Horace Mann School

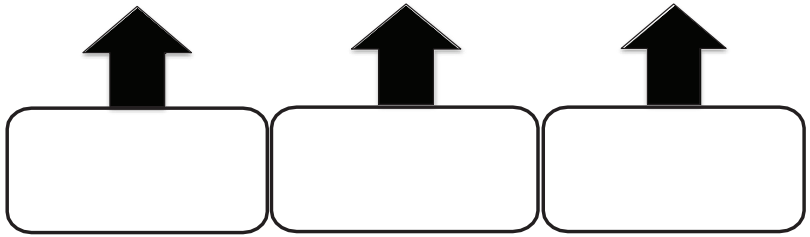
Upper Division

Program of Studies

Academic Year 2026-2027

4 YEAR COURSE PLANNING SHEET

	9th Grade	10th Grade	11th Grade	12th Grade
English	English 9	English 10	English 11	
Math				
History	Modern World History	US History		
Science	Biology			
Language				
Other Full				
Elective 1				
Elective 2				



Summer Program

Table of Contents

Program Planning Schedule	1
Graduation Requirements	1
Department Requirements	3
Grade-by-Grade Course Lists	4
Arts Classes by Category	10
Upper Division Course Number Designations	11
Service Learning	12
Katz Library	13
Co-curricular Activities	14
Arts: Music	17
Arts: Theatre & Dance	27
Arts: Visual Arts	35
Computer Science & Engineering	51
Counseling and Guidance	59
English	63
History	69
Interdisciplinary Studies	83
Mathematics	85
Physical Education & Health	93
Science	97
World Languages	111

Program Planning Schedule 2026-2027

***Program of Studies* distributed to students in Advisory meetings** **Tuesday, April 14th**

After receiving the *Program of Studies,* students should review the courses that are available to them and engage in conversations with their advisors and parents/guardians about their plans for the following year. They may also wish to confer with their Grade Dean, who is happy to advise and look at possible scenarios. Please note that parents/guardians and advisors must indicate their approval of a student's course selections by signing the Course Request Form.

Submission of Students' Signed Course Request Forms to Advisors **Tuesday, May 5th**

Online Registration **Tuesday, May 19th**

Students will receive their finalized schedules in August.

Graduation Requirements

Eighteen full credits in the academic disciplines (see next page for departmental requirements)

Four years of Physical Education/team sports/approved out of school contract

Health 1 & Health 2

Certification in CPR/AED for Professional Rescuers (completed as part of the Health 2 curriculum)

HMO (Ninth-grade Counseling & Guidance requirement)

College Counseling Workshop (Eleventh-grade requirement)

Advisory

Service Learning

Half-credit requirement: Students are required to take a minimum of five half-credit courses to graduate.

- Within the 5 half-credit requirements:
  - 1 half-credit must be in Computer Science & Engineering.
  - 3 half-credits must be in the Arts (Music, Theatre/Dance, or Visual Arts).
    - At least 0.5 Arts credits must be in Studio/Performance.
    - At least 0.5 Arts credits must be in Appreciation.
  - As long as the above requirements are met, any other half-credit courses count towards the requirement. Students may choose to continue exploring Arts and Computer Science & Engineering courses, as well as classes in Latin, Ancient Greek, ·Interdisciplinary Studies, and Science Research.

Departmental Requirements

This is a list of the minimum graduation requirements for each department. Please consult the "Grade-by-Grade Course Lists" for information about when these courses are usually taken. Consult individual department sections for detailed information about courses.

English	Continuous enrollment in grades 9 through 12
History	Modern World History United States History One 300- or 400-level elective
Mathematics	Geometry Algebra II & Trigonometry
Science	Biology Chemistry or Physics through Inquiry, Physics, or Physics Honors
World Languages	Proficiency through Level 3 in Chinese, French, Japanese, Latin, or Spanish
Arts	A total of one-and-a-half credits in grades 9 through 12, minimum. All students must take at least one half-credit in studio/performance and at least one half-credit in appreciation. See half-credit requirement on page 4.
Computer Science & Engineering	A total of one half-credit in grades 9 through 12
Counseling & Guidance	HMO in grade 9
Physical Education & Health	Physical Education in grades 9 through 12, unless replaced by team membership or an approved Out of School Athletic Contract Health 1 Health 2 Certification in CPR/AED for Professional Rescuers (completed as part of the Health 2 curriculum)

Grade-by-Grade Course Lists

These are lists of *likely* courses by grade. Even in ninth grade, students will not have the same list of courses as all others in their grade. But, for the most part, you will find here department requirements and likely lists for students in each grade. Specific questions may be addressed to the student's advisor or Grade Dean.

Grade 9

Full-credit courses:

English 9	
Modern World History	
Math	Usually Geometry and Problem Solving, Geometry, or Geometry Honors, depending on the level of previous preparation and/or placement exam.
Biology	
World Languages	Usually level 2 or 2 Honors, depending on the level of previous preparation and/or placement exam. Students are welcome to begin a new language at level 1.

Half-credit courses:

Arts	Half-credit course recommended of either type studio/performance or appreciation.
Computer Science & Engineering	Half-credit course recommended.

Additional requirements:

Physical Education

HMO

Advisory

Service Learning

Grade 10

Full-credit courses:

English 10

United States History

Algebra II & Trigonometry

Science	Chemistry or Physics through Inquiry
World Languages	Usually level 3 or 3 Honors

Half-credit courses:

Arts	Half-credit course recommended of either type -studio/performance or appreciation.
Computer Science & Engineering	Half-credit course if not taken in a previous year. If the requirement has been met, students may choose an elective course, either full- or half-credit.

Additional requirements:

Physical Education

Health 1

Advisory

Service Learning

Grade 11

Note that student schedules will vary widely beginning in grade 11, depending on completion of graduation requirements and choice of elective courses.

Full-credit courses:

English 11	
3 or 4 other full-credit courses	By the end of tenth grade, most students have satisfiedminimum graduation requirements in the Departments of Mathematics, Science, and World Languages. We recommend that students maintain a balanced program and that they not stop studying a given discipline once they have satisfied the minimum requirement. The courses listed here are the next courses in the sequence; note that they may be elective courses at this point.
History	Students are required to take a third year in either grade 11 or 12.
Mathematics	Most students take one of three Precalculus course options.
Science	Most students take Physics (or Chemistry, if Physics through Inquiry was taken in the tenth grade). Students may take an elective course if the appropriate pre- or co-requisites have been fulfilled.
World Languages	Students usually take a level 4, a Studies course, or the next course in their sequence of study. In consultation with their Grade Dean, students may elect to study a new world language.
Interdisciplinary	Students may apply to do a full-credit Independent Study.

Half-credit courses:

Arts	Students continue to work on their graduation requirement or,if the requirement has been met, students may choose an elective art course.
Computer Science & Engineering	Half-credit course if not taken in a previous year. If the requirement has been met, students may choose an elective course.

Additional requirements:

Physical Education

College Counseling Workshop

Advisory

Service Learning

Grade 12

Note that student programs are certain to vary widely in grade 12. See each departmental listing for the available courses and their prerequisite and selection procedures.

Full-credit courses:

English	Students must enroll in either semester-long or year long electives.
3 or 4 other full-credit courses	By the end of tenth grade, most students have satisfied minimum graduation requirements in the Departments of Mathematics, Science, and World Languages. We recommend that students maintain a balanced program and that they not stop studying in a given discipline once they have satisfied the minimum requirement. The courses listed here are the next courses in the sequence; note that they are mostly elective courses at this point.
History	Students are required to take a third year of History in either grade 11 or 12.
Mathematics	Students may take a Calculus course and/or one of the other math electives offered each year.
Science	Students may take an elective course for which the appropriate pre- or co-requisites have been fulfilled.
World Languages	Students may take a level 4 or 5, a Studies course, or a Seminar course.
Interdisciplinary	Students may apply to do a full-credit Independent Study in place of another full credit class.

Half-credit courses:

Arts	Students continue to work on their graduation requirement or, if the requirement has been met, students may choose an elective art course.
Computer Science & Engineering	Half-credit course if not taken in a previous year. If the requirement has been met, students may choose an elective course.

Additional requirements:

Physical Education

Health 2 (including certification in CPR/AED for Professional Rescuers)

Advisory

Service Learning

Arts Classes by Category

Appreciation

Music

History of Jazz
Music of NYC and the Birth of Disco, Punk & Hip-Hop
Music of Protest
Music Theory
Music Theory and Composition
Topics in Music History Seminar

Theatre & Dance

Dance in Historical and Cultural Perspective
History of American Musical Theatre
Playwriting and Production

Visual Arts

Art History: Renaissance
Art History: Contemporary Art
Art History: Global Architecture
Art History: Melancholy and Genius
Art History: Portraiture and Construction of Identities
Film History 1: From Talkies to TikToks
Film History 2: Scene by Scene

Studio/Performance

Music

Glee Club
Concert Glee Club
Treble Choir
Orchestra
String Sinfonietta
Jazz Combo
Wind Ensemble
Chamber Winds
Steel Band
Steel Orchestra
Recording Studio Technology: 1, 2, & 3
Piano Seminar

Theatre & Dance

Acting I
Public Speech and Communication
Playwriting and Production
Musical Theatre Performance
Dance Workshop
Dance Performance
Introduction to Design & Technical Theatre
Applied Design & Technical Theatre
Stagecraft in School

Visual Arts

Ceramics: 1, 2, 3 & Directed Study
Drawing and Painting: 1, 2, 3 & Directed Study
Filmmaking: 1, 2, 3 & Directed Study
Photography: 1, 2, 3 & Directed Study
Printmaking: 1, 2, 3 & Directed Study
Sculpture: 1, 2, 3 & Directed Study

Upper Division Course Number Designations

100-level Pass/fail, partial-year required courses

200-level Foundational courses appropriate for all UD students

300-level Elective courses appropriate for all UD students who have fulfilled the prerequisite foundational coursework, typically taken in eleventh and twelfth grades

400-level Elective courses that require a strong understanding of foundational work in the field, and as such require departmental approval. Specific requirements are outlined in individual course descriptions. Students who wish to apply for 400- level courses should discuss their current work with the appropriate teachers and Department Chair and should discuss the workload that will be involved with their advisor. Students requesting a schedule of more than three full-credit 400-level courses must receive permission from the Deans' Office.

200H / 300H / 400H-level Honors courses which typically move at a faster pace and cover additional material relative to equivalent non-Honors courses; entry requires permission of the department.

Service Learning

The Upper Division requirement is grade-wide Service-Learning Days. Attendance is required of each student for their grade's Service-Learning Day as a graduation requirement.

Service-Learning Team and HM 246

The Upper Division Service-Learning Team and HM 246 continue to be the flagship service-learning programs at HM. Students in grades 9-12 who would like to continue their service-learning beyond the requirement are encouraged to apply.

The Service-Learning Team meets weekly after school on Tuesdays, while the HM 246 program meets weekly after school on Mondays. On Thursdays, we meet as a team for reflection, learning, and planning. Each of these programs partners with local community agencies. We plan and facilitate programs for elementary and middle school-aged participants, as well as for older adults.

Each program operates on a trimester schedule, similar to the athletic schedule. Students commit to a minimum of one trimester participation.

For more information on service-learning at HM, please email servicelearning@horacemann.org.

The Katz Library

The Katz Library for the Upper Division is a central hub of student activity. Between making recommendations for leisure reading, helping with databases, and assisting in finding books for specific projects, the librarians and staff are always available to students and faculty.

Because we believe that research skills should not be learned in a vacuum, but rather should be tied to curricula, librarians work closely with faculty and students to provide detailed instruction around specific assignments. To this end, the Library collects heavily in the areas that will support the curriculum and we consistently order books upon request.

The Library's collection houses nearly 53,000 books and DVDs, as well as many print and digital magazines. The Library has access to over a million ebooks and audiobooks for both leisure reading and school projects. In addition, the Katz Library subscribes to roughly fifty research databases that are available 24/7 through remote access with a student or faculty ID. The Library provides seating for 180 students, with soft seating areas for comfortable reading and studying. Laptops, as well as several desktops, are available for student use in the Library. Seven group study rooms, located on both floors of the library, allow students to work collaboratively. One of these rooms also serves as a research classroom where classes meet to work with librarians and their teacher.

Katz Library Hours
Monday-Thursday: 8:15-5:50pm
Friday: 8:15-3:30pm

Co-Curricular Activities

Athletics

Students at Horace Mann have the opportunity to play on a number of athletic teams. Interscholastic athletics is a significant commitment, and students who plan to play on one or more teams should consider this commitment when planning their schedules for coming years. Teams include:

Fall
Boys' Cross-Country *(V)*
Girls' Cross-Country *(V)*
Field Hockey *(JV, V)*
Football *(JV,V)*
Boys' Soccer *(JV,V)*
Girls' Soccer *(JV,V)*
Girls' Tennis *(JV,V)*
Girls' Volleyball *(JV,V)*
Water Polo *(JV,V)*

Winter
Boys' Basketball *(JV,V)*
Girls' Basketball *(JV,V)*
Boys' Fencing *(V)*
Girls' Fencing *(V)*
Boys' Skiing *(V)*
Girls' Skiing *(V)*
Boys' Squash(V)
Girls' Squash *(V)*
Boys' Swimming *(V)*
Girls' Swimming *(V)*
Table Tennis *(V)*
Boys' Indoor Track *(V)*
Girls' Indoor Track *(V)*
Wrestling *(JV, V)*

Spring
Baseball *(JV,V)*
Boys' Crew *(V)*
Girls' Crew *(V)*
Boys' Golf *(V)*
Girls' Golf *(V)*
Boys' Lacrosse *(JV,V)*
Girls' Lacrosse *(JV,V)*
Girls' Rugby *(V)*
Softball *(JV,V)*
Boys' Tennis *(JV,V)*
Boys' Track & Field *(V)*
Girls' Track & Field *(V)*
Boys' Volleyball *(V)*
Ultimate (V)

Horace Mann Theatre Company (HMTC)

Over the course of every academic year, the Department of Theatre and Dance produces four fully realized productions on our stages. Participation in any one of these productions or in Stagecraft Afterschool will grant the student 1/3 of a studio art credit and membership in the HMTC. The season includes:

UD Fall Play

MD Fall Musical/Play

UD/MD Winter Dance Concert

UD Spring Musical

Robotics

Students in the Upper Division have the opportunity to participate in the FIRST Robotics Competition, an internationally recognized program that immerses students in computer science, engineering, and collaborative problem-solving. Horace Mann supports two competitive robotics teams, providing students with hands-on experience in design, programming, and systems integration. In addition to competition preparation, students engage in community outreach initiatives and host events on campus to support and strengthen the broader FIRST robotics community.

Publications

Publications are a prominent part of life at Horace Mann, and more than half of our students write for one or more publications at some time during their years in the Upper Division. Each publication has a faculty advisor who works closely with student writers and editors. Publications that have appeared in recent years include:

All Things Asian
Business Mann
Cinemann
Cultural Connection
Exposure
The Equilibrium
Folio 51
For The Win
HM Eats
The HuMannitarian
The Linguist
Mannikin
The Manntra
Manuscript
Mosaic
Noteworthy
Prime
Ready2Wear
The Record
Reproductive Justice Coalition
The Review
Spectrum

Clubs

Horace Mann offers a wide variety of clubs for students who wish to pursue interests not addressed by course offerings or explore in greater depth beyond the classroom. Each club is advised by a member of the Horace Mann faculty and is supported by school resources. We encourage students to join one or more clubs that match their interests, as these extra-curricular activities are integral to student life in the Upper Division. When planning their schedules, students should take their club commitments into consideration. Most of the Upper Division's active clubs are listed here:

American Sign Language Club
Animal Rights Club
Animation Nation
Architecture & Design
Autism Acceptance Club
Bioethics Club
Cancer Awareness Club
Causemetics (Business of Beauty)
Chemistry Club
Chess Club
Classics Society
Code for a Cause
Constitutional Law Club
Crafts for Cancer
Debate: Parliamentary
Debate: Public Forum
Disability Advocacy Club
Dungeons & Dragons (DnD)
East Wind West Wind
Economics Club
Encore
Ethics Club
Excelsior
Financial Literacy Club
FRC Robotics 5806
FTC Robotics
Game Probability Club
Gender Sexuality Alliance (GSA)
Happiness Club
Horace Mann Broadcasting Network (HMBN)
HM A Capella Club
HM American Red Cross Club
HM Business League (HMBL)
HM Dance Co. (HMDC)
HM Fitness
HM Martial Arts Club
HM Music Outreach Club
HM SK8
HM Street Art Club
The Interview
JASA Connect
Jewish Culture Club
Latinx Advocacy Club
Lions' Report
Marketing & Advertising Strategy
Math Team
The Mighty Chondria
Mock Trial
Model Congress
Model United Nations
NeuroPsych
The Portfolio Management Club
Physics & Astronomy Club
Poetry Out Loud
Saturday Morning Tutoring
SAYHM (South Asian Youth at HM)
Science Olympiad
Spirit Squad
Sports Analytics Club
Students in Medicine
Studio HM
Surfrider Organization Club
The Union
Urban Planning & Policy Club
Women in Business
Women in Film
Women in STEM
The Women's Empowerment Club

Arts: Music

The Arts curriculum balances performance and practice with careful academic study and analysis. Whether in Music, Theatre & Dance, or Visual Arts, students are challenged to use their intellectual, emotional, and physical intelligence to create meaningful work, exhibitions, and performances. Instructors encourage students to take the risks necessary to explore, create, and grow as artists, while providing them with a framework for understanding how their endeavors relate to the larger artistic world.

Graduation Requirement:

A total of one-and-a-half credits in grades 9 through 12, minimum. All students must take at least one half-credit in studio/performance and at least one half-credit in appreciation. See halfcredit requirement on page 4.
Music (ARTM) Courses Offered in 2026-27

200-level

- □ Glee Club (ARTM 210)
- □ Jazz Combo (ARTM 211)
- □ Orchestra (ARTM 212)
- □ Steel Band (ARTM 213)
- □ Wind Ensemble (ARTM 214)
- □ Recording Studio Technology 1 (ARTM 215)
- □ History of Jazz (ARTM 231)
- □ Music Theory (ARTM 233)
- □ Music of NYC and the Birth of Disco, Punk & Hip-Hop (ARTM 234)
- □ Music of Protest: The Soundtrack of Social Revolution & Activism (ARTM 235)

300-level

- □ Recording Studio Technology 2 (ARTM 310)

400-level Half-credit courses

- □ Chamber Winds (ARTM 410)
- □ Concert Glee Club (ARTM 411)
- □ Treble Choir (ARTM 412)
- □ String Sinfonietta (ARTM 413)
- □ Piano Seminar (ARTM 414)
- □ Music Theory and Composition A (ARTM 415)
- □ Steel Orchestra (ARTM 416)
- □ Recording Studio Technology 3 (ARTM 422)

400-level Full-credit courses

- □ Music Theory and Composition (ARTM 420)
- □ Topics in Music History Seminar (ARTM 421)

Courses Not Offered in 2026-27

- □ Great Music of Modern Times (ARTM 230)
- □ History of Music: Bach to Stravinsky (ARTM 232)

200-level courses:

ARTM 210 - Glee Club
Half credit, meets five days in every ten-day cycle
Prerequisites: Audition and approval of the instructor
Studio/Performance credit
The Horace Mann Glee Club has a long history of performing a wide range of choral music from varying countries and traditions. The curriculum focuses on group vocal production, choral blend, lyric diction, phrasing, standard performance practices, and developing a love for group singing. The ensemble performs three to five times a year, and every member is required to participate in all scheduled dress rehearsals and evening concerts. Students in all grades may audition for Glee Club.

ARTM 211 - Jazz Combo
Half credit, meets five days in every ten-day cycle
Prerequisites: Audition and approval of the instructor
Co-requisite: Enrollment in Wind Ensemble
Studio/Performance credit
This course is for students who are serious about studying and rehearsing both traditional and contemporary jazz music. The ensemble prepares for numerous performances and serves as a colloquium on the varied performing styles in jazz. Students are encouraged to take private lessons while in the ensemble. Participation in all dress rehearsals and evening concerts is required. Students in all grades may audition for Jazz Combo.

ARTM 212 - Orchestra
Half credit, meets five days in every ten-day cycle
Prerequisites: Audition and approval of the instructor
Studio/Performance credit
The orchestra rehearses and performs masterpieces from the Baroque, Classical, Romantic, and Contemporary eras, and its members experience first-hand some of the great musical compositions of Western culture. Concerts throughout the year enable students to share the joy of music making. Participation in all dress rehearsals and evening concerts is required. Students in all grades may audition for Orchestra.

ARTM 213 - Steel Band
Half credit, meets five days in every *ten-day cycle*
Prerequisites: May require an audition or approval for first year students taking this course
Studio/Performance credit
Steel Band provides hands-on experience with the steelpan family of instruments and other non-pitched percussion instruments. The musical repertoire is rooted in the rich musical heritage of steel bands from Trinidad and Tobago while incorporating popular genres. Students will develop essential steelpan techniques within the Afro-Trinidadian tradition, exploring diverse repertoire, rhythm, melody, and harmony. Throughout the course, students will build skills in music theory, ensemble performance, and the cultural history of steelband, learning music both by rote and Western notation. Prior musical experience and note reading are encouraged but not required. Participation in all dress rehearsals and evening concerts is mandatory.

ARTM 214 - Wind Ensemble
Half credit, meets five days in every *ten-day cycle*
Prerequisites: Audition and approval of the instructor
Studio/Performance credit
The Wind Ensemble performs both new and standard wind band works. The group performs three major concerts throughout the school year. Advanced members of the Wind Ensemble may be invited to perform additional concerts and repertoire with chamber ensembles. Participation in all dress rehearsals and evening concerts is required. Students in all grades may audition for the Wind Ensemble.

ARTM 215 - Recording Studio Technology 1
Half credit, meets five days in every *ten-day cycle*
Prerequisites: None
Studio/Performance credit
This course is a hands-on study of modern music creation utilizing Horace Mann's ProTools-equipped recording studio. Students study the nature of sound and vibrating bodies, sound generating devices, as well as how to record, manipulate, mix, and master music.

ARTM 231 - History of Jazz
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
This course focuses on the development of jazz in America as it has manifested itself in cities such as New Orleans, Kansas City, Chicago, and New York. Tracing jazz's roots through ragtime, big band, be-bop, and fusion, the class covers such legendary performers as Louis Armstrong, Count Basie, Duke Ellington, and Miles

Davis. The course utilizes detailed texts and listening materials to help students gain the skills necessary to understand and evaluate jazz music and the way it has made its way through the 20th century. Students should expect occasional guest performances in class and may have to attend one live jazz event as a class.

ARTM 233 - Music Theory
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
This course seeks to introduce many of the basic building blocks of music. Throughout the year, students will explore how these building blocks combine in various ways to create music in a number of different styles and traditions. Students will emerge from this course with a practical set of tools with which to play, create, discuss, or listen to music.

ARTM 234 - Music of NYC and the Birth of Disco, Punk & Hip-Hop
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
This course explores the birth of disco, punk, and hip-hop, along with the marginalized communities in NYC that created them (namely, Black, Latinx, LGBTQ+, and counter-culture groups), the cultures that they in turn created, and what happens when counterculture goes "mainstream." Through a careful exploration of the music itself, the key players, fashion, attitudes, and lasting legacies, this class investigates how time, place, and identity can combine to create music and art that can change the world

ARTM 235 - Music of Protest: The Soundtrack of Social Revolution & Activism
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
Around the globe, across the years, music has been at the forefront of social change. From the folk songs of the Great Depression to the scathing political commentary of Public Enemy in the 1980's, musical artists have both reacted to and catalyzed change in the world. We will explore some of the ways in which musicians take on the role of spreading social messages and influencing change, as well as listen to and discuss some of the seminal works that emerged from different areas of the world over the past one hundred years of social and political activism through music.

300-level courses:

ARTM 310 - Recording Studio Technology 2
Half credit, meets five days in every ten-day cycle
Prerequisites: Recording Studio Technology 1 (ARTM 215) and approval of the instructor
Studio/Performance credit
The Recording Studio Technology 2 course provides an in-depth and hands-on study of recording, mixing, and mastering techniques. While the instructor determines the course's scope and sequence, individual student talents and interests help to shape the course's content and breadth. Topics covered include multi-tracking, pitch correction, compiling alternate takes to create a polished product, the subtleties of microphone types, and microphone techniques.

400-level courses:

ARTM 410 - Chamber Winds
Half credit, meets five days in every ten-day cycle
Prerequisites: Audition and approval of the instructor
Co-requisite: Wind Ensemble (ARTM 214)
Studio/Performance credit
Chamber Winds is an advanced wind and percussion group that focuses on classic and contemporary works for chamber ensembles. This select ensemble performs at least four times per year with additional opportunities available. Throughout the year, students explore the fine details of ensemble playing, including tone production, technique, and an understanding of each part within the complete texture. Additionally, Chamber Winds members are encouraged to study privately on their instrument and serve as musical leaders in UD and MD ensembles. Every student is required to participate in all dress rehearsals and evening concerts.

ARTM 411 - Concert Glee Club
Half credit, meets five days in every ten-day cycle
Prerequisites: Audition and approval of the instructor
Open to students in Grades 10-12
Studio/Performance credit
The Concert Glee Club is a select ensemble that performs advanced choral literature from both Western and non-Western traditions, vocal jazz, and pop. The ensemble performs four to eight times a year. Students are encouraged to take private lessons while in this ensemble. Participation in all dress rehearsals and evening concerts is required.

ARTM 412 - Treble Choir
Half credit, meets five days in every ten-day cycle
Prerequisites: Audition and approval of the instructor
Open to students in Grades 10-12
Studio/Performance credit
The Treble Choir is a select ensemble open to treble singers that performs advanced choral literature from a large range of musical traditions. The ensemble performs four to eight times a year. Students are encouraged to take private lessons while in this ensemble. Participation in all dress rehearsals and evening concerts is required.

ARTM 413- String Sinfonietta
Half credit, meets five days in every ten-day cycle
Prerequisites: Audition and approval of the instructor
Co-requisite: Orchestra (ARTM 212)
Studio/Performance credit
The String Sinfonietta is a select ensemble that performs advanced string repertoire from a wide variety of eras and musical traditions, with special attention given to works composed in the last one hundred years. In addition, members of Sinfonietta are expected to serve as musical leaders of the HM Orchestra community, and to actively contribute to the well being of both UD and MD ensembles. The ensemble performs a minimum of four times a year. Private music lessons are encouraged and attendance at all dress rehearsals and evening concerts is mandatory.

ARTM 414 - Piano Seminar
Half credit, meets five days in every ten-day cycle
Prerequisites: Audition and approval of the instructor
Open to students in Grades 10-12
Studio/Performance credit
The Piano Seminar is a select group of auditioned advanced piano students. The curriculum begins with a brief overview of Western classical music and styles, followed by an extensive study of music and styles of the 20th and 21st centuries, including avant-garde, jazz, non-Western music, Broadway, and improvisation. With in-class masterclasses, performances in and out of class, listening to and watching recordings of today's most significant concert pianists, and exploring extended techniques, this class aims to create a community for pianists to share their love of everything piano and expand upon their pianist tool kit. This course can be taken only once.

ARTM 415 - Music Theory and Composition A
Half credit, meets five days in every ten-day cycle
Prerequisites: Music Theory (ARTM 233) and/or departmental approval
Open to students in Grades 11 and 12
Appreciation credit
This course is designed to develop a student's ability to understand, manipulate, and create music. Through a series of compositional assignments, the analysis of form and structures, aural recognition, sight singing, and dictation, students will gain a much deeper understanding of musical composition, as well as a greater understanding of musical analysis. By the end of the year, the students can expect to have created a portfolio of original compositions for a variety of instruments and ensembles.

ARTM 416 - Steel Orchestra
Half credit, meets five days in every ten-day cycle
Prerequisites: Audition and approval of the instructor
Studio/Performance credit
Steel Orchestra is a select performance course for steelpan and percussion students. Students will engage with various musical styles drawn from the steelband tradition of Trinidad and Tobago and other Caribbean diasporic music. Students will perform advanced steelband repertoire, refine their technical skills, and continue to explore the cultural, historical, and political significance of the steelband tradition. Steel Orchestra will perform at least four times yearly, and members must attend at least one off-campus performance to engage with the regional steelband community. Members will take leadership roles within the HM Steelband community and contribute to the growth of the Upper Division and Middle Division steelband programs.

Attendance at all rehearsals and concerts is mandatory. Private steelpan lessons are encouraged but not required while enrolled in this course.

ARTM 420 - Music Theory and Composition
Full credit, meets 4 days/week
Prerequisites: Music Theory (ARTM 233) and/or departmental approval
Open to students in Grades 11 and 12
Appreciation credit
This course is designed to develop a student's ability to understand, manipulate, and create music. Through the creation of a large number of musical compositions, the analysis of form and structures, aural recognition, sight singing, and dictation, students will gain a deep understanding of musical composition, as well as a greater understanding of musical analysis. By the end of the year, the students can expect to have created a robust portfolio of original compositions for a variety of instruments and ensembles.

ARTM 421 - Topics in Music History Seminar
Full credit, meets 5 days/week
Prerequisites: Departmental approval
Open to students in Grades 11 and 12
Appreciation credit
This is a topics-based course for students with advanced knowledge in music history and analysis. This class explores and examines musical traditions from around the world and challenges students to analyze music's function and role from cultural and political perspectives. Independent research, class presentations, discussions, listening/viewing sessions, and reading assignments may be supplemented by field trips to musical events in New York City.

ARTM 422 - Recording Studio Technology 3
Half credit, meets five days in every ten-day cycle
Prerequisites: Recording Studio Technology 2 (ARTM 310), and approval of the instructor
Studio/Performance credit
Recording Studio Technology 3 is an advanced, in-depth and hands-on study of recording, mixing, and mastering techniques. This class focuses on larger individual and group projects, an in-depth study of sampling, practical interactions with the Advanced Composition and the HM Film classes, and it will introduce students to DAW comparisons and live sound application. A Studio Technology concert and presentation will take place at the end of the school year.

Private Music Lessons
Lessons occur once per week during students' free periods or after school and do not fulfill graduation requirements in Arts. Arranged through the Music Department office, private music lessons are available to students in all grades. Lessons are given once a week by professional musicians on the staff of the department and are available on all instruments, including voice. All students taking private lessons are expected to practice diligently and come to their lessons prepared. Students pay an annual fee of $2,375.

Courses Not Offered in 2026-27:

ARTM 230 - Great Music of Modern Times
[Course not offered 2026-27]
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
We all love listening to music, but why do we like some artists and not others? Why do some recordings stand up to repeat listening, while others turn out to be passing fads? From Mahler and Bernstein to Jimi Hendrix and Radiohead, there are common elements that have added to the rich, fertile musical soil we know today. In this course, students will learn how to thoughtfully listen to and analyze music to search for answers to these questions. Along the way, students will explore select examples of many different genres and expand their knowledge and awareness of contemporary music.

ARTM 232 - History of Music: Bach to Stravinsky
[Course not offered 2026-27]
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
This course provides students with an overview of Western classical music history. Through listening, viewing, and analyzing representative musical works from all major style periods, students will study the evolution of each style period, Western harmony, as well as noteworthy composers and the cultures and times in which they created their work.

Arts: Theatre & Dance

The Arts curriculum balances performance and practice with careful academic study and analysis. Whether in Music, Theatre & Dance, or Visual Arts, students are challenged to use their intellectual, emotional, and physical intelligence to create meaningful work, exhibitions, and performances. Instructors encourage students to take the risks necessary to explore, create, and grow as artists, while providing them with a framework for understanding how their endeavors relate to the larger artistic world. The Horace Mann Department of Theatre and Dance is committed to instructing students in beneficial habits of mind, body, and spirit. We encourage collaborative skills, and foster patience, kindness, humor, and empathy as valued tools for living a full and happy life.

Graduation Requirement:

A total of one-and-a-half-credits in grades 9 through 12, minimum. All students must take at least one half credit in studio/performance, and at least one half credit in appreciation. See half credit requirement on page 4.

Theatre & Dance (ARTD) Courses Offered in 2026-27

200-level

- □ Acting I (ARTD 210)
- □ Stagecraft in School (ARTD 211)
- □ Dance Workshop (ARTD 212 /PHED 212)
- □ Introduction to Design & Technical Theatre (ARTD 215)
- □ Playwriting and Production (ARTD 220)
- □ Dance in Historical and Cultural Perspective (ARTD 230)
- □ History of American Musical Theatre (ARTD 231)
- □ Public Speech and Communication (ARTD 235)
- □ Performance in Major Theatre & Dance Productions (ARTD 201) (⅓ credit)
- □ Stagecraft Afterschool (ARTD 202) (⅓ credit)

300-level

- □ Dance Performance (ARTD 313 / PHED 313)

400-level

- □ Applied Design & Technical Theatre (ARTD 412)

Courses Not Offered in 2026-27:

- □ Theatre Ensemble Foundations (ARTD 205)
- □ Acting for the Camera (ARTD 310)
- □ Musical Theatre Performance (ARTD 410)
- □ Theatre Ensemble Seminar (ARTD 411)

200-level courses:

ARTD 210 - Acting I
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Studio/Performance credit
This course is for students with a desire to broaden their sense of self and to explore their own instrument as a tool for performance and empathy. Students will be asked to unleash their imagination and to think of their own bodies and minds as tools of artistic expression. Skills covered include physical behavior, stage movement, voice and speech, character development, improvisation, comedy, and historical or period drama. Through theatre games, the work of contemporary playwrights, and the philosophies of exemplary acting teachers; students will develop their own technique. We will open our studio to the school community for in-class performances at least once per trimester.
Attending performances outside of Horace Mann in addition to all HMTC productions is a requirement of the course. Students who take this course are prepared for Acting II, Theatre Ensemble Seminar, Acting for the Camera, and Musical Theatre Performance.

ARTD 211 - Stagecraft in School
Half credit, meets five days *in every ten-day cycle*
Prerequisites: None
Studio/Performance credit
This is a full-year, half-credit course which meets during a regularly scheduled period during the school day. Students will learn the basics of carpentry, how to safely use tools, and assist in construction of set pieces and props for all HMTC productions throughout the year. Students will also learn the basics of theatrical lighting including how to hang, focus, and circuit lights. Students will learn a variety of other skills related to theatrical scenic technology depending on specific production needs. Students in this course are not required to attend afterschool crew meetings and are not expected to run the backstage activities for the season's productions. There will be one field trip included in this course.

ARTD 212 - Dance Workshop for Arts Credit
PHED 212 - Dance Workshop for PE Credit
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Studio/Performance credit or PE credit
Students taking this class for PE credit can be excused for one-third of the academic year in order to take Health 1 or Health 2, or play on a school athletic team.
Dance Workshop emphasizes the development of a strong technical base in American classical forms including Ballet, Modern, Jazz, Tap and Hip Hop, as

well as Pilates and/or Yoga, and World Dance influences. Training includes warm-ups, improvisation, stretching exercises, and traveling combinations. Rhythmic awareness and the relationship between music and dance will be emphasized throughout.
Dance is a performing art and as such, there is the potential to share our work with the greater Horace Mann community throughout the year. Performance and/or participation in the annual Winter Dance Concert and two dress rehearsals is required. Students are also required to attend one off-campus field trip. Additional assignments to encounter live dance of students' choice and on their own time may also be a part of this course.

ARTD 215 - Introduction to Design & Technical Theatre
Half credit, meets five days in every ten-day cycle Prerequisites: None
Studio/Performance credit
This course introduces students to the foundations of design, as well as the basic tools and techniques necessary for creating technical elements for the theatre. Students will learn carpentry skills and how to construct scenic elements, theatrical lighting, sound, costume, and prop design. Along with learning the elements and principles of design, they will explore how design choices are used to create environments that transport an audience and act as a storytelling mechanism. Students work in a variety of media as they explore script analysis, sketching and rendering, drafting of plans and elevations, scale model making, color theory, and much more. Emphasis is placed on the clear communication of the students' design ideas and their personal interpretation of theatrical texts. Students will use the skills they learn throughout the year to assist in the building and execution of HM Theatre and Dance Productions. Completion of this course allows students to be eligible to design for the Theatre and Dance production season. Students are required to attend one performance of each HM production, and one off-campus field trip.

ARTD 220 - Playwriting and Production
Half credit, meets five days in every ten-day cycle
Prerequisites: Submission of a short scene and approval of the instructor
Studio/Performance credit or Appreciation credit
Playwriting students begin reading plays by influential playwrights, to learn to understand and analyze great writing. Scene writing and guided exercises provide the basis for experimenting with elements of structure, character, rhythm, and style. The group collaborates to learn about drafting through performing each other's work, followed by revising and rewriting. All class members are expected to act in readings and participate in lively discussions on writing techniques. Attending performances outside of Horace Mann and all HM productions is a requirement of the course. The final project is the writing of a one-act play that may be submitted to the One-Act Play Festival. While selected plays are produced

every other year in this festival, the course culminates annually in staged readings of each writer's work.

ARTD 230 - Dance in Historical and Cultural Perspective
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
This course looks at dancing as it exists in a variety of world cultures, including our own, as social activity, an expression of religious beliefs, popular entertainment, and high art. Through a combination of visual materials, readings, discussion, and in-class essays, the students ask and answer such questions as: "What is dancing?", "Why do we dance?", "Why are there enemies of dance?", "Where does choreography come from?", and "How has dance evolved over the course of history?" In addition to the class work, there are sessions in the dance studio where we try out what we've been studying, from social dances of various eras to ballet, modern dance, jazz, and even recent film choreography. Quizzes and homework assignments complement the classwork and studio sessions. Students are also required to attend one off-campus field trip.

ARTD 231 - History of American Musical Theatre
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
Examining Musical Theatre as a commercial product, an agent for cultural change, and as a chronicle of our times, this course is a historical survey of the American Musical. We look at the musical's development from its origins in burlesque, light opera, and vaudeville; to its contemporary form, with a focus on the changing views of audiences and in the context of American and world culture. Students are required to attend all HM musical productions and one off-campus field trip.

ARTD 235 - Public Speech and Communication
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Studio/Performance credit
Public Speech and Communication is designed to engage students in developing their own spoken voice, their physical presence, their confidence in presenting, and their sense of rhetoric. Students will work through a variety of units designed to give them as much experience as possible in presentation. Units will include: storytelling, art of speech, pitch making, recitation (poetry and spoken word), instructional speeches, speech and debate, and cross-departmental presentations. It is intended to give all students a basic understanding of how to use voice and speech to excite and inspire others, and to build their confidence as presenters and leaders.

All Horace Mann students should know that they can command a room of ten to 10,000. This course can build on the skills of students who already enjoy and thrive at this type of work, and also serve the student who is more reserved and wants to become more comfortable and confident in communicating. This course can benefit any student who wants to improve their skill in making presentations in other classes, sitting in interviews, or even making eye contact. This is for any student who wishes to become a more engaging speaker in all settings.

ARTD 201 - Performance in Major Theatre & Dance Productions

One-third credit, meets Mondays, Wednesdays, and Fridays after school until 5:45 pm
Prerequisites: Auditions
Studio/Performance credit

Three fully-staged productions of world theatre and dance are undertaken each year. Through them, students explore the art of theatre in all of its complexity. Actors learn style, interpretive skills, movement, voice and speech, and gain experience in making commitments and meeting deadlines. The goal of the Horace Mann Theatre and Dance Department is to inspire and guide students in all elements of dance, choreography, and performance skills. The Dance Concert consists of faculty- and student-generated choreography, providing dancers with an optimum rehearsal and performance experience.

ARTD 202 - Stagecraft Afterschool

One-third credit, meets Tuesdays and Thursdays after school until 5:45pm
Prerequisites: None
Studio/Performance credit

The Stagecraft Afterschool Crew participates in creating all of the major productions in the Theatre and Dance season. Students learn technical skills such as carpentry, tool use and safety, painting, sound engineering, theatrical lighting, and much more. Students also gain experience in project management, making commitments and meeting deadlines. To receive credit for this course, the student must attend one of the first three Crew days in a trimester and commit to the Crew for that trimester. Students in this course have the opportunity to run the backstage duties for the seasons' productions.

300-level courses:

ARTD 313 - Dance Performance for Arts Credit PHED 313 - Dance Performance for PE Credit
Half credit, meets five days in every ten-day cycle
Prerequisites: Approval of the instructor
Studio/Performance half credit or PE credit
Participation in after-school sports or Health class does not exempt students from Dance Performance.
This course builds upon the foundations established in Dance Workshop and finally places the emphasis on performance. The course culminates in multiple presentations throughout the year. Performance in the annual Winter Dance Concert *and two dress rehearsals* is mandatory. Students are also required to attend one off-campus field trip.

400-level courses:

ARTD 412- Applied Design & Technical Theatre
Half credit, meets five days in every ten-day cycle
Prerequisites: Intro to Design and Technical Theatre (ARTD 312), and departmental approval
Studio/Performance credit
This class is a continuation of concepts studied in Introduction to Design and Technical Theatre. Students work on further refining their skills in drafting, model making, color rendering, and textual analysis. This course allows for more in-depth discussions of design production and text. Collaborative design thinking processes are the basis of this course. Students have the opportunity to develop designs for main stage productions in Theatre and Dance, in addition to theoretical design projects and portfolio development. Students are required to attend one performance of each HM production, and one off-campus field trip.

Courses Not Offered in 2026-27:

ARTD 205 - Theatre Ensemble Foundations
[Course not offered 2026-27]
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Studio/Performance credit
This course is designed for students to rehearse, produce, and perform a play. Theatre Ensemble Foundations (TEF) is the entry point to courses of study in Theatre Performance. In TEF, students will produce two plays over the course of the year, one per semester. In the pursuit of play production, students will

engage in Acting, Script Analysis, Movement, Voice and Speech, and any other skills that might be specific to each production including: Dialect, Stage Combat, Puppetry, Character Study, etc. Students are required to attend all HM UD school productions and one off-campus field trip. After completing this course, students are eligible to take Acting Technique, Theatre Ensemble Seminar, and Acting for the Camera.

ARTD 310 - Acting for the Camera

[Course not offered 2026-27]

Half credit, meets five days in every ten-day cycle

Prerequisites: Theatre Ensemble Foundations (ARTD 205), Acting (ARTD 210), or performance credit in at least two HM Upper Division productions Studio/ Performance credit

This course provides practical instruction for acting on camera and navigating a film set. The fundamental techniques covered in Acting for the Camera are applied to performances in a variety of formats, including film, commercials, and television. Actors experiment with a range of styles and genres using both original and produced text. Throughout the year, students in Acting for the Camera may collaborate with students taking Filmmaking to create unique on-screen moments. The class watches and discusses a wide variety of on-screen performances and applies observations to their own craft. On-camera performances are shared with the larger Horace Mann community at least once a semester as a course requirement.

ARTD 410 - Musical Theatre Performance

[Course not offered 2026-27]

Half credit, meets five days in every ten-day cycle

Prerequisites: At least one credit (two half credits) in any combination of Acting Technique, Dance Workshop, Dance Performance, Glee Club, Concert Glee Club, Treble Choir, or successful participation in at least two HM Upper Division theatrical productions, and departmental approval.

Auditions for this class will be held in the Spring for the following Fall.

Grades 11-12

Studio/Performance credit

Through individualized instruction and small group work, students identify areas of artistic growth and work with their instructors to select and learn material from the musical theatre. Students have time in class to prepare and perform their pieces in a studio setting. In this course, students approach the works of the musical theatre from the perspective of both actors and musicians. Students work together and independently to create a book of repertoire that is representative of the world of Musical Theatre, their personality, and skill set. Performances showcasing this work are open to the greater school community. Students are also required to attend one off-campus field trip.

ARTD 411- Theatre Ensemble Seminar

[Course not offered 2026-27]

Half credit, meets five days in every ten-day cycle

Prerequisites: Departmental approval; priority is given to students who have previously been in two HM Upper Division productions or taken one or more classes within the Theatre and Dance Department.

Studio/Performance credit

Theatre Ensemble Seminar is for curious and motivated students looking to broaden their theatrical studies. Units of study include advanced performance styles, directing, playwriting, devised theatre and more. The course emphasizes play production. Over the course of each semester students will work together to produce a performance to be shared with the school community. In the first semester students will work to produce a published play. The second semester will focus on an original piece that will be devised within the class. Students are required to attend all HM school productions and one off-campus field trip.

Arts: Visual Arts

The Arts curriculum balances performance and practice with careful academic study and analysis. Whether in Music, Theatre & Dance, or Visual Arts, students are challenged to use their intellectual, emotional, and physical intelligence to create meaningful work, exhibitions, and performances. Instructors encourage students to take the risks necessary to explore, create, and grow as artists, while providing them with a framework for understanding how their endeavors relate to the larger artistic world. The Visual Arts Department provides all students with critical making and thinking tools that allow for self-reflection and expression through the physical manipulation of the world. Students learn to broadly apply practical skills and conceptual modes to understanding and representing human experience. They are encouraged to engage in interdisciplinary work, enriching a core study sequence with the philosophy, media, methods, and technologies of related and disparate artistic and academic disciplines -- ultimately broadening their understanding of the world beyond Horace Mann School.

Graduation Requirement:

A total of one-and-a-half-credits in grades 9 through 12, minimum. All students must take at least one half credit in studio/performance, and at least one half credit in appreciation. See half credit requirement on page 4.

Visual Arts (ARTV) Courses Offered in 2026-27

200-level

- Ceramics 1: Introduction to Ceramics (ARTV 210)
- Drawing and Painting 1: Foundations (ARTV 211)
- Sculpture 1: Introduction to Sculpture (ARTV 212)
- Printmaking 1: Introduction to Printmaking (ARTV 213)
- Photography 1: Foundations (ARTV 214)
- Filmmaking 1: The Art of Visual Storytelling (ARTV 215)
- Art History: Contemporary Art (ARTV 217)
- Art History: Renaissance Art (ARTV 218)
- Art History: Global Architecture (ARTV 219)
- Film History 1: From Talkies to TikToks (ARTV 226)
- Ceramics 2: The Pottery Wheel (ARTV 250)
- Drawing and Painting 2: Practice and Application (ARTV 251)
- Sculpture 2: Mixed Media (ARTV 252)
- Printmaking 2: Experimental Printmaking (ARTV 253)
- Photography 2: Digital (ARTV 254)
- Filmmaking 2: Field and Studio Production (ARTV 255)

300-level

- Ceramics 3: Complex Forms and Surfaces (ARTV 310)
- Drawing and Painting 3: Advanced Techniques (ARTV 311)
- Sculpture 3: Contemporary Sculpture and Installation (ARTV 312)
- Photography 3: Fine Art & Commerce (ARTV 314)
- Filmmaking 3: Creating the Short Film (ARTV 315)
- Film History 2: Scene by Scene (ARTV 326)

400-level Half-credit courses

- Directed Study in Ceramics A (ARTV 410)
- Directed Study in Drawing & Paintings A (ARTV 411)
- Directed Study in Sculpture A (ARTV 412)
- Directed Study in Printmaking A (ARTV 413)
- Directed Study in Photography A (ARTV 414)
- Directed Study in Filmmaking A (ARTV 415)
- Portraiture and Construction of Identities A (ARTV 418.1)

400-level Full-credit courses

- Directed Study in Ceramics (ARTV 420)
- Directed Study in Drawing & Painting (ARTV 421)
- Directed Study in Sculpture (ARTV 422)
- Directed Study in Photography (ARTV 424)
- Directed Study in Filmmaking: Advanced Filmmakers Workshop (ARTV 425)
- Art History: Melancholy and Genius in Art (ARTV 431)

Courses Not Offered in 2026-27

- Art History: Art of the Ancient World (ARTV 216)
- Printmaking 3: Themes and Variations (ARTV 313)
- Art History: The Power of Images (ARTV 316)
- Imagination and Fantasy in Global Art A (ARTV 418.2)
- Art History: What is a Masterpiece? (ARTV 428)
- Directed Study in Art History (ARTV 429)
- Imagination and Fantasy in Global Art (ARTV 430)

200-level courses:

ARTV 210- Ceramics 1: Introduction to Ceramics
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Studio/Performance credit
This course is a beginning-level adventure in utilizing clay as a fine art medium. Basic clay forming techniques will be explored, including pinch, coil, slab construction, and the potter's wheel. Students learn the basics of using clay as a vehicle for self-expression, focusing on utilitarian and sculptural forms. Students acquire the basic skills and technical knowledge needed to gain an understanding of ceramics.

ARTV 211 - Drawing & Painting 1: Foundations
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Studio/Performance credit
Drawing & Painting 1 is an introduction to the fundamentals of drawing and painting. This course develops skills in basic design concepts. Students will reflect on their artistic process as they work from concept to finished art. They will also build a digital portfolio. Students will learn traditional conventions of representation while developing the confidence and ability to express their individual and unique perceptions.

ARTV 212 - Sculpture 1: Introduction to Sculpture
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Studio/Performance credit
Sculpture 1 is an introduction to fundamental sculpture materials and techniques. Students will work with their hands to mold, cast, carve, and assemble a variety of materials such as wire, plaster, *papier-mache,* foam, and cardboard. Traditional techniques will be explored to learn how to manipulate form and space, as well as develop creativity and problem solving skills through the process.

ARTV 213 - Printmaking 1: Introduction to Printmaking
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Studio/Performance credit
This class introduces traditional printmaking techniques such as relief, monotype, and screenprinting while asking what "print" means in a contemporary context. We will explore design principles and digital applications to create unique prints, posters and textile projects. Students will create multiples of each project to encourage experimentation and combining of methods. Alongside studio work, we'll look at artists and everyday examples of print for inspiration, using the medium to explore personal identity and connections to community.

ARTV 214 - Photography 1: Foundations
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Studio/Performance credit
Photography 1 is an introductory photography course in which students learn the fundamentals of composition, capturing light, and exposure. Students will be taught how to "see" a photo, rather than take one. Both 35mm film cameras and digital cameras are introduced throughout the year as students learn to roll, develop, and print traditional black & white and color film. Most of the year will be spent utilizing the darkroom.

ARTV 215 - Filmmaking 1: The Art of Visual Storytelling
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Studio/Performance credit
In Filmmaking 1, students learn all they need to know to start making movies. No prior experience is required. Through hands-on workshops and a variety of projects, students learn together, from the ground up, how to communicate our ideas through film: *the art of visual storytelling.* Technical elements of filmmaking are introduced via interactive demos on camera, audio, and lighting equipment, and the art of editing is introduced using Adobe Premiere Pro. Students explore the building blocks of film language through units on screenwriting, shot composition, shot sequencing, sound design, and graphics; then apply their new skills to their own films, as they shoot, edit, and finish multiple shorts throughout the year. Students work both individually and in crews as they create narrative and documentary projects, which they share with the class upon completion. All filmmaking students end the year by attending an exciting, celebratory evening film festival in May. Submissions are highly encouraged, as they are part of the collaborative, fun, and fulfilling nature of creating films.

ARTV 217 - Art History: Contemporary Art
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
Modernism is revolutionary: that's the animating principle of this discussion-oriented course, which explores artists' drive to change their world in the 19th and 20th centuries. Themes include the role of art in the French Revolution, responses to photography and colonialism in the 19th century; the concept of the avant garde, and the rise of abstraction, performance, and time-based media. Museum and various NYC site visits are an exciting requirement of this course.

ARTV 218 - Art History: Renaissance Art
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
This course is designed to provide a foundational knowledge of artists, genres, techniques, works, and comprehensive context(s) of the Renaissance in both Southern and Northern Europe. Seminal works of art will be explored in depth, and students will be given the opportunity to ponder canonic images by artists such as Raphael, Michelangelo, Leonardo, Hieronymus Bosch, and Pieter Bruegel the Elder. Along with a greater understanding of history, students will gain the ability to "read" Renaissance images and consider their impact on art and philosophy across the world. Architecture and museum assignments are a vital and exciting portion of this course.

ARTV 219 - Art History: Global Architecture
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
This course is designed to provide a foundational knowledge of global architecture, both sacred and secular. Ultimately, students will be able to think critically about why buildings appear as they do, and how structures communicate, not simply respond to, varying needs. Students will be exposed to architectural forms from around the world and consider the importance of various materials used to construct them. Students will explore the differences between buildings wrought of iron, steel, and glass, and those of more traditional materials, such as stone. Students will have opportunities to visit buildings in NYC, and consider the impact of old and new structures existing on the same city block.

ARTV 226- Film History 1: From Talkies to TikToks
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
Film History 1 offers a window into the world of cinema through the exploration of classic and contemporary films. Screenings of seminal films accompany discussions as students develop critical tools to analyze, contextualize, and appreciate the artform of the moving image. Students become versed in the language of film through the introduction of the crafts of screenwriting, directing, editing, cinematography, costuming/makeup, production design, sound design, and sound editing. All film history students attend a field trip to the Museum of Moving Image, and are encouraged to join the Filmmaking students for an exciting, celebratory evening film festival in May, where they can view their peers' films, and even get involved in the process of the festival, if they so desire.

ARTV 250 - Ceramics 2: The Pottery Wheel
Half credit, meets five days in every ten-day cycle
Prerequisites: Ceramics 1 (ARTV 210) or departmental approval
Studio/Performance credit
This course is an exploration of the potter's wheel as a means to form utilitarian and sculptural ceramic vessels. Students build upon their knowledge and skills from Ceramics I while advancing their wheel throwing abilities by designing and creating wheel thrown cylinders, bowls, mugs, vases and pitchers. Reduction glazes, slips, and other decoration techniques are explored. This course focuses on technique and skill-building while leaving room for creative input.

ARTV 251 - Drawing & Painting 2: Practice and Application
Half credit, meets five days in every ten-day cycle
Prerequisites: Drawing & Painting 1 (ARTV 211)
Studio/Performance credit
Students will dive further into the principals and elements of design. Students will enhance their visual vocabulary through units that cover Perspective, Structural/ Gestural Anatomy, and Color Theory through newly introduced media. Students will reflect on their artistic process as they work from concept to finished art. They will continue to build a digital portfolio, which will contain their cumulative work from the previous class. Through traditional conventions of representation, students will gain the confidence and ability to visually communicate their thoughts aesthetically and with clarity.

ARTV 252 - Sculpture 2: Mixed Media
Half credit, meets five days in every ten-day cycle
Prerequisites: Sculpture 1 (ARTV 212)
Studio/Performance credit
Sculpture 2 is focused on exploring more advanced three-dimensional materials and techniques, as well as developing craftsmanship. Students will be introduced to a wider range of media, such as fabric, metal, wood, stained glass, and resin, while also considering how they can be combined together to express their ideas. Examples from artists from around the world will be introduced to inspire new concepts and approaches to sculpture.

ARTV 253 - Printmaking 2: Experimental Printmaking
Half credit, meets five days in every ten-day cycle
Prerequisites: Printmaking 1 (ARTV 213)
Studio/Performance credit
Printmaking 2 combines traditional printmaking techniques with advanced technologies and processes, including four-color process, laser cutting, repeat pattern design, and digital tools for image preparation and design. Students will explore how contemporary technologies intersect with time-honored

printmaking methods, creating opportunities to layer, remix, and innovate. Students will experiment, take risks, and discover their own artistic voice through prints that push artistic boundaries.

ARTV 254 - Photography 2: Digital
Half credit, meets five days in every ten-day cycle
Prerequisites: Photography 1 (ARTV 214)
Studio/Performance credit
Students will learn how to use a DSLR Camera as they explore the world of digital photography. An emphasis is placed on portraiture both in the studio and the field. Students learn how to connect with their subjects as they shape available light and experiment with various studio setups. Workshops in the digital lab include portrait retouching, learning various technological methods for the manipulation of images, and digital printing. Photoshop and Capture One Pro will be taught to help students edit and manage their photographs.

ARTV 255 - Filmmaking 2: Field and Studio Production
Half credit, meets five days in every ten-day cycle
Prerequisites: Filmmaking 1 (ARTV 215)
Studio/Performance credit
Filmmaking 2 dives deeper into both individual field production and collaborative on-campus shoots, as students gain more confidence in taking on various roles within a film crew, including but not limited to directing, lighting, camera operating, boom pole operating, slating, and production coordinating. Specialty equipment such as gimbals and dollies are introduced and utilized in order to support more advanced camera movements and cinematic styles. Students collaborate with actors and sound designers to turn the entire HM campus into a film set. All filmmaking students end the year by attending an exciting, celebratory evening film festival in May. Submissions are highly encouraged, as they are part of the collaborative, fun, and fulfilling nature of creating films.

300-level courses:

ARTV 310 - Ceramics 3: Complex Forms and Surfaces
Half credit, meets five days in every ten-day cycle
Prerequisites: Ceramics 2 (ARTV 250) or departmental approval
Studio/Performance credit
Ceramics 3 leads students through a series of challenging assignments that advances their expertise on the pottery wheel while expanding their concept of ceramic art. Design and creation of pots for daily use will be explored, including lidded jars, plates, and teapots, along with exploring vessels and sculptures constructed from wheel thrown parts. Advanced glazing and firing techniques will also be explored.

ARTV 311 - Drawing & Painting 3: Advanced Techniques
Half credit, meets five days in every ten-day cycle
Prerequisites: Drawing and Painting 2 (ARTV 251) or departmental approval
Studio/Performance credit
In this advanced course, students will push their technical and conceptual skills. They will develop their knowledge of materials by experimenting with new mixed media approaches to art making. Students will be encouraged to stretch the scale and imagination of their projects, as well as continue to write and reflect on their artistic process while developing their own self-guided projects. They will plan and organize a show of their work in the gallery. Students will have an advanced digital portfolio by the end of this course.

ARTV 312 - Sculpture 3: Contemporary Sculpture and Installation
Half credit, meets five days in every ten-day cycle
Prerequisites: Sculpture 2 (ARTV 252) or departmental approval
Studio/Performance credit
Sculpture 3 expands on Sculpture 1 and Sculpture 2 to incorporate contemporary concepts and materials used by artists today, such as light, sound, site, and interaction. Current themes in art will be explored through artist examples, and students will determine the materials and techniques they want to use within those themes. The class will also collaborate throughout the year in developing sculptures and installations to bring art to spaces around HM.

ARTV 314 - Photography 3: Fine Art + Commerce
Half credit, meets five days in every ten-day cycle
Prerequisites: Photography 2 (ARTV 254) or departmental approval Studio/ Performance credit
Photography 3 focuses on teaching a depth of knowledge in one particular medium, and specifically, the ways it can be used for fine art and commercial photography. In the first half of the year, students use medium-format photography to create a select number of large prints using the Yashica Mat camera. They will primarily focus on cityscape/landscape and studio photography in order to plan and develop an artistic vision. In the second half of the year, students will learn and practice photography techniques used in commercial, fashion, and editorial image-making.

ARTV 315 - Filmmaking 3: Creating the Short Film
Half credit, meets five days in every ten-day cycle
Prerequisites: Filmmaking 2 (ARTV 255)
Studio/Performance credit
This intermediate-to-advanced filmmaking course builds upon the conceptual, artistic, and technical skills learned in Filmmaking 1 & 2. Students continue to explore film language through specialty workshops such as Directing the Actor, Genre Lighting Techniques, Production Sound, Color Grading, and Audio/Visual

Effects. Students practice on-set communication protocols as they work together in teams. Advanced editing workshops include units on Live Editing, Parallel Action Sequences, Jump Cuts, Radio Edits, and Experiments in Tone and Music. All filmmaking students end the year by attending an exciting, celebratory evening film festival in May. Submissions are highly encouraged, as they are part of the collaborative, fun, and fulfilling nature of creating films.

ARTV 326- Film History 2: Scene by Scene
Half credit, meets five days *in* every ten-day *cycle*
Prerequisites: Film History 1: From Talkies to *TikToks (ARTV 226)*
Appreciation credit
Film History 2 examines the various technical and creative processes of cinematic artistry. Through close watching of specific scenes, students explore the meaning and purpose of film as a medium. Some topics surrounding the art of visual storytelling include genre and archetypes; themes and motifs; visual poetry; active viewership versus spectatorship; and the act of filmmaking as a reflection of identity and perception. All film history students attend a field trip to a film-related installation or event, and are encouraged to join the Filmmaking students for an exciting, celebratory evening film festival in May, where they can view their peers' films, and even get involved in the process of the festival, if they so desire.

400-level half-credit courses:

ARTV 410 - Directed Study in Ceramics A
Half credit, meets five days in every ten-day cycle
Prerequisites: Ceramics 3 (ARTV 310) and departmental approval
Studio/Performance credit
Students will work towards creating a cohesive body of ceramic artwork. Working on an independent basis, students will develop their personal ideas and vision as ceramic artists. Creative problem solving and self-expression are paramount as students explore new techniques and concepts and create a portfolio of ceramics artwork. Each student's body of work will be the subject of group discussions and exhibitions throughout the school year.

ARTV 411 - Directed Study in Drawing and Painting A
Half credit, meets five days in every ten-day cycle
Prerequisites: Drawing Painting 3 (ARTV311) and departmental approval
Studio/Performance credit
This course offers more advanced students the opportunity to propose and develop their personal vision through "Sustained Investigation." The instructor will guide students with advice and technical help in the realization of their concepts. Investigations might include graphic novels, abstraction, or use of

unexpected materials and techniques. Each piece will be accompanied by a written artist statement and be included in the student's digital portfolio. There will be scheduled days for students to present their work to their peers for reflections. The culmination of this work will be shown as part of the end-of-the-year gallery show.

ARTV 412 - Directed Study in Sculpture A
Half credit, meets five days in every ten-day cycle
Prerequisites: Sculpture 3 (ARTV 312) and departmental approval
Studio/Performance credit
Students will create a body of sculptural works within a personal theme. They will independently devise their concepts and be able to use class as studio time to create their work. The class will come together to give one another feedback throughout the process of brainstorming, in-progress feedback, and final critiques. The instructor will be available for advice and technical help.

ARTV 413 - Directed Study in Printmaking A
Half credit, meets five days in every ten-day cycle
Prerequisites: Printmaking 2 (ARTV 253) or departmental approval
Studio/Performance credit
Directed Study in Printmaking offers students the opportunity to pursue a personalized investigation of printmaking processes and ideas. Students will be introduced to methods for building a body of work, including visual research, iteration, and series development. Through self-directed projects, students will deepen their technical skills while developing a cohesive artistic voice. This course encourages experimentation, risk-taking, and conceptual thinking, through regular class discussion and individual feedback. While not required, this course is ideal for students who want to build a portfolio.

ARTV 414 - Directed Study in Photography A
Half credit, meets five days in every ten-day cycle
Prerequisites: Photography 3 (ARTV 314) and departmental approval
Studio/Performance credit
Students will create a body of work that illuminates a central theme while using multiple image-making processes. An emphasis will be placed on creativity, ethics, and diversity within the visual arts. Projects might include but are not limited to: pinhole photography, Lomography, installation work, pop art, alternative processing, Polaroids, creative studio techniques, and portraiture with a 4x5 camera. Additional camera and alternative processing assignments include polaroid photography, cyanotypes, and salt prints.

ARTV 415 - Directed Study in Filmmaking A
Half credit, meets five days in every ten-day cycle
Prerequisites: Filmmaking 3 (ARTV 315) and departmental approval
Studio/Performance credit
In this course, each student writes, produces, and edits one short film throughout the year. These young filmmakers work collaboratively on each other's film shoots, rotating crew positions throughout the year, to support each other's visions and hone the technical skills that are necessary to ensure mutual success on all projects. Students practice the art of the pitch as they describe the themes, plotlines, genres, and logistics of their film ideas to their classmates. Advanced production workshops help students learn the logistics of producing a film, from creating schedules and call sheets to organizing post-production workflows. Most collaborative film shoots take place off-campus, outside of class time, and are scheduled amongst the students, with everybody's individual calendars and availability in mind. All filmmaking students end the year by attending an exciting, celebratory evening film festival in May. Submissions are highly encouraged, as they are part of the collaborative, fun, and fulfilling nature of creating films.

ARTV 418.1 - Portraiture and Construction of Identities A
Half credit, meets five days in every ten-day cycle
Prerequisites: 200- or 300-level Art History class and departmental approval
Grades 11-12
Appreciation credit
This is a topics-based course for students advanced in their art historical knowledge. We will explore works of art formally as well as through various theoretical and historical lenses. Works discussed will span historical periods and geographies, allowing us to balance formal qualities with contexts of creation, while thinking about the universality of art. By focusing on portraiture and the way we construct, understand, and interpret identities, students study works that range from the Mona Lisa to selfies, TikToks, and anything that they want to pursue within the very broad category of "portraiture." There will be a number of fieldtrips to look at art in NYC collections.

400-level full-credit courses:

ARTV 420 - Directed Study in Ceramics
Full credit, meets 4 days/week
Prerequisites: Ceramics 3 (ARTV 310) and departmental approval
Studio/Performance credit
Students will work towards creating a cohesive body of ceramic artwork. Working on an independent basis, they will develop their personal ideas and visions as ceramic artists. Creative problem solving and self expression are paramount as

students explore new techniques and concepts and create a portfolio of ceramics artwork. Each student's body of work will be the subject of group discussions and exhibitions throughout the school year.

ARTV 421 - Directed Study in Drawing and Painting
Full credit, meets 4 days/week
Prerequisites: Drawing & Painting 3 (ARTV 311) and departmental approval
Studio/Performance credit
This is a full-credit course that offers the most advanced students the opportunity to propose and develop their personal vision through "Sustained Investigation." The instructor will guide students with advice and technical help in the realization of their concepts. Investigations might include graphic novels, abstraction, or use of unexpected materials and techniques. Each piece will be accompanied by a written artist statement and included in their digital portfolio. There will be scheduled days when students will present their work to their peers for reflections. The culmination of this work will be shown as part of the end-of-the-year Gallery show.

ARTV 422 - Directed Study in Sculpture
Full credit, meets 4 days/week
Prerequisites: Sculpture 3 (ARTV 312) and departmental approval S
tudio/Performance credit
Students will create a body of sculptural work within a personal theme. Students will independently devise their concepts and be able to use class as studio time. The class will come together to give one another feedback throughout the process of brainstorming, in-progress feedback, and final critiques. The instructor will be available for advice and technical help.

ARTV 424 - Directed Study in Photography
Full credit, meets 4 days/week
Prerequisites: Photography 3 (ARTV 314) and departmental approval
Studio/Performance credit
Students will create a body of work that illuminates a central theme while using multiple image-making processes. An emphasis will be placed on creativity, ethics, and diversity within the visual arts. Projects might include but are not limited *to:* pinhole photography, Lomography, installation work, pop art, alternative processing, Polaroids, creative studio techniques, and portraiture with a 4x5 camera. Additional camera and alternative processing assignments include polaroid photography, cyanotypes, and salt prints.

ARTV 425 - Directed Study in Filmmaking
Full credit, meets 4 days/week
Prerequisites: Filmmaking 3 (ARTV 315) and departmental approval
Studio/Performance credit

Directed Study in Filmmaking is a course in which each student writes, produces, and edits one short film throughout the year. These young filmmakers work collaboratively on each other's film shoots, rotating crew positions throughout the year, to support each other's visions and hone the technical skills that are necessary to ensure mutual success on all projects. Students practice the art of the pitch as they describe the themes, plotlines, genres, and logistics of their film ideas to their classmates. Advanced production workshops help students learn the logistics of producing a film, from creating schedules and call sheets to organizing post-production workflows. Most collaborative film shoots take place off-campus, outside of class time, and are scheduled amongst the students, with everybody's individual calendars and availability in mind. All filmmaking students end the year by attending an exciting, celebratory evening film festival in May. Submissions are highly encouraged, as they are part of the collaborative, fun, and fulfilling nature of creating films.

ARTV 431- Melancholy and Genius in Art
Full credit, meets 4 days/week
Prerequisites: One Art History course or completion of level 2 of a Visual Arts studio course and departmental approval
Grades 11-12
Appreciation credit
When asked "what is an artist like?" we often imagine someone on the fringes of society, someone different from the rest of humanity, with skills and talents lacking in others. Often, the artist is seen as a lonely and troubled figure; Vincent van Gogh is quickly raised as an example of such an outsider figure, who perceives the world uniquely and gives images to feelings others struggle to articulate. The title of "genius" is also given generously to artists, and yet it also carries a weight of otherness and difference. Such ideas of melancholy, genius artists are seemingly ingrained in our culture, but they are inherited from a moment that intentionally positioned artists as both melancholic and geniuses. The goal of this class is to study the origin of these terms, the movements they generated, as well as artistic self-reflections and purposeful positioning in society as both melancholy and genius. There will be a number of fieldtrips to look at art in NYC collections.

Courses Not Offered in 2026-27:

ARTV 216 - Art History: Art of the Ancient World
[Course not offered in 2026-27]
Half credit, meets five days in every ten-day cycle
Prerequisites: None
Appreciation credit
The very definition of "Ancient Art" is one that is constantly re-evaluated by art

historians. We will begin this course in "pre-history," debating what qualifies as art, and study similarities (and differences) between works that were made in different parts of the world. From Algeria's Tassili N'ajjer cave paintings to China's Terracotta Army, students will look at and think about the impact of art on its world. The course will provide analytical tools and historical information that will allow students to think intelligently about objects not covered in class. In addition to discussion-based classes, we will make use of the vast resources of New York City through required trips to museums, buildings, and monuments.

ARTV 313 - Printmaking 3: Themes and Variations
[Course not offered in 2026-27]
Half credit, meets five days in every ten-day cycle
Prerequisites: Printmaking 2 (ARTV 253) or departmental approval
Studio/Performance credit
Printmaking 3 will allow students to develop their printmaking practice to create a series of works based on a theme. Students will be able to explore printmaking methods of their choice. They may choose to combine methods to create their own style as well as branch out from the print to incorporate unconventional materials/processes. Students are encouraged to explore their ideas more deeply in a series and to write personal statements about their work.

ARTV 316 - Art History: The Power of Images
[Course not offered in 2026-27]
Half credit, meets five days in every ten-day cycle
Prerequisites: 200-level Art History course
Appreciation credit
The Parthenon, Snap stories, Egyptian Pyramids, Instagram filters, the Mona Lisa, Beyonce music videos: all seemingly different objects, yet all comprise our visual world. We are all both makers and consumers of images, yet very few of us learn visual literacy and how to navigate the world of art. This course will explore the subconscious ways we are manipulated by images, how the history of art informs our understanding of the world, and how we can be more aware, critical, and in charge of our visual experience. This course is organized by theme rather than chronology, thus encouraging students to make visual connections beyond the boundaries of geography and time. This course teaches students both techniques of art historical analysis and urges a meta look at the discipline itself.

ARTV 418.2- Imagination and Fantasy in Global Art A
[Course not offered in 2026-27]
Half credit, meets five days in every ten-day cycle
Prerequisites: 200- or 300-level Art History class and departmental approval
Grades 11-12
Appreciation credit

The terms "Imagination" and "Fantasy" have historical connotations and contemporary implications. Students will get to explore works of art of their choosing, and consider how the terms we use to describe certain objects impact our history. This is a topics-based course for students advanced in their art historical knowledge. We will explore works of art formally as well as through various theoretical and historical lenses. Works discussed will span historical periods and geographies, allowing us to balance formal qualities with contexts of creation, while thinking about the universality of art.

ARTV 428 - What is a Masterpiece?
[Course not offered in 2026-27]
Full credit, meets 4 days/week
Prerequisites: One Art History course or completion of level 2 of a Visual Arts studio course and departmental approval
Grades 11-12
Appreciation credit
This course will ask students to think deeply and critically about a limited number of objects, privileging depth over breadth. We will focus on approximately 30 objects during the course of the year, each of which will allow students to think critically about works of art beyond the curriculum. This course will encourage students to think about and engage in critical discussion of the visual arts while attempting to define what qualifies as a "masterpiece." We will discuss the perceived differences between "high" and "low" art and between craft and concept. We will look at work as disparate as contemporary music videos and ancient cave paintings. This advanced curriculum will challenge students' conceptions of "genius" and introduce them to a wide range of possibilities of artistic expressions, to which the response may or may not be universal.

ARTV 429 - Directed Study in Art History
[Course not offered in 2026-27]
Full credit, meets 4 days/week
Prerequisites: 200- or 300-level art history class and/or departmental approval
Grades 11-12
Appreciation credit
This is a topics-based course for students advanced in their art historical knowledge. Students will explore works of art chosen by them through various theoretical and historical lenses. Works discussed will span historical periods and geographies, allowing us to balance formal qualities with contexts of creation, while thinking about the universality of art.

ARTV 430 - Imagination and Fantasy in Global Art
[Course not offered in 2026-27]
Full credit, meets 4 days/week
Prerequisites: One Art History course or completion of level 2 of a Visual Arts studio course and departmental approval
Grades 11-12
Appreciation credit
The terms "Imagination" and "Fantasy" have historical connotations and contemporary implications. Students will consider how the terms we use to describe certain objects impact our history. This is a topics-based course for students advanced in their art historical knowledge. We will explore works of art formally as well as through various theoretical and historical lenses. Works discussed will span historical periods and geographies, allowing us to balance formal qualities with contexts of creation, while thinking about the universality of art.

Computer Science & Engineering

In a world where technology is rapidly advancing, the Computer Science and Engineering Department equips students with the technical expertise necessary to develop and utilize applications and solutions effectively. The curriculum is continuously updated to reflect technological advancements while preserving foundational best practices. Its primary objective is to cultivate critical skills and analytical thinking, enabling students to integrate theory and application with precision, efficiency, and ethical integrity. Students will be introduced to the core intellectual domains of computer science, programming principles, and engineering methodologies. The department offers a diverse range of courses, from introductory to advanced levels, fostering both technical proficiency and strategic problem-solving. Topics covered include programming, robotics, and engineering, providing students with the knowledge and hands-on experience needed to excel in the field.

Graduation Requirement:

One half-credit course

Computer Science Courses Offered in 2026-2027

200-level

- Introduction to Computer Science (CMPE 211)

300-level

- Intermediate Computer Science (CMPE 320)
- Ethical Hacking and Network Penetration (CMPE 321)
- macOS and iOS Development (CMPE 322)
- Web Application Development (CMPE 323)

400-level Half-credit course

- Theoretical Computer Science (CMPE 410)

400-level Full-credit courses

- Art of Data (CMPE 411)
- Computer Science Seminar: Linux Operating System Development, Video Game Design and Development (CMPE 431.1)

Engineering Courses Offered in 2026-2027

200-level

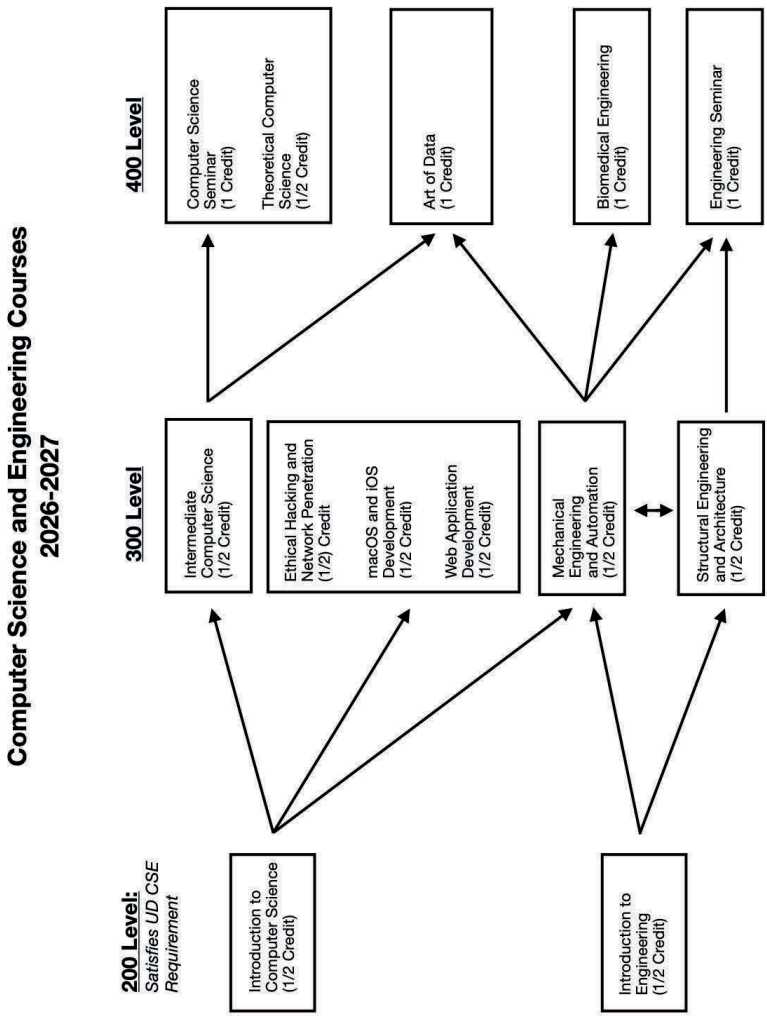
- Introduction to Engineering (CMPE 215)

300-level

- Mechanical Engineering and Automation (CMPE 326)
- Structural Engineering and Architecture (CMPE 327)

400-level Full-credit course

- Engineering Seminar (CMPE 436)
- Biomedical Engineering (CMPE 437)


Computer Science and Engineering Courses
2026-2027
200 Level:
Satisfies UD CSE Requirement
300 Level
400 Level
Introduction to Computer Science (1/2 Credit)
Introduction to Engineering (1/2 Credit)
Intermediate Computer Science (1/2 Credit)
Ethical Hacking and Network Penetration (1/2) Credit
macOS and iOS Development (1/2 Credit)
Web Application Development (1/2 Credit)
Mechanical Engineering and Automation (1/2 Credit)
Structural Engineering and Architecture (1/2 Credit)
Computer Science Seminar (1 Credit)
Theoretical Computer Science (1/2 Credit)
Art of Data (1 Credit)
Biomedical Engineering (1 Credit)
Engineering Seminar (1 Credit)

200-level courses:

CMPE 211 - Introduction to Computer Science
Half credit, meets five days in every ten-day cycle
Prerequisites: None
This course provides a foundational understanding of computer hardware architecture, programming principles, and user interface (UI) design. Students will explore the historical evolution of computers, tracing their development from inception to the present. Through hands-on projects, students will work individually to design and implement personalized programs, focusing on core programming concepts using Java within the Processing Integrated Development Environment (IDE). Additionally, the course examines the global impact of technology and its ethical considerations. The skills acquired will prepare students for more advanced coursework, including Intermediate Computer Science (CMPE 320), as they progress through their studies at Horace Mann.

CMPE 215 - Introduction to Engineering
Half credit, meets five days in every ten-day cycle
Prerequisites: None
This course offers an in-depth exploration of engineering design and production using Autodesk Fusion 360, emphasizing the design process, creativity, and innovative problem-solving in engineering and mechanics. Through hands-on, project-based learning, students will engage in each stage of the Engineering Design Process—from conceptualization and drafting to modeling, prototyping, and production — while investigating historical precedents, cultural influences, environmental impacts, and future possibilities. Students will conceptualize, build, and refine both new and existing physical models, gaining practical experience with technical drawings and Computer-Aided Design (CAD). By the end of the course, students will have developed a strong foundation in engineering design principles and acquired valuable skills applicable throughout the engineering curriculum.

300-level courses:

CMPE 320 - Intermediate Computer Science
Half credit, meets five days in every ten-day cycle
Prerequisites: Introduction to Computer Science (CMPE 211) or departmental approval
This course delves into the principles and application of object-oriented programming, focusing on the integration of software components within large-scale software architectures. Building upon fundamental programming skills, this course enables students to develop complex and scalable programs. Students will work both independently and collaboratively to design and implement unique Java -based projects. Utilizing an Integrated Development Environment (IDE), students will develop a strong foundation in key programming concepts, including object-class relationships, modularization, abstraction, parameter passing, recursion,

and method declaration and invocation. By the end of the course, students will have a comprehensive understanding of Java and object-oriented design, along with transferable software development skills applicable to various programming languages.

CMPE 321 - Ethical Hacking and Network Penetration
Half credit, meets five days in every ten-day cycle
Prerequisites: Introduction to Computer Science (CMPE 211)
This course examines the methods used to identify and defend against vulnerabilities in computer systems and networks. Ethical hacking serves as a widely adopted approach for assessing and strengthening an organization's security infrastructure. Through hands-on experience with Kali Linux, students will conduct penetration testing and explore cutting-edge ethical hacking tools and techniques. They will apply these skills in a controlled, private network environment designed to simulate real-world cybersecurity challenges. As reliance on cloud-based storage and networked systems continues to grow, this course equips students with essential skills to proactively test and secure digital environments against potential threat.

CMPE 322 - macOS and iOS Development
Half credit, meets five days in every ten-day cycle
Prerequisites: Introduction to Computer Science (CMPE 211)
The macOS and iOS Development course guides students through the application design process using Xcode, Apple's professional Integrated Development Environment (IDE). Students will gain a comprehensive understanding of Swift, the primary programming language for Apple devices, along with essential application frameworks. They will learn to develop database-driven applications, create hybrid apps for iPhone and iPad, integrate remote data sources, and apply design principles to craft visually engaging user interfaces. Additionally, students will explore the use of third-party frameworks to enhance app functionality. Through both individual and team projects, they will design and build applications that can be deployed across the Apple ecosystem.

CMPE 323 - Web Application Development
Half credit, meets five days in every ten-day cycle
Prerequisite: Introduction to Computer Science (CMPE 211)
This course focuses on the design and development of responsive web applications, covering both front-end and back-end processes, as well as web application deployment. Students will build a strong foundation in HTML, CSS, PHP, and JavaScript while integrating MySQL databases to create dynamic web applications. Additionally, they will explore widely used content management systems (CMS) such as WordPress. By the end of the course, students will have developed a portfolio showcasing a fully functional, uniquely designed website, demonstrating their skills in modern web development.

CMPE 326 - Mechanical Engineering and Automation

Half credit, meets five days in every ten-day cycle

Prerequisites: Introduction to Computer Science (CMPE 211) or Introduction to Engineering (CMPE 215)

This course explores the integration of mechanical systems, electronics, automation, and object-oriented programming to develop functional engineering solutions. Students will study the fundamentals of mechanical engineering, electrical circuits, control systems, and software development through both theoretical and hands-on learning. They will gain experience working with microcontrollers, sensors, actuators, and programming languages such as C++, Java and Python to implement object-oriented principles in automation. The course emphasizes problem-solving, system integration, and prototyping, allowing students to apply their knowledge to real-world applications. Through collaborative and independent projects, students will design, build, and test automated mechanisms and mechatronic devices that incorporate structured programming techniques. By the end of the course, students will have a strong foundation in mechanics, automation, and software-driven system design, preparing them for advanced studies or careers in computer science, robotics, and engineering.

CMPE 327 - Structural Engineering and Architecture

Half credit, meets five days in every ten-day cycle

Prerequisites: Introduction to Engineering (CMPE 215)

This course explores the intersection of design and engineering, emphasizing how these fields combine to create functional and innovative environments. Students will use Autodesk software to develop architectural models that integrate structural integrity, sustainability, and accessibility. Through hands-on projects, they will learn to balance creative design principles with technical engineering solutions. The curriculum covers space planning, materials selection, and form versus function, ensuring students gain practical experience in architectural development. By the end of the course, students will be equipped with industry-relevant skills and an understanding of holistic architectural project design. This course provides valuable experience for students interested in architecture and civil engineering.

400-level half-credit courses:

CMPE 410 - Theoretical Computer Science

Half credit, meets five days in every ten-day cycle

Prerequisites: Intermediate Computer Science (CMPE 320), Algebra II and Trigonometry (MATH 221), and departmental approval. A minimum grade of B+ or higher when averaging both semester grades of Intermediate Computer Science (CMPE 320). A minimum grade of an exact B+ or higher when averaging both semester

grades of Algebra II and Trigonometry (MATH 221) or a minimum grade of an exact B or higher when averaging both semester grades of Algebra II and Trigonometry Honors (MATH 222H).
The Theoretical Computer Science course introduces students to the fundamental mathematical concepts that form the basis of computer science. Students will explore key topics such as pure logic, graph theory, and automata theory, while also implementing notable algorithms through coding exercises. A significant focus of the course is on algorithmic correctness and efficiency, culminating in an exploration of the P vs. NP problem. Each student will lead a class session on a topic of personal interest, developing skills in engagement, critical thinking, and peer instruction. The course emphasizes problem-solving, formal reasoning, and the theoretical foundations essential for advanced studies in computer science. By the end of the course, students will be equipped with the tools to analyze complex computational problems and conduct independent research.

400-level full-credit courses:

CMPE 411 - Art of Data
Full credit, meets 4 days/week
Prerequisites: Intermediate Computer Science (CMPE 320) or Mechanical Engineering and Automation (CMPE 326) and departmental approval. A minimum grade of an exact B+ or higher when averaging both semester grades of Intermediate Computer Science (CMPE 320) or Mechanical Engineering and Automation (CMPE 326).
The Art of Data course prepares students to collect, analyze, and present data effectively using various programming environments. Students will develop their programming proficiency and apply computational tools to solve real-world problems. Beyond answering questions with data, they will learn how to formulate meaningful inquiries that drive insightful analysis. Each student will also lead a class session on a computer science topic of personal interest, fostering engagement, critical thinking, and peer collaboration. Throughout the course, students will produce original projects, culminating in a final portfolio-worthy piece. Designed as a workshop, this course emphasizes independent exploration, creativity, and hands-on data-driven problem-solving.

CMPE 431.1 - Computer Science Seminar: Linux Operating System Development, Video Game Design and Development,
Full credit, meets 4 days/week
Prerequisites: Intermediate Computer Science (CMPE 320) and departmental approval. A minimum grade of an exact B+ or higher when averaging both semester grades of Intermediate Computer Science (CMPE 320).
This course is open to 11th and 12th-grade students only.
Computer Science Seminar will focus on two topics: Linux operating system development and video game development.

Semester 1

This course explores the design, development, and deployment of a custom Linux-based operating system, inspired by the work of Linus Torvalds. Students will gain in-depth knowledge of various shell scripting environments, including the Bourne Again Shell (BASH), KornShell (KSH), and Z Shell (ZSH). Using an open-source, package-based approach, they will construct an operating system from the kernel level, integrating key components such as networking stacks, file system management, and graphical user interfaces (GUIs) utilizing GNOME and KDE. Each student will design and build a fully customized OS tailored to their unique specifications, gaining hands-on experience in systems programming and Linux architecture.

Semester 2

Narrative game design has grown in popularity, driving the development of visually immersive and sophisticated games. This course introduces students to video game creation using Unity, a cross-platform game engine, and Blender, an open-source 3D modeling tool. Students will develop a strong foundation in JavaScript and C#, enabling them to build dynamic and interactive gaming environments. Emphasizing user experience, the course explores the integration of musical elements, user interface design, and graphical assets alongside programming. Through hands-on projects, students will gain practical skills in both programming and creative game development.

CMPE 436 - Engineering Seminar

Full credit, meets 4 days per week

Prerequisites: Mechanical Engineering and Automation (CMPE 326) or Architectural Engineering (CMPE 327) and departmental approval. A minimum grade of an exact B+ or higher when averaging both semester grades of Mechanical Engineering and Automation (CMPE 326) or Structural Engineering and Architecture (CMPE 327). This course is open to 11th and 12th-grade students only.

The Engineering Seminar course provides students with hands-on experience in solving real-world engineering challenges. In the first semester, students work in teams to identify problems, conduct research, and develop innovative solutions using engineering design principles and prototyping tools. They will gain experience in CAD software, project management, and technical communication while refining their designs through iteration. The second semester shifts to independent projects, allowing students to apply their knowledge to a self-directed engineering challenge. Students will design, prototype, and present their final projects, culminating in an exhibition of their work. This course emphasizes critical thinking, problem-solving, and the application of engineering skills in practical contexts.

CMPE 437 - Biomedical Engineering

Full credit, meets 4 days per week

Prerequisites: Mechanical Engineering and Automation (CMPE 326), Biology (SCI 210), Chemistry (SCI 220), and departmental approval. A minimum grade of an exact B or higher when averaging both semester grades of Mechanical Engineering and Automation (CMPE 326), Biology (SCI 210), Chemistry (SCI 220), and Physics (SCI 311) if already taken. If not already taken, Physics (SCI 311) must be taken concurrently with Biomedical Engineering.

Biomedical Engineering is an advanced, full-year elective that introduces students to the interdisciplinary field where engineering, biology, and medicine intersect to address challenges in human health. The course focuses on applying engineering principles to the design and analysis of medical technologies, integrating mechanical design, electronics, data analysis, and biological systems. Students explore topics such as medical devices, biomechanics, rehabilitation technologies, and emerging innovations with attention to ethical considerations and societal impact through design challenges and case studies. Throughout the year, students apply the engineering design process to research problems, develop and test prototypes, analyze data, and refine solutions.

Counseling & Guidance

Requirements:

Grade 9 Horace Mann Orientation (GUID 110)

Elective Courses in 2025-26

- □ Introduction to Psychology (PSYC 310)
- □ Ethics in School and Society (GUID 311)
- □ Applied Psychology (PSYC 411)

100-level courses:

GUID 110 - Horace Mann Orientation
Ninth-grade requirement, meets 1 day/week during the first semester
Prerequisites: None
HMO is a weekly, discussion-based course for ninth-grade students. Co taught by HM faculty members and eleventh- and twelfth-grade HMO Peer Leaders, this course supports ninth-grade students in their adjustment to the Upper Division and introduces them to HM community norms and values. It fosters connections between ninth grade students and their HMO Peer Leaders, who share information about important resources and support systems within the school, HM clubs and publications, service learning, athletics, study skills, and balancing academics, social interests, and extracurricular activities. Through guided discussion of media clips and various scenarios, students will consider how identity, culture and human development influence their behavior and decision-making and how to responsibly navigate social situations and friendships. A presentation and follow-up visit to the class by representatives of Healing New York will educate students about sexual abuse and consent. HMO teachers include Grade Deans and faculty from various departments, including the Department of Counseling & Guidance.

300-level courses:

PSYC 310 - Introduction to Psychology
Full credit, meets 4 days/week
Prerequisites: None
This course is a survey of the field of psychology, including the theories, research, and applications central to the discipline. The goal of the class is to engage students in exploration of the science of psychology and applications to everyday life. Psychology offers the opportunity to better understand one's own and others' thoughts, feelings, and behaviors by viewing the human experience from multiple perspectives. Topics covered include: research methods and statistics, brain and biology, sleep and consciousness, human development, motivation and emotion, memory and learning, social psychology, mental health, and clinical treatment. The course will incorporate discussion, film, media, collaborative and creative projects, readings, and lectures. Papers and projects challenge students to apply theories to analyze their own lives, fictional characters, and current events.

GUID 311 - Ethics in School and Society
Full credit, meets 4 days/week
Prerequisites: None
This elective will serve as a journey through the theory and practice of ethics in school and society. From Aristotle, to Rawls, to Caplan, the first semester encourages critical thinking about fundamental problems that concern existence,

knowledge, and value. Students are introduced to the major ethical theories of utilitarianism, deontology, virtue ethics, natural law theory, social contract theory, egoism, and relativism. The second semester will call upon content mastered during the first semester to critically discuss artificial intelligence (AI), bioethics, and three topics selected by the class. Students will gain a basic understanding of systems of ethics, as well as current controversies and ethical thought in action. Along with readings and lectures, classes will include Socratic-style discussions and debates, video and audio presentations, and an emphasis on student-directed inquiry. The class will engage in individual and group projects in order to act, learn, and reflect on central ethical and moral issues. The Ethics class is a welcoming and safe space for new ideas with the understanding that our own ideas may not be without flaws. Collectively, our discussions and presentation will work to avoid ad hominem (Latin for "to the man") rebuttals; we'll focus on the issues, theories or facts presented, not the person presenting.

400-level courses:

PSYC 411 - Applied Psychology

Full credit, meets 4 days/week
Prerequisites: Introduction to Psychology (PSYC 310), departmental approval (see below).

Applied Psychology is an advanced social science course for students interested in how psychological research is used to solve real-world problems. Students will investigate how research informs the work of professionals in the following subfields: biological, health, counseling and psychiatry, industrial organizational, educational, and forensic psychology. Students will gain insight into how psychologists inform policework, improve the criminal justice system, shape learning environments, transform the workplace, and enhance physical and mental health. Students can learn about the career paths and impact of the work of professionals from the field. Learning is driven by student-centered approaches including case studies, research study proposals, creative digital work products, presentations, and collaborative projects. Assignments are opportunities for independent exploration of topics of interest including criminal profiling, psychoactive medications, learning differences, and AI in the workplace. The course culminates in an original research project in which students design and conduct a study on a topic of interest, write an APA style paper, and present their findings.

Approval requirement: A minimum average grade of B+ in Introduction to Psychology or departmental approval.

English

Horace Mann's Department of English trains students to be strong readers of texts, of the world, and, ultimately, of themselves. From ninth grade on, our students develop analytical skills through the study of a broad range of complex texts, through lively and probing seminar-style discussions, and through challenging creative and critical writing assignments.

Seminar-style classes put students' critical, collaborative engagement with texts at the center of our practice. Such an approach fosters our students' ability to empathize with, and truly listen to, diverse voices, as well as to engage in productive disagreement and scholarly argumentation. In our classrooms, we foster a culture of evidence rooted in the practice of close reading. We assign fewer texts in order to emphasize attention to the details that give a work of literary art its rich complexity. The department's continuing partnership with the Royal Shakespeare Company engages students in rehearsal room techniques that energize their approach to print texts and their understanding of how their own experiences connect to lives across the centuries.

In grades 9 through 11, the course of study in English is organized around the major literary genres: poetry, drama, and prose fiction. In the year-long courses, freshman through junior year, faculty members develop their own curricula at each grade level and for each literary genre with an eye to including diverse literary voices from a broad range of traditions, time periods, and cultures. Exposure to multiple traditions, we believe, presents students with numerous ways of defining, interrogating, and engaging with a literary canon. As seniors, students may take semester electives organized around particular literary movements and themes, genres, and individual authors. Semester elective options often include creative writing workshops in short fiction, creative nonfiction, and poetry. We also offer seniors a set of advanced year-long course options.

Requirements:

Continuous enrollment in grades 9 through 12.

Grade 9	**English 9 (ENGL 210)**
Grade 10	**English 10 (ENGL 220)**
Grade 11	**English 11 (ENGL 310)**

Grade 12

- □ Senior Electives (ENGL 320)
- □ Seminar in Literary Studies: LA LA Lit—Los Angeles, California, and the American Imagination (ENGL 410.1)
- □ Seminar in Literary Studies: British Romanticism:
- □ Contemporary Contexts, Modern Legacies (ENGL 410.6)

ENGL 210 - English 9

Full credit, meets 4 days/week

Prerequisites: None

All ninth graders begin their work in English with a structured creative writing unit. Students write every day, in a variety of genres ranging from dramatic dialogues to lyric poems and from flash fiction to longer form personal narratives. Daily writing is accompanied by routine feedback from teachers, and students practice exchanging critical feedback in peer review exercises. The writing unit occupies the first quarter of the ninth grade year and is ungraded—taken pass/fail—a practice which allows us to offer students space for fruitful risk-taking and experimentation with writing and revision. The rest of the year involves the practice of analytical writing, the extension of imaginative writing, and the close reading and analysis of literary texts such as *Frankenstein*, *Klara and the* Sun, *Purple Hibiscus, The Metamorphosis*, and *Macbeth*. Students' study of grammar and usage in English 9 supports their close reading analysis as well as their writing.

ENGL 220 - English 10

Full credit, meets 4 days/week

Prerequisites: English 9 (ENGL 210)

Students in tenth grade continue their literary studies in courses designed by their teacher. Tenth graders experience greater independence in their engagement with texts, a fact reflected in the more incisive, more energetic analytical and imaginative writing expected of them during the year. Tenth-grade students study drama, poetry, prose fiction and, increasingly, nonfiction—all with a continued, intentional focus on close reading. Typical texts include *Twelfth Night, Othello, The Great Gatsby, Passing, The Odyssey, Chronicle of a Death Foretold, Song of Solomon,* and *Sing, Unburied, Sing.* Tenth graders continue our grammar curriculum with an increased focus on the constructive uses of grammar in the context of their writing and thinking.

ENGL 310 - English 11

Full credit, meets 4 days/week

Prerequisites: English 10 (ENGL 220)

In English 11, literary study intensifies with extensive units on the major genres, often beginning with lyric poetry in the first quarter. Additionally, all English 11 students complete a long-form essay or creative nonfiction assignment that asks for extended attention to a single subject of the student's choice. The writing includes, in differing proportions, skills they have been working to cultivate since the ninth grade: close reading analysis that builds from evidence to argument and personal and descriptive writing that illuminates and engages. In each variation of this long-form project, students continue sharpening their critical thinking skills and honing a distinctive narrative voice; they work step by step over a period of weeks or months to explore a topic deeply, to research and engage with multiple sources, to complete multiple drafts, and to tell the story of a subject they find meaningful.

ENGL 320 - Senior Electives
Full credit, meets 4 days/week
Prerequisites: English 11 (ENGL 310)
With the permission of the Department, senior electives may be taken by eleventh-grade students in addition to English 11.
Students choose separate fall and spring electives with a good deal of freedom. The offerings each semester cover a diverse range of literary periods and movements, themes, and genres. Some courses stress expository or analytic writing; others engage students in writing original poems, short stories or literary nonfiction. The Department varies its electives according to its own evolving interests and its understanding of the needs of our students.

A sampling of semester-long senior electives recently offered:
Literature of Puzzles, Games, and Mysteries
Passages to India
Fabulist Literature
Short Fiction: A Writing Workshop
New Community Project
Kafka and the "Kafkaesque"
Why Look at Animals?
Toni Morrison
The Serious Pleasures of Detective Fiction
Bridging the Divide: The Modern American Identity
Speculative Fiction and the Power of Language
Short Masterpieces of Russian Literature
On Trial
The Sonnet from Petrarch to Terrance Hayes
What We Talk About When We Talk About Love
Emily Dickinson
Creative Nonfiction
20th Century African-American Literature
Writing Nature, Writing Ourselves
Things Fall Apart
History of the English Language
Poets of Moment
Literature and Film: the Art of Redemption
The Alien: Stories and Theories of Contact
Youth in Revolt: Social, Cultural, and Political Resistance in American Fiction
Posthumanism: Freaks and Cyborgs

ENGL 410 - Seminar in Literary Studies

Full credit, meets 5 days/week

Prerequisites: English 11 (ENGL 310) and departmental approval based on the following criteria: submission of a timed writing sample, a history of exceptional class citizenship and literary engagement, and English grades that average A- or higher Seminar in Literary Studies is a year-long senior elective open to all seniors interested in an *intensive* study of literature and literary scholarship. SLS is designed with the most inquisitive and committed English student in mind, the reader for whom extended, year-long study of a particular literary and critical approach or set of texts appears as a thrilling prospect rather than as a graduation requirement to be satisfied.

Some distinctive aspects of every SLS course include, but are not limited to, the following:

* Year-long immersion in the literary field/s of a teacher's careful design;
* A higher volume of reading and writing assignments;
* An independent "capstone" project, designed with the teacher's approval, that extends the seminar topic in the direction of a student's interests;
* Required reading of secondary sources such as literary criticism and theory.

ENGL 410.1 - Seminar in Literary Studies: LA LA Lit—Los Angeles, California, and the American Imagination

As anyone who has paid attention to their social media feeds in the past year knows, California is a bellwether state. Whether we're talking about the politics of climate change, the evolution of artificial intelligence, or the relationship of the individual to state power, California is now, and has long been, at the forefront of our national consciousness. For much of its history, California has been a region whose fortunes not only reflect but directly and deeply impact what we Americans conceive of as possible in our culture. In many ways, California is us, and we are California. And at the same time, the state's unique presence in the visual arts of television and film has projected a long shadow over what the world abroad views as quintessentially "American." Strangely, however, although it is arguably the equal of cities such as Chicago and New York in its glamourous appeal and international influence, Los Angeles—and its literature, by extension—boasts a far shorter history.

The aims of this Seminar in Literary Studies (SLS) course are myriad, but they can be meaningfully encapsulated as follows: first, to understand California, most specifically southern California and the Los Angeles metropolitan area, as the result of unique and specific cultural and historic forces; second, to look closely at salient examples of literature, art, and film produced in the 20th and 21st centuries by artists inspired both by the ideal of California and by the reality of life in and around Los Angeles (and Hollywood); finally, to analyze what this particular species of American literature suggests about broader, more enduring concerns of American

life whether a century ago or in our own time, such as the dreaded specter of race and racism, transnational immigration, the complexities and tensions of urban life, individual ambition (The American Dream), and the vital interplay between "lowbrow" popular art forms, particularly movies, and "highbrow" literature. As in every SLS class, students should expect to read not only literary texts but also criticism and literary theory. Students will also complete a group creative project in the first semester and an individual research, or capstone, project by the end of the year.

ENGL 410.6 - Seminar in Literary Studies: British Romanticism: Contemporary Contexts, Modern Legacies

British Romanticism is a relatively brief movement in art and thought whose radical focus on imagination, emotion, and everyday lives challenged orthodoxies of all kinds. That challenge reverberates through to the present day. In the literary arts, the movement is typically dated from 1798 to 1832—from the publication of William Wordsworth and Samuel Taylor Coleridge's *Lyrical Ballads* to the passage of the first Reform Act, which expanded voting rights in England. Aesthetic and political action are fitting bookends for this major shift in artistic expression that is often understood as coming out of these poets' witnessing the failure of revolution in France and the rise of Napoleon, shifting their focus from social change to a radical change in individual consciousness. Students will explore this radical, revolutionary literary landscape by reading closely the works of the poets associated with this movement, reviewing contemporary responses to their work, and exploring key aspects of the broader historical contexts within which they emerge. A crucial component of the course will be to examine a set of contemporary artistic productions. Is all art that follows just more Romanticism as several scholars and critics argue? Is Nicki Minaj a Romantic? Jeff Koons? We will test that theory of Romanticism's enduring legacy against our own favorite works of art, music, and literature from our time. The course will include writing assignments, both creative and analytical, periodic tests, and a year-long research paper.

History

The History Department equips students to examine their own lives and the development, goals, and values of their society. Designed to convey a basic understanding of both Western and non-Western history from the pre-modern world to the present, the curriculum emphasizes economic and social forces as well as political and cultural factors. Throughout the curriculum, students are asked to grapple with the complexity of historical causality, to analyze and discuss primary and secondary sources, and to construct sophisticated historical arguments.

A note on 300- and 400-level History electives

Elective courses in the History Department may be offered at either the 300- or 400-level, depending on the year. 400-level courses cover a similar range of content to their 300-level counterparts, but in these courses, students read additional scholarly articles, write a year-long research paper, consider how historians seek to understand history through the methodological approaches they use, examine how historians study and interpret history (i.e., historiography), and give a formal research presentation. 400-level courses meet five days/week, while 300-level courses meet four days/week. In general, electives rotate between levels on a yearly basis, but this is not guaranteed, as some electives may cycle in and out, and others might stay at a certain level for a couple of years due to other factors. To gain admission to a 400-level History elective, students must have attained grades that average an A- or higher in the previous two years of History classes and receive departmental approval.

Requirements:

Grade 9:	**Modern World History (HIST 211)**
Grade 10:	**United States History (HIST 220)**
Grade 11 or 12:	**One history elective**

Elective Courses Offered in 2026-27

300-level

- Classical World Civilizations (HIST 310)
- East Asian History (HIST 314)
- History of the Silk Roads (HIST 315)
- United States Legal History (HIST 317)
- Voices of Protest (HIST 319)
- Global Environmental History (HIST 320)
- African American History (HIST 324)
- Global World Wars (HIST 330)
- The Mediterranean World: Medieval to Early Modern (HIST 331)

400-level

- Religion in History (HIST 413)
- Contemporary U.S. History, 1945 to the present (HIST 423)
- African History (HIST 426)
- History of Medicine (HIST 429)
- Middle East History (HIST 432)

Courses Not Offered in 2026-27

- Comparative Race and Ethnicity (HIST 312)
- Latin American History (HIST 316)
- The Global Cold War (HIST 321)
- Vast Early American History (HIST 322)
- History of the Islamic World (HIST 327)
- LGBT American History (HIST 328)

Required Courses:

HIST 211 - Modern World History
Full credit, meets 4 days/week
Prerequisites: None
This course focuses on the history of the making of the modern world since 1650. Students will trace the historical developments that reorganized peoples, reshaped cultures, and generated new economies through interactions among major regions of the world. Bigger questions addressed include: How did states pursue security and stability for their people? To what extent did people feel a sense of belonging to these states? How did the rise of industrialization shift the global economy, disrupt societies, affect the balance of power, and change conceptions of the natural world? A focus of the course will be to investigate events in world history from non-Western perspectives and to analyze how historians have interpreted the global past in different ways. Students will learn how to weigh evidence and balance these multiple perspectives to develop historical arguments and interpretations. A key component of the course will be establishing a strong foundation for analytical writing, with students learning how to structure a paper through several stages of a well-defined writing process.

HIST 220 - United States History
Full credit, meets 4 days/week
Prerequisite: Modern World History (HIST 211)
This course surveys the United States' past from the colonial period through the modern era. The curriculum examines the nation's physical, demographic, and bureaucratic growth alongside the development of its political, social, economic, and cultural institutions and traditions. Students consider the changing roles that gender, race, and class have played throughout American history. Students will strengthen their conceptual skills, analytical abilities, and mastery of historical content. Students will complete research and writing assessments during the year.

300-level Elective Courses:

HIST 310 - Classical World Civilizations
Full credit, meets 4 days/week
Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)
This course studies five interrelated classical Mediterranean societies: Jewish, Greek, Roman, Christian, and Islamic. As Mediterranean societies, they all suffered, enjoyed, and developed formative relationships with the Roman Republic and Empire. To study the classical world is to study the rich, exquisite gamut of human experience, from the horrors of slavery to the glories of salvation. We'll

encounter kings, slaves, prophets, politicians, philosophers, historians, farmers, and soldiers, all grappling with what it means to survive in an often unforgiving premodern world. The course covers roughly the years 1000 BCE to 1000 CE and features a variety of in-depth readings of exciting primary sources, including Homer, Thucydides, Plato, Livy, Plutarch, the Bible, the Life of Muhammad, and much more. Students should come away from the course with a solid sense of the rise and fall of Rome, the contributions of ancient Greek society, Jewish ethical monotheism in the Mediterranean world, and the radicalizing, transformative origins of its monotheistic, Abrahamic successors—Christianity and Islam—on that world. Additionally, students should come away with a clear sense of how these societies form the social, cultural, and political "DNA" of the modern world.

HIST 314 - East Asian History

Full credit, meets 4 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)

The rise of East Asia's geopolitical power will very likely be among the most important structural changes of the twenty-first century. To understand this monumental shift, we need to know when it started, how it happened, and why this development was neither inevitable nor unprecedented. After all, East Asia has been a geopolitical center before. Part of our task in this course will be to understand how the three regions of East Asia-China, Korea, and Japan-are interconnected cultures with shared social, economic, religious, and political traditions. At the same time, we'll investigate how each region stood apart from the others, with unique characteristics that flourished within its borders. We'll also track continuity and change in East Asia, both before and after contact with Europe and the United States, to establish a more informed historical understanding of current events. In our study of the twentieth century, we'll discuss the wrenching-and often traumatic-impact of World War II, which realigned the status quo and ushered in a period of rapid and startling shifts: the emergence of a communist China and North Korea, a demilitarized Japan, and a democratic South Korea.

HIST 315 - History of the Silk Roads

Full credit, meets 4 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)

The Silk Roads, a series of overland trade routes stretching from East Asia to Southern Europe, with tributary routes reaching as far south as Eastern Africa, the Arabian Peninsula, and the Indian subcontinent, were some of the most important routes for the circulation of goods, culture, religion, and ideas in human history. In this history elective, students will use the Silk Roads as a lens to examine the histories of individual cultures and their connections to broader historical networks. In the first part of the year, we'll focus on the Silk Roads in the Classical

period, approximately 200 BCE - 600 CE, including not only the Roman Empire and the Han Dynasty but also other major territorial states of the time, such as the Parthians and Sogdians. In the second part of the year, we'll look at the age of the Mongols, approximately 1200-1400 CE. In the spring, we will also pick up the story of the Silk Road territories in the modern day. The primary focus of this final part of the course will be further modern development along the old Silk Road routes. Throughout the year, students will read both primary and secondary sources and will engage in a number of independent research projects. Assessments will consist of in-class essays, research papers, and class presentations, along with shorter writing assignments designed to build key historical interpretation skills.

HIST 317 - United States Legal History

Full credit, meets 4 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)

This course examines the relationship between law and society in the United States. The focus of our study will be the question of how law both shapes and is shaped by the political, economic, and cultural context in which it is formed. The course will explore such topics as the creation and enforcement of law, access to and interaction with the legal system, and the changing nature of punishment throughout American history. Through the study of critical court decisions, we will also examine how historical cultural and political forces have contributed to contemporary ideas about civil and constitutional rights. Students will engage with current events through the lens of legal history with the goal of deepening analysis and understanding. Students will also have the opportunity to pursue independent research projects in the field of US legal history.

HIST 319 - Voices of Protest

Full credit, meets 4 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)

The history of the United States has been shaped as much by ordinary people and their activism as by elected officials and the government. From the nation's founding, Americans began organizing to try to change the politics, culture, or social life of the United States. These social movements varied greatly in terms of their participants and goals. A few of these movements achieved success quickly, while others took decades. Some movements never accomplished their ultimate goal. While diverse in their objectives, one thing these movements had in common was the fiercely held belief that ordinary Americans, if they banded together, could change the course of the nation's destiny. This class will start with the American Revolution and move forward in time to the present day. Along the way, we'll study movements as diverse as temperance, women's rights, abolition, organized labor, consumer protection, Christian conservatism, anti-tax crusaders,

environmentalism, AIDS, and the "rights" movements of the late twentieth century: civil, LGBT, Latino, American Indian, feminism, Asian American, among others. We'll study theories of how movements form and the challenges they face. We'll consider strategies that failed and succeeded. We'll consider the role of leadership, as well as how movements sometimes connected and learned from one another as they embraced participatory democracy. Current events will help us connect past and present. This course will be run seminar-style. Students will have the opportunity to work collaboratively, make class presentations, conduct historical research, and participate actively in class discussion.

HIST 320 - Global Environmental History

Full credit, meets 4 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)

Global Environmental History surveys the history of the human relationship with non-human nature, beginning with fire-wielding hunter-gatherers and ending with present-day concerns about global climate change. The course will raise major questions about the human role in changing the environment on a global scale *and* the environment's role in shaping human societies and cultures. The course is structured around several major turning points in human interaction with non-human nature, including: the transition to agro-ecology (around 10,000 BCE); the early globalization brought by the Mongol rulers on the Silk Roads (beginning in the thirteenth century); the reconnection and exchange between Afro-Eurasia and the Americas (1492 CE and thereafter); the industrial revolution and the fossil fuel economy (~1750 CE and thereafter); and the dawn of the nuclear era (1945 CE and thereafter). Focusing on such topics as agro-ecology, trans-ecological exchange, the role of disease, energy sources and use, urbanization, the environmental impacts of empire, the commodification of nature, nuclear weapons and energy, climate change, and sustainability, the course emphasizes new global perspectives on environmental history in an effort to investigate the environmental past and help us plan for our shared future. In addition to exploring these themes through current events, analytical papers, and a project that asks students to research and present solutions to climate change, the course will also support students as they conduct research into an environmental history topic of their own choosing.

HIST 324 - African American History

Full credit, meets 4 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)

This course will survey the history of African American experiences from the arrival of Africans in the Americas to the present. Through a chronological study, students will investigate how African Americans, individually and collectively, gave shape to political dynamics, cultural expressions, economic trends, social movements,

and geo-spatial developments in America. They will interrogate the ways in which race, class, gender, sexuality, and region constructed diverse Black identities and experiences, challenging the notion of a singular Black American experience. The course will also explore the varied ways Black Americans have mobilized in pursuit of self- determination, examining the tensions and interconnections among various freedom struggles and strategies, and will consider how campaigns for Black liberation continue to be forged in our present moment. Through a close examination of primary and secondary sources and active discussion in a seminar-style format, students will learn to think critically about conceptions of race and processes of racialization as historically contingent, contextually specific formations, but with very real consequences that produced, and continue to shape, the world they inhabit today. Students will also have the opportunity to pursue independent research projects in the field of African American history.

HIST 330 - Global World Wars

Full credit, meets 4 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)

Two world wars of unprecedented scope and destruction dominated the first half of the twentieth century and even today continue to cast a long shadow. In many ways, we are still living in the aftermath of World War I (1914–1918) and World War II (1937–1945). This course will provide an opportunity to consider these dramatic events from a global perspective, to see how historians have introduced new approaches to the study of war, and to grapple with complexity instead of tallying winners and losers. Because this course is a social history of warfare, we'll move through it thematically rather than strictly chronologically. We'll investigate how military and civilian leadership both succeeded and failed, how workers powered wartime economies, and how harnessing new technologies and methods of gathering intelligence shaped the battlefield. We'll examine the experience of soldiers from varied backgrounds and the deliberate targeting of civilians who may have collaborated, resisted, survived, and afterwards tried to prevent wars like this from happening again. We'll also look at larger institutional structures: the persistence and fall of empires, the establishment of the League of Nations and the United Nations, and the development of international law. Lastly, we'll explore the culture of war in the press, propaganda, movie production, and memorialization. Students will participate daily in seminar-style discussions and will have multiple opportunities to pursue independent research on topics that most interest them.

HIST 331: The Mediterranean World: Medieval to Early Modern

Full credit, meets 4 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)

Historians often describe the Mediterranean as a "history of crossroads" because of its unique geographical position, which has facilitated the interaction and exchange among various civilizations over centuries. This course will offer a comprehensive history of the medieval and early modern Mediterranean from the collapse of the Roman Empire to the Ottoman siege of Vienna in 1683. The fall of Rome created a power vacuum that set the stage for the rise of new empires, including the Byzantine Empire in the eastern Mediterranean and, later, the Islamic Caliphates. The post-Roman period saw the expansion of Christianity in Europe, while Islam emerged as a major religious and political force in the Middle East and North Africa. Through this period, the Mediterranean served as a vibrant hub of trade, diplomacy, warfare, and intellectual exchange between Europe, North Africa, and the Middle East. Students will engage with a range of historical events, themes, and primary sources, exploring key topics such as the Crusades, the Black Death, the Renaissance, the rise and expansion of the Ottoman Empire, and the shaping of Mediterranean identities. The course will also examine the complex networks of trade, religion, and political power that connected diverse societies, including Christian, Muslim, and Jewish communities.

400-level Elective Courses:

HIST 413 - Religion in History

Full credit, meets 5 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220). To gain admission to a 400-level History elective, a student must have attained grades that average an A- or higher in the previous two years of History classes and receive departmental approval.

Religion in History will examine major topics in the history of religion and will consider a variety of religious traditions, including, but not limited to: so-called "Primal Religions" and Native American belief systems, Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, and Islam. Students will be asked to think critically and historically about the various human phenomena that we call "religious." The goal is to better understand religious traditions and their development and growth throughout history. Students will consider the historical development of the faiths we discuss, how each religion spread, transformed, and interacted across different regions and eras. Students will discuss different religions and religious practices critically and analytically, with as much objectivity as possible, while attempting to develop and maintain sensitivity to subtle and sometimes inexpressible levels of human meaning. Our readings will be a mix

of primary sources (often religious scriptures) and secondary sources. We will also incorporate art, films and videos, music, presentations, field trips, and guest speakers as ways to better understand the religions we study.

HIST 423 - Contemporary U.S. History, 1945 to the present

Full credit, meets 5 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220). To gain admission to a 400-level History elective, a student must have attained grades that average an A- or higher in the previous two years of History classes and receive departmental approval.

This course will examine the major influences on American life from the end of World War II to the present. Drawing on scholarly writings, essays, fiction, music, films, and websites, students will learn about the major factors that have shaped the United States as it is today, economically, socially, politically, and culturally. We will look at the intersection of politics, culture, and society in recent American history. Topics covered will include Cold War politics and culture, the rise and fall of New Deal liberalism, and social movements on the Right and the Left. The course will push well into the twenty-first century. Students are expected to complete the course with a sense of how these events shaped the nation and the world in which they live now.

HIST 426 - African History

Full credit, meets 5 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220). To gain admission to a 400-level History elective, a student must have attained grades that average an A- or higher in the previous two years of History classes and receive departmental approval.

Despite being the oldest continent and home to the greatest diversity of life on the planet, Africa remains a largely misunderstood region of the world. Western media continues to bombard us with negative or misleading stereotypes and tropes about Africa, such as reducing the complexity of a continent to a single, homogeneous "country." This course offers a broad introduction to the peoples and events that have shaped the continent's past. Students will learn the ways in which Africans have contributed to, and been caught up in, global historical processes, undermining the prevalent Western notion that Africa was isolated from the rest of the world. This course will also rely on diverse African voices to tell their stories and histories. This course will also not shy away from the series of very real crises that have plagued the continent over the past centuries; however, it addresses these problems in a constructive manner that helps students contextualize the roots of Africa's issues. They will come to view them as global problems, and not simply as African problems. Finally, this course will center African solutions to the challenges that Africans have faced over time.

HIST 429 - History of Medicine

Full credit, meets 5 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220). To gain admission to a 400-level History elective, a student must have attained grades that average an A- or higher in the previous two years of History classes and receive departmental approval.

This course is a global history of medical knowledge and practices from ancient times to the modern day. The class asks, through comparative and chronological approaches, how individuals and societies have understood health and disease, and how individuals have practiced medicine and had medicine practiced on them. Students will consider the perspectives and histories of patients, practitioners, and society together in the same frame in order to consider how medical ideas and practices have acted as a form of power, used both for great achievements and for grave abuses.

HIST 432 - Middle East History

Full credit, meets 5 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220). To gain admission to a 400-level History elective, a student must have attained grades that average an A- or higher in the previous two years of History classes and receive departmental approval.

This course examines the emergence of the modern Middle East from the eighteenth century to the present. The focus will be on the modern era, but the course will also give sustained attention in the first semester to the premodern history of the region, which is essential background for understanding the transformations that have defined the modern Middle East. An overarching theme of the course will be the interactions and struggles between the forces of modernity and tradition. Moving from the premodern to the modern (and interrogating the meanings of modernity and tradition along the way), students will explore the ways that the forces of modernity and tradition have together shaped politics, societies, and cultures across the region. The first semester is devoted to religions and empires in antiquity, the rise of Islam and Islamic civilization, the Ottoman and Safavid Empires of the early modern period, Middle Eastern encounters with Europe, and processes of reform and modernization in the nineteenth century. The second semester covers various forms of nationalism, the demise of empire, the creation of the Middle East state system after WWI, independence and revolutionary politics, the Arab-Israeli and Israeli-Palestinian conflicts, issues of religion and state, and dominant trends in the politics of the Middle East of the last half century.

Courses Not Offered in 2026-2027:

HIST 312 - Comparative Race and Ethnicity

[Course not offered 2026-27]

Full credit, meets 4 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)

This course examines race and ethnic relations in the United States and in other contemporary multiethnic/multiracial societies in the Americas (Brazil, Canada, the Caribbean), Asia, and Africa. It will also emphasize how to analyze current events with a deeper historical grounding. Our approach to the topic begins with the examination of some basic concepts, such as ethnicity and race, racism and ethnocentrism, racial and ethnic stratification, prejudice and discrimination, and the theoretical models of race relations, i.e., assimilation and pluralism. From these introductory sessions, the course will *move* to specific group studies. We will consider patterns of race and ethnic relations in heterogeneous societies while adopting a comparative perspective. Our global approach will emphasize the prevalence of intergroup conflict in the modern world.

HIST 316 - Latin American History

[Course not offered 2026-27]

Full credit, meets 4 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)

Latin America is a term that describes most of the Western Hemisphere and encompasses vast cultural, racial, and national diversity. What unifies this region? What makes each country within it unique? These are the questions we will answer as we explore the region's past and present. This class is structured as a survey course covering historical material from the late 1400s to the present day. Over the course of two semesters, students will learn about the rise and fall of multiracial colonial empires, the emergence of modern nation-states, the rise of popular revolutionary movements, and Latin America's pivotal role in the global Cold War. Moreover, through in-class discussion and research assignments, students will develop the knowledge and skills necessary to understand the historical roots of dilemmas in Latin America today.

HIST 321 - The Global Cold War

[Course not offered 2026-27]

Full credit, meets 4 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)

While the Cold War is often depicted as a struggle between the US and USSR mainly over control of Europe, this course takes into consideration more recent scholarship which argues that the most important centers of conflict and the

struggle of ideas occurred in the rest of the world, particularly in Africa, Asia, and the Middle East, just as countries were gaining their independence in the wake of World War II. We will study factors such as decolonization, race, political alliances, diplomacy, the nuclear arms race, espionage, cultural programs, activism by ordinary people, and popular culture, including film, music, and literature. Lastly, the course will weigh political theories that were tested throughout the Cold War, especially capitalism, democracy, non-alignment with the superpowers, socialism, and communism. Current events will help us connect past and present. This course will be run seminar-style. Students will have the opportunity to work collaboratively, make class presentations, conduct historical research, and participate actively in class discussion.

HIST 322 - Vast Early American History
[Course not offered 2026-27]
Full credit, meets 4 days/week
Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)
Vast Early America reimagines the creation of what would become the United States by taking a continental approach to the study of the past. This course moves beyond the Anglocentric view of American history that prioritizes the English experience and goes from east to west. Colonial America was settled from North to South in the French Empire and from South to North in the Spanish Empire. Russia settled Alaska and pushed into northern California. All those regions eventually became part of the United States. Vast Early America also includes the Caribbean in its scope. The racial, gender, and class power dynamics that we are conscious of today took root in the first centuries of settlement. Vast Early America incorporates Native American history as part of the narrative. Vast Early America offers a new and provocative way of understanding our national story.

HIST 327 - History of the Islamic World
[Course not offered 2026-27]
Full credit, meets 4 days/week
Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)
Outside of violent images of revolution and fundamentalists that we see in the media, many of us know very little about the peoples and cultures of the Islamic world. This course seeks to explore the history of the Middle East and Islamic World so that we may better understand the complexities of one of the world's most important regions. The culture and religion of Islam have acted as a unifying force across large sections of Africa, Asia, and Europe, creating, in effect, a single world-system that included West Africa, the Middle East, and India, as well as parts of Europe and China. The shared religion of Islam, which often prioritized literacy and education, laid the foundation for a level of cultural exchange and technological

development unprecedented in world history. This class will examine the Islamic world system in three distinct periods in its history: the rise of Islam and the development of Islamic Empires; the eighteenth and nineteenth centuries, when empires such as the Ottomans faced external political and intellectual challenges from a rising Europe as well as from internal reform movements; and finally, the rise of nation-states after World War I. The spread of Islam brought new ideas in art and architecture, revived and expanded on Greek philosophy, and introduced an unprecedented level of religious tolerance to the medieval world. The latter two sections will also lead us to examine topics that students have been exposed to before- the Enlightenment, absolutism and constitutionalism, gender relations, colonialism, nationalism, and socialism but we will study them in a new context.

HIST 328 - LGBT American History

[Course not offered 2026-27]

Full credit, meets 4 days/week

Prerequisites: Atlantic World History (HIST 210) or Modern World History (HIST 211), and US History (HIST 220)

This course will survey United States history through the lens of "queerness," broadly defined as going against a prescribed "norm," from pre-colonial times to the present. After spending some time defining LGBT history, the course will then move chronologically and thematically through United States history with a focus on defining norms of gender and sexuality, moments of gender ambiguity or "transing" gender (to borrow a phrase from historian Jen Manion), and the history of same-sex relationships, as well as how those relationships have been understood and recognized by society. While this course is geographically centered in the United States, the course will also pay close attention to moments when LGBT history crosses national borders, in terms of either immigration policies, US imperialism, or global cultural influences, to name just a few examples.

Interdisciplinary Studies

INTD 220 - College Counseling Workshop
Eleventh-grade requirement, meets 1 day/week during the second semester
Prerequisites: None
The College Counseling Workshop is a weekly course for eleventh-graders that runs during the second semester and is led by college counselors. The process of applying to college requires planning and strategy, of course, but also reflection, discovery, and personal development. The College Counseling Workshop provides a structure for this reflection and discovery as students learn about the process of applying to college, including researching colleges, discovering fit, building a list, completing applications, and understanding the application timeline. In this class, college counselors address common myths and rumors about college admissions and campus life as students look ahead towards both their applications and their experience in college.

INTD 315- Text as Art, Art as Text
Half credit, meets five days in every ten-day cycle
Prerequisites: completion of English 10 (ENGL 220)
Open to students in Grades 11-12
This team-taught interdisciplinary class provides students with a hands-on opportunity to investigate the intersection between text and art. We will both study and create mixed media art and literary texts, including:

- Various book formats (zines, accordion books, simple bound books, and three-dimensional carousel books)
- Screenprint and letterpress
- Papermaking
- Erasure poetry
- Writing on/as works of art
- Culture jamming and protest art

  In all projects, we will ask questions like: how do the physical properties of the work guide or interact with the content and message? How can marginalized artists and writers (re)claim a text or work of art or a mode of distribution to create their own meaning? After a work is created, how can its meaning be altered by subsequent writers and artists?

Students will create a number of artworks in the first semester and spend the second semester pursuing their own individual projects in mixed media text/art. The year will culminate in a class gallery show.
No previous art study or talent required. No previous talent at creative writing required.

INTD 320 - Independent Interdisciplinary Research Seminar

Full credit, meets five days in every ten-day cycle
Prerequisites: approval of program director
Open to students in Grades 11-12

The Independent Interdisciplinary Research Seminar allows motivated students to study topics of personal interest not included in the Horace Mann curriculum, or to continue research on a topic covered in a previous course with a focus on interdisciplinarity. Each student in the IIRS designs a research project and pursues it through independent study, guided by a faculty mentor. Students meet with their mentors at least once per week and with the program director once every other week. Students also meet as a group in a regularly scheduled class to learn about conducting independent research, and for student-led seminar presentations of their work, which are also open for members of the HM community to attend. All participants keep journals in which they record their research, and each semester, students produce projects as a culmination of their work: usually a research paper, a literary or artistic work, a scientific experiment, or a performance. The content of each student's project determines the nature of their final product.

Mathematics

In every course we offer, the Mathematics Department strives to convey math as intrinsically interesting, interconnected, and deep. Our hope is that the curriculum will stimulate curiosity in students, and inspire creativity in problem-solving. Each course is designed to develop students' confidence in their ability to solve problems, and, ultimately, a love of learning. We see learning as collaborative, and we hope to cultivate compassionate communicators and listeners. We hope students see the utility of math beyond just the classroom, and that the habits of mind we pass on will serve them throughout their lives.

Requirements:

One of the following Geometry courses:

- Geometry and Problem Solving (MATH 210)
- Geometry (MATH 211)
- Geometry Honors (MATH 212H)

One of the following Algebra II & Trigonometry courses:

- Algebra II & Trigonometry (MATH 221)
- Algebra II & Trigonometry Honors (MATH 222H)

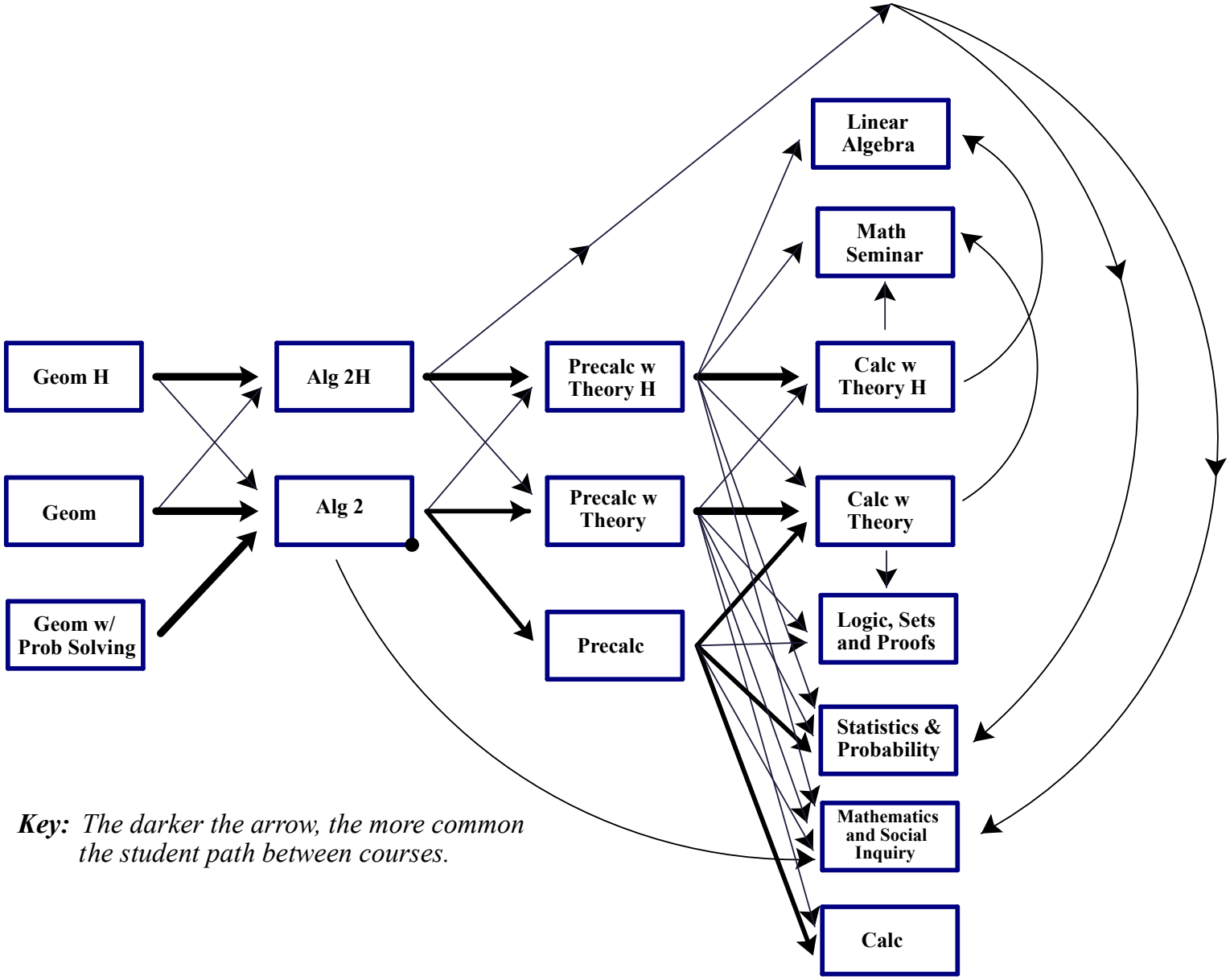
Elective Courses Offered in 2026-27

300-level

- Precalculus (MATH 310)
- Calculus (MATH 350)
- Mathematics and Social Inquiry (MATH 365)

400-level

- Precalculus with Theory (MATH 410)
- Precalculus with Theory Honors (MATH 411H)
- Calculus with Theory (MATH 420)
- Calculus with Theory Honors (MATH 421H)
- Statistics and Probability (MATH 430)
- Logic, Sets, and Proof (MATH 435)
- Linear Algebra (MATH 445)
- Math Seminar (MATH 450)



Key: *The darker the arrow, the more common the student path between courses.*

Required Courses:

MATH 210- Geometry and Problem Solving
Full credit, meets 5 days/week
Prerequisites: Algebra I
This geometry course is designed to serve students who have completed an Algebra I course and who need more work with algebra skills and more attention to individual learning needs. Like Geometry, this course conveys an appreciation of geometry as a deductive system and covers the traditional relationships between points, lines, triangles, polygons and circles in the plane. There is an emphasis on problem-solving techniques common to all studies of mathematics. Successful completion of this course leads to enrollment in Algebra II & Trigonometry in the following year.

MATH 211- Geometry
Full credit, meets 4 days/week
Prerequisites: Algebra I
The course is designed to convey an appreciation of geometry as a deductive system. Starting with undefined terms, postulates, and definitions, the students follow the progressive development of theorems and their proofs to create a mathematical structure with rich aesthetic and practical value. In building this axiomatic structure, they improve their ability to recognize and organize the various relationships among points, lines, triangles, polygons, and circles in the plane.

MATH 212H - Geometry Honors
Full credit, meets 4 days/week
Prerequisites: Honors Algebra I or Algebra I and departmental approval (see below)
In addition to the major topics of Geometry, the Honors sections study the advanced geometry of the triangle. After using the dynamic geometry software Geometer's *Sketchpad* to conjecture relationships in triangles, students prove theorems associated with the orthocenter, incenter circumcenter and centroid. Throughout the course, great emphasis is placed on proof and the skills associated with effective communication of complex ideas. The year culminates in a final project in which pairs of students present the proof of a "great" theorem during a full class period. Approval requirements: Algebra I Honors and Algebra I students interested in Geometry Honors will be considered based on a combination of factors, including teacher recommendation, grades, and performance on a placement test.

MATH 221 - Algebra II & Trigonometry

Full credit, meets 4 days/week

Prerequisites: Geometry and Problem Solving (MATH 210), Geometry (MATH 211), or Geometry Honors (MATH 212H)

The thematic thread that ties this course together is the mathematical concept of a function. Students learn to interpret functions algebraically and graphically, as well as how to connect the two. Functions of particular interest are the sine, cosine, exponential, logarithmic, linear, quadratic, and absolute value. There is a substantial treatment of trigonometry and complex numbers. The course is driven by student-led investigations, facilitated by a graphing calculator and other tools. Skill-building is emphasized as students develop a toolbox of techniques for solving problems. Of equal importance, students encounter open-ended problem solving in which they learn how to devise their own strategies for tackling non-routine problems.

MATH 222H - Algebra II & Trigonometry Honors

Full credit, meets 4 days/week

Prerequisites: Geometry (MATH 211) or Geometry Honors (MATH 212H) and departmental approval (see below)

This Honors course covers the topics in Algebra II & Trigonometry in greater depth and serves as a rigorous introduction to higher mathematics. The course begins with abstract set theory and branches off to cover areas of mathematical modeling with functions, geometric and analytic trigonometry, and advanced analytic geometry. This is a demanding course, requiring a high level of abstraction and mathematical maturity. Students will be expected to stretch themselves intellectually and to grapple with exciting, difficult material throughout the year.

Approval requirements: A year-end grade of a B or higher in Geometry Honors is required for admission. Students earning a year-end grade lower than a B in Honors Geometry must have departmental approval. In addition, in the spring, exceptionally high-performing students in Geometry (typically this means at least one semester with an A+ in MATH 211) who have spoken to their teachers about the jump to this course will be invited to sit for a non-routine problem-solving test to help gauge their readiness. In every case, departmental approval is required.

Elective Courses:

MATH 310 - Precalculus

Full credit, meets 4 days/week

Prerequisites: Algebra II & Trigonometry (MATH 221) or Algebra II & Trigonometry Honors (MATH 222H) and departmental approval (see below)

In this course, students will use the skills they've developed in previous math courses to explore strategies for solving challenging, exciting problems. Through

real-world examples and modeling, students will learn how math appears in their everyday lives. The course includes a review of trigonometric functions along with a deeper look at their graphs, inverses, and applications. Other topics include sequences, polynomials, combinatorics, probability, exponential growth and decay, and optimization.
Approval requirements: A minimum grade of an exact C- when averaging both semesters in Algebra II & Trigonometry (MATH 221).

MATH 350 – Calculus
Full credit, meets 4 days/week
Prerequisites: Precalculus (MATH 310) or Precalculus with Theory (MATH 410) and departmental approval (see below)
This calculus course emphasizes depth and exploration. Technology, such as a graphing calculator, is used as a tool to examine the topics included in a traditional introductory calculus course: functions and their graphs; limits; the derivative and its applications; definite and indefinite integrals; and logarithmic, exponential, and trigonometric functions. In addition, students study topics not usually accessible in traditional calculus courses. Through calculator exercises, students take advantage of numerical methods to analyze problems, discover underlying concepts, and gain insight into the relationship between the geometric and algebraic representation of the central ideas.
Approval requirements: A minimum grade of an exact C or higher when averaging both semesters in Precalculus.

MATH 365- Mathematics and Social Inquiry
Full credit, meets 4 days/week
Prerequisites: Algebra 2 and Trigonometry (MATH 221) and departmental approval
The course can be taken concurrently with or after a Precalculus course, or with department approval.
This course is designed for students interested in applied math and social sciences. It situates mathematics as a framework for exploring social and political questions, examining it both as an analytical tool and as an object of social inquiry in its own right. Students will learn to model with mathematics, write clearly and confidently about these models, and bring mathematical ideas together with ideas from many other disciplines. Specific topics to be covered may include: elections and social choice theory, the mathematics of gerrymandering, measures of inequality, debt, social services optimization, perception and bias, algorithms and decision-making, the role of math in public discourse, and the math education system.

MATH 410 - Precalculus with Theory

Full credit, meets 4 days/week

Prerequisites: Algebra II & Trigonometry (MATH 221) or Algebra II & Trigonometry Honors (MATH 222H) and departmental approval (see below)

In this course, students will cover a variety of topics that inspire curiosity and require creative problem-solving techniques. Specifically, students will study elementary functions, including trigonometric, rational, polynomial, exponential, and logarithmic, both theoretically and through applications. This course also covers sequences and series, combinatorics, and probability.

Approval requirements: A minimum grade of an exact B+ or higher when averaging both semester grades in Algebra II & Trigonometry (211)

MATH 411H - Precalculus with Theory Honors

Full credit, meets 4 days/week

Prerequisites: Algebra II & Trigonometry (MATH 221) or Algebra II & Trigonometry Honors (MATH 222H) and departmental approval (see below).

This course involves a highly theoretical and rigorous approach to precalculus. Topics include vector analysis, modeling with parametric equations, combinatorics and probability, sequences and series, recursion, polar coordinates. Graphing calculators and computer applications are used for exploration.

Approval requirements: A year-end grade of a B or higher in Algebra II & Trigonometry Honors is required for admission. Students earning a year-end grade lower than a B in Algebra II & Trigonometry Honors must have departmental approval. In addition, in the spring, very high performing students in Algebra II & Trigonometry (typically this means at least one semester with an A+) who have talked to their teacher about this jump, will be eligible to sit for a diagnostic test to help gauge their readiness.

MATH 420 - Calculus with Theory

Full credit, meets 5 days/week

Prerequisites: Precalculus (MATH 310), Precalculus with Theory (MATH 410), or Precalculus with Theory Honors (MATH 411H) and departmental approval (see below)

This is a challenging math course that equips students with a strong foundation in calculus that will serve them well in future STEM courses. The focus of this course is differentiation and integration with applications to rates of change, optimization, area, and volume.

Approval requirements: A minimum grade of a B+ in each semester of Precalculus with Theory. If a student has a two-semester average of a B+ but a grade of a B or below in one semester, they will be required to sit for a diagnostic test to gauge their readiness. In addition, in the spring, very high performing students in Precalculus who would like to enroll in Calculus with Theory and have spoken with their teacher about this jump, will be eligible to sit for a diagnostic test to help gauge their readiness.

MATH 421H - Calculus with Theory Honors

Full credit, meets 5 days/week

Prerequisites: Precalculus with Theory (MATH 410) or Precalculus with Theory Honors (MATH 411H) and departmental approval (see below)

Calculus with Theory Honors is the culmination of the honors sequence in mathematics. In this course, students will investigate the central themes of both differential and integral calculus. Topics also covered are: special methods of integration, differential equations, infinite series, polar coordinates, arc lengths, and vectors and parametric equations.

Approval requirements: A year-end grade of a B or higher in Precalculus with Theory Honors. Students earning a year-end grade lower than a B in Precalculus with Theory Honors must have departmental approval. In unique circumstances, students who demonstrate exceptionally high achievement in Precalculus with Theory (typically this means at least one semester with an A+) may be considered for this course. Departmental approval is required.

MATH 430 - Statistics and Probability

Full credit, meets 5 days/week

Prerequisites: Algebra II & Trigonometry (MATH 221) or Algebra II & Trigonometry Honors (MATH 222H); Precalculus (MATH 310), Precalculus with Theory (MATH 410), or Precalculus with Theory Honors (MATH 411H) and departmental approval (see below)

This statistics course is similar to those required for college majors in the social sciences, health sciences, and business. Major concepts such as combinatorics, probability, data collecting, analyzing data, and drawing conclusions from data will be covered. Additionally, students will learn to interpret the various statistical representations that we encounter in our daily lives. Students should expect to learn through activities, lab exercises, discussion, and projects. This class makes extensive use of dynamic statistical data analysis software, such as Fathom.

Approval requirements: A minimum grade of an exact A- or higher when averaging both semester grades in Algebra II & Trigonometry. From Algebra II & Trigonometry Honors, a minimum of an exact B is required. From Precalculus, the requirement is a B+, Precalculus with Theory is a B, and Precalculus with Theory Honors is a B-.

MATH 435- Logic, Sets, and Proofs

Full credit, meets 4 days/week

Prerequisites: Precalculus **(***MATH 310) or Precalculus with Theory (MATH 410) and departmental approval*

Corequisite: Calculus with Theory (MATH 420) (unless already taken)

This course is not available to students who have taken/are taking Precalculus with Theory Honors or Calculus with Theory Honors.

This course will explore proof writing through various lenses. Students begin with the foundations of sets and logic, which provide a structure for learning various

proof techniques, including direct proofs and proof by contradiction. They then move on to explore other mathematical topics including number theory, relations and functions, calculus, topology, and if time permits, group theory.

MATH 445- Linear Algebra

Full credit, meets 4 days/week

Prerequisites: Precalculus with Theory Honors (MATH 411H) and departmental approval (see below)

This course is designed for students with a serious interest in mathematics. Linear algebra is the study of systems of linear equations, properties of matrices, vector spaces and linear transformations. The course will focus on both theory and computation. Specific topics will include: Row reduction, matrix algebra, determinants, eigenvalues and eigenvectors, and orthogonality as well as a wide range of applications such as economic models, demographics, biology, networks, data analysis, signal processing, Markov chains, and dynamical systems.

Approval requirements: A minimum grade of B+ in both semesters in Precalculus with Theory Honors and departmental approval are required.

MATH 450 - Math Seminar

Full credit, meets 4 days/week

Prerequisites: Precalculus with Theory (MATH 410) or Precalculus with Theory Honors (MATH 411H) and departmental approval (see below)

This course is designed for students with a serious interest in pursuing higher mathematics. The course is problem-set based to give students the experience of working through complex material in an independent setting. The special topics offered vary from year to year and have, to date, included number theory, inversive geometry, linear algebra, multivariable calculus, finite calculus, continued fractions, game theory, and advanced problem-solving.

Approval requirements: A minimum grade of A- in Precalculus with Theory Honors and departmental approval are required. If a student has also taken Calculus with Theory Honors, a minimum grade of A- is required. In certain exceptional circumstances, a student who has completed Precalculus with Theory may be considered for approval for this course.

Physical Education & Health

The Physical Education Program recognizes the wide range of abilities and interests of its students and seeks to offer choice and flexibility while maintaining optimal standards and requirements. By engaging in sports, fitness activities, and essential life-saving skills, students develop lifelong commitments to physical activity, prioritize health and fitness, and enjoy an engaging environment.

Requirements:

Continuous enrollment in Physical Education Electives*, Dance Workshop for PE Credit, or Dance Performance for PE Credit

Health 1

Health 2

Certification in CPR/AED for Professional Rescuers
(completed as part of the Health 2 curriculum)

* Physical Education Electives can be replaced by team membership or an approved Independent Out-of-School Athletic Contract.

PHED 210 - Physical Education Electives *Meets five days in every ten-day cycle*
Prerequisites: None
Students participate in a program that provides the most up-to-date information on strength-development/conditioning regimens and activities that develop personal living skills, integrate physical skills, and lead toward the objective of selecting appealing physical activities available outside of class.

Students register for particular activities (i.e. Physical Education Elective options, Health 1 or 2, athletic team participation, Out of School Athletic Contract) three times per year during PE Orientations, which occur in all Physical Education classes at the beginning of each athletic season.

Physical Education Electives include:

Cardiovascular Fitness: Students identify their target heart rate zone and learn how to achieve it through various endurance and muscle toning workouts.

Group Sports: Students participate in both individual and team sport activities. They learn the rules of play of each sport or activity and the fundamental skills necessary to enjoy them. Seasonal offerings include: soccer, floor hockey, tennis, table tennis, golf, horseshoes, bocce, jogging, flag football, volleyball, basketball, softball, speedball, team handball, and ultimate frisbee.

Lifeguarding: Students completing this course become American Red Cross certified lifeguards. Students learn all facets of the lifeguarding profession including lifeguarding skills to prevent, recognize, and respond to aquatic emergencies, risk management, and occupational professionalism. Certification includes CPR/AED/First Aid for the Professional Rescuer. This is a trimester class and is offered contingent on interest.

Sports Commentary: In this course, students will learn how to become the voice of live events by developing skills in vocal delivery, storytelling, and analysis. The curriculum covers every stage of the broadcast process, from research and game preparation to on-air presentation, ethics, and the effective use of broadcast technology. By the end of the course, students will be equipped to provide insightful, engaging, and professional live coverage across livestream and podcast platforms.

Weight-training: Students are taught the proper use of equipment as well as the effects of its use on the body. Periodic assessments test students' progress, general knowledge of the human anatomy, and the equipment used to work specific muscle groups.

Yoga: Students explore multiple yoga styles, emphasizing strength, flexibility, and breathing practices. Classes also incorporate mindfulness meditation for relaxation and concentration.

PHED 212 - Dance Workshop for PE Credit
Half credit, Meets five days in every ten-day cycle Prerequisites: None
Students taking this class for PE credit can be excused for one-third of the academic year in order to take Health 1 or Health 2, or play on a school athletic team.
Dance Workshop emphasizes the development of a strong technical base in American classical forms including Ballet, Modern, Jazz, Tap and Hip Hop, as well as Pilates and/or Yoga, and World Dance influences. Training includes warm-ups, improvisation, stretching exercises, and traveling combinations. Rhythmic awareness and the relationship between music and dance will be emphasized throughout. Dance is a performing art and as such, there is the potential to share our work with the greater Horace Mann community throughout the year. Performance and/or participation in the annual Winter Dance Concert and two dress rehearsals is required. Students are also required to attend one off campus field trip. Additional assignments to encounter live dance of students' choice and on their own time may also be a part of this course.

PHED 313 - Dance Performance for PE Credit
Meets five days in every ten-day cycle
Prerequisites: Approval of the instructor
Participation in after-school sports or Health Class does not exempt students from Dance Performance.
This course builds upon the foundations established in Dance Workshop and finally places the emphasis on performance. The course culminates in multiple presentations throughout the year. Performance in the annual Winter Dance Concert and two dress rehearsals is mandatory. Students are also required to attend one off campus field trip.

Other options to be selected at PE Orientation

Health 1
Graduation Requirement
Meets five days in every *ten-day cycle* for *one season (one-third of the academic year)*
Prerequisites: None
Grade 10

Health 2

Graduation Requirement
Meets five days in every *ten-day cycle* for *one season (one-third of the academic year)*
Prerequisites: None
Grade 12
The Health curriculum provides an interactive forum between students and teachers to understand health issues. As students acquire knowledge and obtain skills, they gain the self-confidence and sense of responsibility necessary for making decisions that affect their quality of life. Health includes: lectures, research, role-playing, guest speakers, written and oral reports, movies, hands-on activities, and interactive group discussions. The skills students learn form a basis for exploration in areas such as: health and wellness, behavior change, substance use and misuse, sexuality and sexual health, relationships, stress, sleep, mental health, nutrition, and disease risk reduction. In Health 2, students will learn how to provide first aid in emergencies and receive certification in CPR/AED for Professional Rescuers. This certification course integrates the lifesaving skills of rescue breathing, first aid for choking, and CPR with AED.

Out-of-School Athletic Contracts

Departmental approval required
Grades 10-12
Students may be permitted to use out-of-school activities for physical education credit. Students will be limited to activities not offered by the school during the same athletic season, and those activities must meet minimum athletic team standards equal to those offered at school. A contract will only be allowed for one athletic season per school year. An athletic contract request for a sport in season is not permitted.
Contract forms must be submitted on or before the first day of each athletic season. **Late submissions will not be accepted.**

Science

The mission of the Science Department is to develop life-long learners who are critical consumers of information and can contribute to an equitable and sustainable global community. We do this by guiding students to make connections between foundational and novel knowledge, to practice new skills, embrace challenges, and deepen their appreciation and understanding of the natural world. Through experimentation and observation, students are introduced to scientific models and asked to apply them to predict the behavior of the world around them. Students are encouraged not only to study natural phenomena, but also to recognize the influence science and society have on one another. To create a collaborative community, students work together to grapple with difficult problems in a supportive and inclusive learning environment. We encourage such collaboration to build a strong community of learners with a common scientific language that they can use to effectively communicate through an objective and just lens. Through all of this, we aim to spark curiosity in our students and for them to experience joy in their ideas and those of others.

A note on 400-level Science classes:

Students who wish to take two 400-level science classes concurrently will require special permission from the department and should be sure to speak with their Grade Dean.

Requirements:

Biology (SCI 210)
One of the following: Chemistry (SCI 220), Physics through Inquiry (SCI 230), Physics (SCI 311) or Physics Honors (SCI 312H)

Elective Courses Offered in 2026-27:

300-level

- Physics (SCI 311)
- Physics Honors (SCI 312H)
- Biotechnology (SCI 320)
- Human Anatomy and Physiology (SCI 321)
- Chemistry, Consumerism, and Citizenship (SCI 323)
- Astronomy: From Black Holes to Supernovae (SCI 324)
- Science Research 1: Research Theory and Skills (SCI 350)

400-level

- Molecular Genetics, Cells and Physiology (SCI 410.1)
- Molecular Genetics and Evolution (SCI 410.2)
- Organic Chemistry and Its Applications in Biochemistry (SCI 420)
- Atomic Structure, Reactivity and Applications of Chemistry (SCI 425)
- Physics with Calculus (SCI 430)
- Environmental Science (SCI 440)
- Science Research 2: Analysis and Presentation of Research (SCI 450)

Courses Not Offered 2026-27

- Topics in Biology (SCI 301)
- Selected Topics in Physics (SCI 310)
- Experiments in Physics and Chemistry (SCI 322)

Introductory Courses:

SCI 210 - Biology

Full credit, meets 4 days/week, including one double lab period
Prerequisites: None

The course provides a survey of the major areas of inquiry in biology including: molecular biology, genetics, physiology, evolution, and ecology. Students have the opportunity to apply their knowledge in a laboratory setting during a double period every week. This hands-on approach allows them to develop important scientific skills such as experimental design and data analysis while supporting this understanding of biological phenomena. In addition, students engage in discussions and activities that explore current research and cutting-edge discoveries in the field of biology. By exploring real-world examples, students develop a greater appreciation for the impact of biology in our daily lives and on the world. During the second semester, students will collaborate on and present a laboratory or data-based project. This capstone project is a culmination of the skills developed throughout the course, and showcases their ability to design an experiment, analyze data, and draw meaningful conclusions.

SCI 220 - Chemistry

Full credit, meets 4 days/week, including one double lab period
Prerequisites: Biology (SCI 210)

Chemistry examines the composition and properties of matter. The topics discussed in the classroom are explored through demonstrations and reinforced through weekly labs. Topics include: atomic and electronic structure, bonding, reactions, stoichiometry, gas laws, states of matter, solutions, reaction kinetics, thermodynamics, equilibrium, and acid/base chemistry. In addition to traditional assessments, students will also complete one research-based project per semester. Both projects will include student collaboration, inquiry, and presentation.

SCI 230 - Physics through Inquiry

Full credit, meets 4 days/week, including one double lab period
Can be taken in Grade 10 or later
Prerequisites: Biology (SCI 210)

Physics Through Inquiry is a laboratory-based introductory class in which students work collaboratively with their peers. Through experimentation, students build and test scientific models of Newtonian mechanics, conservation of momentum and energy, wave behavior, and light. A project at the end of each semester focuses on our society's use of energy and technology. The course emphasizes the development of analytical reasoning skills which helps students become more comfortable with applying mathematical reasoning to the scientific process.
Physics through Inquiry (along with Biology and Chemistry) fulfills the prerequisite requirement for all 300- and 400-level science courses other than Astronomy (SCI 324) and Physics with Calculus (SCI 404), for which Physics or Physics Honors is required.

SCI 311 - Physics

Full credit, meets 4 days/week, including one double lab period
Prerequisites: Biology (SCI 210); Chemistry (SCI 220) recommended
Physics is an introductory, algebra-based course covering Newtonian mechanics, work, energy, momentum, electricity, waves, and modern physics. This course focuses on developing both a conceptual understanding of the basic principles of physics and problem-solving skills. Weekly laboratory work allows students to explore the concepts learned in class and gain experience designing and conducting experiments.

SCI 312H - Physics Honors

Full credit, meets 5 days/week, including one double lab period
Prerequisites: Biology (SCI 210); Chemistry (SCI 220) recommended; departmental approval (see below)
Physics Honors is an introductory, algebra-based, college-level physics course. Topics are studied in greater depth than in Physics, and some additional topics, which vary from year to year, are covered. The concepts developed in this course are applied in a broad range of contexts, and the problem-solving is designed to encourage creativity and to challenge students' conceptual and analytical reasoning abilities. Extensive use is made of advanced mathematical methods and students are expected to solve challenging problems with a high degree of independence. The laboratory work places a greater emphasis on independent work, projects, and computer modeling.
Generally, students need to have earned grades of A- or better in all science and mathematics courses to be considered. All interested students must also complete a placement exercise in June, which is designed to assess the readiness of students for this course. Interested students are encouraged to talk with their current science teacher and/or the Department Chair prior to requesting Physics Honors. Given the significant demands of Physics Honors, the department does not generally give permission for concurrent enrollment in Physics Honors and a 400-level Science; students who are interested in this option must speak with their current science teacher and the Department Chair before submitting their Course Request Sheet. Physics Honors may not be taken by students who have completed Physics or Physics through Inquiry.

300-level Elective Courses:

SCI 320 - Biotechnology

Full credit, meets 3 days/week, including one double lab period
Prerequisites: Biology (SCI 210), and either Chemistry (SCI 220) or Physics through Inquiry (SCI 230)

This is an upper-level course in Biology that introduces students to common techniques used in molecular biology research. While hands-on laboratory experience is emphasized, students are challenged to consider the bioethical issues associated with advancing technology. This course builds on foundational biology and chemistry concepts learned in the ninth and tenth grades to further understand the molecular biology behind topics like: infectious disease and immunology, antibiotic resistance, genetically modified organisms, advances in cancer biology, and human evolution. Techniques that students will learn include: agarose gel electrophoresis, restriction enzyme mapping primer design, DNA amplification by Polymerase Chain Reaction (PCR), genetic engineering including CRISPR-CAS 9 gene editing, bacterial/yeast transformations, nucleic acid extraction and purification, DNA sequencing, microarray analysis, protein purification by column chromatography and polyacrylamide gel electrophoresis, and detection of antigens using Enzyme-Linked Immunosorbent Assays (ELISA). Students will conduct experiments, analyze their results and write reports on selected labs. Students will also spend time exploring the historical, technical, and social issues influenced by advances in biotechnology by writing papers and making presentations to the class on these issues.

SCI 321 - Human Anatomy and Physiology

Full credit, meets 4 days/week, including one double lab period
Prerequisites: Biology (SCI 210), and either Chemistry (SCI 220) or Physics Through Inquiry (SCI 230)

This upper-level course in biology examines the structures and functions of cells, tissues, organs, and organ systems found in the human body. Course content covers the complexity of many features found in body systems, such as: the microscopic anatomy of bones in the skeletal system, the sliding filament model of the muscular system, action potential propagation in the nervous system, and the cardiac cycle of the cardiovascular system. The class will emphasize the relationship between structure and function as well as the connection of the physiological aspects of the organ systems to one another. Additionally, students will complete research projects and presentations, where they will be able to focus on a specific topic, disorder, disease, treatment, or surgery related to the body systems discussed in class. Possible research topics include common skin disorders, knee replacement surgery, muscular dystrophy, and the impact of specific drugs on neurons. Laboratory investigations will include performing a variety of dissections, measuring bodily activity, and modeling physiological processes.

SCI 323 - Chemistry, Consumerism, and Citizenship
Full credit, meets 4 days/week
Prerequisites: Biology (SCI 210), and either Chemistry (SCI 220) or Physics Through Inquiry (SCI 230)
This course explores the intersection of science and society that features diversity, inclusion, and equity at the foreground of the chemical concepts introduced. This course will discuss the communication of scientific knowledge by analyzing the role and function of various forms of writing, including journalistic, educational, and social media to communicate scientific understanding. Students will examine the intention, design, consumption, disposal and impact of innovations and consumer goods on the well-being of communities, the economy, and the environment. Major assessments will include research papers, presentations, student-led discussions and multimedia projects on the impacts of chemistry. Students who are interested in analyzing developments in the energy industry and urban planning, discussing research informing and influencing public policy on nutrition and tobacco, and recognizing how to critically consume fashion and skincare products should consider taking this course.

SCI 324: Astronomy: From Black Holes to Supernovae
Full credit, meets 4 days/week, including one single-period lab
Prerequisites: Biology (SCI 210), Chemistry (SCI 220) as well as Physics (SCI 311) or Physics Honors (SCI 312H). Physics may be taken concurrently.
This is a laboratory-based, year-long introductory astronomy course. The objective of this course is to understand several of the most important topics in historical and modern astronomy and space exploration. Topics include stellar evolution, the planets of our solar system, cosmology, telescopes, and the search for extraterrestrial life. Weekly labs will give students the opportunity to practice the methods that astronomers use, as well as to apply concepts learned in chemistry and physics to locate, study, and understand objects beyond the Earth. Students will gain an appreciation of the art of astronomical observation, and apply their knowledge of algebra and trigonometry to analyze astronomical data. Labs may include: building a pinhole camera, using skyview software to find celestial objects and predict their paths, geometric optics, and locating and observing objects in the sky with binoculars. There will be one required overnight trip to Dorr for night-time observation, and one required daytime trip to a local planetarium.

400-level Elective Courses:

SCI 410.1 - Molecular Genetics, Cells, and Physiology
Full credit, meets 4 days/week, including one double lab period
Prerequisites: Biology (SCI 210), Chemistry (SCI 220), and Physics Through Inquiry (SCI 230) or Physics (SCI 311) or Physics Honors (SCI 312H); departmental approval required (see below)
Molecular Genetics and Cell Physiology is an advanced biology course. During the

first half of the course, students learn about modern molecular genetics, from the classic experiments that identified the proteins involved in DNA replication and repair and gene expression, to cutting-edge assays and gene editing. Then, the focus shifts to the cell, the foundational building block for all living things, and students learn about cellular structure and processes. This course addresses cell structure, cellular signaling, physiology of various types of cells including neurons, as well as the endocrine and immune system cellular responses. The course draws upon a solid foundation of basic chemical knowledge and integrates it into the understanding of how cells function within multicellular organisms. Conceptual learning is supported by hands-on inquiry-driven investigations and readings of primary research papers that emphasize experimental design, data analysis, and scientific communication. Current events are used throughout the course to examine the ways modern biology intersects with other disciplines. The course includes topics that will span both prokaryotic and eukaryotic organisms, but focuses on multicellular eukaryotic organisms. Approval requirements: Students must have an average grade of B+ or better in Biology, Chemistry, and Physics Through Inquiry, Physics, or Physics Honors. A minimum grade of an exact B+ or better when averaging both semester grades in Biology is required. Particularly outstanding and interested students may be permitted to take Physics concurrently.
Note: Students who take SCI 410.1 will not be permitted to take SCI 410.2 due to overlap of course content.

SCI 410.2 - Molecular Genetics and Evolution
Full credit, meets 4 days/week, including one double lab period
Prerequisites: Biology (SCI 210), Chemistry (SCI 220), and Physics Through inquiry (SCI 230) or Physics (SCI 311) or Physics Honors (SCI 312H); departmental approval required (see below)
Molecular Genetics and Evolution is an advanced biology course. During the first half of the course, students learn about modern molecular genetics, from the classic experiments that identified the proteins involved in DNA replication and repair and gene expression, to cutting-edge assays and gene editing. The second half of the course focuses on the processes and evidence of evolution as a means to study biological diversity. Students build an understanding of the fundamentals of organismal development and life history, and how evolution shapes ecological relationships and allows organisms to adapt to changing environments and leads to the formation of new species. We also examine how evolution functions on a smaller scale in ways that directly impact human health: driving evolution of viruses and bacteria responsible for infectious diseases, and providing a basis for an understanding of the development of cancer. Conceptual learning is supported by hands-on inquiry-driven investigations and readings of primary research papers that emphasize experimental design, data analysis, and scientific communication. Current events are used throughout the course to examine the ways modern

biology intersects with other disciplines. Approval requirements: Students must have an average grade of B+ or better in Biology, Chemistry, and Physics Through Inquiry, Physics, or Physics Honors. An average grade of B+ or better in Biology is required. Particularly outstanding and interested students may be permitted to take Physics concurrently.
Note: Students who take SCI 410.2 will not be permitted to take SCI 410.1 due to overlap of course content.

SCI 420 - Organic Chemistry and its Applications in Biochemistry
Full credit, meets 4 days/week, including one double lab period
Prerequisites: Biology (SCI 210), Chemistry (SCI 220), and Physics Through Inquiry (SCI 230) or Physics (SCI 311) or Physics Honors (SCI 312H); departmental approval required (see below)
This rigorous, advanced elective course focuses on chemistry that bridges the fundamentals of carbon-based chemistry and biological applications. Students will have the opportunity to engage with advanced organic and biochemistry material in a collaborative environment and be challenged to think independently and creatively. The organic-focused semester will build a foundation in Lewis acid-base theory, organic nomenclature, stereochemistry, and reaction mechanisms. In the biochemistry semester, students will focus on how the structure and function of macromolecules in biological systems interact. Students will explore the biochemical requirements and mechanisms of biological pathways. Many of the laboratory experiments are multi- week projects and require students to think critically while introducing essential organic chemistry and biochemistry laboratory skills. Approval requirements: A grade of B+ or higher in each semester of Chemistry is required. A B+ average is required in other foundational science courses (Biology, Physics through Inquiry/Physics/Physics Honors). Particularly outstanding and interested students may be permitted to take Physics concurrently.

SCI 425 - Atomic Structure, Reactivity and Applications of Chemistry
Full credit, meets 5 days/week, including one double lab period
Prerequisites: Biology (SCI 210), Chemistry (SCI 220) and Physics Through Inquiry (SCI 230), Physics (SCI 311), or Physics Honors (SCI 312H); departmental approval required (see below)
This course is comparable to an introductory college course in general chemistry and will draw heavily on the foundation established in tenth grade chemistry. The course will emphasize the conceptual and quantitative understanding of how compounds and molecules interact and the design and execution of inquiry-based chemistry experiments to support that understanding. This course will also focus on making connections to real-world applications of chemistry. Semester 1 will focus on chemical structure and bonding, and semester 2 will focus on chemical equilibrium, free energy and reaction kinetics. Strong problem solving skills and

mathematical reasoning are required to master this course.
Approval requirements: A grade of A- or higher in each semester of Chemistry is required. Students must have an average grade of B+ or higher in Biology, and Physics Through Inquiry, Physics, or Physics Honors. Students must be enrolled in or have completed Precalculus with Theory or Precalculus with Theory Honors. Particularly outstanding and interested students may be permitted to take Physics concurrently.

SCI 430 - Physics with Calculus
Full credit, meets 5 days/week, including one double lab period
Prerequisites: Biology (SCI 210), Chemistry (SCI 220), and Physics (SCI 311) or Physics Honors (SCI 312H); departmental approval required (see below)
Co-requisite: Calculus with Theory (MATH 420) or Calculus with Theory Honors (MATH 421H)
Physics with Calculus is an advanced study of mechanics and electricity and magnetism with a focus on the way rates of change and calculus allow us to better understand the universe. It is a second year course that builds on the framework established by Physics and Physics Honors. Topics include: Newton's laws; conservation of energy; momentum and angular momentum; gravitation; rotational dynamics; oscillations; electric and magnetic fields (including Gauss's law and Ampère's law); static and moving charges; circuits; and electromagnetism (including Faraday's law). Ideas from introductory physics are amplified and more broadly applied, and new ideas are introduced. This course focuses heavily on the mathematical concepts and the meaning behind them. All calculus techniques are discussed before they are applied. This course reinforces ideas taught in Calculus with Theory and Calculus with Theory Honors. Laboratory investigations involve a variety of experimental techniques and methods of data analysis. Analysis of experimental error is emphasized and formal laboratory reports are required periodically. Students have substantial freedom in designing their own experiments, and many experiments are carried out over several weeks. A final project may be assigned.
Approval requirements: A grade of A- or higher in each semester of Physics, or B+ or higher in each semester of Physics Honors is required. A grade of A- or higher in each semester of Precalculus with Theory (MATH 410) or B+ or higher in each semester of Precalculus with Theory Honors (MATH 411H) is required. An average grade of B+ or higher in Biology, Chemistry, and Physics or Physics Honors is required. Algebra II and Algebra II Honors grades will be considered. Students must be enrolled in, or have completed Calculus with Theory (MATH 420) or Calculus with Theory Honors (MATH 421H)

SCI 440 - Environmental Science

Full credit, meets 4 days/week, including one double lab period
Prerequisites: Biology (SCI 210), Chemistry (SCI 220), and Physics Through Inquiry (SCI 311) or Physics (SCI 311) or Physics Honors (SCI 312H); departmental approval required (see below)

How do you define our planet and the environment in which we live? How do various parts of our ecosystem interact with each other? How do we, as humans, fit into this complex and interconnected web?

Throughout this course, students strive to answer those questions as they learn about climate change, biodiversity loss, pollution, ecosystem dynamics, sustainability, resource management, and more. They explore the complexities of interactions throughout our world by performing hands-on labs such as modeling ecosystems with EcoColumns and investigating bioremediation with bacteria. The labs selected for this course are mostly student driven, with an emphasis on experimental design, including data collection, analysis, and interpretation. At the conclusion of the class, students not only have a deeper understanding of the dynamic environmental systems that support life on earth and the challenges facing our planet, but also the knowledge to develop and implement effective solutions to environmental challenges facing us now and in the future.

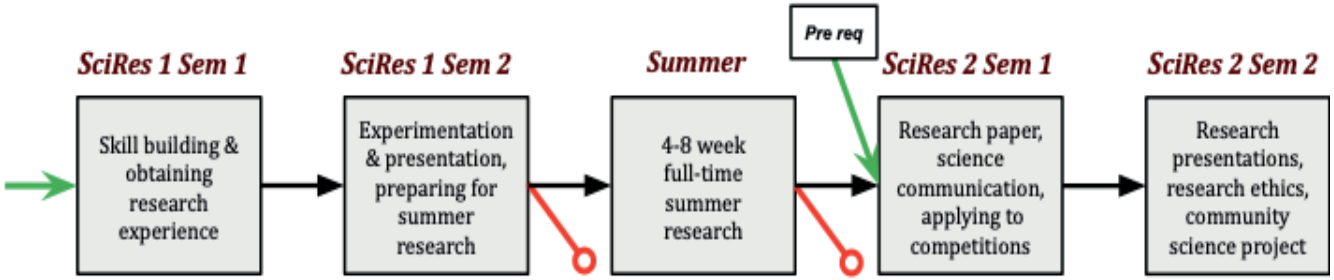
Approval requirements: Students must have an average grade of B+ or better in Biology, Chemistry, and Physics Through Inquiry or Physics or Physics Honors. Particularly outstanding and interested students may be permitted to take Physics concurrently.

Science Research at HM

The goal of the Science Research Program at Horace Mann School is to prepare and support students through a science research experience. This support begins in Science Research 1 by providing students with the understanding of scientific method and skills necessary to perform research. It then continues through the summer/external research experience. Students in Science Research 1 search for an outside lab experience for the summer between Science Research 1 and Science Research 2 and are coached through the process of securing a research experience. Students in Science Research 2 are supported as they present their research, create a research poster, and write a full research paper. The course meets five days in every ten-day cycle.

Approval requirements: Science Research is open only to students in grade 10 and above. Selection is at the discretion of the department. Students planning to enroll in Science Research 1 will be required to attend an informational meeting regarding course expectations. Science Research 2 students must meet with the Science Research Program Coordinator to ensure their research experience meets course requirements. Due to the highly independent nature of coursework, students should consider discussing their fit for the program with their Grade Dean or advisor and current science teacher prior to completing the application.

Science Research Program Overview



Allowed entry point

Allowed exit point

Prerequisite: *Completes application* to confirm attainment of an appropriate summer research experience and agreement to share data in the fall semester. Department approval required.*

** Applications must be submitted to the Science Research Program Coordinator during program planning the spring before course enrollment.*

Exit point: *After completing SciRes 1, if conducting summer research is not desired, or before SciRes 2 if scheduling issues arise.*

SCI 350 - Science Research 1: Research Theory and Skills

Half credit, meets five days in every ten-day cycle

Prerequisites: Interested students must attend the information session.

Open to students in Grades 10-12

The curriculum of Science Research 1 is focused on reading scientific literature; gathering background information on a science research project and discussing others' research; specifying research interests; and developing research projects. An overview of the scientific method and practice of science research will be studied. Students will also learn how to build a resume, interview, and write emails to outside labs as they are supported in finding outside research opportunities. *(Note: there is no guarantee of placement in a research lab, and it is strongly suggested that students enroll only if they are 16 years of age by the summer of 2027, due to strict age restrictions in research labs).* During the year, students will conduct an in-house research project to be presented at the annual Sci Tech event, which students are required to attend.

Summer Research Experience at Horace Mann: In the event that a student is unable to secure an outside research experience, or if a student needs a more scaffolded research experience with close supervision, it is anticipated that a Summer Research Opportunity will be in place at Horace Mann School for a select few students. Details regarding application steps and program structure will be provided to students in the Spring.

SCI 450 - Science Research 2: Analysis and Presentation of Research

Half credit, meets five days in every ten-day cycle

Prerequisites: Departmental approval required. Before submitting their Course Request sheet, interested students must fill out an interest form and meet with the Science Research Coordinator. Students must also complete an application to confirm attainment of an appropriate summer research experience and agreement to share data in the fall semester.

Open to students in Grades 11-12

Students enrolled in Science Research 2 will focus on practicing various forms of science communication about their summer research projects, and other scientific topics of their interest. Students will receive scaffolded guidance on how to write a scientific research paper, which can then be used to enter various competitions and symposiums. They will also practice orally presenting their work during presentations and with a research poster. Additionally, the class will discuss how to communicate science to different audiences, how ethics applies to research, and how to discuss scientific papers in a group. Students are required to participate in the annual Sci Tech event.

Courses Not Offered in 2026-27

SCI 301 -Advanced Topics in Biology
[Course not offered 2026-27]
Full credit, meets 4 days/week, including one double lab period
Prerequisites: Biology (SCI 210), Chemistry (SCI 220)
This is a second course in biology for students who wish to explore certain topics in greater detail and with greater freedom than in a traditional textbook-oriented course. A majority of class time will be spent in laboratory experiments, discussion, and presentations, rather than lecture. Students will design and conduct experiments and lead discussions on scientific articles, while incorporating aspects of other areas of study, such as engineering, ecology, physiology, physics, chemistry, and history. The course will focus on various topics of interest in biology, which will vary from year to year. Past topics include: the biology of food; biomimicry; urban ecology and biodiversity; exercise physiology; and bacteriology and microbiology.

SCI 310 - Selected Topics in Physics
[Course not offered 2026-27]
Full credit, meets 4 days/week
Prerequisites: Biology (SCI 210), Chemistry (SCI 220)
This course does not fulfill the Physics prerequisite for 400-level Science courses.
The class is intended to work as a seminar, emphasizing cooperative and collaborative learning as a means of carrying out research. Thus, there are no tests or quizzes except as diagnostic exercises. Assessment is based on contributions to class discussion as well as presentations and projects, individually and in small groups throughout the year. The informal tone of the course therefore demands a genuine interest in and dedication to both the material and the sincere learning dynamic.
Each semester, students will explore one or more paired themes-a foundational one followed by a broader application to something more wide-ranging, which may include social, political, or even philosophical aspects. Some examples of thematic combinations are: Astronomy and Cosmology, Sound and Music, Energy and Climate Change, Technological Development and Ethics, Chaos Theory and Predictability. Students are encouraged to pursue topics within these themes that matter to them.

SCI 322 - Experiments in Physics and Chemistry

[Course not offered 2026-27]

Full credit, meets 4 *days/week, including one double lab period*

Prerequisites: Biology (SCI 210), and Chemistry (SCI 220), Physics Through Inquiry (SCI 230), or *Physics (SCI 311)*

This course is designed for those students who are interested in exploring topics in Chemistry and Physics from an experimental perspective. This provides direct experience with scientific investigation. It also stresses presenting scientific findings in oral and written form. The course consists of five to seven units, investigating such topics as: analytical chemistry, chemical synthesis, organic chemistry, forensics, food science, novel materials, mechanics, waves, sound, and light, analog and digital circuits, energy, and magnetic fields. In the second semester, each student will pursue an independent project on a subject of interest to them, selected in consultation with the teacher. Although some library-based research will be involved, the major emphasis of the course will be explorations that involve data collection and analysis in the chemistry and physics labs.

World Languages

The World Languages Department believes that learning a language is not an end in itself, but a means to something greater. Since languages constitute the foundational structure of human interaction, social engagement, and the exchange of knowledge, we strive to promote their effective use as vehicles for intellectual and creative work. We encourage our students to find joy in discovering connections and appreciating differences between cultures.

From the introductory level onwards, students engage with authentic materials in their chosen language as they relate to their personal experience. Throughout our program of study, they continue to develop language skills and content knowledge to explore communities and engage with a diverse world. Students work to express ideas with sophistication and precision in other languages, which in turn leads to new avenues of exploration across disciplines. With the skills and cultural understanding they acquire, they are prepared to actively participate in and serve our global society.

Requirements:

Sequential study through the third level of a full-credit language offering available in Chinese, French, Japanese, Latin, and Spanish. A minimum grade of an exact C- averaged between the two semesters is required to move to the next level of study. Grades averaging below an exact C-, but above an F, between the two semesters in any language course give the student credit for the course, but prohibit the student from continuing to the next level in the sequence of study. Students are encouraged to continue with language study throughout their four years in the Upper Division.

Approval Requirements for Honors Courses:

Honors courses are offered to students whose language proficiency is at the highest end of the range for their level and who demonstrate consistent interest in the study of the language. This designation is available beginning at level 2 in French and Spanish and at level 3 in Japanese and Latin.

To remain in the honors track, students must maintain a minimum average grade of an exact B+ for the school year, without rounding, with a minimum grade of B+ in the second semester. Any student finishing the second semester with a B+ who earned a grade no lower than B in the first semester can request to be considered by submitting a letter of request to their teacher during the course registration period.

Students who wish to move from a regular track to an honors level must achieve a grade of an exact A average or above in the regular track course. Any student finishing the second semester with an A who earned a grade no lower than B+ in the first semester can request to be considered by submitting a letter of request to their teacher during the course registration period.

Special Case Placement

For students who wish to study a language in which they have previous experience (e.g. spoken at home, studied at another school), the department requires a placement evaluation. Students must contact the Placement Coordinator prior to registration to schedule an evaluation.

Requirements:

Sequential study through the third level of a full-credit language offering available in Chinese, French, Japanese, Latin, and Spanish.

Full-credit courses:

- Chinese 1 (LNGC 210)
- Chinese 2 (LNGC 220)
- Chinese 3 (LNGC 230)
- Chinese 4 (LNGC 310)
- Chinese 5 (LNGC 320)

- French 1 (LNGF 210)
- French 2 (LNGF 220)
- French 2 Honors (LNGF 221H)
- French 3 (LNGF 230)
- French 3 Honors (LNGF 231H)
- French 4 (LNGF 310)
- French through Film (LNGF 320)
- Studies in French: Marges et centres du monde francophone (LNGF 410)
- French Seminar (LNGF 420)

- Japanese 1 (LNGJ 210)
- Japanese 2 (LNGJ 220)
- Japanese 3 (LNGJ 230)
- Japanese 3 Honors (LNGJ 231H)
- Japanese 4 (LNGJ 310)
- Japanese 5 (LNGJ 320)
- Studies in Japanese: Traditional to Contemporary Culture, Language, and Society (LNGJ 410)
- Japanese Seminar (LNGJ 420)

- □ Latin 1 (LNGL 210)
- □ Latin 2 (LNGL 220)
- □ Latin 3 (LNGL 230)
- □ Latin 3 Honors (LNGL 231H)
- □ Latin 4 (LNGL 310)
- □ Studies in Latin: Rome's Epic Narrative (LNGL 410)
- □ Latin Seminar (LNGL 420)

- □ Spanish 1 (LNGS 210)
- □ Spanish 2 (LNGS 220)
- □ Spanish 2 Honors (LNGS 221H)
- □ Spanish 3 (LNGS 230)
- □ Spanish 3 Honors (LNGS 231H)
- □ Spanish 4 (LNGS 310)
- □ Spanish through Film (LNGS 320)
- □ Studies in Spanish: Ficciones del Sur (LNGS 410.2)
- □ Spanish Seminar: The Hispanic World (LNGS 420)

Half-credit courses:

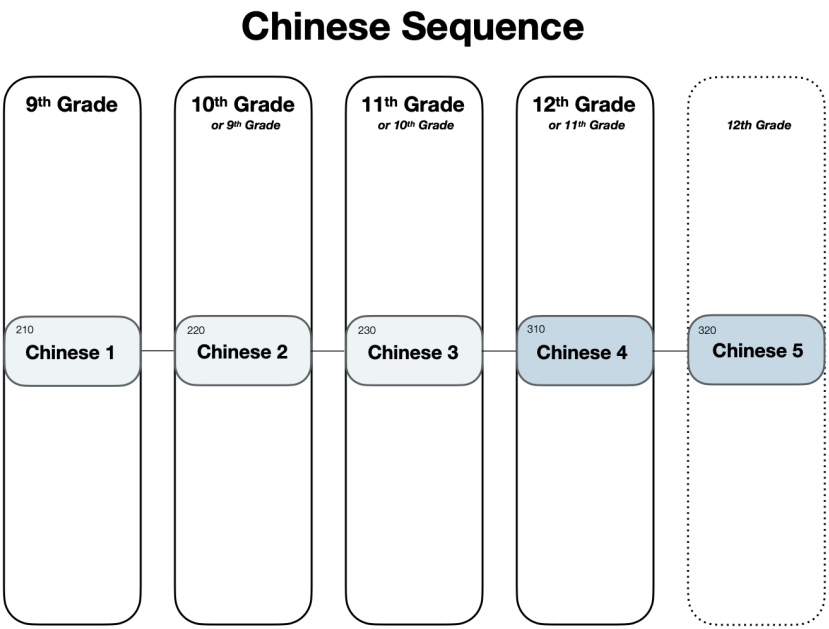
- □ Ancient Greek A (LNGG 201)
- □ Ancient Greek B (LNGG 202)
- □ Ancient Greek C (LNGG 203)
- □ Ancient Greek D (LNGG 301)

- □ Latin A (LNGL 201)
- □ Latin B (LNGL 202)
- □ Latin C (LNGL 203)
- □ Latin D (LNGL 301)
- □ Latin E (LNGL 402)

Courses Not Offered in 2026-27

- □ Studies in Spanish: Canciones, poetas y revoluciones (LNGS 410.1)

Chinese



LNGC 210 - Chinese 1
Full credit, meets 5 *days/week*
Prerequisites: None
This course for beginners emphasizes the fundamental elements of spoken and written Mandarin Chinese. Functional language is emphasized as language skill acquisition goes hand-in-hand with cultural exposure. The tone system, phonetic transcription, word order, grammar, and the basics of writing Chinese characters are important features of this class. Both simplified characters and traditional characters are used.

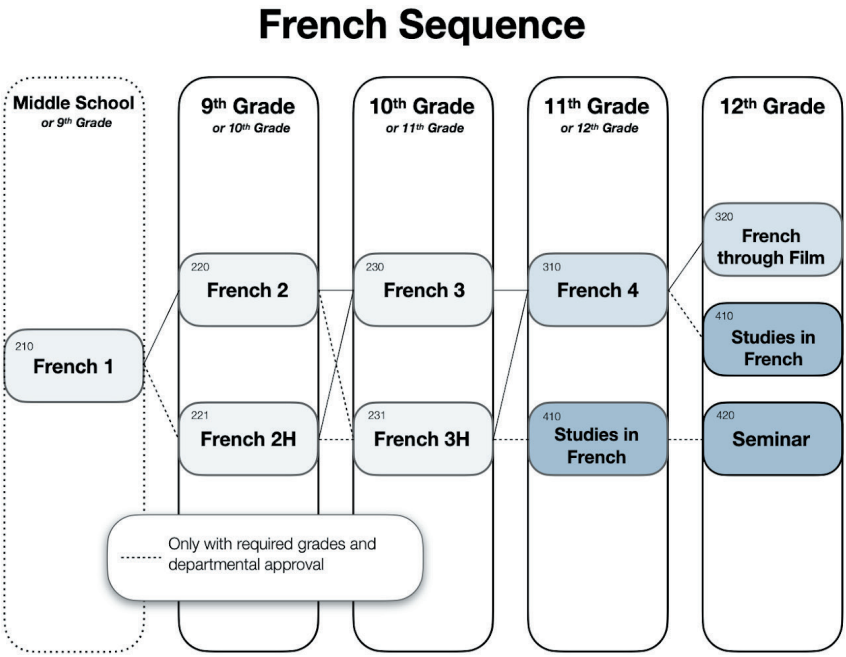
LNGC 220 - Chinese 2
Full credit, meets 4 *days/week*
Prerequisites: Chinese 1 (LNGC *210*) *or placement evaluation*
The second-level Mandarin Chinese language course will build on the basic skills acquired in Chinese 1. There is an emphasis on colloquial usage, self-expression (both in speech and in writing), and Chinese culture, such as Chinese Lunar New Year and the Mid-Autumn Festival. Both simplified characters and traditional characters are used.

LNGC 230 - Chinese 3
Full credit, meets 4 days/week
Prerequisites: Chinese 2 (LNGC 220) or placement evaluation
The third-level Mandarin Chinese language course is a continuation of Chinese 2. The course continues to build upon the four skills of listening, reading, speaking, and writing with increased focus on short compositions. Both simplified characters and traditional characters are used, and cultural topics are emphasized.

LNGC 310 - Chinese 4
Full credit, meets 4 days/week
Prerequisites: Chinese 3 (LNGC 230) or placement evaluation
The fourth-level Mandarin Chinese language course includes a review of basic and intermediate structures within a cultural context. The four language skills of listening, speaking, reading and writing are developed within a variety of classroom activities. Instruction progresses to more extensive practice with advanced grammatical elements, idiomatic expressions, and practical vocabulary. Students are asked to incorporate grammar and vocabulary elements to compose short compositions on designated topics and give multiple oral presentations. This course is conducted primarily in Chinese.

LNGC 320 - Chinese 5
Full credit, meets 4 days/week
Prerequisites: Chinese 4 (LNGC 310) or placement evaluation
This course is designed to further develop oral and written proficiency through texts and discussions of socio-cultural topics related to modern China. Students learn to incorporate formal usage of the language to supplement their understanding of the colloquial form. They acquire complex vocabulary and grammatical patterns needed to conduct discussions through selected Chinese films and literature (poetry, essays, short stories, etc.). Student progress is assessed through self-created dialogues, essays, presentations, and comprehension quizzes. This class is conducted entirely in Chinese.

French



LNGF 210 - French 1

Full credit, meets 5 days/week

Prerequisites: None

This is an introductory course designed for students with no prior experience studying French. Students learn to express meaning through collaborative projects and tasks with an observable outcome. They mobilize basic language structures through activities with a communicative purpose, talking about themselves, requesting and giving information about people, expressing likes, dislikes, needs and obligations. Using authentic sources drawn from a variety of media, students develop all three modes of communication: interpretive, interpersonal, and presentational, while learning about the cultures of the francophone world.

LNGF 220 - French 2

Full credit, meets 4 days/week

Prerequisites: HM Middle Division French 3, HM Middle Division French 3H, French 1 (LNGF 210), or placement evaluation

Conducted primarily in French, this course is a continuation of the work begun in Middle Division or French 1. It leads students to communicate directly in a meaningful way to engage critically with authentic listening and reading materials. The course focuses on solidifying previously covered language structures and expanding students' proficiency in French as a vehicle for self-expression and for navigating and accomplishing tasks related to everyday life. To stimulate students' expression and sharpen their ability to communicate, we use a variety of contemporary French sources in a variety of media. Students compare their own experiences and culture to contemporary francophone cultures in North America, the Caribbean, Europe, and Africa.

LNGF 221H - French 2 Honors

Full credit, meets 4 days/week

Prerequisites: HM Middle Division French 3 Honors, HM Middle Division French 3, or French 1 (LNGF 210) and departmental approval (see p. 111); or placement evaluation

Conducted primarily in French, this course parallels French 2. The course distinguishes itself by devoting significantly less time to solidifying previously covered language structures and instead focusing on expanding students' proficiency in French as a vehicle for self-expression and for navigating and accomplishing tasks related to everyday life. Sources are selected to challenge students to expand their level of proficiency.

LNGF 230 - French 3

Full credit, meets 4 days/week

Prerequisites: French 2 (LNGF 220) or French 2H (LNGF 221H)

This course continues the work of French 2 and is conducted entirely in French. While placing the same emphasis on meaningful communication and authentic materials as French 2, French 3 focuses on solidifying previously covered language structures and expanding students' proficiency in French. Students move from accomplishing tasks related to their everyday life to those concerning their community. To stimulate students' expression and sharpen their ability to communicate, the class uses a wide range of contemporary francophone sources in a variety of media. Students compare their own experiences and cultures to contemporary francophone cultures in North America, the Caribbean, Europe, and Africa.

LNGF 231H - French 3 Honors
Full credit, meets 4 days/week
Prerequisites: French 2 Honors (LNGF 221H) or French 2 (LNGF 220) and departmental approval (see p. 111); additional skills-based assessment if warranted
Conducted entirely in French, this course parallels French 3, but devotes significantly less time to solidifying previously covered language structures. Instead, it focuses predominantly on expanding students' proficiency in French as a vehicle for self-expression and for accomplishing tasks related to interactions with the community. Students also complete more specialized tasks such as writing a professional email or developing persuasive writing and speaking skills. Students are asked on occasion to accomplish tasks involving abstract ideas. Sources are selected to challenge students to expand their level of proficiency.

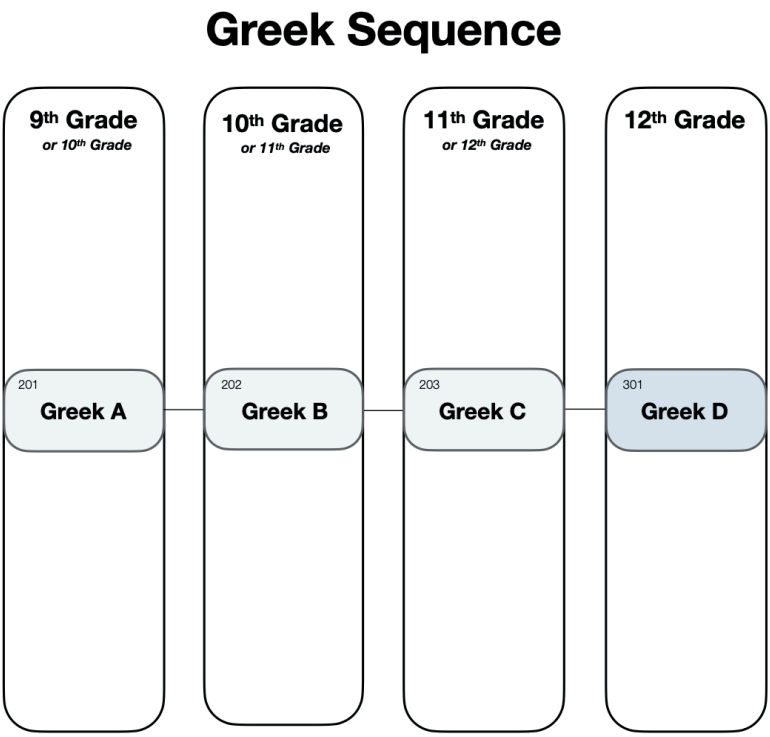
LNGF 310 - French 4
Full credit, meets 4 days/week
Prerequisites: French 3 (LNGF 230) or French 3H (LNGF 231H)
This course continues the work of French 3 and is conducted entirely in French. Students learn to communicate directly and meaningfully, while addressing abstract ideas from a variety of sources. The course focuses on solidifying previously covered language structures and expanding students' proficiency in French as a vehicle for self-expression and the accomplishment of tasks related to their community and to salient global issues. Students create several filmed performances, as well as write both analytically and creatively. Emphasis is placed on oral engagement. To stimulate students' expression and to sharpen their ability to communicate, we use a variety of contemporary francophone sources such as: novellas, poems, fables, films, articles, book excerpts and chapters, songs, and comics. Students compare their own experiences and culture to contemporary francophone cultures in North America, the Caribbean, Europe, and Africa.

LNGF 320 - French through Film *Full credit, meets 4 days/week*
Prerequisites: French 4 (LNGF 310)
In this class, conducted almost exclusively in French, students deepen their knowledge of francophone cultures and refine their language, using film and supporting contemporary cultural sources such as literary excerpts, newspaper articles, blogs, and comic books. The class fosters discussion, cultural comparisons, and global awareness.

LNGF 410 - Studies in French: Marges et centres du monde francophone
Full credit, meets 5 days/week
Prerequisites: French 3 Honors (LNGF 231H) or French 4 (LNGF 310) and departmental approval (see p. 111); additional skills-based assessment if warranted
Conducted entirely in French, this course is dedicated to a study of 'outsiderness' and marginality in various francophone contexts. Given that it is a discussion based class, it places a strong focus on extemporaneous speaking and writing. Through a selection of historical documents, literary excerpts, songs, videos, and articles from different parts of the Frenchspeaking world, students explore the means through which individuals and groups are marginalized by mainstream designations and consider various modes and strategies of noncompliance, among them: resistance, rebellion, and identity nonconformity. Students develop language skills and content knowledge through research, discussion, analysis, argumentation, debate, and completion of real-world tasks that are directly applicable to life beyond the classroom. Students work to communicate confidently in French; to use with precision grammatical structures that support their communicative abilities; to understand French written for native speakers, in a variety of discourses, topics, styles, registers and regional variations; to produce written and spoken French that is comprehensible to native speakers; to acquire information in French from authentic sources; to understand different aspects of francophone cultures, and to make connections and comparisons between them and different disciplines or their own culture.

LNGF 420- French Seminar
Full credit, meets 4 days/week
Prerequisites: Studies in French (LNGF 410) and departmental approval (see p. 111); additional skills-based assessment if warranted.
Conducted entirely in French, this course is designed for students who have had significant previous French study and who are able to function independently in a francophone environment. Students at this level demonstrate a high level of proficiency in speaking, writing, and aural and written comprehension. Students work to attain a broader appreciation of francophone cultures and unabridged literature through film, articles, literary works, and other audiovisual components. The class takes a student led discussion style format as students debate, analyze, inquire, and make connections to better understand francophone cultures.
The course takes into account student interests and has included topics such as: gastronomy and culinary heritage; education; introduction to the francophone world; immigration; French cinema; French Existential philosophers; the Algerian War and its impacts on modern francophone communities; and theater performance. Assessment for this class is based on interpersonal and presentational expression, both written and spoken, and consists primarily of student-planned and facilitated classes, class projects, essays, and oral participation in class.

Ancient Greek



LNGG 201 - Ancient Greek A
Half credit, meets five days in every ten-day cycle
Prerequisites: None
This entry-level half-credit course covers fundamentals of the language of the ancient Greeks and conveys a synopsis of their mythology, religion, and culture. The class combines a thematic, story-based approach with structured grammar. Besides mastering basic forms of grammar and vocabulary, students will come to understand the relevance and scope of Greek derivation in contemporary English. Students will deepen their acquaintance with the classical world as they explore how its mythology, philosophy, science, and art have jointly helped shape the foundations of our civilization.

LNGG 202 - Ancient Greek B

Half credit, meets five days in every ten-day cycle

Prerequisites: Ancient Greek A (LNGG201) or placement evaluation

In this half-credit course, students complete the study of grammar and vocabulary essential for progressing toward reading authentic Greek texts: to start, some of Herodotus' most compelling stories in the *Histories* about both mythical and historical protagonists of the Greco-Persian wars. The cultural emphasis of these readings rests on the early history and mythology of the ancient Greeks. Following student preference (and time permitting), the class will read selected passages from Xenophon's *Anabasis.*

LNGG 203 - Ancient Greek C

Half credit, meets five days in every ten-day cycle

Prerequisites: Ancient Greek B (LNGG 202) or placement evaluation

In Ancient Greek C, students continue the study of Ancient Greek and deepen their understanding of the Classical world. The third year of study is devoted to reading a diverse array of seminal texts that trace Greek history and storytelling from the cradle of Western civilization to the historic events of the Peloponnesian War. Readings include Herodotus' story of King Croesus; Plato's reflection on the immortality of the soul in *Phaedo;* poems from Hesiod's *Theogony;* selections from Homer's *Iliad;* and, depending on student interest, and time permitting, scenes from tragedies by Sophocles and Euripides. Along the way, we will continue to expand our focus on linguistic and cultural vestiges of the ancient Greeks in our civilization.

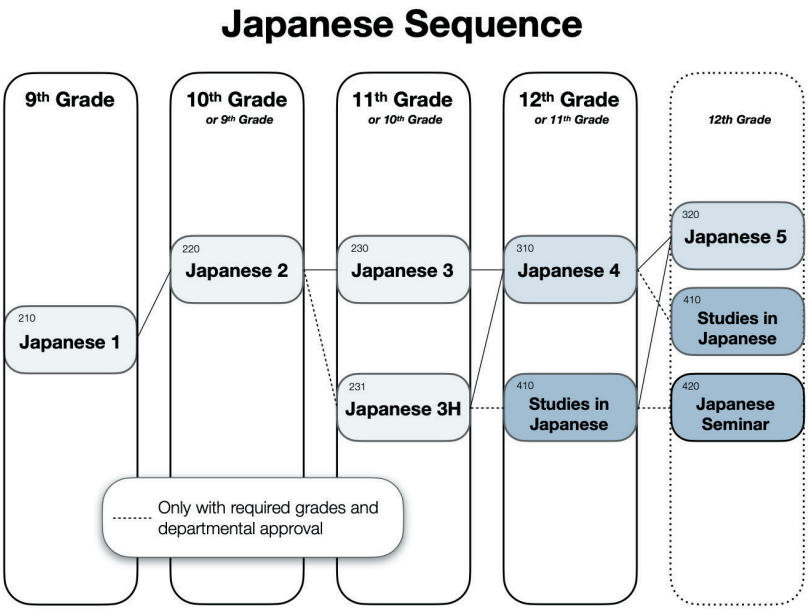
LNGG 301 - Ancient Greek D

Half credit, meets five days in every ten-day cycle

Prerequisites: Ancient Greek C (LNGG 203) or placement evaluation

Following the introduction to epic poetry in Ancient Greek C, students in Ancient Greek D will become immersed more fully in the exploration of the narrative capacity of dactylic hexameter, the verse form in which epic poetry is composed. The class reads books from Homer's *Iliad,* passages from Hesiod's *Theogony,* and the *Hymn* to Demeter. Translating these poems, the class develops an appreciation of the lyrical and dramatic qualities of epic verse.

Japanese



LNGJ 210 - Japanese 1

Full credit, meets 5 days/week

Prerequisites: None

This course introduces students to modern Japanese, building the foundations for understanding, speaking, reading, and writing the language. The spoken language is emphasized through grammar and vocabulary lessons, interactive dialogues, reading of short texts, and writing short journals in Japanese. Since language and culture go hand-in-hand, elements of Japanese culture are introduced. Students are offered opportunities to experience Japanese cuisine, games, songs, and calligraphy. Students also participate in Japan Day and Japanese cultural events.

LNGJ 220 - Japanese 2

Full credit, meets 4 days/week

Prerequisites: Japanese 1 (LNGJ 210) or placement evaluation

The course focuses on solidifying previously covered writing systems (Hiragana, Katakana and Kanji), language structures, and vocabulary, expanding students' proficiency in Japanese for the purpose of self expression and for navigating and accomplishing tasks related to everyday life. Students build on the skills acquired in Japanese 1 with a continued focus on acquiring proficiency in spoken and written language forms. Various cultural topics are covered as students participate in Japan Day, as well as a variety of other cultural and experiential learning activities.

LNGJ 230 - Japanese 3
Full credit, meets 4 days/week
Prerequisites: Japanese 2 (LNGJ 220) or placement evaluation
This course focuses on solidifying previously covered language structures and writing systems (Hiragana, Katakana, and Kanji) and expanding students' proficiency in Japanese for the purpose of self-expression and for navigating and accomplishing tasks related to everyday life. Students work on mastering a number of complex grammatical forms. Reading comprehension of literary passages, essay and haiku writings, and some Japanese films are used to expose students to the language in authentic and natural contexts. This course emphasizes practical communication skills and the rudiments of the formal language, both written and spoken. Students participate in Japan Day and complete projects on cultural topics.

LNGJ 231H - Japanese 3 Honors
Full credit, meets 4 days/week
Prerequisites: Japanese 2 (LNGJ 220) and departmental approval (see p. 111); additional skills-based assessment if warranted
This course parallels Japanese 3. It distinguishes itself by devoting significantly less time to solidifying previously covered language structures and writing systems, and by expanding students' proficiency in Japanese. Students are asked on occasion to accomplish tasks involving abstract ideas. Sources are selected to challenge students to expand their level of proficiency.

LNGJ 310 - Japanese 4
Full credit, meets 4 days/week
Prerequisites: Japanese 3 (LNGJ 230) or Japanese 3 Honors (LNGJ 231H)
This course emphasizes developing fluency based on previously acquired grammar and vocabulary. It includes a comprehensive grammar review, the addition of newer grammar structures, the writing of essays and poetry, and the reading of simple literary texts.
Students plan and perform a play and participate in other cultural events. The writing of Japanese on a computer is encouraged. This course is conducted primarily in Japanese.

LNGJ 320 - Japanese 5
Full credit, meets 4 days/week
Prerequisites: Japanese 4 (LNGJ 310)
This course is designed for students with a solid background in Japanese. Students learn to use honorifics, humble and polite language, increase their study of Kanji (Chinese characters), and read literary texts in Japanese. Students are encouraged to participate in speech contests and other events that promote the use of the language as well as the acquisition of cultural knowledge. The class is conducted completely in Japanese.

LNGJ 410 - Studies in Japanese: Traditional to Contemporary Culture, Language, and Society

Full credit, meets 5 days/week

Prerequisites: Japanese 3 Honors (LNGJ 231H) or Japanese 4 (LNGJ 310) and departmental approval (see p. 111); additional skills-based assessment if warranted.

This course is dedicated to the exploration of the intersections of four central themes: entertainment, Japanese history, lifestyle, and the formation of identity. Through close study and analysis of a selection of sources, students cultivate linguistic and cultural competency. These skills allow them to better understand and engage with the real world in Japanese. Students also gain cultural competence and understanding of traditional and modern Japanese culture. This course emphasizes creating connections and making comparisons between students' perceptions of Japanese culture and those of their own society. Students will be familiar with and fluent in day-to-day Japanese and in Japanese culture.

LNGJ 420 - Japanese Seminar

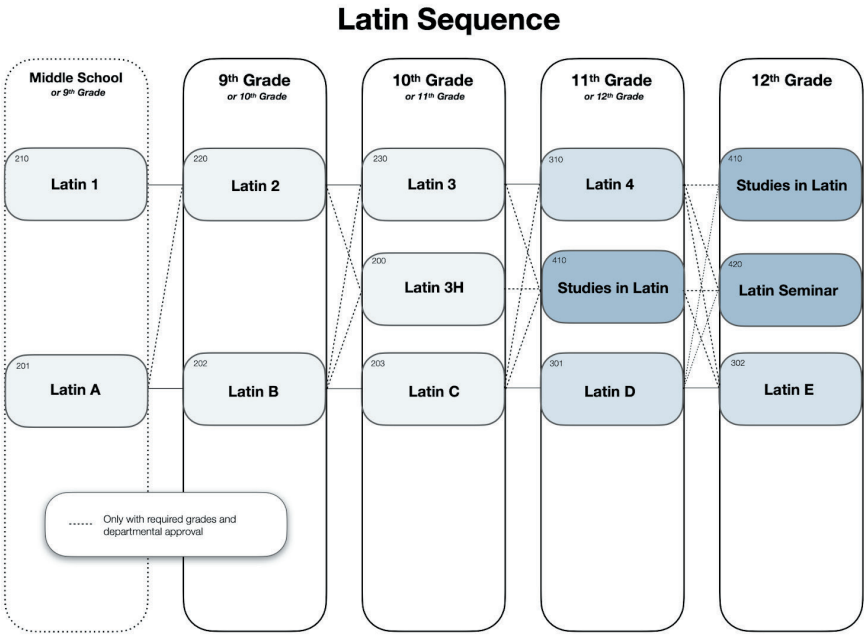
Full credit, meets 4 days/week

Prerequisites: Studies in Japanese (LNGJ 410) and departmental approval (see p. 111); additional skills-based assessment if warranted

A continuation of Studies in Japanese, this course is for students with advanced skills who have completed all previous course offerings in the language. This course aims to foster oral and written proficiency in language and culture. Students will develop the productive, receptive, and cultural skills necessary to communicate with native speakers of Japanese. Oral Japanese is stressed and perfected through class discussions, auditory practice, films, and frequent reading and writing assignments.

Students are encouraged to complete independent projects that reflect their interests and abilities. The class is conducted completely in Japanese.

Latin



As depicted in the graph above, the Department of World Languages offers Latin both in a sequence of full-credit classes and in a sequence of half-credit classes in order to provide students with the option to study Latin alongside a modern language. With regard to the mastery of declensions, conjugations, and the grammatical structures of the Latin sentence, the half-credit course sequence operates at levels roughly equivalent to those of the full-credit course sequence, a parallel that allows students options to progress from a half-credit course to the next level full credit course (e.g., from Latin C in tenth grade to Latin 4 or Studies in Latin in eleventh grade) if they elect to transition from the half- to the full-credit Latin sequence.

LNGL 201- Latin A

Half credit, meets five days in every ten-day cycle
Prerequisite: None
This course parallels the curriculum of Latin 1. Latin A is a half-credit course at the introductory level, designed for students who want to start studying Latin alongside a full-credit modern language. The primary course focus rests on building a solid foundation for reading and enjoying classical works through mastery of vocabulary and the grammatical structures of the Latin sentence. As they acquire the skills to read stories from Roman mythology and history, students will become acquainted with the classical world, the Roman way of life, and Roman culture, as seen through the eyes of the great storytellers of Rome. Along the way, the class will explore the traces, both in the English language and in literature, left by the Latin language and by the stories Romans loved to hear, about their gods, their heroes, and their ancestors. Students will learn to understand Latin as a foundational language of a number of modern languages.

LNGL 202 - Latin B

Half credit, meets five days in every ten-day cycle
Prerequisite: HM Middle Division Latin 3, Latin A (LNGL 201), or placement evaluation
This course parallels the curriculum of Latin 2. Latin B is designed for students with one year (or equivalent) of prior Latin instruction. The primary course focus rests on mastery of declensions and conjugations, and of the most common grammatical structures governing the Latin sentence. Students continue to expand their knowledge of vocabulary and augment their reading skills, strengthening their grasp of core concepts of grammar and syntax. They develop a more nuanced understanding of Latin modes of expression. Along the way, the class transitions from reading adapted Latin to reading authentic Latin, and, time permitting, will start with Caesar's account of the Gallic Wars in *De Bello Gallico.* In addition to solidifying their reading skills, students will develop a capacity for analysis and interpretation. Readings are balanced with descriptions of Caesar's character by his biographers, and will be viewed in the context of major political events of the Republic in the first century BCE.

LNGL 203 - Latin C

Half credit, meets five days in every ten-day cycle
Prerequisite: Latin B (LNGL 202) or placement evaluation
This course parallels the curriculum of Latin 3. The core curriculum of third year Latin embraces major authors of the late Republic and early Empire: the chronicles of Caesar, the orations of Cicero, and the poetry of Ovid and Catullus. As students explore these writings, they will solidify their reading skills and broaden their capacity for analysis and nuanced interpretation. Other objectives of this course are to provide historiography and oratory of the Late Republic with historical and political contexts. Students explore the stylistic and literary diversity of classical

authors as the latter evoke in vivid detail some of the most memorable political scenes of the Late Republic. Upon successful completion of this course, students may continue with Latin D or Latin 4.

LNGL 301 - Latin D

Half credit, meets five days in every ten-day cycle
Prerequisites: Latin C (LNGL 203) or placement evaluation
This course parallels the curriculum of Latin 4. This course focuses on the genres of historical narrative and literary letters (*epistulae*) of the Late Republic and Early Empire. The objective of this class is to introduce students to the works of prose authors such as Sallust, Tacitus, Cicero and Pliny the Younger, all of whom bore witness to fascinating key episodes in Roman history. Students work toward producing expressive and nuanced translations as they explore contemporaneous and retrospective accounts of Roman history. Selections from these authors will explore events such as the Catilinarian conspiracy, the eruption of Mount Vesuvius, and the intrigue and excesses of the imperial court. Crucial moments and persons encountered in Latin 3 will be explored from new perspectives and through the uniqueness of Roman *epistulae*. Attention will also be paid to the development of Roman historiography and the ways in which narrative order is conceived, and to how these works resonate against the political, cultural, and historical background of the times in which they were written.

LNGL 402 - Latin E

Half credit, meets five days in every ten-day cycle
Prerequisites: Latin D (LNGL 301) or placement evaluation
This course parallels the curriculum of Latin Seminar. The objective of this course is to explore in greater detail important works (both literary and epigraphic) of the late Republican and early Imperial periods. A significant focus will be placed on understanding the stylistic values embraced by the *poetae novi* of the first century BCE as embodied in the corpus of Catullan poems and the epigrams of Martial. These poetic works provide a unique opportunity to examine Roman views surrounding topics of love, death, the end of relationships, travel, plagiarism, and the "other." In addition, the course will also explore epigraphic examples as a means of connecting with varying aspects of Roman society, which the traditional literary works fail to provide. Through scholarly articles and author-based projects, students will move beyond mere translation toward a greater appreciation of the cultural content and historical context of each work.

LNGL 210 - Latin 1

Full credit, meets 5 days/week

Prerequisite: None

Latin 1 lays the groundwork for understanding Latin, the language of the ancient Romans and a foundational language of a number of modern languages and cultures. The primary course focus rests on building solid skill sets for reading and enjoying classical works of literature: prose, epic and lyric poetry, oratory, and historiography. Students are introduced to core concepts of grammar and develop basic reading vocabulary. As they acquire the skills to read stories from Roman mythology and history, students will become acquainted with the classical world, the Roman way of life, and Roman culture, as seen through the eyes of the great storytellers of Rome. Along the way, the class will explore the traces, both in the English language and in literature, left by the Latin language and by the stories Romans loved to hear about their gods, their heroes, and their ancestors.

LNGL 220 - Latin 2

Full credit, meets 4 days/week

Prerequisite: HM Middle Division Latin 3, Latin I (LNGL 210), Latin A (LNGL 201), or placement evaluation

In Latin 2, students continue to expand and augment their reading skills, strengthening their grasp of core concepts of grammar and syntax, and enlarging their vocabulary. They develop a more nuanced understanding of Latin modes of expression. Along the way, the class transitions from reading adapted Latin to reading authentic Latin, and time permitting, will start reading Caesar's account of the Gallic Wars in *De Bello Gallico.* In addition to solidifying their reading skills, students will develop a capacity for analysis and interpretation. Readings are balanced with descriptions of Caesar's character by his biographers, and will be viewed in the context of major political events of the Republic in the first century BCE.

LNGL 230 - Latin 3

Full credit, meets 4 days/week

Prerequisite: Latin 2 (LNGL 220), Latin B (LNGL 202), or placement evaluation

The core curriculum of third-year Latin embraces major authors of the late Republic and early Empire: the chronicles of Caesar, the orations of Cicero, and the poetry of Ovid and Catullus. As students explore these writings, they will solidify their reading skills and broaden their capacity for analysis and nuanced interpretation. A secondary objective of this course is to provide historiography and oratory of the Late Republic with historical and political contexts. Students explore the stylistic and literary diversity of classical authors as they draw before the reader some of the most memorable political scenes of the Late Republic.

LNGL 231H - Latin 3 Honors

Full credit, meets 4 days/week

Prerequisites: Latin 2 (LNGL 220) or Latin B (LNGL 202) and departmental approval (see p. 111); or placement evaluation

The core curriculum of third-year Latin embraces major authors of the late Republic and early Empire. This course parallels Latin 3, but is faster-paced and devotes more detailed attention to the historical and political events that shape the era, and significantly less time reinforcing grammatical concepts and syntactical structures. As students learn to read the chronicles of Caesar, the orations of Cicero, and the poetry of Ovid and Catullus among others, they will solidify their reading skills and broaden their capacity for analysis and nuanced interpretation. This course will provide historiography and oratory of the Late Republic with pertinent historical and political contexts. Students explore the stylistic and literary diversity of classical authors of the Late Republic.

LNGL 310 - Latin 4

Full credit, meets 4 days/week

Prerequisite: Latin 3 (LNGL 230), Latin 3 Honors (LNGL 231H), or Latin C (LNGL 203)

The Latin 4 course focuses on the genres of historical narrative and literary letters (*epistulae*) of the Late Republic and Early Empire. The objective of this class is to introduce students to the works of prose authors such as Sallust, Tacitus, Cicero and Pliny the Younger, all of whom bore witness to fascinating key episodes in Roman history. Students work toward producing expressive and nuanced translations as they explore contemporaneous and retrospective accounts of Roman history. Selections from these authors will explore events such as the Catilinarian conspiracy, the eruption of Mount Vesuvius, and the intrigue and excesses of the imperial court. Crucial moments and persons encountered in Latin 3 will be explored from new perspectives and through the uniqueness of Roman *epistulae*. Attention will also be paid to the development of Roman historiography and the ways in which narrative order is conceived, and to how these works resonate against the political, cultural, and historical background of the times in which they were written.

LNGL 410 - Studies in Latin: Rome's Epic Narrative

Full credit, meets 5 days/week

Prerequisites: Latin 3 Honors (LNGL 231H), Latin 3 (LNGL 230), Latin C (LNGL 203) or Latin D (LNGL 301), and departmental approval (see p. 111); additional skills-based assessment if warranted.

This course is designed to spark the enthusiasm and interest of Latin students who love literature, who delight in discovering thematic connections across cultural contexts and who would love to understand fully and deeply the character of a single genre: epic verse. Immersion in epic poetry will Invite students to explore the nature of Latin epic through a focus on the role of epic as a cultural force

and a political power in the emergence of a distinctly Roman identity in a multi-ethnic, multicultural world. The class will address how epic poetry acquired and exercised joint cultural and political power to create, validate, and ultimately challenge Rome's narratives of identity and legitimacy through centuries of political transformation and territorial expansion from Rome's mythical origins to its historic rise as a global power. Students develop reading skills and content knowledge through research and discussion. Students will be able to use grammatical structures with confidence and precision to support their analytical and interpretive abilities; to understand Latin in a variety of discourses, topics, styles, and variations; to produce comprehensive translations that are meaningful to an English-speaking audience; to acquire information from authentic sources; and to understand different aspects of the Greco-Roman world.

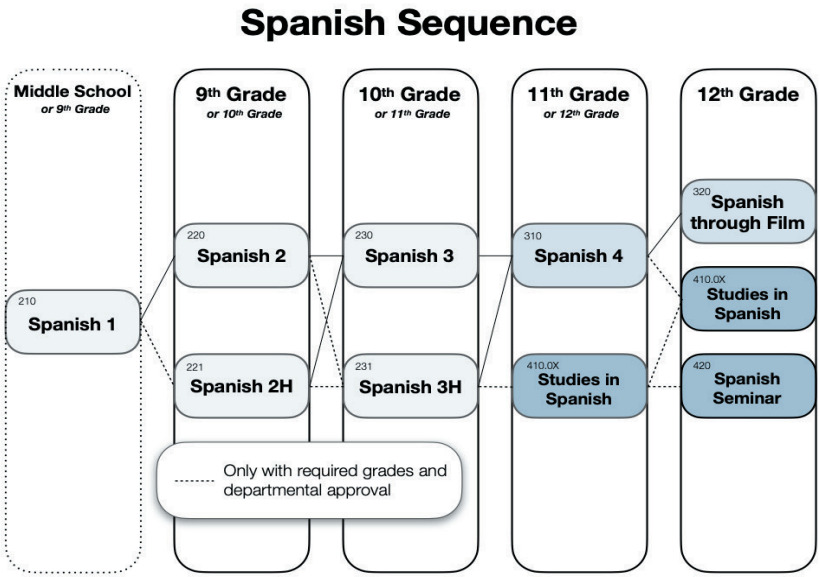
LNGL 420 - Latin Seminar

Full credit, meets 4 days/week

Prerequisites: Latin 4 (LNGL 310), Latin D (LNGL 301) or Latin E (LNGL 302), or Studies in Latin (LNGL 410) and departmental approval (see p. 111); additional skills-based assessment if warranted

The objective of this seminar course is to explore in greater detail important works (both literary and epigraphic) of the late Republican and early Imperial periods. A significant focus will be placed on understanding the stylistic values embraced by the *poetae novi* of the first century BCE as embodied in the corpus of Catullan poems and the epigrams of Martial. These poetic works provide a unique opportunity to examine Roman views surrounding topics of love, death, the end of relationships, travel, plagiarism, and the "other." In addition, the course will also explore epigraphic examples as a means of connecting with varying aspects of Roman society, which the traditional literary works fail to provide. Through scholarly articles and author-based projects, students will move beyond mere translation toward a greater appreciation of the cultural content and historical context of each work.

Spanish



LNGS 210 - Spanish 1

Full credit, meets 5 days/week

Prerequisites: None

This is an introductory course designed for students with minimal experience studying Spanish. Students learn to express their own meaning through collaborative projects and tasks with an observable outcome. They manipulate basic language structures through activities with a communicative purpose, talking about themselves, requesting and giving information about people, expressing likes, dislikes, needs, and obligations. Through authentic sources from different parts of the Spanish-speaking world, in a variety of media, students develop all three modes of communication: interpretive, interpersonal, and presentational, while learning about contemporary culture and history of Latin America and Spain.

LNGS 220 - Spanish 2

Full credit, meets 4 days/week

Prerequisites: HM Middle Division Spanish 3, HM Middle Division Spanish 3H, Spanish 1 (LNGS 210), or placement evaluation

A continuation of the work begun in Middle Division or Spanish I, this course aims to increase students' mastery of the oral and written language. Students will increase their grammar and vocabulary knowledge with a focus on bettering their comprehension and fluency. To this end, the reading and written assignments of this class will be more complex, and students will be asked to begin synthesizing their knowledge of the language by giving short oral presentations and writing short compositions.

LNGS 221H - Spanish 2 Honors

Full credit, meets 4 days/week

Prerequisites: HM Middle Division Spanish 3 Honors, HM Middle Division Spanish 3, or Spanish 1 (LNGS 210) and departmental approval (see p. 111); or placement evaluation

Conducted almost entirely in Spanish, this course parallels Spanish 2. It distinguishes itself by focusing on expanding students' proficiency in Spanish. At this level, students activate new language structures through activities with a communicative purpose, describing and comparing places, relating biographical and autobiographical data, and talking about health. Authentic Spanish sources are selected to challenge students to expand their level of proficiency.

LNGS 230 - Spanish 3

Full credit, meets 4 days/week

Prerequisites: Spanish 2 (LNGS 220) or Spanish 2H (LNGS 221H)

Conducted primarily in Spanish, this course continues the work done in Spanish 2. The course works on solidifying previously covered language structures and expanding students' proficiency and accuracy in Spanish. Tasks and collaborative projects help students to talk about their communities and consider global issues. They practice narrating in different time frames and debating and justifying their opinions with arguments. Authentic sources from different parts of the Spanish-speaking world, in a variety of media, are used to develop all three modes of communication: interpretive, interpersonal, and presentational, and assessments will emphasize proficiency. Students learn about the history and contemporary culture of Latin America and Spain by reading, discussing, and writing on "El faro" (graphic novel) and "La hija del sastre" (novella).

LNGS 231H - Spanish 3 Honors

Full credit, meets 4 days/week

Prerequisites: Spanish 2 Honors (LNGS 221H) or Spanish 2 (LNGS 220) and departmental approval (see p. 111); additional skills-based assessment if warranted

Parallel to Spanish 3, this course focuses on expanding students' proficiency in the language. It is conducted entirely in Spanish. Tasks and collaborative projects help students to talk about their communities and consider global issues. They practice narrating in different time frames and debating and justifying their opinions with arguments. Authentic Spanish sources are selected to challenge students to expand their level of proficiency, including the reading, discussion, and writing on Miguel de Cervantes' *Don Quijote de la Mancha* (adaptation) and Federico García Lorca's *La* casa *de Bernarda Alba.*

LNGS 310 - Spanish 4

Full credit, meets 4 days/week

Prerequisites: Spanish 3 (LNGS 230) or Spanish 3 Honors (LNGS 231H)

In Spanish 4, students continue to develop their proficiency by refining the linguistic resources learned previously and building new ones. A balance between accuracy and fluency is achieved by accomplishing tasks and collaborative, communicative projects that further the connection between form and meaning, and the use of forms in context. Students work on topics related to Spanish and Latin American cultural, social, and historical life, developing critical thinking and fostering cultural competence. In Spanish 4, students develop a collaborative, year-long project on a topic. The project is a great opportunity for students to showcase their acquired abilities in Spanish, to cultivate their cultural competence, and to encourage them to become life-long learners of Spanish.

LNGS 320 -Spanish through Film

Full credit, meets 4 days/week

Prerequisite: Spanish 4 (LNGS 310)

In this course, conducted entirely in Spanish, students continue to develop their language skills by studying and analyzing award-winning Hispanic films. Students immerse themselves in the language and culture by viewing and discussing these movies, conducting research on relevant historical contexts, delivering presentations, and even creating their own short films inspired by the movies watched in class. When possible, we explore the books that inspired the films and other readings.

Through these acclaimed movies, students gain historical, social, and cultural context in various themes, including magical realism, feminism, gender identity, the struggles of women as mothers, emigrants, and heroes, the European colonization of the Americas, and political struggles in Latin America, among others. Furthermore, students will learn about the cinematographic nuances of LatinoAmerican, Latino, and Spanish cinema versus Hollywood cinema.

Spanish through Film emphasizes the development of presentational, interpretative, and interpersonal communication skills, empowering students to communicate effectively in Spanish while gaining a deeper understanding of Hispanic culture through the lens of cinema.

LNGS 410.2 - Studies in Spanish: Ficciones del Sur

Full credit, meets 5 days/week

Prerequisites: Spanish 3 Honors (LNGS 231H) or Spanish 4 (LNGS 310) and departmental approval (see p. 111); additional skills-based assessment if warranted

Ficciones del Sur is focused on the reading and analysis of short stories in Spanish. Students will improve their proficiency through debate, reading, and writing, while interacting with original sources in interconnected tasks in the target language. A total of eight units are organized by keywords: Jungle; Magic; Libraries; Revolution; Terror; Ghosts; Migration; and Ecologies. The selection covers naturalism, magical realism, metafiction, Latin America noir, chronicles, science-fiction, personal narratives, and autofiction. Students read works by authors from Uruguay, Argentina, Chile, Bolivia, Mexico, Colombia, Brazil, El Salvador, Guatemala, and Cuba. The reading is accompanied by audio/video sources: documentaries, interviews, newspapers, contemporary artworks, and podcasts. Each participant will keep a reading journal where they will write their daily reactions to each piece. Individual journals, the compilation of the final versions of all the reactions will be submitted at the end of each semester as a final project.

LNGS 420 - Spanish Seminar: The Hispanic World

Full credit, meets 4 days/week

Prerequisites: Studies in Spanish (LNGS 410) and departmental approval (see p. 111); additional skills-based assessment if warranted

Conducted entirely in Spanish and relying on the linguistic proficiencies developed in "Studies in Spanish," this course offers additional opportunities for in-depth study of cultural elements and moments in history relating to the Spanish-speaking world. Using sources directed to native Spanish speakers (i.e., films, articles, short literary works, and other audio/visual components), the class takes a discussion-style format as students debate, inquire, compare, and make connections to better understand the very diverse cultures of Spanish-speaking countries and the identities of their peoples. In doing so, students also further hone their abilities with the language. The first unit analyzes Spain from a sociological perspective that seeks to understand a country that seems to be filled with contradictions. How can it still be one of the most Catholic countries in the world while simultaneously one of the first to have recognized gay marriage? How can Spain be considered modern when it continues to practice some of the most antiquated customs, like the bullfight? Does Spain even have a national identity given its pluralistic beginnings and the autonomous loyalties that still divide it today? In analyzing Latin America, the course explores larger themes that pertain to multiple countries

and span history from Pre-Columbian times through European colonization to the present day. These include: the presence and voice of indigenous and other non-European peoples, US intervention, dictatorship, gender, and emigration. While commonalities can be found throughout the region, students will also be tasked with considering the broader question of Latin America as a construct. Given the vast diversity that exists among the countries to our south, is it even valid to discuss Latin America as an all-encompassing entity? The course concludes with a final unit that explores aspects of Latino/Hispanic/Latinx presence, identity, and influence in the United States. Assessment for this class is based on interpersonal and presentational expression, both written and spoken, and consists primarily of student-planned and facilitated classes, class participation, oral presentations, and writing assignments.

Courses Not Offered in 2026-27:

LNGS 410.1 - Studies in Spanish: Canciones, poetas, y revoluciones
[Course not offered 2026-27]
Full credit, meets 5 days/week
Prerequisites: Spanish 3 Honors (LNGS 231H) or Spanish 4 (LNGS 310) and departmental approval (see p. 111); additional skills-based assessment if warranted
This course explores the intersections of popular music, poetry, and political and social movements across different Spanish-speaking countries, from the 1960s to today. Through a selection of poems, songs, videos, and newspaper or academic articles from different parts of the Spanish-speaking world, students engage with poets, singers and songwriters that have played a role in the construction of the contemporary Latin American and Hispanic identity, and have been and are the voice of its fundamental issues. Students develop language skills and content knowledge through research, discussion, debate, and completion of real-world tasks that are directly applicable to life beyond the classroom. They work to communicate confidently in Spanish; to use the grammatical structures with precision to support their communicative abilities; to understand Spanish written for native speakers in a variety of discourses, topics, styles, registers and regional variations; to produce written and spoken Spanish comprehensible to native speakers; to acquire information in Spanish from authentic sources; to understand different aspects of Latin American and Spanish cultures, and to make connections and comparisons between them and different disciplines or their own culture.