade focuses on world literature; 11th grade focuses on American literature; twelfth-graders and PGs work toward college-level expectations. Beginning in 10th grade, students may be recommended for the honors level; in the 11th, 12th, and PG years, students may be recommended for honors or AP® courses.

### **Challenges: Heroes and Changemakers (English 6)**

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6th-grade students study the art of perseverance through a broad variety of texts across multiple genres and focus largely on stories about overcoming adversity. Students hone their reading comprehension skills—such as summary, connections, predictions, and characterization—as well as expand their vocabulary based on class texts. Myriad creative projects and short analytical paragraphs allow students to improve their writing skills. Authors covered include Amy Sarig King, Louis Sachar, Jason Reynolds, Jennifer A. Nielsen, and J.R.R. Tolkien.

### **Connections: Conflict and Change (English 7)**

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7th-graders focus on the skill of making connections, both between texts and to their own lives or society today. Exploring a variety of texts from different decades and cultures, students continue to develop their skills in identifying character development, conflicts, themes, and symbols. In this course, students begin to practice public speaking with informal and formal presentations to their peers and make connections with their classmates through active participation in class discussions. The course has an emphasis on grammar and vocabulary with daily practice and implementation of those skills into students' writing. Students continue to improve the structure of their writing,

particularly analytical paragraphs, and begin to synthesize complete essays. Authors covered include Sandra Cisneros, Gary D. Schmidt, John Steinbeck, and Marie Lu.

### **Identities: Exploring Stereotypes and Bias (English 8)**

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8th-grade students explore various texts in several formats—including prose, verse, plays, and short stories—with a focus on the theme of identity. By identifying and discussing the impact of stereotypes and bias, students hone their abilities to discuss character development, themes, and symbols. Grammar and vocabulary are practiced daily and reinforced throughout various genres of written assignments. Students' writing ability develops further as they refine paragraph structure and thesis statements. Students practice public speaking with informal and formal presentations in front of the class, as well as class discussions in both small and large groups.

### **Literature of Maine (English 9)**

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This course is part of the place-based curriculum for ninth-graders that helps students establish a knowledge and appreciation of Maine from multiple perspectives. In this course, students hold Maine up to a light in order to examine it through the lenses of various texts, taking in the state's history, demographics, economics, and beliefs. Students hone their writing skills with analytical, expository, and narrative essays, focusing on incorporating evidence, establishing structure, and defending an argument. Grammar work is a routine element. Authors include Brian Walker, Michael Finkel, and Stephen King, as well as various short story authors and poets/songwriters.

## **World Literature (English 10)**

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Sophomores review literary concepts while exploring the genres of romance, tragedy, and comedy in world fiction, poetry, and drama. Students write every day in a variety of formats, developing their voices and learning how to select and use supporting details in coherent ways. In short essays, students explore various forms of exposition, personal narrative, analysis, and argumentation. Students often engage in cross-curricular explorations of world literature and history while gaining experience in public speaking through seminar discussions and presentations. Vocabulary building and grammar work are routine. World Literature authors currently include Erich Maria Remarque, Elie Wiesel, Yaa Gyasi, Franz Kafka, Gabriel García Márquez, and Shakespeare among others.

## **World Literature Honors (English 10)**

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In this rigorous course, sophomores advance their critical reading and writing skills, working to develop their own voices through the exploration of complex essay forms. Honors World Literature considers fiction, poetry, and drama from a variety of periods and locations, with a particular focus on romance, tragedy, and comedy. Students gain experience in public speaking through seminar discussions and presentations; they also write a variety of papers and creative works. Vocabulary-building and grammar work are routine. Honors World Literature authors have included Sophocles, William Shakespeare, Edmond Rostand, Yann Martel, Gabriel García Márquez, Chinua Achebe, and Marjane Satrapi.  
*Enrollment in this course requires departmental approval.*

## **American Literature (English 11)**

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This junior-level course increasingly emphasizes close critical reading within the context of American Literature. Students explore a variety of voices and perspectives as they consider ideas and concerns that have long been part of American life. Students' essays are longer and more complex, utilizing both primary and secondary sources. Large and small group discussion are integral parts of the course, as are weekly writing assignments and grammar lessons. Readings include short fiction, novels, essays, poetry, and contemporary drama.

## **American Literature Honors (English 11)**

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This course offers juniors an intensive study of American literature in the context of American historical and cultural

development. Selections range from early political and persuasive essays to contemporary poems, dramas, short stories, and novels. Students will analyze and interpret literature as well as study trends and changing perspectives. Writing assignments stress principles of unity, coherence, and full development of ideas. This course complements studies undertaken by the Advanced Placement U.S. History and Honors U.S. History courses. Texts currently include works by Hawthorne, Miller, Emerson, Thoreau, Morrison, Crane, Fitzgerald, Hemingway, O'Brien, and McCarthy.  
*Enrollment in this course requires departmental approval.*

## **AP® English Language and Composition (English 11+)**

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AP® English Language and Composition is a college-level course that introduces students to critical writing and reading strategies used in different academic disciplines and professional fields. Students read and analyze essays, letters, speeches, images, and non-fiction books, among other texts. Through an in-depth study of the art of rhetoric, students learn to identify rhetorical strategies and devices in a text and their effects on a reader. At the same time, students refine their understanding of rhetorical contexts and the best rhetorical approaches to take in their own analytical and argumentative writing. Authors include Truman Capote, Bryan Stevenson, Tara Westover, Ayaan Hirsi Ali, and Tim O'Brien, as well as countless speeches, articles, and essays by historical figures as well as contemporary voices. This course prepares students for the College Board exam's assessment of critical reading skills and analytical writing.  
*Enrollment in this course requires departmental approval.*

## **Topics in Composition & Literature (English 12+)**

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In this course, seniors and postgraduates deepen their critical thinking, reading, and writing skills as they prepare for the demands of college. During the fall term, seniors review literary terms and practice skills of close textual analysis. They read and write personal and expository essays and develop different forms of argumentation. In the spring term, students continue to work on literary analysis and practice synthesizing multiple sources in order to compose more sophisticated essays. Readings and discussion topics often address issues of psychology, politics, and identity.

## Honors Comparative Literature (English 12+)

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The study of comparative literature means, in a broad sense, reading works by authors from different backgrounds, from different time periods, and in different genres, all while looking at themes, arguments, and literary styles that cross all of these categories. In this rigorous course, students move through the reading list of short stories, novels, and plays by examining texts that speak to each other in some way, such as fairy tales from various cultures or novels with strong female protagonists.

Readings include such works as *Mrs. Dalloway*, *The Hours*, *King Lear*, the stories of Ray Bradbury, and *Station Eleven*.

Throughout the year, as students write in a variety of genres, including analytical essays and creative projects, they gain a deeper appreciation for the rich and diverse world of literature.

*Enrollment in this course requires departmental approval.*

## AP® English Literature & Composition (English 12+)

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Advanced Placement Literature and Composition is a rigorous full-year course designed to fulfill the learning objectives determined by the College Board to demonstrate mastery of advanced skills in literary analysis and composition. The course also prepares students to take the timed AP® exam in the spring. Students are expected to perform at a college level in terms of reading comprehension, written expression, familiarity with literary

elements and terms, and workload pace. Students explore primarily American and British literature in a variety of genres—drama, poetry, short stories, and novels—and from literary periods from the Renaissance through the contemporary. Authors include such writers as Shakespeare, Wharton, Steinbeck, Hurston, Ellison, and Rankine. As students read, write, and participate in this discussion-driven course, they become more attentive to the power and beauty of literature, the relevance of literature to their own lives, and the value of participating in a scholarly community.

*Enrollment in this course requires departmental approval.*

## Expository Writing: Postgraduate English (English PG)

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This writing-intensive course is designed to prepare postgraduates for the demands of college-level work. Students begin with a focus on the personal narrative in route to shaping a college application essay. Students write in a variety of genres while reviewing grammar and vocabulary in order to improve the sophistication of their writing style. As the year progresses, students move toward independent research and longer writing projects. Run like a college seminar, the course also gives students the opportunity to practice and improve their public speaking skills, which are honed through formal presentations, personal interviews, and class discussion, as well as through preparing for Last Word speeches.

# ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

**Placement:** Students are evaluated on their English language level before classes begin. New students are placed in ESOL classes based on testing results. Returning students are placed in ESOL classes based on progress in the ESOL classes, testing results, and teacher recommendations.

**Sequencing:** Students do not need to take all levels of ESOL classes. If they are ready, they may skip a level.

**Mid-year Movement:** Students may change levels after the first semester. In order to change levels, students are evaluated on their first semester grades, teacher recommendations, and placement tests. Students need to fulfill two out of these three criteria to be able to change to the next level.

## ESOL Middle School (ESOL 7+)

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This skills-based course is designed for seventh and eighth-grade students whose native language is other than English. Coursework will increase student skills and confidence in the areas of grammar, academic reading, writing, listening, and speaking while exploring topics related to American culture. This course is designed as a supplement to college prep classes; accordingly, students will learn about American classroom culture while also improving academic skills such as essay writing, participating in discussions, and giving presentations.

## ESOL English Foundations (ESOL 7+)

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This skills-based course is designed for students whose native language is other than English and who are at the beginning to early stages of proficiency. Students will work individually and collaboratively on projects and assignments that build their skills in grammar and vocabulary and all four language domains (listening, speaking, reading, and writing). They will read stories, essays and informational texts and will then analyze and discuss each work's various structures, devices, and themes. Throughout the class, students develop academic skills and pragmatic language skills needed to engage actively and constructively in discussions, projects, and writing assignments.

## ESOL History Foundations (ESOL 7+)

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As students at this level are at the beginning to early stages of proficiency, coursework will increase student skills and confidence in all language domains (listening, speaking, reading, and writing) while also giving them a foundation in history and world affairs. Additionally, students will gain a deeper understanding of how to interpret and apply information from primary and secondary sources. Throughout the course, students will increase their active vocabulary through projects such as essays, presentations, discussions, and other creative and analytical work.

## ESOL Science Foundations (ESOL 9+)

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This hands-on class will focus on necessary scientific skills such as independent research, technical writing, and the experimental method while supporting ESOL learners in mastering both science and English. Students will explore the principles of motion, force, work, and energy while building key academic skills such as independent research, technical writing, and experimental design. With a focus on design, engineering, and problem-solving, students will refine all four language domains (reading, writing, listening, and speaking) while learning how to articulate scientific concepts and arguments effectively, preparing them for success in advanced science courses and broader academic settings.

## ESOL English Advanced (ESOL 9+)

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This skills-based course is designed for students whose native language is other than English but who already have a firm foundation in the English language. Students will read, analyze, and discuss texts in multiple genres written by a diverse selection of authors. Additionally, they will develop their academic vocabulary, grasp of relevant grammatical structures, and analytical writing and discussion skills through essays, debates, and creative projects.

## ESOL History Advanced (ESOL 9+)

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This course is designed to expose students to historical inquiry by exploring United States history while strengthening their English language skills in listening, speaking, reading, and writing. The curriculum traces the timeline of the United States, beginning with

pre-Columbian cultures and progressing to the present day. The study of government will include a particular emphasis on the Supreme Court, using the Court as a lens to study key developments of the 20th century and contemporary

issues. In addition to acquiring historical knowledge, students will develop critical academic skills through presentations, class discussions, debates, and essay writing.

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# HISTORY AND SOCIAL SCIENCES

**Graduation requirement:** two years, which includes one year of United States History.

**Recommendation:** Three or more years of study in history and/or social science are highly recommended. There are several electives open to students from 10th grade through PG.

**Sequencing:** Ninth-grade students take Humanities History. Beginning in 10th grade, students are recommended for regular, honors, or AP® levels (AP® in 11th+), depending on the course offerings.

## World Cultures I (History 6)

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The sixth-grade world cultures class is a combination of World History and Contemporary Issues with a primary focus on cultural development, preservation, and diffusion. Recent thematic units have included the make-up of the federal, state, and local governments of the United States and the various ethnicities and cultures of Africa. The students will have the opportunity to analyze and synthesize the make-up of the federal, state, and local governments, the background of declaring a candidacy to the road of elections, current issues that impact a community, and the importance of a single vote. The students will then focus on the continent of Africa and its diverse cultures and ethnicities, the effects of their geography, and the current and past issues that have contributed to the development of their country. The student assessments are often student-driven, with a mixture of individual and collaborative efforts to create final products. Some examples of assessment include analyzing and producing an informative pamphlet on a candidate running for a government position; delving into the geography, history, and culture of northeast Africa through the process of drawing the Nile River and the eleven countries the river feeds into; and researching and discussing the lasting effects of European imperialism on the countries of Africa, including civil wars within African countries and Apartheid in South Africa.

## World Cultures II (History 7)

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The seventh-grade history class is centered around two areas of the world: South and Central America and the Caribbean, East Asia and Southeast Asia. Recent thematic

units have included the history, ethnicity, and geography within the areas, the valuable resources, and the history, background, and effects of emigration from these areas to the United States. The student assessments are often student-driven, with a mixture of individual and collaborative efforts to create final products. Some examples include researching and developing a pamphlet for an assigned spice from Southeast Asia and Indonesia, making and tasting food from the areas studied, and exploring and celebrating holidays.

## Civics and American Studies (History 8)

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This class introduces students to topics in United States history and offers them opportunities to develop their critical reading, thinking, and writing skills. Students will study, among other topics, early settlement and the foundations of American government, the challenges to and demands for democracy in the early nineteenth century, immigration, economic developments and their impact on foreign policy, the increasing role of government in the twentieth century, and the social movements of the postwar era. This course is designed for younger students who would benefit from more support and practice with their critical reading, writing, and analytical skills. The level of difficulty of the readings and the expectations for the interpretation and analysis of primary sources will correspond to the development of students' critical abilities. Grading throughout the year will include both formative and summative assessments, and class participation.

## Humanities History (History 9)

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In this humanities course, students will examine history and contemporary events through the lens of human behavior and the subsequent establishment and evolution of culture. This course offers a range of critical topics and concepts that have shaped and influenced our global society. Topics studied range from intra- and international conflicts and their effects on society and culture to discussions of current events and how the methods and interpretation of both the reporting and recording of global issues impact our worldview and the interconnected understanding of the human experience. Students develop an understanding of both the importance of history and its relevance by learning how history is written, evaluating viewpoints, and

understanding the force of historical expression. Additionally, students read from a variety of texts and primary sources that offer insights into the events as well as opposing viewpoints with which to contend.

### **World History (History 10+)**

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This course provides a comprehensive survey of world history from ancient civilizations to contemporary societies. The curriculum emphasizes the connections and interactions between various civilizations and cultures throughout the world, as well as the development and impact of major events, movements, and ideas on global history. Topics covered in this course include the rise and fall of empires, cultural and technological developments, political revolutions, economic systems, and social movements. Through a variety of instructional methods, including lectures, discussions, readings, and projects, students will develop critical thinking, research, and analytical skills. Students will also learn to evaluate primary and secondary sources and construct persuasive arguments based on historical data. This course will prepare students for further studies in history, social sciences, and humanities, as well as provide a solid foundation for citizenship and global awareness.

### **Honors World History (History 10+)**

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Honors World History examines the key events, ideas, individuals, and societies throughout world history and their impact on our modern world. This course will cover the ancient world, including Sumeria, Greece, Rome, and China, and examine the leaders, philosophers, and achievements of each society. We will study the Age of Exploration, the Scientific Revolution, and the Enlightenment and how each impacted the Age of Revolution. We will learn how the Civil War, Westward Expansion, and Industrial Revolution impacted the developing United States and, thus, countries around the world, the events leading up to World War I and World War II, the determining of national borders following WWII, and the lasting impact of those decisions, and finally, the technological revolution and the other challenges faced by the modern world. Students in World History Honors will analyze and interpret primary documents, examine causal relationships and patterns between historical events, apply critical thinking skills in developing positions on key topics, learn a variety of note-taking techniques, and apply the writing process in developing clear and concise written responses using properly cited evidence.

*Enrollment in this course requires departmental approval.*

### **United States History (History 11+)**

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U.S. History is a year-long course that examines the major events and turning points of U.S. history from the early colonial era through the modern age. Students develop an understanding of the patterns, processes, and people that have shaped U.S. history. As students study the evolution of U.S. history, they will study the impact of social, economic, and political change as the United States rose to global prominence. Recurring themes of social and political history lead students to draw connections between the past and the present, between cultures, and among multiple perspectives.

### **Honors United States History (History 11+)**

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This class exposes students to major events, personalities, and themes within the nation's history, not as a random collection of dates and places or a simple string of events but rather as components of larger historical patterns. To illustrate these patterns, the course explores the following themes: cultural contact and the role of race, democratic foundations and challenges, the individual's role in society, economic developments, and the nation's role in the world. In addition to their basic history text, students read selected articles by noted historians and various primary source materials. Grading will include both formative and summative assessments.

*Enrollment in this course requires departmental approval.*

### **AP® United States History (History 11+)**

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During the first half of the course offered to juniors, themes such as the development of the U.S. Constitution out of our colonial and revolutionary past, the evolution of the political party system, westward expansion, and the tensions leading up to the Civil War will be highlighted. During the second half of the year, we will focus on the impact of industrialization and urbanization, the development of America as a world power, and the tensions and adjustments of a multicultural society. Document analysis, analytical essay writing, and class activities such as debates or simulations will be regularly employed to develop the themes under study.

*Enrollment in this course requires departmental approval.*

## History and Social Sciences Electives

### Turning Points (Semester; History 11+)

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This course is designed to study events and people throughout world history that have significantly altered the course of future events. Each topic is approached through an examination of the historical context conducted through the activation of students' prior knowledge and then supplemented with discussions in a seminar format that revolve around the turning point. The study of each turning point will be done through a variety of sources: current periodicals, historical fiction, and/or film. At the end of the term, students will study the past twenty years and choose what they believe to be the turning points that shaped contemporary history. Students will then choose topics and complete a term research paper to culminate the course.

### Introduction to Economics - Honors (History 11+)

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This course provides students with an understanding of basic economic principles. Students will learn the fundamentals of micro and macroeconomics, including supply and demand, market structures, economic systems, and global trade. They will study economic models, how to calculate and graph their values, and how to explain their significance and meaning. They will also study the role of government in regulating markets and promoting economic growth. Through a variety of instructional methods, including lectures, case studies, simulations, and group projects, students will develop critical thinking, problem-solving, and communication skills. They will also learn to apply economic concepts and principles to real-world situations and analyze the impact of economic policies and decisions on businesses and society. By the end of the course, students will have gained a comprehensive understanding of economics in the modern world.

*\*Students enrolling in this course must have completed or be concurrently enrolled in Precalculus.*

### Psychology (History 11+)

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This course provides a broad overview of the field of psychology, a social science. This overview includes the investigation of various topics such as professions and advances in the field of psychology, psychological research, the brain and nervous system, sensation and perception, sleeping and dreams, conditioning, memory, social

psychology, and abnormal psychology. The course explores the ever-changing world of psychology and encourages students to become more critical thinkers about themselves and the world around them.

### AP® Psychology (History 11+)

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The AP® Psychology course serves as an advanced introduction to the field of psychology - the study of human behavior and cognition - and as preparation for the AP® Psychology exam. Topics covered include the scientific foundations of psychology, biological bases of behavior, sensation and perception, learning, cognitive psychology, developmental psychology, motivation, emotion, personality, clinical/abnormal psychology, and social psychology. Given the breadth of the subject and demands of the AP® curriculum, it is a fast-paced, content-driven course that will provide students with the knowledge and tools to take on subject-specific courses once they are in college. All psychology students are guaranteed to come away with a greater understanding of both themselves and others!

*Enrollment in this course requires departmental approval.*

### Honors International Relations (History 11+)\*

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This elective course is designed to provide students with a broad introduction to the study of international politics and will focus on significant themes and debates in the arena of contemporary international affairs. The course will introduce students to theories and approaches that have been applied throughout history to understand contemporary issues. An emphasis will be put on case-study analysis, both as a tool for applying their knowledge of theory to the study of real-world events as well as evaluating competing political views. As so many of the topics studied in this course are the subject of ongoing debate and controversy in both national and international arenas, the course relies on active classroom discussion and debate as a means of understanding and evaluating all sides of each issue. The course uses a variety of texts and learning tools. Simulations, structured debate, documentary film analysis, and study of the daily news allow students to engage with the issues covered in this course.

*Enrollment in this course requires departmental approval.*

*\*Not offered in 2025-2026*

# MATHEMATICS

**Graduation requirement:** three years, including Algebra 1, Geometry, and Algebra 2. New international students take a proficiency test and are placed based on the results.

**Recommendation:** Students take four years of math at Hebron Academy unless otherwise authorized.

**Sequencing:** These options may follow Algebra 2; depending on teacher recommendation/approval:

- Precalculus - regular or honors
- Statistics & Data Analysis - juniors and seniors who want to take a statistics class but are not prepared for the rigors of an AP® math class. Strong English skills are necessary.
- Computer Science - juniors or seniors who are not planning on taking precalculus or students who want to take it in addition to precalculus.
- AP® Statistics - must have good English proficiency as there is a lot of reading and carefully written answers in this course.

Following precalculus, students may continue to calculus (level depends on teacher recommendation) or any of the above courses.

## Algebra Foundations (Math 6+)

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This course strengthens and broadens students' basic math skills. Topics include factors and multiples, fractions, decimals, the four operations, percents, ratios, and proportions, and basic geometry and measurement. Students work with positive and negative numbers, explore concepts in geometry, and continue to strengthen their basic computation and arithmetic skills. Developing good number sense and effective problem-solving skills are important goals of this course as is the ability to work together effectively in a group setting. Though some of the work done in this class will be without a calculator, a TI-30xs scientific calculator is required, as students will use this once basic computation skills are mastered.

## Transition Math/Pre-Algebra (Math 7+)

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Reinforcing basic math skills and preparing students for the study of Algebra I are the main goals of this course. The class will review the four basic operations of mathematics, learn to evaluate different types of mathematical expressions, work closely with fractions, decimals, and percents, and study exponents, scientific notation, and geometry. Students learn the concept of the variable and use variables to solve a variety of different equations. Special attention is given to developing and refining

effective problem-solving skills and strategies. A TI-30xs scientific calculator is required for this course.

## Algebra 1 - The Language of Mathematics (Math 8+)

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Often considered the "language of mathematics," this first-year Algebra course covers work with signed numbers, variables, graphs, and formulas. The course content includes using mathematical symbols, solving equations in one and two variables, graphing linear equations and inequalities, factoring, and solving systems of linear equations. It provides the foundation for studying geometry and more advanced algebra. Students are encouraged to work together and to share ideas and approaches as they learn to solve many different types of problems.

## Geometry (Math 9+)

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Our geometry course is designed so that students can be actively engaged as they learn geometry; students "learn by doing" using inductive techniques. They learn to use the tools of geometry and perform explorations with them. Many of the explorations are carried out in small cooperative groups in which students jointly plan and find solutions with other students. Their investigations lead them to the discovery of geometric properties. The objective of this course is to promote an intuitive understanding of geometric concepts and objects. After students come to understand a concept through experience, they are introduced to the appropriate symbols and given opportunities to practice mechanics and problem-solving.

*A TI-84 or TI-30xs calculator is required for this course.*

*Prerequisite: successful completion of Algebra 1*

## Geometry Honors (Math 9+)

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Geometry Honors covers the topics in Geometry with greater emphasis on cooperative learning and problem-solving. Students are asked to take what they've learned and apply it in various ways to better understand geometric concepts. This class approaches learning through explorations of concepts before formalizing learning. Students are expected to work cooperatively with peers and learn to discuss their thinking process and mathematical concepts with their peers. Most students from this course move into our Honors Algebra 2 class.

*A TI-84 or TI-30xs calculator is required for this course.  
Prerequisite: honors grades in Algebra 1 and departmental approval.*

### **Algebra 2 (Math 10+)**

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Algebra 2 expands on the concepts covered in Algebra 1, such as linear relationships and solving equations, by widening the scope to include systems of equations, absolute value, inequalities, and quadratic functions. The class deepens deductive reasoning and problem-solving skills through classwork, critical thinking, and logical reasoning. Over the course of the year, students will strengthen their grasp of the language of mathematics and gain essential skills for expressing mathematical concepts.

*A TI-84 or TI-30xs calculator is required.*

*Prerequisite: successful completion of Algebra 1*

### **Algebra 2 Honors (Math 10+)**

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Algebra 2 Honors covers all the topics of Algebra 2 but through the lens of transformations of functions. The class also includes an introduction to logarithms and exponential functions. There is a heavy emphasis on critical thinking, analysis of underlying concepts and connections, and problem-solving skills. Collaboration and communication are strongly encouraged. The pace is intended to challenge and expand each student's skill set.

*A TI-84 or TI-30xs calculator is required.*

*Prerequisite: honors grades in Algebra 1, strong algebra mechanics, and departmental approval.*

### **Precalculus (Math 11+)**

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Precalculus provides the background for the mathematical concepts, problems, issues, and techniques in preparation for studying calculus. The course covers the following topics: quadratics, higher degree polynomials, radicals, rational functions, basic sequences and series, exponential and logarithmic functions, and trigonometric functions (through both the right triangle and Unit Circle approach).

*A TI-84 or TI-30xs calculator is required.*

*Prerequisite: Algebra 2*

### **Precalculus Honors (Math 11+)**

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Precalculus Honors is an accelerated course intended to prepare students for success in single- and multivariable calculus and beyond. The course quickly dives into the analysis of many types of functions. Students then discover the nature of graphs and deepen their understanding of

polynomial, rational, exponential, logarithmic, and trigonometric functions. Students will express a function verbally, algebraically, numerically, and graphically. Trigonometric identities will also be investigated. Introductory calculus topics such as series and limits will be the conclusion of the course. Emphasis is placed on multi-step problem-solving and written and verbal answers. *A TI-84 calculator is required. Prerequisite: Algebra II Honors and departmental approval.*

### **Calculus (Math 11+)**

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Calculus is a yearlong course designed to have students use all of their acquired mathematical knowledge and practices to solve problems. This course strengthens students' understanding of functions in preparation for the process of differentiation and integration. Calculus concepts explored include limits and continuity, derivatives, definite integrals, exponential and logarithmic functions, trigonometric functions, and techniques of integration. Emphasis is placed on the exploration of real-world calculus applications.

*A TI-84 or TI-Nspire calculator is required.*

*Prerequisite: Precalculus*

### **AP® Calculus AB (Math 11+)**

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AP® Calculus AB is a yearlong, college-level course designed to prepare students for the Advanced Placement (AP®) Calculus AB exam. Major topics of study in this full-year course include a review of precalculus, the use of limits, derivatives, definite integrals, and mathematical modeling of differential equations, and the applications of these concepts. Emphasis is placed on the use of technology to solve problems and draw conclusions. The course uses a multi-representative approach to calculus, with concepts and problems expressed numerically, graphically, verbally, and analytically.

*A TI-84 or a TI-Nspire calculator is required.*

*Prerequisite: honors grades in Precalculus and departmental approval.*

### **AP® Calculus BC (Math 11+)**

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AP® Calculus BC is a yearlong, college-level course. The course is based on the College Board's Advanced Placement Calculus BC curriculum, whose purpose is "developing understanding of the concepts of calculus and providing experience with its methods and applications." The course will emphasize that most calculus concepts and problems can be viewed or represented in several ways: graphically, numerically, algebraically, and verbally.

Graphing calculators are tools for moving between these representations, so we will use them regularly. The primary purpose of this course is to prepare students for the AP® Exam as well as future college math courses.

*A TI-84 or a TI-Nspire calculator is required.*

*Prerequisite: honors grades in Honors Precalculus and departmental approval.*

## Mathematics Electives

### Computer Science (Math 10+)

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This course introduces the field of computer science and the fundamentals of computer programming. It is specifically designed for students with no prior programming experience and touches upon a variety of fundamental topics. The course begins with a brief history of software development and shows how human thought and computer programming are related. These general concepts are broadened to cover object-oriented programming terminology such as objects, classes, inheritance, and polymorphism. Students use Java to show how those fundamentals are implemented in a real programming language by demonstrating Java's primitive data types, relational operators, control statements, exception handling, and file input/output. By the end of the course, students understand the basics of computer science and the Java programming language.

### Statistics & Data Analysis (Math 11+)

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Statistics & Data Analysis is a full-year course designed to acquaint students with the major concepts of statistics and give them the tools to properly collect, analyze, and draw conclusions from data. Students use real-world data in their explorations and are encouraged to keep up with recent news and come in with examples of statistics being used by newspapers, magazines, and other types of media. Students in this course learn how to be responsible consumers of

information. Charts, graphs, data, and polls are presented to us as media consumers on a daily basis, and a deep understanding of what we are looking at is imperative for drawing the correct conclusions. Students in this course will never be wondering when they will have to use the knowledge they acquire in "real life." Statistics has applications in almost every field of study, and this course provides students with a solid foundation for other statistics courses at the next level. Access to a computer to use Google Sheets and other statistical websites is required.

*A TI-84 calculator is required.*

### AP® Statistics & Data Analysis (Math 11+)

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AP® Statistics is a certified AP® course offered to seniors and post-graduate students that uses the guidelines set forth by the College Board to guide the curriculum. This course introduces students to the concepts for collecting and analyzing data as well as drawing conclusions from various data representations and sets. There are four themes in the AP® Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem-solving, and writing as they build conceptual understanding.

*A TI-84 or a TI-Nspire calculator is required.*

*Enrollment in this course requires departmental approval.*

### Financial Math (Math 12+)

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The Financial Math course is open to senior and post-graduate students. This course teaches students how to use mathematical methods to understand personal finance, financial risk, and to make financial decisions. Students learn about many personal finance topics, including taxes, credit, loans, insurance, and retirement planning. This course is an elective course and must be taken after all graduation requirements have been met.

# SCIENCE AND ENGINEERING

**Graduation requirement:** two years, which includes two years of lab sciences (chemistry or physics and biology).

**Recommendation:** All three lab sciences (chemistry, physics, and biology) are highly recommended, as are three or more years of study in science.

**Sequencing:** Ninth-grade students take Ecology of Maine and 9th-grade Introduction to Engineering. Beginning in 10th grade, students are recommended for regular, honors, or AP® levels (AP® in 11th+), depending on the course offerings. Chemistry is typically taken in the 10th grade, and Biology in the 11th grade.

## Wellness (Wellness 6)

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This class focuses on the physical, emotional, mental, and social dimensions of students' well-being through the lens of health and wellness, including outdoor and physical education. Students are provided with skills and awareness through their examination of a variety of topics in the wellness field, including hygiene and self-care, mindfulness-based stress management, sleep, and strategies to develop a growth mindset. Students engage in fun-filled activities designed to allow them to use their ample energy in safe and constructive ways in a variety of activities to promote an active and healthy lifestyle. Students also learn basic safety skills for outdoor adventure.

## Ecology and Biodiversity (Science 6/7)

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Sixth- and seventh-grade students study the diversity of life on Earth, how these organisms evolved over space and time, and their interactions with their environment. These ideas are explored at the organismal level through the lens of taxonomy, as well as at a cellular level, to understand living things on multiple scales. This provides a working vocabulary and a strong foundation in topics covered more in-depth in Upper School biology classes. Students learn the scientific method through hands-on investigation both in the lab and in the field, with a special focus on observation and question-asking. In addition, students learn how to use field and lab equipment to study organisms and their environments.

*Ecology and Biodiversity and Earth and Space Science are offered in alternating years.*

## Earth and Space Science (Science 6/7)

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In sixth and seventh grade, students learn about the Earth and space sciences. From Earth to air to water to space, students study these systems through inquiry-based learning. The students examine the atmosphere, weather, and climate, including anthropogenic climate change, the inner Earth, surface geology, and plate tectonics; aquatic systems, including watersheds and oceans; and major aspects of our solar system and universe. The students will continue to hone their scientific methodology skills, building on those learned in previous classes.

*Ecology and Biodiversity and Earth and Space Science are offered in alternating years.*

## Conceptual Physics (Science 8)

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This class focuses on key scientific skills such as independent research, technical writing, the scientific method, and experimental design under the umbrella of physical laws such as motion, force, work, and energy. Moreover, students learn the principles of design and engineering by solving problems related to the motion of objects. Students in this course are required to complete several collaborative projects in which they design their own experiments, collect data, and present their major findings both in writing and through presentations. Teachers of this course strongly emphasize lab and writing skills to reinforce the idea that science is inquiry-based and that students must always draw conclusions by first generating evidence. This course provides students with the backbone skill set that will help them be more successful as they move into upper-level science coursework.

## Ecology of Maine (Semester; Science 9)

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In this one-semester ninth-grade course, students are challenged to study the behavior, organization, ecology, and evolution of Maine organisms in situ. Using techniques of naturalists, both past and present, students observe, document, and experiment to better understand how organisms navigate both their abiotic and biotic environments. In addition to honing scientific method practices in their investigations, students also learn and employ design and collaboration skills in place-based projects related to the natural history of the organisms of

study. Students engage in the material in both field and laboratory settings. Students also spend time exploring the causes and effects of climate change as they apply it to the communities they live within. This course provides students with the backbone skill set that will help them be successful as they move into upper-level science coursework.

### **Chemistry with lab (Science 10+)**

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Chemistry is a full-year introductory laboratory course that approaches topics of study through the use of modeling and experimentation. These topics include a thorough study of the fundamental principles of atomic structure, periodicity, chemical bonding, chemical reactions with stoichiometry, gas laws, and the concepts of equilibrium. Classroom lectures and discussions are supplemented with frequent laboratory exercises utilizing experimentation on the micro-scale. The students learn to analyze data and write reports on their results.

### **Chemistry Honors with lab (Science 10+)**

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Chemistry Honors is a full-year introductory laboratory course that approaches topics of study through the use of modeling and experimentation. These topics include a thorough study of the fundamental principles of atomic structure, nuclear reactions, periodicity, chemical bonding, chemical reactions with stoichiometry, gas laws, and the concepts of equilibrium. Classroom lectures and discussions are supplemented with frequent laboratory exercises utilizing experimentation on the micro-scale. The students learn to analyze data and write reports on their results. The honors level of this course maintains very similar themes but adds greater depth to the above topics as well as a stronger focus on the mathematical components of chemistry.

*Enrollment in this course requires departmental approval.*

### **Biology with lab (Science 11+)**

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This introductory course, which integrates laboratory exercises and field studies with classroom discussion, emphasizes the continuity of life and the complementary nature of structure and function in the living world. Topics include ecological relationships between organisms, cell structure and function, energy transformation, cell division, genetics, and the structure and function of selected plant and animal physiological systems. This course continues to build upon scientific writing and lab-based skills begun in previous science classes.

*Prerequisite/corequisite: physical science (chemistry or physics).*

### **Biology Honors with lab (Science 11+)**

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This introductory course, which integrates laboratory exercises and field studies with classroom discussion, emphasizes the continuity of life and the complementary nature of structure and function in the living world. Topics include ecological relationships between organisms, cell structure and function, energy transformation, cell division, genetics, and the structure and function of selected plant and animal physiological systems. This course continues to build upon scientific writing and lab-based skills begun in previous science classes. Biology Honors explores a similar topic set but with increased pace, rigor, and expectations of the students. *Prerequisite/corequisite: physical science (chemistry or physics).*

*Enrollment in this course requires departmental approval.*

### **AP® Biology with lab (Science 11+)**

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The most rigorous course in Biology, the Advanced Placement® course is designed to allow students to delve deeply into the patterns of structure and function in the living world. A high level of performance in previous chemistry and biology courses is a prerequisite for this course, and physics is recommended; prior science classes must include detailed class discussions, extensive laboratory work, and comprehensive tests. The biology prerequisite may be waived in the case of extraordinarily motivated students. Topics include (1) the processes that underlie evolution, driving biological unity and diversity, (2) the use of free energy in biological metabolic and maintenance processes, (3) biological information systems, and (4) the organization, function, and interactions of biological systems. Students completing the course will take the Advanced Placement® examination in Biology in May.

*Prerequisite/corequisite: physical science (chemistry or physics).*

*Enrollment in this course requires departmental approval.*

### **Physics with lab (Science 11+)**

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Physics requires students to learn the principles of kinematics, velocity, motion, Newton's laws, energy and work, momentum, and waves and apply them to problems encountered in everyday life. They gain hands-on experience with these principles through various laboratory exercises. We implement the design process in a variety of projects throughout the year.

*Prerequisite/corequisite: Algebra II.*

## **AP® Physics 1 with lab (Science 11+)**

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AP® Physics is an introduction to algebra-based physics. Students cultivate their understanding of physics through classroom study, in-class activities, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservations, and waves. Students in this class are required to take the Advanced Placement® exam in the spring. Prerequisite: successful completion of Algebra 2 and departmental approval.

*Corequisite: Precalculus or above.*

## **Science Electives**

### **Human Biology & Public Health (Science 10+)**

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Human Biology & Public Health is an elective course that provides students with a global awareness of personal and community health education. Each student gains a better understanding of human biology, biochemistry, disease, mental health, nutrition, medical treatments as well as the development of children into young adulthood. An eclectic approach to the curriculum provides each student with hands-on applications and an understanding of the variety of topics within this course. Research, presentations, laboratory exercises, group discussions, and a variety of technology techniques will be used to highlight each topic.

### **AP® Chemistry with lab (Science 11+)**

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Advanced Placement® Chemistry is a course for highly motivated students. The AP® Chemistry course develops topics in atomic structure, periodicity, kinetics, equilibrium, electrochemistry, organic chemistry, thermodynamics, and the descriptive chemistry of elements. Special attention is given to solving problems using these concepts. Laboratory work is extensive, including the preparation of various inorganic compounds, qualitative analysis of cations, determination of solubility products and equilibrium constants, potentiometric acid-base titrations, and electroplating. A student completing the course will take the Advanced Placement® examination in May.  
*Enrollment in this course requires departmental approval.*

### **Agriculture & Climate Change (Semester; Science 11+)**

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This course explores the intersections of climate change and agriculture. By first clarifying the science of climate change and the complexity of agriculture in the first two

units, the class seeks to answer two simple questions: how does agriculture affect climate change? And how does climate change affect agriculture? Students quantify their own food choices in regard to carbon emissions and ecological footprint; they investigate how the food systems they take part in fit the global food system. Students also visit local elements of agriculture. From each pursuit, they make connections to climate change at local, regional, and global scales. In the end, students produce two artifacts (examples include a written composition, a presentation, a poster or model, a podcast episode, etc., but the choice is theirs) that answer the two questions above. The artifacts also incorporate student reflections on their participation in agriculture and climate change. Students share and exchange artifacts at the end of the course.

### **Anatomy & Physiology (Science 11+)**

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Anatomy and Physiology is a full-year elective course for those students who have successfully completed their biology and physical science requirements. This is an advanced course on the structure and functions of the human body. Students gain an understanding of human anatomy and physiology that is equivalent to a basic college-level course. Topics include the human muscular and skeletal systems, cardiovascular structure and physiology, the respiratory system, digestive system, nervous system, and homeostasis. Digital media, android and iPhone applications, and presentation skills are highlighted throughout the course. In addition, there will be hands-on dissection exercises of preserved specimens that will enhance the exploration and understanding of each topic. Given time and student interest, a special focus in the areas of sports medicine, human health, athletic injuries, disease, and nutrition, as well as hands-on lab work to emphasize each concept may be possible.  
*Co/Prerequisite: one year of biology.*

### **Kinesiology (Science 11+)**

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This full-year elective provides students with a basic understanding of the study of human motion through musculoskeletal anatomy, neuromuscular physiology, and basic biomechanics. Students learn how the human body achieves its motions by applying hands-on applications of biomechanical principles and conducting research within proper body mechanics and techniques. Students utilize motion analysis and technology to study several sports and activities as well as the science behind weight training, cardiovascular training, neuromuscular resistance, plyometrics, and the importance of dynamic movements.

The goal of this course is for students to learn and apply the basic concepts within physics dealing with movements and forces within the human body. Students gain valuable information that will help them throughout a basic college-level kinesiology course.

*Corequisite: Precalculus.*

### **Marine Biology (Semester; 11+)**

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The focus of this course is to explore the marine environment by investigating how geology, chemistry, and physics relate to the biology of organisms in the ocean and on land. Topics covered include basics of marine ecology, species evolution, taxonomic classification of marine organisms, survey of major marine ecosystems, and marine conservation. Through laboratory activities, marine organisms will be explored relative to their functions, their different habitats, and the effects of organism interactions. We will also explore the connections between environmental issues and marine resources to current research and climate change. Lab work will be complemented by fieldwork to practice knowledge and skills.

*Prerequisite/corequisite: Biology*

### **Engineering, Design, Innovation, Entrepreneurship (E.D.I.E.) Pathway Classes**

#### **Engineering Graphics Exploration (Semester; Science 9)**

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Exploration in Engineering Graphics is a one-semester course required of all 9th-grade students that introduces them to 3D Design through Autodesk's Tinkercad software, an amazingly easy-to-use yet powerful program for creating 3D digital designs that are 3D printer-ready. Students will use Tinkercad and learn how to incorporate engineering graphics into a variety of projects and solve real-world design challenges that will explore concepts in day-to-day functional innovations, digital art, and architecture. In addition to learning Tinkercad to explore the world of engineering graphics students will also learn and be trained on how to use and maintain our 3D Printers along with how to troubleshoot mechanical issues that may occur with the printers as well. No prior experience with CAD is needed, although students should be familiar with basic computer skills such as using a mouse, saving files, and navigating folders. The course material works the same for Windows, (Mac) OS X, and Chrome-based operating systems.

*Required Materials: Computer Mouse*

#### **E1- Introduction to Engineering (Science 10+)**

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Introduction to Engineering is a survey course in engineering appropriate for any student, regardless of grade level, taking an engineering course for the first time. Introduction to Engineering is designed to provide the students with the opportunity and experiences to apply the principles of engineering & technology engineers use in the modern world. Students invest their time throughout this course learning about the 21st Century's 14 Global Engineering Grand Challenges, engage in the Engineering Design Process, and tackle topics in Computer Animated Design (CAD) and 3D Printing, 2D Vector Design and Laser Cutting, and also Robotics and Computer Programming (SCRATCH). The course culminates with an end-of-year project empowering students to become their own project managers and apply what they have learned about the design process to invent or innovate a solution to a real-world problem. The course material works the same for Windows, (Mac) OS X, and Chrome-based operating systems.

*Required Materials: Computer Mouse*

#### **E2- PLTW Engineering Essentials (Science 10+)**

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Engineering Essentials is a full-year course designed to be a high school student's first exposure to the PLTW Engineering program and is appropriate for students in grades 10-12 who are excited about the prospect of going into Engineering post-high school. In Engineering Essentials, students explore the work of engineers and their role in the design and development of solutions to real-world problems. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing.

*Pre-Requisites: Completed Eng. Graphics Exploration or E1; Special consideration can be made on an individual basis.*

*Required Materials: Computer Mouse (CAD Mouse encouraged), Personal Flash Drive (Dual USB Type-C to Type A), Laptop Computer (Windows/MacOS; Chromebook is NOT sufficient)*

### **E3- PLTW Computer Integrated Manufacturing (Science 11+)**

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Manufactured items are part of everyday life, yet few people understand the excitement and innovation that is used to transform ideas into products. This course provides an opportunity for students to develop a better understanding of this innovative and exciting industry. Students learn about manufacturing processes, product design, robotics, and automation. Students develop their knowledge and skills in Computer Aided Design (CAD) through the use of Computer Aided Manufacturing (CAM) software to produce products using a Computer Numerical Controlled (CNC) mill. In addition to this, students also learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems using VEX equipment and software.

*Pre-Requisites: Completion of Engineering E1 or E2; Special considerations can be made on an individual basis.*

*Required Materials: Computer Mouse (CAD Mouse encouraged), Personal Flash Drive (Dual USB Type-C to Type A), Laptop Computer (Windows/MacOS; Chromebook is NOT sufficient)*

### **E3- Social Innovation (EDIE 11+)**

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Social Innovation is one of the two third-year options in Hebron's engineering pathway. Students develop a working definition of social innovation by exploring the elements common to all social innovation initiatives and considering how organizations make social and environmental impacts. They learn about global, complex problems and possible solutions by investigating case studies. By examining real-world examples, they consider these issues at all levels, from problem identification to funding to innovative solution design to advocacy for impacted peoples, and finally, to delivery of solutions. Students also read the works of innovative thinkers like Buckminster Fuller, Jerry Mander, and Kate Raworth and ask how their ideas fit into the social innovation paradigm. Students identify Hebron

community problems and work to develop social innovation-based solutions. In a capstone experience, the students will use what they have learned about Engineering and Design cycles in E1 and E2 classes and collaborate to solve social and environmental issues in our local community.

*Pre-Requisites: Completion of Engineering E1 or E2; Special considerations can be made on an individual basis.*

*\*Not offered in 2025-2026*

### **E4- PLTW Engineering Capstone (Science 12+)**

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The PLTW Engineering Capstone is the culminating course of Hebron Academy's engineering program, designed for 12th-grade students interested in technical careers. This open-ended research course challenges students to work in teams to design and develop innovative solutions to well-defined and justified problems. Drawing on skills and knowledge from previous engineering courses, students collaboratively research, define design requirements, explore multiple solution approaches, and create prototypes while working closely with mentors and industry professionals. The course emphasizes the development of organizational, communication, and problem-solving skills, as well as the integration of processes such as design, experimental design, and software development. Rather than introducing new content, the capstone empowers students to independently seek resources, including experts, research, and peer collaboration, to solve their chosen problem. At the conclusion of the course, student teams present and defend their solutions to a panel of industry professionals, making this an ideal course for those seeking hands-on experience in technical problem-solving and project management.

*Pre-Requisites: Completion of Engineering E1, E2; or E3 Special considerations can be made on an individual basis.*

*Required Materials: Computer Mouse (CAD Mouse encouraged), Personal Flash Drive (Dual USB Type-C to Type A), Laptop Computer (Windows/MacOS; Chromebook is NOT sufficient)*

# VISUAL AND PERFORMING ARTS

**Graduation requirement:** one year

**Recommendation:** Students are highly encouraged to round out their course selection with an arts course each year. There are several electives open to students each year, including courses that meet outside of the normal academic day.

**Sequencing:** Ninth-grade students take 9th-grade Design and 9th-grade Performing Arts. Honors and AP® courses are by recommendation.

## Visual Arts (Arts 6, 7, 8)

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Hebron Academy's Middle school arts program makes sure that students understand the basic concepts of the arts including the ability to use most common mediums and to understand key elements. They will have the opportunity to work with watercolors, acrylics, ink, charcoal, oil pastels, and ink-tense. Students participate in class critiques and discussions about their work. These experiences and skills give students an emerging understanding of the arts, an appreciation for aesthetics, and a solid foundation for their continued work in the Upper School.

## Music Exploration (Arts 6)

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In this hands-on class, students have an opportunity to explore music by playing a variety of pitched and unpitched instruments, including the ukulele, guitalele, keyboard, and djembe. Experimenting with these instruments, students will gain fine motor skills, respect for the instruments and other musicians, and attain a new appreciation for a diligent work ethic. We will also practice music reading, notation, and aural skills in order to expand our toolkit for musical expression.

## Music Survey & Literacy (Arts 7)

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Music Survey & Literacy will help to expand student understanding of music fundamentals. Students will have opportunities to both create their own music and respond to the works created by others. Our young artists will be encouraged to keep music and mood logs, reflect on

listening assignments, and interact with multiple genres, styles, and traditions of music they might not otherwise be drawn to.

## Music Connections (Arts 8)

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Music Connections is a project-based learning class. Students will connect music to other subjects like History, Science, Math, and English. For example, they will see how major historical events affected music, and with science, they will explore how sound is produced in different instruments.

## Voices of Hebron (Arts 6+)

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This is a performing ensemble that is open to all students, regardless of experience, who are interested in vocal music performance. Students in the course study and perform choral repertoire for mixed voices from a wide range of styles and traditions. Students focus on breath support, vocal production, music reading, ear training, rehearsal techniques, and group expression. The group will also focus on improving the language we use to discuss music by completing written reflections providing feedback, insight, and/or interpretation of particular musical concepts. This ensemble performs at the winter and spring concerts. Voices of Hebron meets twice a week and does not conflict with the student's class schedule. Students receive a graded half-course credit.

## Sounds of Hebron (Arts 6+)

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In this performing ensemble, many of the classes take the form of a rehearsal. Students also work in smaller groups, both in sectionals and to complete projects. Students build upon previous instrumental training through a repertoire of appropriately challenging music. The curriculum is directed not only toward the technical advancement of the students but also toward their understanding of musical content, structure, and style. Through performance, students develop improved note-reading and instrumental techniques and learn ensemble skills. The group will also focus on improving the language we use to discuss music by completing written reflections providing feedback, insight, and/or interpretation of particular musical concepts. \*This ensemble meets weekly before or after classes and performs at the winter and spring concerts.

## **9th Grade Design (Semester; Arts 9)**

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An introductory arts course for 9th graders, 9th Grade Design is the foundational course for further study in the visual arts. In this one-semester course, students will develop their imaginations and focus on self-expression and self-reflection as they explore a wide range of art media. This course meets for one semester and is a graded, half-credit course.

## **9th Grade Performing Arts (Semester; Arts 9)**

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This class will delve into all aspects of theater and theater productions from performing to behind the scenes. In this one-semester course, students will learn theater basics (stage directions, projection, etc.), what a theater script looks like and how to look at it, and all the technical aspects of a theater production. They also will practice their theater skills with monologues, auditioning, and improv. During the second half of the semester, students will use what we learned to put on scenes for each other using acting and tech.

## **Art History (Semester; Arts 10+)**

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In this course, students will investigate how art intersects with significant events, cultural shifts, and societal issues, learning how artists respond to and shape the world around them. Alongside studying iconic figures and movements, the curriculum highlights diverse perspectives, including works by women artists, Indigenous creators, artists of color, and LGBTQ+ voices, offering a more inclusive understanding of global art history. This will be a project-based class (rather than a traditional art history class that includes lengthy research papers etc) that encourages students to make work that is inspired by artists and art movements from history.

## **Ceramics (Arts 10+)**

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Ceramics introduces juniors, seniors, and post-graduate students to basic hand-building procedures as well as wheel-thrown techniques. The course will place emphasis on the use of the elements of art and principles of design to produce a variety of functional and non-functional projects constructed in clay. Students will explore ceramic production from a historical as well as a modern perspective, and students will be exposed to a variety of professional clay artists. Through ceramics as a medium, students will also be encouraged to explore and develop personal expression, powers of observation, and

self-assessment as it relates to their own work and the work of others.

## **Digital Art & Media (Semester; Arts 10+)**

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This semester-long course explores digital art and media as a method of creating art and design. Students will build a foundation in the basic techniques of Adobe Photoshop and Illustrator, learning to edit, manipulate, and create digital artwork, including collage, typography, digital painting and drawing, and animation. Through guided projects, students will develop conceptual ideas to produce image compositions, original artwork, logos, and other creative designs. The course will also explore how digital art can be applied in real-world contexts, helping students understand its relevance beyond the classroom. Each student will build a digital portfolio throughout the course while evaluating and responding to their own work and that of their peers. Some experience in drawing and/or painting is suggested but not required.

*Students will have access to a Wacom tablet and DSLR or mirrorless camera provided by the program.*

## **Digital Filmmaking (Semester; Arts 10+)**

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This semester-long course introduces the core concepts of digital filmmaking, including camera operation, storyboarding, audio capture, lighting, editing, and post-production. Students will deepen their understanding of video and time-based media while developing editing skills using Adobe Creative Cloud. Through instructor-led and self-directed projects, students will explore aesthetic, technical, historical, and conceptual aspects of filmmaking. The curriculum combines lectures, hands-on demonstrations, independent and collaborative projects, in-class exercises, screenings, and discussions to support creative growth. Students will analyze the aesthetic, technical, and expressive qualities of their own work and that of their peers and will research and discuss the work of contemporary filmmakers.

*Students will have access to a DSLR or mirrorless camera provided by the program, but they are welcome to use their own camera if they prefer. All students are required to purchase their own SD memory card.*

## **Digital Recording & Production (Semester; Arts 10+)**

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This course introduces students to the world of digital music and video recording and production. Students have the opportunity to become familiar with many of the same tools and technologies found in today's professional

recording studios. Students will gain experience in recording techniques, explore the world of digital sound manipulation, and learn about tools and instruments available on iPads and other devices. This class is project-based, with students planning and making compositions individually and evaluating and refining works as a class. This class is open to students regardless of prior experience in music.

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### **Drawing (Semester; Arts 10+)**

This course introduces students to the foundational principles of drawing while fostering creative expression and technical skills. Through a variety of projects, students will learn techniques in line, value, perspective, and texture using media such as pencil, charcoal, ink, and mixed media. Emphasis is placed on developing a personal artistic voice, improving hand-eye coordination, and understanding the elements and principles of art. By the end of the semester, students will have a portfolio showcasing their growth and creativity as artists.

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### **Music Studio (Arts 10+)**

No previous experience is required. Students will either learn to sing or play a new instrument or expand their personal repertoire by learning songs from various genres and styles. Students are encouraged to take risks creatively and share their unique perspectives through expression in their artistic work. A minimum of one community performance is required per semester (one solo song).

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### **Painting (Semester; Arts 10+)**

This semester-long course introduces students to the fundamentals of painting, emphasizing the development of technical skills, creative expression, and an understanding of color theory. Students will explore a range of painting techniques and media, including watercolor, acrylic, and mixed media while working on projects that focus on still life, landscapes, portraits, and abstract compositions. The course will also cover art historical references, encouraging students to draw inspiration from master painters and contemporary artists. By the end of the semester, students will have a portfolio of completed works that demonstrate their growth, creativity, and unique artistic perspective.

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### **Photography (Arts 10+)**

In this year-long course, students will learn the fundamentals of digital photography, including manual

camera controls, composition, framing, and studio and natural lighting techniques. Using Adobe Lightroom and Photoshop, students will edit and enhance their photographs, exploring both basic and intermediate techniques such as compositing. Through writing, discussion, and critique, students will analyze the aesthetic, technical, and expressive qualities of their own work and that of their peers. Projects will encourage students to develop their own creative voices and critically consider the role of visual media in contemporary society. Students will have access to a DSLR or mirrorless camera provided by the program, but they are welcome to use their own camera if they prefer. All students are required to purchase their own SD memory card.

*Students are encouraged to bring their own 35mm digital single-lens reflex (DSLR) camera, but this is not required. All students must have their own SD memory card.*

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### **Sculpture/3D (Semester; Arts 10+)**

This course introduces students to the fundamental concepts, techniques, and materials of three-dimensional art-making. Students will explore various sculptural methods, including additive, subtractive, assemblage, and casting processes, using materials such as clay, plaster, wire, cardboard, and found objects. Students will develop technical skills, creativity, and an understanding of form, space, balance, and texture. Emphasis will be placed on experimentation, problem-solving, and expressing ideas through sculpture.

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### **Studio Art 2D (Arts 10+)**

This course is an entry point to the visual arts curriculum, exposing beginners to techniques and media used to create a variety of two-dimensional (2D) artworks. Students will develop skills in drawing, painting, printmaking, collage, and/or design. Students will learn and apply the elements and principles of design and color theory in compositions from observation, research, and/or imagination. Through feedback, students will evaluate and respond to their own work and that of their peers.

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### **Theater (Arts 10+)**

Theater is for students interested in theater's dramatic and technical parts. This course requires students to actively participate in acting, costume design, lighting design, sound engineering, and set design. Part of the course will include historical theater pieces for enhanced learning of the

development in the theater world. One-act shows will be done throughout the year-long course.

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### **Advanced Ceramics (Arts 11+)**

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This course is offered to seniors and post-graduate students and builds upon the skills and techniques developed in the introductory ceramics class. Students will further develop their hand-building skills and work towards consistency and accuracy of results with their wheel-thrown pieces. Emphasis will be placed on craftsmanship revision and artistic exploration. Students will focus their efforts on creating ceramic vessels of matching sizes and shapes and design challenging forms like teapots, lidded vessels, and bottles. Students will be introduced to the process of raku firings and encouraged to experiment with a variety of clay bodies and glazing techniques. In the final trimester, students will be encouraged to concentrate on a specific area of their choosing, working semi-independently to develop a collection of their work suitable for display.

*Prerequisite: ceramics and departmental approval.*

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### **Advanced Digital Recording & Production (Arts 11+)**

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Students in this project-based class further develop their skills in both audio and video recording and production. Special emphasis is placed on editing and mixing the raw recorded materials. Other topics of study include techniques for recording live acoustic instruments and real-time mixing with a soundboard. \*Students are invited to support the annual Spring Show.

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### **Advanced Photography (Arts 11+)**

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Advanced Photography is designed for any student who has completed a beginning-level photography class and is motivated to work ambitiously and independently throughout the year on developing a body of work. Students will build upon already acquired skills, advancing their techniques with exposure control, creative camera techniques, and Photoshop techniques. This will include the study of art theory concepts such as the elements of art,

principles of design, composition, lighting, camera handling techniques, commercial applications in photography, current trends in photography, and photography-related careers. Because of the project-based nature of the class, students will be able to learn at their own pace and create meaningful pieces to add to their portfolios. Possible projects include independent focus work, long exposure techniques, macro photography, photo alterations, landscape photography, abstract photography, and light painting photography. Students may also pursue commercial photography including advertising, product photography, sports, and portrait photography.

*Enrollment in this course requires departmental approval.*

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### **Advanced Studio Art 2D (Arts 11+)**

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This course is an upper-level studio course in which students will develop and refine technical skills and create two-dimensional (2D) compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. A student entering this course will already have a good grasp of the elements and principles of design and composition. Students will practice, sketch, and manipulate the structural elements of art to improve mark-making. Emphasis will be placed on craftsmanship, revision, and artistic exploration. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. Students will have the opportunity to focus on a medium in which they are interested.

*Prerequisite: Studio 2D or department approval.*

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### **AP® Studio Art 2D, 3D, or Drawing (Arts 11+)**

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Advanced Placement Studio Art 2D, 3D, or Drawing is offered to juniors, seniors, and post-graduates and is a rigorous experience for extremely invested and skilled art students. It is a year-long exploration in portfolio development that includes a concentrated area of focus. Successful students may be granted college credit.

*Enrollment in this course requires departmental approval.*

# WORLD LANGUAGES

**Graduation requirement:** two years' consecutive language study at the upper school level. (Note: this is only applicable to students whose first language is English. However, all students are encouraged to take a world language.)

**Recommendation:** Students should continue a language sequence as far as they are able. Colleges consider language study beyond level 2 or 3 as they make admissions decisions, and highly selective colleges frequently expect students to complete four years of consecutive language study.

**Sequencing:** New students will be placed based on ability upon arrival as determined by transcripts and an initial assessment by languages faculty. Returning students should continue to the next level of language study unless their teacher recommends a different path.

## FLEX (Language 7)

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In seventh grade, the students take part in the Foreign Language Exploratory (FLEX) curriculum. The purpose of the FLEX program is to expose middle school students to diverse cultures and languages and help them draw comparisons between those cultures and their own. The curriculum may include an exploration of music, food, traditions, culturally significant historical figures, architectural and geographical landmarks, literature, and more! Our goal is to create a base of cultural appreciation that can stimulate curiosity and enthusiasm for language study at the upper school level.

## Spanish/French 1 (Language 8)

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In eighth grade, students take a level-one language course that emphasizes the acquisition of present tense and foundational vocabulary. Our goal is to equip students with the tools they need to exchange information about themselves and form meaningful interpersonal relationships with people who speak the target language. By the end of this course, students should be able to exchange basic information about themselves and their families, their daily lives, their school activities, their hobbies, and other familiar topics. They should also be able to complete basic tasks such as ordering food, speaking to a physician, and organizing transportation. Upon completion of the course, students may be recommended to progress into level 2

language study in 9th grade or repeat level 1 in 9th grade to establish appropriate mastery for continuation. The benchmark proficiency level for continuation will be ACTFL Novice High.

## French 1 (Language 9+)

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This beginner-level course prioritizes foundational vocabulary and grammatical structures that allow students to communicate about familiar daily topics. Students work in all four areas of language use: listening, speaking, reading, and writing. Class instruction consists of activities that provide a concrete framework within which students practice predictable, high-frequency, simple interactions. Working with simple texts, songs, videos, and other authentic materials, students gain confidence in completing familiar interactions in French. By the end of this course, students should be able to talk about themselves and their families, their preferences, their classes, and afterschool interests, and basic needs using primarily memorized phrases. The course assumes little or no prior knowledge of French. Upon completion of the course, students may be recommended to progress into level 2 language study or repeat level 1 to establish appropriate mastery for continuation. The benchmark proficiency level for continuation will be ACTFL Novice High.

## French 2 (Language 9+)

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This early intermediate-level course builds on the foundational grammatical structures and vocabulary from French 1 to strengthen communicative skills across all four domains of language learning: speaking, listening, reading, and writing. In addition to regular review of the present tense and vocabulary from French 1, this course also prioritizes successful navigation of the past tense. Students acquire an understanding of the past tense through regular exposure to fairy tales, songs, videos, and other media. By the end of this course, students should be able to describe traditions, activities, and events, as well as narrate stories in the past tense. They should also demonstrate an initial ability to create organically with the language rather than rely on rote memorized phrases.

Prerequisite for this course is French 1 or its equivalent. Upon completion of the course, students may be recommended to progress into level 3 language study or repeat level 2 in order to establish appropriate mastery for

continuation. The benchmark proficiency level for continuation will be ACTFL Intermediate Low.

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### **French 3 (Language 9+)**

In this intermediate course, students strengthen communicative skills across all four domains of language learning: speaking, listening, reading, and writing. Through exposure to songs and audio recordings, full-length texts and excerpts, and authentic videos, students will continue to broaden their communicative skills and deepen their understanding of written and spoken French. In addition to reviewing the present and past tenses from previous classes, students are exposed to conditional, future, and subjunctive, along with complex grammatical structures and new vocabulary. These activities enhance student listening comprehension skills as well as their historical and cultural knowledge of French-speaking countries.

Prerequisite: French 2 or its equivalent. The benchmark proficiency level for continuation to French 4 will be ACTFL Intermediate Mid. AP study will require proficiency approaching ACTFL Intermediate High.

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### **French 4/5 (Language 9+)**

This advanced course refines the grammatical competence developed in levels 1-3 and facilitates student acquisition of vocabulary that allows them to communicate in French at a level approaching their first language competence. In-depth presentations and essay-length writing assignments allow students to explore a more formal register of language use in addition to the daily communicative competence prioritized by previous classes. These activities facilitate student engagement in real-world communicative activities based on the literature, history, current events, and culture of France and the Francophone world.

Prerequisite: French 3 or equivalent.

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### **Spanish 1 (Language 9+)**

This beginner-level course prioritizes foundational vocabulary and grammatical structures that allow students to communicate about familiar daily topics. Students work in all four areas of language use: listening, speaking, reading, and writing. Class instruction consists of activities that provide a concrete framework within which students practice predictable, high-frequency, simple interactions. Working with simple texts, songs, videos, and other authentic materials, students gain confidence in completing familiar interactions in Spanish. By the end of this course, students should be able to talk about themselves and their

families, their preferences, their classes, and afterschool interests, and basic needs using primarily memorized phrases. The course assumes little or no prior knowledge of Spanish. Upon completion of the course, students may be recommended to progress into level 2 language study or repeat level 1 to establish appropriate mastery for continuation. The benchmark proficiency level for continuation will be ACTFL Novice High.

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### **Spanish 2 (Language 9+)**

This early intermediate-level course builds on the foundational grammatical structures and vocabulary from Spanish 1 to strengthen communicative skills across all four domains of language learning: speaking, listening, reading, and writing. In addition to regular review of the present tense and vocabulary from Spanish 1, this course also prioritizes successful navigation of the past tense. Students acquire an understanding of the past tense through regular exposure to fairy tales, songs, videos, and other media. By the end of this course, students should be able to describe traditions, activities, and events, as well as narrate stories in the past tense. They should also demonstrate an initial ability to create organically with the language rather than rely on rote memorized phrases.

Prerequisite for this course is Spanish 1 or its equivalent. Upon completion of the course, students may be recommended to progress into level 3 language study or repeat level 2 to establish appropriate mastery for continuation. The benchmark proficiency level for continuation will be ACTFL Intermediate Low.

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### **Spanish 3 (Language 9+)**

This intermediate course builds on the foundational structures and vocabulary acquired in Spanish 2 by combining them with advanced grammatical structures, which allows students to express and understand more nuanced opinions and ideas. These advanced grammatical structures include initial exposure to all Spanish tenses and allow students to engage with more abstract subject matter, such as current events and debates. Students acquire the language to do this through regular exposure to news clips, podcasts, essays, and other authentic materials. By the end of this course, students should be able to spontaneously discuss current events, give advice, address problems, and create arguments across a variety of written and oral contexts.

Prerequisite: Spanish 2 or its equivalent. The benchmark proficiency level for continuation to Spanish 4 will be

ACTFL Intermediate Mid. AP study will require proficiency approaching ACTFL Intermediate High.

### **Spanish 4/AP (Language 9+)**

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This advanced course refines the grammatical competence developed in levels 1-3 and facilitates student acquisition of vocabulary that allows them to communicate in Spanish at a level approaching their first language competence. In-depth presentations and essay-length writing assignments allow students to explore a more formal register of language use in addition to the daily communicative competence prioritized by previous classes. These activities facilitate student engagement in real-world communicative activities based on the literature, history, current events, and culture of Spain and Latin America. Students will have the option to take the Advanced Placement exam in Spanish Language and Culture upon completion of the class.

Prerequisite: Spanish 3 or equivalent.

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### **Spanish Practicum (Language 9+)**

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This course is designed to give students practical experience using Spanish in structured real-world contexts. Using present- and past-tense Spanish language skills for familiar situations and concrete social interactions, students will practice reading, writing, listening and speaking through a variety of translation exercises and conversational practice scenarios to refine their language abilities to support cross-cultural communication in educational, travel, healthcare, and community settings. While this course is designed as an option to fulfill the third year language requirement, students who have completed Spanish 3 and/or 4 may also enroll.

Prerequisite: Spanish 2 or equivalent.