

PINGREE SCHOOL



COURSE CATALOG 2026 - 2027

MISSION

Pingree empowers every community member to pursue knowledge with courage and imagination, thrive in joy and challenge, and create a more just and equitable world.

CORE PILLARS

The Pingree academic curriculum is designed to foster critical thinking, discipline of mind, and civic engagement. Pingree students learn to:

Communicate effectively through written, spoken, non-verbal and creative means.

Navigate complex information by gathering, exploring and assessing sources with adaptive and flexible thinking.

Originate in thought and action with imagination, confidence, creativity, and an innovative spirit.

Participate fully in the life of the community by collaborating, asking questions, initiating ideas, taking risks and leading by example.

Relate with empathy by seeking to understand diverse perspectives while being mindful of the impact of actions and words on others and on the environment.

INTRODUCTION

This course catalog is intended to offer a comprehensive overview of our academic program. As you explore the many offerings described here, consider how you will create your own personalized path through our curriculum. We have a lot to offer students looking to try something new and for those eager to dive more deeply into an area of interest. Please take some time to read through this guide carefully, familiarize yourself with course descriptions and expectations, and pay attention to graduation requirements, department policies, and course placement processes. Keep in mind there are many adults in the community who can advise students on academic choices including teachers, advisors, department chairs, college counselors, and members of the academic office.

Enjoy your exploration!

TABLE OF CONTENTS

GRADUATION REQUIREMENTS

Advanced Pingree Educational eXperiences (APEX)

ENGLISH

ENGLISH COURSE OFFERINGS

SENIOR ENGLISH SEMINARS: TRIMESTER 1

SENIOR ENGLISH SEMINARS: TRIMESTER 2

SENIOR ENGLISH SEMINARS: TRIMESTER 3

H BLOCKS

HISTORY & SOCIAL SCIENCES

HISTORY AND SOCIAL SCIENCE COURSE OFFERINGS

HISTORY ELECTIVES

HISTORY SEMINARS: TRIMESTER 1

HISTORY SEMINARS: TRIMESTER 2

HISTORY SEMINARS: TRIMESTER 3

H BLOCKS

WORLD LANGUAGES

FRENCH

SPANISH

CHINESE

H BLOCKS

MATHEMATICS/COMPUTER SCIENCE

MATHEMATICS COURSE OFFERINGS

COMPUTER SCIENCE OFFERINGS

H BLOCKS

SCIENCE

SCIENCE COURSE OFFERINGS

SCIENCE ELECTIVES: TRIMESTER 1

SCIENCE ELECTIVES: TRIMESTER 2

SCIENCE ELECTIVES: TRIMESTER 3

H BLOCKS

THE ARTS

FULL CREDIT CLASSES

H BLOCKS

OFFERED MULTIPLE TRIMESTERS

TRIMESTER 1 ONLY

TRIMESTER 2 ONLY

TRIMESTER 3 ONLY

BE WELL: COMMUNITY EDUCATION

H-BLOCK COURSES

OFFERED MULTIPLE TRIMESTERS

TRIMESTER 1 ONLY

TRIMESTER 2 ONLY

TRIMESTER 3 ONLY

GRADUATION REQUIREMENTS

Successful completion of 67 credits, to include:

ENGLISH: 12 credits. One credit for each trimester enrolled (through level 4) to include 3 trimesters of American Literature/American Cultural Studies or a department approved equivalent course.

MATHEMATICS: 9 credits to include Math 3.

FOREIGN LANGUAGES: 9 credits. Must complete 9 consecutive trimesters in a single language through Pingree level 3, or a department approved equivalent.

HISTORY & SOCIAL SCIENCES: 9 credits, to include Themes and Issues in Modern World History, Ideologies and the Creation of the Modern World, and U.S. History or American Cultural Studies.

SCIENCE: 9 credits to include Biology, Chemistry and Physics.

ARTS: 6 credits, to include at least 1 full-credit visual and 1 full-credit performing arts course after 9th grade. Students who transfer to Pingree after Grade 9 are required to meet the 6 credit art requirement to include at least 1 full-credit visual and 1 full-credit performing art course.

BE WELL: COMMUNITY EDUCATION: ½ credit. Be Well course during 10th grade (or upon entry as a transfer student) or enrollment in ½ credit Be Well afternoon program for one season in 9th or 10th grade.

SENIOR PROJECT: Seniors must pass all requirements of their senior project.

Students must be enrolled in a minimum of 5½ credits each trimester for 16½ credits each year.

Students may not enroll in more than 6½ credits in a trimester. Students may meet the credit minimum with a combination of full credit and ½ credit courses.

Twelfth graders, in order to receive their diplomas, must pass all year-long courses and pass all courses during the third trimester. Twelfth graders must be in attendance at Pingree at least one trimester to be eligible for a Pingree diploma.

A student cannot be promoted with more than one failure in a course on their record.

Honors and APEX Courses: Students may not enroll in more than 3 APEX courses. There are no exceptions to this cap. Students must petition the Curriculum Committee to enroll in more than 4 honors courses or 4 honors/APEX courses combined and these petitions will only be considered for students who have already successfully enrolled in the maximum number of advanced courses for a full academic year (4 honors/APEX courses). APEX courses are available to juniors and seniors.

H Block courses are ½ credit courses and all are graded pass/fail. Full credit courses scheduled during H Blocks are graded courses.

Courses are year-long unless otherwise indicated. The school reserves the right to cancel a class for which there is insufficient enrollment. Course conflicts may exist which could prohibit a student from enrolling in a recommended/approved course. In these cases, a notation will be included on the transcript.

Pingree is proud of the quality of its faculty. Our teachers are hardworking, highly qualified in their disciplines, and committed to their students. Because of our confidence in the ability and professionalism of our faculty, we do not accept requests for specific teachers.

Independent Coursework

From time to time and by special permission, a student is allowed to complete an independent course or project for credit. Such a course is permitted for students who have shown themselves capable of working independently and who have a special interest which goes beyond the ordinary curriculum of the school. Given the range of course offerings, independent studies for credit are rare. Independent projects must receive the approval of the department involved as well as the Curriculum Committee. An independent study course must be in addition to the five and a half credit minimum requirement. Any student interested in pursuing an independent study and/or auditing a course must speak directly with the relevant department chair and submit a proposal with their course request form. Independent study courses are typically for half credit and graded pass/fail.

Proposals, Petitions and Appeals

Students must submit a proposal for an independent study. Students must submit a petition to override our 4 honors/APEX course cap or to override an APEX cap. Students must submit a letter to appeal a department recommendation (courses for which there is no application process). All proposals, petitions to override, and appeals must include a written statement about what the student is requesting and why. The statement should be signed by a parent and the student's advisor. Appeals must also follow the specific department instructions. APEX override petitions should follow the specific procedures outlined by the APEX director. All petitions, proposals and appeals are due prior to the end of the course registration period (check specific dates) and must be attached to a copy of the completed course request document.*

* For the Spring 2026, the course request form is due on May 18 and all proposals, petitions and appeals are due by May 12.

Drop/Add/Withdrawal Policies

Drop/Add: Students will have approximately a one week drop/add period after the start of each trimester during which they may drop or add courses based on class space availability and with the provision that they will still be carrying the minimum number of required credits. See the published calendar for the last day of drop/add each trimester. The drop/add period typically begins one week after the start of the term to ensure students attend all scheduled classes before choosing to drop/add.

Withdrawal from courses: All students must take a minimum of 5½ credits each trimester although they may challenge themselves further by enrolling in courses beyond this minimum requirement. However, when the challenge becomes an obstacle to success in other courses, after consulting with the teacher, advisor, college counselor (for seniors), and parent/guardian, a student may withdraw from an extra non-required course without penalty according to the policy and deadlines below. Seniors should consult with the College Office before such withdrawals and should understand that the school and student must notify any colleges to which transcripts have been sent of changes in the status of the course load they are taking.

- A student may not withdraw from any course that would bring total load to below 5½ credits.
- Students may not withdraw from any single trimester ½ credit course (after the drop/add period).
- Students may withdraw from any multi-trimester course with no penalty (nothing showing on the transcript) by the end of the first trimester. After this date, a student may not withdraw from an honors or APEX course. If a student withdraws from any other multi-trimester course after this date, it will appear on the transcript as a withdraw-pass (WD/PS) or a withdraw-fail (WD/FL).

- Students may withdraw from a single trimester course by the mid-point of the trimester. If a student withdraws from a trimester length course after this mid-term date, it will appear on the transcript as a withdraw-pass (WD/PS) or a withdraw-fail (WD/FL).
- A student may not add a course after the drop/add period (to replace a dropped course) unless the student is moving down or up a level – and only if it fits with their schedule. Note: there are no guarantees that a lower level course will be available to a student who withdraws from a higher level course.
- When a student does withdraw from an honors or APEX course and drops down a level, the student's grade will travel to the new course and the student will get 5 points added to their average at that time (what is lost in the weighting for honors/APEX courses).

Advanced Pingree Educational eXperiences (APEX)

Department	Trimester 1	Trimester 2	Trimester 3	Years Offered	
				26-27	27-28
English		APEX Creative Writing		✓	✓
		APEX Existential Literature - The Meaning of Life ¹		✓	✗
		APEX Voices of Captivity - Literature of Incarceration ^{1,2}		✗	✓
	APEX American Cultural Studies (ACS) Interdepartmental (double block, double credit)			✓	✓
History/ Social Science	APEX Historiography of the Holocaust			✓	✓
	APEX Art History: Navigating Canons and Cultures			✓	✓
Language	APEX French: The Evolving Global Reach of French-Language Culture and Identity			✓	✓
	APEX Spanish: Art and Social Change in Spanish-Speaking Communities			✓	✓
		APEX Chinese		✓	✓
Math/ Programming	APEX Calculus: A World in Flux			✓	✓
	APEX Statistics: The Power of Data			✓	✓
		APEX Computer Science: Coding and Society ¹		✓	✗
Science	APEX Biology: A Scientific Exploration of Life			✓	✓
	APEX Chemistry: Green Organic Chemistry ¹			✓	✗
	APEX Environmental Science: Sustainability in the Face of Global Change			✓	✓
	APEX Physics			✓	✓
		APEX Engineering: The Just Energy Transition		✓	✓
Arts	APEX Music Ensemble: Roots and Influences ¹			✓	✗
	APEX Music Ensemble: Explorations & Innovations ^{1,2}			✗	✓
	APEX Studio Art Changemaking: Origins & Influences ¹			✓	✗
	APEX Studio Art Changemaking: Innovators & Improvisers ^{1,2}			✗	✓
Key	¹ Offered in alternating years; ² Not offered in the 2026-27 school year An application process is required for all APEX courses; Sufficient enrollment is required for a course to run.				

Advanced Pingree Educational Experiences (APEX courses) are pinnacle courses designed to empower students to feed their intellectual curiosity, generate new ideas by combining creative and critical thinking, and expand their learning across academic disciplines. At their core, APEX courses invite students to make new meaning of their cumulative studies at Pingree through innovation, collaboration, and community-minded scholarship—the cornerstones of a Pingree education.

APEX Pillars

Meaningful rigor and thinkload: Students in APEX courses are expected to synthesize the skills learned in foundational courses, combining critical thinking and problem solving with creativity and passion to ground rigorous study in meaning and application.

Student driven, complex research producing independent and original work: Students in APEX courses are expected to embrace curiosity, conducting complex research on a topic of their choice. As active participants in the development of each other's work, students collaborate and provide peer feedback to facilitate thorough, thoughtful revision and community-centered learning.

Connecting scholarship to civic engagement: Students in APEX courses are expected to pursue purpose-driven work with real-world applications, using research and class skills to learn about and derive solutions to issues of inequity found globally, nationally, and locally.

Cross-curricular connections and integrated studies: Students in APEX courses are expected to connect their work to more than one academic discipline, using skills and knowledge from across the curriculum and outside of school.

APEX Enrollment Policies

Enrollment in APEX courses is determined by a combination of an application and the recommendation of students' current/prior teachers within the relevant department(s). For the Spring 2026, APEX applications are due on April 10th. Applying to an APEX course is not a commitment to enroll in the course and a successful application does not guarantee enrollment in the course. Students may apply for up to 4 APEX courses, but may only enroll in a maximum of 3 APEX courses. In some cases, the APEX committee may add additional caps for individual students. Enrollment in more than one APEX course within one department is contingent upon space. Students will be asked to rank their selected courses in the application.

All APEX courses have required prerequisite classes that teach students the foundational skills necessary for success in each course. Due to these foundational requirements, APEX courses will typically be open only to juniors and/or seniors. See the course description within each department for specific prerequisites for each APEX course.

APEX Override Petition

The override affords each student the opportunity to petition the decision of the APEX Committee to enroll in an APEX course once during their Pingree career. A student is eligible to petition to override if: they are a rising senior, they applied to take the course, they have met all prerequisite requirements for the course, and they have not taken and are not currently eligible to enroll in any APEX course. Additionally, students who have been capped below the 3 APEX maximum (e.g. a student who was accepted into 2 APEX courses, but capped at 1), may petition to override the cap.

To begin the override petition process, students must meet with the APEX Director for specific instructions. The completed override petition, signed by a parent/guardian and the student's advisor, must be attached to a copy of the completed course request document and submitted to the APEX Director and the Academic Office. For the Spring 2026, override petitions are due by May 12.

Students whose override petition has been approved will be placed in the override course if there is room in the class and there are no other scheduling conflicts or restraints. Academic honesty violations in the department of the override may disqualify students from overriding. Students on academic warning and academic probation may also be disqualified from overriding.

ENGLISH

	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Grade 9: Story, Self, and Society	Story, Self, and Society		
Grade 10: Literary Forms	Literary Forms: Drama Essay Poetry Short Story		
Grade 11: American Literature	American Literature		
APEX American Cultural Studies (ACS)*	APEX ACS◇ (double block, double credit)		
Grade 12: Senior Seminars	Caribbean Literature	American Family Drama	Love American Style
	Exit the Samurai: Literature of Modern Japan	Comedy	Memoir
	Introduction to Chilean Literature	Literary Experiments	Mirrors and Windows: Literature of Family
	Introduction to Mexican Literature	Literature of Latinx Immigration	Perfect Worlds: Literary Utopias & Dystopias
	Literature of Modern India	Retelling Shakespeare	Readers' Choice: The Joy of Reading and Writing
	Nigerian Literature		
	Zimbabwean Literature		
APEX	APEX Creative Writing◇		
	APEX English: Existential Literature - The Meaning of Life◇		
H blocks	Creative Writing- Short Fiction & Poetry	Creative Writing- Short Fiction	The Highlander Newspaper: An Intro to Journalism
	The Highlander Newspaper: An Intro to Journalism	Journey into the Odyssey	
Key	◇ = Application Process Required		

English classes begin with the premise that listening, thinking, speaking, reading, and writing skills are best developed through working with material of significant literary value. At all levels of the program, therefore, literature, language, and expression are taught in combination. All courses are designed to foster a close working relationship between teacher and student, and we try to expose students to the teaching styles of different members of the department during their four years here. We work towards student independence by trying to build confidence, encouraging flexibility as well as respect for structure, fostering curiosity and appropriate risk-taking, and developing an awareness and appreciation of diverse cultures.

APEX in the English Department

APEX English students should be ready to embark on an academic journey that draws upon their passion for literature and writing, building upon strong reading and writing skills and a command of literary conventions and terms. APEX English courses require students to make original observations across a range of sources and disciplines, and explore connections between the texts they read and the world around them. Students should expect to engage in deep, independent reading, writing, and inquiry. Courses will require a lengthy written piece (creative or analytical) that draws upon literature from the course and prior study. Students will consider the application of techniques learned in the course (such as storytelling, persuasive writing, and critical thinking) in light of real world situations, including social justice issues. There may also be opportunities to engage with outside experts in the field.

ENGLISH COURSE OFFERINGS

STORY, SELF, AND SOCIETY

Required of all Freshmen.

In ninth grade English, students read a variety of texts that allow them to explore themes of identity and personal growth. Through these texts, students develop essential skills, among them close reading and writing and group discussion, that will be critical throughout their Pingree career. We focus on the craft of writing, encouraging students to understand how style is linked to a book's meaning. In addition, by delving into the social, historical, and cultural contexts of books, students can better understand themselves and the world around them. We encourage students to tell their own stories and discover and experiment with their own voices. Readings may include Elizabeth Acevedo's *The Poet X*, Lorraine Hansberry's *A Raisin in the Sun*, J.D. Salinger's *The Catcher in the Rye*, Arthur Miller's *The Death of a Salesman* or *The Crucible*, and Barbara Kingsolver's *The Bean Trees*, among other works. Assignments may include vignettes, a persuasive essay, a memoir, and literary analysis, in addition to shorter writing assignments. Classes will emphasize student participation in class discussions.

3 credits

LITERARY FORMS

Required of all Sophomores.

The Tenth Grade curriculum will continue to develop writing strategies, reading practices, and discussion principles established in Ninth Grade through a study of different genres -- novella, short story, essay, poetry, and drama. There are frequent analytical and creative writing assignments based on the reading, opportunities to workshop pieces, and an emphasis on learning vocabulary and literary terms derived from the literature. Students will elect a genre of choice for a more in-depth study and greater emphasis, especially in the third trimester. This will include extensive reading, writing, and workshopping in the chosen genre, as well as

completing a longer creative piece in that genre for the capstone project. Possible course texts include: *The Kite Runner*, *Another Brooklyn*, *Macbeth*, *Citizen*, and *Stop Kiss*, plus a variety of short stories and poems.

3 credits

Students will be enrolled in one of the following genres for more intensive study. Students will rank their top three choices.

Drama

Drama is one of the world's oldest forms, and this course will explore plays from Shakespeare's time up to modern-day. In addition to studying plays through a literary lens, this course will also consider staging, performance, and adaptation. Students will have their own opportunity to become playwrights, exploring how this form blends writing, creativity, and acting.

Essay

The essay is all around us -- in magazines, on blogs, on news-sites, and in printed collections. This course will engage students in a close study of essays that showcase a diversity of perspectives and approaches to the world around us. With a focus on different types of essays -- personal, persuasive, descriptive, and op-eds, among others -- students will be exposed to an array of models before they set about writing their own pieces.

Poetry

This seminar will look at a range of poetic forms and conventions as a way of exposing students to the genre and providing models for their own writing. Students will study fixed form, free verse poems, and spoken-word poems, among others, from a diversity of authors. Key writing assignments will include poetry explications and a portfolio of original poetry. With plenty of opportunity to give and receive feedback through the workshop process, students will learn to hone their artistic choices, make every word count, and find their voices through this compelling form.

Short Story

Students will read short stories by a diversity of authors that cover a broad array of topics. With a close look at technique, historic and social contexts, and narrative approach, students will gain a deep understanding of this rich form. In addition to critical writing about the stories, students will write their own, original short story that they will workshop and revise over the course of the year.

Juniors must take either American Literature or APEX American Cultural Studies; both are year-long courses, though students must apply to be in American Cultural Studies.

AMERICAN LITERATURE

A study of American character, culture, and visions, the course examines works of American writers from the seventeenth century to the modern era, exploring conflicts between the individual and society in terms of race, gender, and economic issues. In addition to shorter pieces, lengthier works may include Whitehead's *The Underground Railroad*; Fitzgerald's *The Great Gatsby*; Morrison's *The Bluest Eye*; Hurston's *Their Eyes Were Watching God*; O'Brien's *The Things They Carried*, and Lahiri's *Interpreter of Maladies*. This course also includes intensive work on writing in conjunction with the literature; writing assignments may be personal, creative, and analytical, and range from short paragraphs and timed essays in class to longer polished pieces written at home.

3 credits

APEX AMERICAN CULTURAL STUDIES -- Interdepartmental

American Cultural Studies, an interdisciplinary course taught jointly by the History and English Departments, moves beyond the traditional classroom model. We will study key historical topics and read influential literary texts, as well as consider how art, music, film, and popular culture all play a role in shaping our culture and defining who we perceive ourselves to be as individuals and as a nation. As an interdisciplinary course, American Cultural Studies will draw on foundational skills developed in prior English and history courses and ask students to think more independently, deeply, and imaginatively about history, literature, culture, and ideas. As we draw upon various media and multiple other disciplines, students will make cross-curricular connections, read and research independently, bring their personal histories and stories to bear on the course material, and play a key role in selecting and introducing course topics. Projects may include, for instance, an examination of local issues involving connecting with town officials and taking an action step within the community. With a strong emphasis on class discussion, students will be encouraged to formulate their own ideas about national identity, derived from both personal, historical, cultural, and literary contexts. All of this means that the quality of thinking and skills required will be elevated beyond the standard history or English course. We will do a lot of writing in this course, in addition to developing our voices and ideas through various multimedia formats. As an APEX course, ACS students should possess strong critical reading, writing, and thinking skills and be able to independently manage a challenging workload consisting of a variety of primary and secondary sources and writing assessments. Being able to collaborate constructively and creatively is also central to success in the course.

Prerequisite: Two full years of history including Ideologies & the Creation of the Modern World and two full years of English including Literary Forms.

6 credits

APEX ENGLISH SEMINARS

Seniors must take three trimesters of seminars. Students must apply for APEX courses.

APEX CREATIVE WRITING (T2-T3)

Do you have a sizzling idea for a short story you just can't shake from your brain? Do you like to write your own song lyrics or poetry verses? Do you have a killer premise for a sci-fi novel or a historical fiction piece? APEX Creative Writing will engage in the high-level study of the writing craft and serve as a culminating experience for aspiring writers at Pingree. A two-trimester course with a focus on fiction, nonfiction, and poetry, the class will include the study of the works of some of the great writers from past and present and use those models as springboards for students' own creative work. Students will engage in independent study of change-making authors of their choice and generate craft analysis writing that examines the techniques of the professionals. In addition, students will craft plenty of their own creative pieces, some of which will be grounded in the political and social issues connected to their research. Students will also share in the creative process with their classmates by reading peers' works and engaging in the workshopping process frequently. Lastly, students in the course will gain knowledge and experience with the submittal process, and work toward publishing their own pieces, both in *Pegasus* and beyond Pingree.

Prerequisite: Two full years of English including Literary Forms or department approval.

2 credits

APEX ENGLISH: EXISTENTIAL LITERATURE - THE MEANING OF LIFE (T2-T3)

Offered in alternating years. Not offered in 2027-28.

Existential Literature examines how writers and thinkers across the 20th and 21st centuries confront one of literature's most enduring questions: What, if anything, gives life meaning in a world marked by suffering, injustice, and uncertainty? Grounded in existentialist philosophy, this course traces the evolution of existential thought across multiple countries, cultures, and historical moments, from early modernism through postmodern and contemporary literature. Emerging in the aftermath of profound social and political upheaval existentialism challenges the notion that meaning is inherent or divinely guaranteed. Instead, existential thinkers argue that individuals must confront absurdity, freedom, and responsibility directly, forging meaning through conscious choice and honest engagement with the world. This course explores how literature becomes a primary site for that struggle.

Students begin by engaging with foundational philosophical texts, including excerpts from Friedrich Nietzsche's *The Gay Science* and Albert Camus's *The Myth of Sisyphus*, establishing key concepts such as the absurd, nihilism, freedom, and philosophical suicide, among others. These ideas are then applied to a diverse reading list spanning continents and genres. Students will be tasked with a major analytical essay that guides students in developing an original research question through a chosen theoretical lens. Throughout the course, students will critically reflect what it means to be civically engaged through an existential lens. Rather than framing activism as an obligation or assuming that social problems can be easily resolved, our culminating civic engagement project asks students to confront injustice without comforting illusions to see the world clearly and choose how to respond despite uncertainty.

Prerequisite: Two full years of English including Literary Forms or department approval.
2 credits

APEX ENGLISH: VOICES OF CAPTIVITY - LITERATURE OF INCARCERATION (T2-T3)

Offered in alternating years. Not offered in 2026-27.

The 21st century has been a time for Americans to question and consider the role of prisons in American society. As we reflect on the impact of mass incarceration, powerful voices of dissent have emerged to critique what we now term the "prison-industrial complex" as well as its off-shoots, such as the "school to prison pipeline." In this course, we will interrogate the concepts of punishment and captivity through a survey of literature set in or responding to prisons. We will encounter characters from around the world and throughout history who are imprisoned in a variety of settings including a Soviet labor camp of the 1950s and a Japanese internment camp in the US. This exploration will invite us to study the history of incarceration, question our own beliefs about crime and punishment, and examine the role literature plays in this complex topic. To explore such questions, students will prepare a series of rigorous tasks such as an oral commentary that illustrates close reading and critical thinking skills in the context of verbal presentation, as well as a multi-source research paper that pulls together scholarship from various fields. This course will also entail a civic engagement component in which students will complete a project related to incarceration in our community or beyond. Projects may include collaborating with local organizations that support incarcerated youth or learning about and contributing to the work of global organizations such as Amnesty International.

Prerequisite: Two full years of English including Literary Forms.
2 credits

SENIOR ENGLISH SEMINARS: TRIMESTER 1

CARIBBEAN LITERATURE (T1)

The Caribbean is a multi-faceted region that is proud of its rich storytelling tradition and literary experimentation. As we examine the lingering effects of colonialism, we will focus on how Caribbean writers transformed the English language by blending oral traditions with Western forms, producing an expressive hybridity that dazzles with its creativity while raising important questions about culture and identity. Authors may include Edwidge Danticat, Jamaica Kincaid, V.S. Naipaul, Junot Diaz, Derek Walcott, and others.

1 credit

EXIT THE SAMURAI: LITERATURE OF MODERN JAPAN (T1)

Calling upon Japan's rich, multi-layered modern history, the course will examine the ways in which contemporary Japanese literature reflects the nation's incredible shift from its roots in an isolated, feudal society to an imperial superpower devastated by world war, only to rise again as a central hub of international business and creative arts. The reading will focus primarily on contemporary literature, tracing concepts that are both unique to Japan and that cross national and cultural boundaries. Students can expect to study Japanese writers who examine living in the shadow of loss and trauma, the collision of Western and Japanese cultures, and a sense of isolation in the modern world. Texts under consideration: *After the Quake*, by Haruki Murakami; *The Diving Pool: Three Novellas*, by Yoko Ogawa; *Convenience Store Woman*, by Sayaka Murata; *An Artist of the Floating World*, by Kazuo Ishiguro; *Hiroshima Notes*, by Kenzaburo Oe; *Barefoot Gen*, by Keiji Nakazawa.

1 credit

INTRODUCTION TO CHILEAN LITERATURE (T1)

This course explores Chilean literature through narrative traditions that challenge Western realism and linear history. Centered on Isabel Allende's *The House of the Spirits*, students examine how Chilean writers use magical realism, oral tradition, poetry, and antipoetry to represent memory, political violence, and collective identity. Rather than treating literature as a purely fictional or individual expression, the course emphasizes storytelling as a communal, spiritual, and historical practice shaped by colonization, Indigenous perspectives, and state repression. Students analyze how these literary forms preserve truths that official histories cannot, and how alternative narrative systems resist erasure and authoritarian power. Additional texts might include: selected poetry by Pablo Neruda, Gabriela Mistral, Nicanor Parra, and Indigenous Mapuche writers; Ariel Dorfman's play *Death and the Maiden*; and short testimonial or oral-history texts from Chile. While Western realism assumes history is stable and provable, these texts suggest that history is fragile and carried by people.

1 credit

INTRODUCTION TO MEXICAN LITERATURE (T1)

This course will introduce students to the connections of history, politics, and social justice issues in Mexican Literature. Sharing a large border and history with our country, Mexico is full of many writers who are considered to be the voice for society and are heavily relied upon to speak on social and economic issues. Readings from well-known writers considered for the class are those such as Alfonso Reyes Ochoa, Angeles Mastretta, Carlos Fuentes, Elena Garro, Elena Poniatowska, Guadalupe Teresa Amor Schmidlein (*Pita Amor*), Homero Aridjis, Ignacio

Padilla, Jorge Volpi, Jose Emilio Pacheco, Juan Rulfo, Laura Esquivel, Octavio Paz, Rosario Castellanos, and Salvador Elizondo, just to name a few.

1 credit

LITERATURE OF MODERN INDIA (T1)

Cracking India asks “What does it mean to split a country?” From 1858-1947, the British Raj, that is, the British government, was in power in India. In 1947, India gained independence and the Partition split the country into two. The Indian subcontinent faced the great task of deciding how best to shape the future of their countries. In this class we will read texts that explore the elation and struggle of people reclaiming their national and cultural identity. Texts under consideration include *Nectar in a Sieve* (Markandaya), *Midnight’s Children* (Rushdie), *The God of Small Things* (Roy), *The Lowland* (Lahiri), and *Cracking India* (Mistry).

1 credit

NIGERIAN LITERATURE (T1)

With a focus on Nigeria, this course will explore pre- and post-postcolonial literature to consider how a country’s culture and people are impacted when colonized by outsiders. Nigeria declared independence from Great Britain in 1960 -- do modern texts voice an objection to this history of imperialism, or has the historical presence of the “outsider” resulted in cultural accommodations? What tensions linger from the days of imperialism, particularly in regard to race, class, gender, religion, and social acceptance? How does one define and understand oneself amid these cultural differences? What does this mean for someone trying to navigate our modern, global world? Possible authors studied include: Chinua Achebe, Wole Soyinka, Chimamanda Ngozi Adichie, and Helon Habila, among others.

1 credit

ZIMBABWEAN LITERATURE (T1)

Though Zimbabwe has a history of stifled political liberty and democracy, the voices of its writers have been heard. This course will explore the works of authors spanning from Yvonne Vera’s *Butterfly Burning*, a love story set on the backdrop of colonial rule, to NoViolet Bulawayo’s novel *We Need New Names*, which tracks a young protagonist’s life as a resident of Robert Mugabe’s Zimbabwe to her experience as an immigrant in Detroit, Michigan. These works, along with others included in this course, allow us to learn about the culture and history of this nation and to consider whether these texts express a sensibility unique to Southern Africa.

1 credit

SENIOR ENGLISH SEMINARS: TRIMESTER 2

AMERICAN FAMILY DRAMA (T2)

Family dynamics, relationships, and dysfunction have long been the focus of American playwrights as a vehicle to explore and expose the American Experience. The dichotomy of a country that expounds true personal freedom against the social acceptability of consumerism and financial success creates pressures that American playwrights have mined for decades to show the effects on husbands, wives and children. This course will look at several landmark American dramatic works that involve the tension, heartbreak, success and failure within troubled family units. Possible works: *Long Days Journey Into Night* - Eugene O'Neill, *Cat on*

a Hot Tin Roof - Tennessee Williams, *Fences* - August Wilson, *Who's Afraid of Virginia Woolf* - Edward Albee, *The Clean House* - Sarah Ruhl.

1 credit

COMEDY (T2)

You've read tales of woe and human suffering . . . and now it's time for something completely different. As we read the works of writers like Jonathan Swift, Jane Austen, George Bernard Shaw, Oscar Wilde, Mark Twain, Flannery O'Connor, Ken Kesey, Richard Russo, and Billy Collins, we will develop our comic vision—an ability to see “what fools [we] mortals be” from a perspective that the tragic view doesn't offer. Throughout the term we will explore how this literary vision enriches us, and in the closing weeks we will look at the comic elements in our own experience.

1 credit

LITERARY EXPERIMENTS (T2)

This course considers writers who push the boundaries of traditional conventions to change how we, as readers, experience literature. We'll study authors who experiment with form, craft new narrative styles, challenge literary traditions, play with time, and even re-think how words appear on the page. After a study of an influential modernist novel, we'll read ground-breaking short stories. Texts under consideration include: Virginia Woolf's *To the Lighthouse*; Anne Carson's *Autobiography of Red*; Salvador Plascencia's *People of Paper*; stories by Lydia Davis; Natalie Diaz's *Postcolonial Love Poem*; Italo Calvino's *If on a Winter Night a Traveler*; Tim O'Brien's *In the Lake of the Woods*; Heather Raffo's *9 Parts of Desire*; and code-davinci-002's *I Am Code*.

1 credit

LITERATURE OF LATINX IMMIGRATION (T2)

Human beings have been migrating since the beginning of time. We have always traveled from place to place, looking for better opportunities, where they exist. As the novelist, essayist and activist James Baldwin wrote, home is “not a place but simply an irrevocable condition” (from Penguin Book of Migration Literature). In this course, we will examine essential questions of the idea of “home” as a foundation for reading literature of Latinx immigration: is home the place where we are born or where we are buried? Or is home the place where we toil in between? Or as Baldwin writes, is it an irrevocable condition, not fully a place? Our main objective is to answer these questions by exploring texts and films that follow the chronology of recent Latinx immigration to the United States. Texts like *How the Garcia Girls Lost their Accents* by Julia Alvarez will establish first generation Dominican immigrants in the tumultuous times of the sixties and seventies. We will then examine second or third generation Latinx individuals and their dual-cultural experiences through selections of the short story collections “Woman Hollering Creek” by Sandra Cisneros and “Sabrina and Corina” by Kali Fajardo-Anstine, as well as the 2016 film “McFarland, USA.” Finally, we will focus on the present realities of undocumented Latinx folks in America through excerpts of Javier Zamora's memoir *Solito* and the film “Under the Same Moon.” These texts and films are subject to change, but the throughline of the Latinx immigrant experience will, hopefully, stay the same. We will also learn about philosophies of borders and borderlands from short essays by the Mexican-American theorist Gloria Anzaldúa to ultimately reflect upon our own personal experiences and histories with immigration.

1 credit

RETELLING SHAKESPEARE (T2)

The works of Shakespeare have been praised (some more than others) for 400 years; his plays have been made and remade throughout the centuries proving, as his contemporary Ben Jonson said, that “Shakespeare is not of an age, but for all time.” In this course, we will read one of Shakespeare’s plays and examine several more recent iterations and remakes of it to see for ourselves whether or not it stands the test of time. In addition to the original Shakespeare play, we will watch film versions and read related novels and poetry. Plays under consideration are *The Tempest*, *The Taming of the Shrew*, *Hamlet*, and *King Lear*.

1 credit

SENIOR ENGLISH SEMINARS: TRIMESTER 3

LOVE AMERICAN STYLE (T3)

Daisy and Gatsby, Hester and Dimmesdale, Willy and Linda, George and Martha; the American Literature read in school seems full of characters who either endure painful relationships while looking back in regret or suffer the death of a loved one if their passion is too great or forbidden. Is American literature uncomfortable with a true loving relationship, the lingering hangover of Puritan origins? Is the frustrated marriage a too easy metaphor for the elusive American dream? Must one always read stories, or view film, of characters who discover what truly matters only as their loved one is about to shuffle off this mortal coil? This course will explore the awkward American portrayal of love, marriage and passion in fiction, poetry and film to see if true love is possible beyond the cinematic cliché of running to the airport gate to stop someone from moving away. Works being considered: *What We Talk About When We Talk About Love*, Raymond Carver; *Their Eyes Were Watching God*, Zora Neale Hurston; *The Feast of Love*, Charles Baxter; and various selected pieces of short fiction, poetry and film.

1 credit

MEMOIR (T3)

Memoirs share slices of life and clarify their meaning at the same time. As memoirists reflect on important people and moments, they explore and discover, confess and repent, mourn and celebrate. We’ll see how they do this and then write some of our own. Readings will include Michael Ondaatje’s *Running in the Family* and David Sedaris’ *Me Talk Pretty One Day*, as well as shorter selections from Tobias Wolff, Annie Dillard, E.B. White, James Baldwin, and Mary Karr.

1 credit

MIRRORS AND WINDOWS: LITERATURE OF FAMILY (T3)

One of the oldest arguments in psychology is the idea of nature vs. nurture. Which has more bearing on who we are as people — our genetic makeup or how we are raised? Families — both those we are born into and the ones we create for ourselves — have long been the subject of literature, especially in the context of investigating the tension between individuality and sameness. In this course we will look at *Frankenstein* by Mary Shelley and *Fun Home* by Alison Bechdel, which both consider families in non-traditional and, at times, mystical ways. We will think about how people are connected and how having a sense of belonging affects individuals. In addition to both formal and informal analytical writing, we will have a formal debate mid-tri as well as write a creative nonfiction essay towards the end of the trimester.

1 credit

PERFECT WORLDS: LITERARY UTOPIAS AND DYSTOPIAS (T3)

Is there a better world than this? Throughout history, humans have dreamed of and prepared for the best and worst outcomes of society. This course looks at literary portrayals of these “bests” and “worsts” and asks readers to imagine their own perfect worlds. We will visit settings where the citizens are free from social restrictions and where peace and security are guaranteed, and we will contrast those settings with worlds where all has gone awry. Texts may include *The Handmaid’s Tale* by Margaret Atwood and the *Parable of the Sower* by Octavia Butler, as well as foundational texts on the subject such as excerpts from Plato’s *Republic* and Thomas More’s *Utopia*.

1 credit

READERS’ CHOICE: THE JOY OF READING AND WRITING (T3)

Are there books you always wanted to read in high school but never had the chance? Do wish there were more opportunity to read for pleasure? In this course, students will be surveyed to determine which books we read as a class and there will also be “read-in” days where students get to choose books individually to read just for the fun of it. Assignments may consist of short papers, podcasts, and projects, among others. Prepare your reading wish-list, grab a cup of tea, and get ready to settle in with a good book!

1 credit

H BLOCKS

CREATIVE WRITING: SHORT FICTION & POETRY (T1)

This course is for students who are interested in developing their talents as creative writers. Students will respond to a variety of writing prompts and be expected to share and workshop their pieces with their peers. This is a half-credit, pass/fail course. This course cannot fulfill the regular English course requirement and is an elective.

½ credit

CREATIVE WRITING: SHORT FICTION (T2)

This course is for creative writers who are interested in honing their skills as short story and flash fiction writers. Students will read a variety of pieces as models and then experiment with elements like story arc, characterization, building tension, perspective, diction, imagery, symbolism, and more. There will be a variety of writing prompts and students will also have the chance to generate their own ideas for writing. Students will be expected to share and workshop their pieces with their peers. This is a half-credit, pass/fail course. This course cannot fulfill the regular English course requirement and is an elective.

½ credit

JOURNEY INTO THE ODYSSEY (T2)

Ever wondered if Homer’s *The Odyssey* lives up to the hype? Are you excited about Christopher Nolan’s film and want to read the original poem it is based on? In this H block class we will read and discuss *The Odyssey* and discuss it together. We’ll learn about Greek history and mythology as context for the poem. Join us in reading and learning about one of Western Literature’s most famous and foundational texts!

½ credit

THE HIGHLANDER NEWSPAPER: AN INTRO TO JOURNALISM (T1, T3)

The Highlander Newspaper seeks writers, photographers, and curious minds who are interested in exploring the world around them. In this course, students will learn the key skills needed to be a journalist. Among the topics that the class will cover are: how to conduct effective research (sorting out fact from fiction), structuring a good interview, writing with flair and precision, editing, and fact-checking.

½ credit per trimester

HISTORY & SOCIAL SCIENCES

	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Grade 9	Themes and Issues in Modern World History		
Grade 10	Ideologies & the Creation of the Modern World		
Grade 11	United States History		
	Honors United States History*		
	APEX American Cultural Studies ◇^ (double block, double credit)		
History Seminars (10-12)	APEX Art History: Navigating Canons and Cultures◇		
	APEX History: Historiography of the Holocaust◇		Crisis of Confidence: US History Since 1968
	History of Immigration in America	American Environmental History	Gender in American History
	History of Racism in the U.S.	Education, Social Mobility & the American Dream	Genocide and Justice
	Intro to Economics		Global History of the Cold War
	Philosophy and Applied Ethics	Globalization	International Relations
	Working for the Weekend: American Labor History	Just War: A Moral Examination of Warfare	Psychology
H blocks	Climate Change History	Global Governance and the United Nations	Applied Ethics in the News: Moral Exploration of Current Events
		Political Speeches and Rhetoric in the US	Big History
Key	* = Department Recommendation ◇ = Application Process Required ^ = Interdepartmental Course		

The primary task of Pingree's History Department is to help students develop a deeper and clearer understanding of the world around them and to equip them with the knowledge and skills necessary to become informed and thoughtful citizens. We believe that we can best support this development by helping students acquire and refine the analytical skills they will find necessary to succeed both at Pingree and in the future. We are committed to teaching students how to think critically and articulate their insights clearly. To achieve the former, students are introduced to a wide range of traditional and non-traditional source materials, including textbooks, fiction, film, and art, with a particular focus on primary sources. To achieve the latter, we actively teach and practice research and writing skills.

In the three-year requirement, Pingree students pursue a thematic approach to their study of World History, exploring a wide range of political, social, economic, and cultural events, ideas, and issues. Although we value chronology and incorporate it thoughtfully into each of our courses, we believe that the interdisciplinary and thematic approach encourages students to think more abstractly and critically about history, to draw connections across a wide continuum of time and place, and to connect the past to the present. We intend that the study of significant events, ideas, and individuals throughout world history will provide students with a meaningful context for their own development as citizens and as young adults. In the course of their three-year requirement, students will write analytical and evaluative essays, as well as creative essays, source analyses, and research papers.

Finally, we believe in the value of exposing students to historiography and the multiple narratives that constitute history. History students at Pingree thus learn and regularly practice the essential skill of interrogating narratives to identify whose voices are heard and whose voices are silenced so that we can arrive at a more inclusive and nuanced understanding of our collective past and complicated present.

Students will also have ample opportunity to integrate their developing technological skills with their study of history through media literacy lessons, web-based research, digital projects, short films, and other forms of digital inquiry. Lastly, we emphasize the development of excellent research skills across the curriculum, providing students with continuous experience in seeking and identifying legitimate and useful sources, and practicing evaluating, analyzing, and synthesizing this source material effectively.

The History requirement is broken down as follows: All freshmen take THEMES AND ISSUES IN MODERN WORLD HISTORY; sophomores, IDEOLOGIES AND THE CREATION OF THE MODERN WORLD; and juniors, U.S. HISTORY, HONORS US HISTORY, or AMERICAN CULTURAL STUDIES. Electives are offered contingent upon sufficient student enrollment and are open to seniors and juniors (with departmental and instructor permission).

History Department Honors Requirements

The successful honors history student is an independent, self-motivated learner with a strong foundation in content and confidence in their mastery of skills and concepts from previous levels. The student appreciates the opportunity to explore topics in greater depth and enjoys the challenge of applying their acquired skills to unfamiliar scenarios. An Honors student is curious and accountable, able to take personal responsibility to ensure mastery over the course material. The honors student enjoys working with others and learns well in collaborative settings, and evidences strong empathy and listening skills. Enrollment in honors history courses is determined by departmental recommendation and is based on a set of objective criteria, which include, but are not limited to, current (and prior) performance in the student's history course, current global academic performance, teacher

recommendations, performance on history central theme assessments. Enrollment in these classes is limited to students who have proven that they possess the advanced skills and commitment to succeed in an honors level course. Enrollment is limited to available space, and sectioning will be determined in concert with all history electives.

APEX in the History Department

Pingree's APEX History Courses challenge students to take deep, scholarly dives into complex and sophisticated historical topics. To meet this level of advanced thinkload, students read, analyze, and engage with more complex and richer historical sources than they encounter in foundational courses. While primary sources remain at the heart of APEX courses, students also examine advanced secondary texts authored by historians in the field.

APEX courses push students to interrogate the writing and study of history, in other words, historiography. This emphasis on historiography is a core element that distinguishes APEX history courses from foundational courses and other electives. While foundational courses introduce historiography and provide opportunities to explore and practice it at a basic level, APEX courses emphasize its central role in the art and craft of history, requiring students to engage deeply in both its reading and practice. These courses also grapple with the ethics of history and generate fresh, productive questions that students pursue through self-directed intellectual investigation. Students research extensively and work both independently and collaboratively to produce original work that they share publicly beyond the classroom. All APEX courses include a focus on social justice and civic engagement, and students use their study of history to participate thoughtfully in this work.

Eligible APEX history students will have demonstrated excellent skill development over the course of their Pingree history career, as well as initiative, self-motivation, and the capacity for sustained and effective self-direction. Genuine curiosity, imagination, historical empathy, a passion for history, and strong critical thinking, reading, and writing skills are essential to the work of APEX History students. APEX students must also demonstrate the ability to draw nuanced connections between complex events and ideas and to apply their understanding independently to new contexts with precision and imagination.

HISTORY AND SOCIAL SCIENCE COURSE OFFERINGS

THEMES & ISSUES IN MODERN WORLD HISTORY

Required of all ninth graders.

Over the course of the year, students will explore two different case studies focused on the theme of "Cultures In Conflict" in world history. All ninth graders will begin their study of history at Pingree by examining core concepts central to the study of history and social sciences: identity, community, racism, antiracism, culture, and conflict. This first case study will continue by introducing students to the essential skills of the historian, focusing on source analysis, critical reading, writing and historiography. Students will apply these skills to both a unit on the Age of Exploration, Columbian Exchange, and imperialism, and also to a unit focusing on culture, community, and citizenship at Pingree.

In the second half of the year, students will dive into one of the following case studies: **Modern China, Modern Latin America, Modern Native American Studies, and Nonviolent Resistance** (India, US Civil Rights Movement). The material in each case study encourages students to examine the designated theme of "Cultures in Conflict" from a different time, place

and perspective. It is our hope that by exploring one theme across time and place, students will learn how to draw connections between ideas and issues, think more conceptually and imaginatively about history, and arrive at a better understanding of their own relationship to the past, present and future. This is a skills oriented course, with a focus on developing students' critical reading, thinking and writing skills, as well as their verbal expression and productive engagement in meaningful discourse. Time will be given to deepening fundamental organizational skills and introducing students to best practices in source analysis, note-taking, and research. Students will practice perspective-taking and deepen their capacity for historical empathy via close analysis of primary sources and engagement in an active learning experience. Our goal is to develop strong critical thinkers, curious young citizens, and highly-skilled historians.

3 credits

Students will be enrolled in one of the following historical case studies that will be the primary area of focus for the second half of the course. in the second trimester. Students will rank their top three choices.

Modern China

This course will begin with an introduction to imperial Chinese culture, examining philosophy, religious traditions, gender and family roles and the structure of the imperial government. Students will explore how China and the West viewed and interacted with each other during the 19th century, and the factors that contributed to the collapse of China in 1911. Students will then study how Chinese revolutionaries competed to rebuild China, with a focus on the Communist Revolution of 1949 (Great Leap Forward & Cultural Revolution) and how Mao Zedong and Deng Xiaoping forged China into the nation it is today.

Modern Latin America

Modern Latin America was born in blood, fire, conquest, and slavery, all of which created the central conflicts of Latin American history. The Modern Latin America case study will explore various "clashes of cultures" from the 1500s to modern times through an exploration of multiple case studies. Case studies include the "Discovery" or the "Encounter," US imperialism in Latin America, the Haitian Revolution, and Castro and the Cuban Revolution.

Nonviolent Resistance

This course explores the philosophy behind and development of nonviolent resistance in the 20th century. Students will begin their study with Mohandas Gandhi and how he developed his concept and practice of civil disobedience in India. Students will then apply their understanding to a deeper study of the role of nonviolent resistance in the Civil Rights Movement in the United States, considering the strengths and weaknesses of this approach, how it has developed over time, and how it might be applied to current events and issues.

Modern Native American Studies

Native American people of North America are tremendously diverse in culture, language, customs and spirituality, as well as in their experiences with challenges such as Westward Expansion, the Residential School Era, and reservation life. This course takes a deep dive into the culture and history of the Lakota people, and includes case studies into the justifications and impact of the Dawes Act, resistance during the Residential School Era, perspectives on land and natural resources, and food sovereignty on reservations.

IDEOLOGIES & THE CREATION OF THE MODERN WORLD

Required of all sophomores.

This is a course about the ideologies and patterns of interaction that created the modern world. Specifically, students will explore the development of ideas and systems such as democracy, capitalism, racism, imperialism, colonialism, feminism, communism, fascism and totalitarianism and assess the ways in which they have shaped societies and histories. Beginning with the Columbian Exchange and concluding with decolonization movements in Africa, the arc of this course will explore essential revolutions -- intellectual, political, industrial and social -- that have shaped modern society. One of the central themes of this course will be the historic foundations of systems of oppression, and the ways in which these systems were articulated, maintained, confronted and changed. While this era of encounter and exchange created systems that marginalized, it also produced fertile ground for new ideas that advanced civil and human rights and challenged power structures globally. In this course, students will refine their critical reading, thinking and writing skills by learning how to perceive and embrace multiple perspectives and deepen their capacity for historical empathy through the interpreting of a variety of primary sources. We believe these skills, and the content examined in this course, are essential to developing informed, thoughtful, and active philosopher-citizens of our world.

3 credits

Juniors must take US History, Honors US History or APEX American Cultural Studies.

All junior level US History courses include a significant research paper. Though the specific requirements vary depending on the course, **successful completion of this research paper is a requirement of each of these courses.**

UNITED STATES HISTORY

United States History is a year-long survey of American history in which students examine the political, economic, social, and intellectual forces that have shaped our national character. While the course takes a chronological approach, special emphasis is given to the recurrent themes of the American experience: state and federal development, balancing of powers, national expansion, government's role, reform and historically marginalized voices and experiences. Through student-centered discussion and debate, students will refine their critical thinking and speaking skills and practice perspective taking as a means of developing their historical empathy. Regular creative, analytical and research-based writing assignments will encourage students to continue to deepen writing skills as well as their ability to process and synthesize information. Primary and secondary sources provide the textual basis for the course, regularly supplemented with a range of less traditional sources such as literature, poetry, art, and political cartoons. This course will engage students in an active learning experience and will provide them with ample opportunity to think more creatively and critically about American history. The capstone project in this course is the Junior Research Paper which students will craft over an extended period of time and with generous support and organization on the part of their teachers.

3 credits

HONORS UNITED STATES HISTORY

Honors US History will provide students with a broad overview of American History ranging from the Indigenous United States through the end of the 20th century. We will explore topics including Indigenous America, the American Revolution and the formation of the nation, The Civil War and Reconstruction, The Progressive Era, American Imperialism, The Great Depression, the counterculture of the 1960s, and the emergence of Neoconservatism in the 1980s and 1990s. While these topics may be familiar to students, they will be explored through the lens of social history, emphasizing many voices that have been historically marginalized. This will be accomplished through challenging readings of both primary and secondary source documents which students will be expected to integrate into class discussions, debates, and projects. Throughout the course, students will familiarize themselves with the work historians do by placing a greater emphasis on historiography (which will be a central theme of this course), document analysis, and lengthier written assignments. Additionally, as an honors level course, students should expect to think and synthesize in a more deeply critical manner, move at a faster pace, work more independently, and tackle more complex readings and assessments. *Enrollment determined by departmental recommendation.*

3 credits

APEX AMERICAN CULTURAL STUDIES -- Interdepartmental

American Cultural Studies, an interdisciplinary course taught jointly by the History and English Departments, moves beyond the traditional classroom model. We will study key historical topics and read influential literary texts, as well as consider how art, music, film, and popular culture all play a role in shaping our culture and defining who we perceive ourselves to be as individuals and as a nation. As an interdisciplinary course, American Cultural Studies will draw on foundational skills developed in prior English and history courses and ask students to think more independently, deeply, and imaginatively about history, literature, culture, and ideas. As we draw upon various media and other disciplines, students will make cross-curricular connections, read and research independently, bring their personal histories and stories to bear on the course material, and play a key role in selecting and introducing course topics. Projects may include, for instance, an examination of local issues involving connecting with town officials and taking an action step within the community. With a strong emphasis on class discussion, students will be encouraged to formulate their own ideas about national identity, derived from both personal, historical, cultural, and literary contexts. All of this means that the quality of thinking and skills required will be elevated beyond the standard history or English course. We will do a lot of writing in this course, in addition to developing our voices and ideas through various multimedia formats. As an APEX course, ACS students should possess strong critical reading, writing, and thinking skills and be able to independently manage a challenging workload consisting of a variety of primary and secondary sources and writing assessments. Being able to collaborate constructively and creatively is also central to success in the course.

Prerequisite: Two full years of history including Ideologies & the Creation of the Modern World and two full years of English including Literary Forms.

6 credits

HISTORY ELECTIVES

History electives are open to seniors (and to juniors and, in rare cases, sophomores, with Department and instructor permission). All seminars are offered contingent on sufficient enrollment, and are single-trimester courses, with the exception of APEX courses.

APEX ART HISTORY: NAVIGATING CANONS AND CULTURES

APEX Art History explores contemporary themes and critical methodologies in the discipline of Art History. Taking a holistic, interdisciplinary approach, this yearlong course delves into the intersection of art, ideas, and world history, critically questioning the traditional canon of Art History while examining challenges to its conventional narratives. Students will engage with topics such as historiography, repatriation, transculturation, and the amplification of historically marginalized voices in Art History. Emphasizing the interconnectedness of art and global history, students will analyze how artistic movements both reflect and shape societies across the world and why art matters. As they explore art ranging from Stonehenge to Banksy, students will learn how to critique and contextualize architecture, painting, and sculpture, developing the essential skills of visual and contextual analysis. Through this practice, students will learn to view the world around them with fresh eyes, greater discernment, and more informed understanding. Students should expect a rigorous reading load, regular writing, research and presentation assignments, and will be expected to submit work for publication. Formal civic engagement will include art curation, community education, and advocacy, both within Pingree and beyond. This course will not only provide students with an understanding of the scope and complexity of our shared global history, but also outfit them with the understanding and skills to succeed at advanced college level humanities courses.

Prerequisite: Two full years of history including Ideologies & the Creation of the Modern World and one full credit art course.

3 credits

APEX HISTORY: HISTORIOGRAPHY OF THE HOLOCAUST (T1-T2)

APEX Historiography of the Holocaust explores in great depth not only the history of the Nazi genocide, but also how historians have come to understand it, and its continued implications for the present and future. Building upon foundational knowledge of this catastrophe, this course seeks to enhance our understanding by evaluating a multitude of sources that have emerged over the 80 years since the liberation of Auschwitz. Though a history course at its core, APEX Historiography of the Holocaust employs a multidisciplinary approach in understanding events and ideas, incorporating elements of geography, demography, civics, literature, and statistics. Students should expect a rigorous reading load as well as weekly writing assignments.

Formalized civic engagement will involve individual projects based on current events and stemming from the lessons of Timothy Snyder's *On Tyranny*. Trimester two will be devoted to intensive historiographical research projects, and all students are expected to submit a piece of work for publication.

Prerequisite: Two full years of history including Ideologies & Creation of the Modern World.

2 credits

HISTORY SEMINARS: TRIMESTER 1

HISTORY OF IMMIGRATION IN AMERICA: WHAT DOES IT MEAN TO BE AMERICAN?

(T1) What does it mean to be American? Who may live among us? How does a society integrate immigrants? How do immigrants transform societies? How have immigrants been received throughout history and today? We will use historical sources, texts, film, academic articles, and literature to explore these questions in depth. This course will focus on several key pieces of legislation which will provide a window into our study of the history of immigration in the United States. In addition, we will connect our historical study to contemporary immigration questions and policy. To put a human face on immigration, we will examine how US law and society has impacted the immigrant experience for individuals and families.
1 credit

HISTORY OF RACISM IN THE UNITED STATES (T1)

This course will examine the construction of race in the United States and the role of racism in shaping our society and its institutions. Our intellectual inquiry will be guided by three central questions: How has racism influenced access and opportunity in the United States? How have communities of color and communities of white allies worked together to find solutions? What solutions can move us towards a more just and antiracist society? The first portion of the course will examine how the construct of race was created and defined throughout American history. The second portion of the course will examine how racism has functioned through systems and institutions such as the criminal justice, housing, and education systems.
1 credit

INTRODUCTION TO ECONOMICS (T1)

While we will read some excerpts from some of the giants in economic thinking--such as Adam Smith, Thomas Malthus, and Karl Marx--the focus of this course will be to breathe life into these classic figures and examine how the principles of this discipline play a role in our history and our lives today. At its core, economics is about making decisions at both the individual and societal level; students will focus on “thinking like an economist” as we discuss incentives, trade-offs, unintended consequences, and some fallacies that interfere with our decision-making ability. Students will be introduced to some of the key terms and concepts of economics, ranging from the market principles of supply and demand, to the role of government and understanding the federal budget and national debt. Students will also be introduced to investing and take part in a virtual stock market competition.
1 credit

PHILOSOPHY AND APPLIED ETHICS (T1)

This class will explore various ethical questions, examining them through the lens of contemporary issues. We will begin with an exploration of philosophy and the nature of ethical thought. Slight emphasis will be placed upon western ethical thinking and the concepts that shape our moral views: right, wrong, good, bad, evil, justice, duty, obligation. We will consider questions of economic, environmental, medical, and social justice. We will then examine several of the key controversial and/or provocative issues prevalent in today’s society, study the history surrounding these issues, explore the many sides of these concerns and then spend time cultivating our response to them. Specific topics under consideration may include: criminal justice and the death penalty, medical care and euthanasia, advertising, paternalism, and speciesism.
1 credit

WORKING FOR THE WEEKEND: INTRODUCTION TO AMERICAN LABOR HISTORY

(T1) This course will explore the working lives of Americans by focusing on three key snapshots in the history of American labor and looking at the opportunities and challenges faced by Americans of diverse backgrounds during these periods. Unit 1 will focus on unfree American labor prior to the industrial revolution. Unit 2 will examine the way industrialization changed America by looking at the rise of labor unions. Unit 3 will focus on the role WWII played in pulling the United States out of the Great Depression and opening up economic opportunities to women and people of color. This course will challenge students to get a better understanding of the American working class by engaging with sources and writings from a diverse array of authors and perspectives. We will rely heavily on discussion, reading, and writing.
1 credit

HISTORY SEMINARS: TRIMESTER 2

AMERICAN ENVIRONMENTAL HISTORY (T2)

This history elective will serve as an introduction to American environmental history. This course will be broken up into four units each of which will give us a snapshot of the American environment and human relationships with it during a particular era. Unit one will examine the competing environmental beliefs of indigenous Americans and European colonists during the 16th and 17th centuries. Unit 2 will focus on how industrialization and economic expansion in the 1870s and 1880s paved the way for the origins of the national parks system at the dawn of the 20th century. Unit 3 will examine Rachel Carson's *Silent Spring* and the resulting environmental movement of the 1960s and 1970s. Finally, Unit 4 will focus on contemporary environmental issues with a particular focus on the overlapping challenges of climate change and environmental justice. This course will be heavily discussion-oriented and students will be encouraged to bring their personal interests in environmental issues to the class.
1 credit

EDUCATION, SOCIAL MOBILITY AND THE AMERICAN DREAM (T2)

Although the foundation of the American Dream is rooted in equal opportunity and social mobility, income and wealth inequality are higher than they have been in almost a century. This seminar will examine whether or not inequality matters, along with the costs and benefits of living in an unequal society. Though we will briefly explore the idea of the American Dream from its origins in early American history, our focus will be on post-WWII society. We will begin with an examination of education in the US and whether or not the US has lived up to the 1954 Brown v. Board of Education decision. We will explore how these issues played out during Boston's desegregation movement and connect the legacies of the Brown decision and desegregation movements to today. We will also consider why inequality has increased to such a degree over the past five decades? Throughout our study we will consider ideas of political and educational reform to address growing inequality, along with other options. In order to achieve an in-depth and more personal examination, we will use a variety of sources to study the impact of inequality on individuals throughout the United States.
1 credit

GLOBALIZATION (T2)

'Globalization' seems to be a buzzword thrown around by political pundits, economists, and high school history texts now more than ever. But what does this term mean? What are the causes and how do we see evidence of it today? What are the consequences--both for the

United States as well as the global community? In this senior seminar, we will examine possible answers to these questions. We will address a brief history of globalization as well as some of the contemporary forces that are pushing both for the idea of a shared global future (the United Nations, World Trade Organization, IMF) as well as local, state, and cultural movements that are pushing against this trend. Positive, as well as negative, consequences of the world becoming a smaller place will be debated and discussed. We will use various texts, primary documents, current events articles, and statistics to inform our learning.

1 credit

JUST WAR: A MORAL EXAMINATION OF WARFARE (T2)

What is a just war? Can war be just? What are just causes for war? Once at war, what conduct is considered acceptable? This course will examine just war theory in the context of 20th and 21st century wars. We will begin with a unit on just war theory, including an opportunity for students to clarify their own views on the nature of war. With the theory as our basis, we will then examine several different wars to further explore the nature of war. Topics will include the causes of World War I, the use of strategic bombing in World War II including the use of the atomic bombs, and the Cold War with particular emphasis on the Cuban Missile Crisis. Finally, we will apply the lessons learned about contemporary just war theory to recent military conflict in the 21st century including with particular emphasis on the use of drones in warfare.

Prerequisite: US History or permission of the Department Chair and instructor.

1 credit

HISTORY SEMINARS: TRIMESTER 3

CRISIS OF CONFIDENCE: US HISTORY SINCE 1968 (T3)

In 1964, 77% of Americans trusted the American government according to Pew Research polls. By 1980, that number had plummeted down to 27%. The story of how public faith in the government fell (and continues to hover around 20%) has shaped the political, cultural, and social history of the United States over the last several decades. Whether we are looking at the emergence of NeoConservative politics, escapist pop culture like Star Wars and boy bands, or social movements such as Occupy Wall Street, Americans' flagging sense of their place in the world drove their experiences during these tumultuous years. Starting in 1968 this course will explore the "Crisis of Confidence" that came to dominate America in the 1970s thanks to the Vietnam War and the Nixon and Carter presidencies. We'll progress into the 1980s, 1990s, and 2000s to explore the ways Americans thought about themselves and their ever-evolving place in the world, exploring events like the AIDS crisis, the end of the Cold War, the emergence of the internet, and 9/11. We will end the course in 2008 with the stock market crash, the election of Barack Obama, and the release of the iPhone 3G, three events that set the stage for our current historical moment.

1 credit

GENOCIDE AND JUSTICE (T3)

"Never again." This is the rallying cry of Holocaust survivors and their families. And yet, the 20th and 21st centuries witnessed the death of over 170 million civilians as a result of government genocidal policies. This course will explore the Rwandan Genocide in depth, beginning with an understanding of Rwandan culture and society prior to colonialism in Africa. We will examine the impact of imperialism on Rwanda, and its role in creating a society on the edge of crisis. The core of the class is an examination of the 1994 genocide, and of

post-genocidal society with a focus on the ideas of local and international justice. A strong emphasis will be placed on critical thinking, reading and examination of primary and secondary sources, discussions, research and writing.

1 credit

GENDER IN AMERICAN HISTORY (T3)

Gender exists as simultaneously personal and public in America, often placed at the forefront of our lives. This course will explore the role gender has played historically in shaping American politics and culture, with a focus on movements for gender justice. Each unit will consider popular moments in feminist movements as case studies to examine the distinctive and constantly changing role of gender in the history of American life, beginning with the causes leading to the Suffragette Movement in the 19th century and ending with a discussion on the success and shortfalls of digital activism. Students will consider the role of race, class, and sexuality, paying attention to how Black, LGBTQ+, and other voices have contributed to these debates on the fight for equal rights for all. We will consult a variety of sources including historical texts, alternative media, film, and music. Assessments may include journal entries, short essays, debates, and other creative assignments.

1 credit

GLOBAL HISTORY OF THE COLD WAR (T3)

This course will approach the Cold War from a global perspective to study the origins, strategies, and consequences of the Cold War. While this course will investigate the Cold War's impact on the United States and Russia, it will also examine the conflict's impact on other regions across the globe, including Africa, Asia, and Eastern Europe. In order to investigate the complexities of the Cold War and contemporary analysis of the topic, this class will use primary sources and modern scholarship to guide the investigation. In addition to the political, military, and economic consequences of the Cold War, this class will also study the cultural impact of the Cold War in America.

1 credit

INTERNATIONAL RELATIONS (T3)

International Relations is the study of relationships between countries, international organizations, and nongovernmental organizations. This course will introduce students to both the theory and practice of international relations, with a focus on the 20th century and current events. We will examine different theories of international relations, including realism and liberalism. We will then apply those theories to analyze several case studies, current and historical. Based on student interest and feedback, we will also examine current events in the realm of international relations as they occur.

1 credit

PSYCHOLOGY (T3)

This course will introduce students to the field of psychology through a review of research methods, ethics, and selected psychological theories. We will explore theories in the field of child development to understand how to think critically about psychological research and learn about the ways in which the field of psychology can promote positive societal outcomes.

1 credit

H BLOCKS

CLIMATE CHANGE HISTORY (T1)

Climate Change is one of the greatest challenges facing our society, yet our understanding of it often lacks context and depth. This course will give you basic literacy on climate change in four ways. First, we will get an understanding of the basic levers that impact the climate and the science behind why our climate is changing so rapidly today. Second, we will contextualize our current climate change by examining how the Earth's climate has varied over geological history. Third, we will examine how scientific and political discussions about climate change have shifted over the 20th and 21st centuries. Finally, we will end the year by exploring potential solutions to the climate crises and envision what our world might look like by the end of the 21st century.

½ credit

GLOBAL GOVERNANCE AND THE UNITED NATIONS (T2)

Global Governance and the United Nations H Block offers students the opportunity to gain in-depth knowledge of global issues and develop essential global competencies through the framework of the United Nations, all while helping to plan and organize the Pingree Model UN Conference (PingMUN). Through participation in Model UN simulations and the planning of PingMUN, students will develop essential skills in leadership, negotiation, diplomacy, and policy-making. They will gain a deeper understanding of the history, structure, and functions of the United Nations and its specialized agencies, identifying key global issues to create relevant committees for PingMUN. Additionally, students will evaluate the successes, limitations, and ongoing reforms of the UN system. Research and writing skills will be strengthened through the creation of a Committee Briefing Guide, which provides an overview of the committee's role, historical context of key issues, areas for discussion, and recommendations for further research. Communication and interpersonal skills will be enhanced through outreach efforts to MUN advisors, delegates from other schools, and Pingree participants. Finally, students will develop facilitation and leadership abilities by serving as committee chairs or delegates during the PingMUN Conference. Open to all grades

½ credit

POLITICAL SPEECHES AND RHETORIC IN THE US (T2)

Reliance of modern politics on rhetoric and oratory stems from a long history dating back to Ancient Greece, principles of which are reanimated during the founding of America and continue to exist in current events today. This course will provide a basic understanding of rhetorical theory through analysing the structure of famous political speeches over time to better understand the power of aesthetics and ideology in politics while discussing the equally long tradition of these speeches being regarded as insincere. We will end the course by creating our own speeches on a political topic or policy of our choice, immersing ourselves in the core skills of persuasive public speaking. Ultimately this course will challenge students to think about how language fashions narratives of the world and themselves.

½ credit

APPLIED ETHICS IN THE NEWS: A MORAL EXPLORATION OF CURRENT EVENTS(T3)

This course is intended to provide an introduction to the philosophy of ethics - the determination of what is right and wrong; good and bad - and an opportunity to apply our moral reasoning to current events. We will use the current news of the day to serve as our text and

analyze trending news stories through the lens of ethics. After a brief introduction to moral reasoning, we will dedicate classes to specific areas of focus depending on what the most pressing news stories are or should be. Areas of focus may include politics, society, environment, sports, business, international, and local stories. Students will be expected to keep up with current events by regularly reading, viewing and/or listening to the news and will be expected to share a “hubhub” - an underreported story of interest. This course will rely heavily on discussion and we will take time to focus on civil discourse and how we can engage in healthy discussions with people holding opposing views. The course is open to all students and may be taken more than once.

½ credit

BIG HISTORY: 13.8 BILLION YEARS OF HISTORY (T3)

Normally when we talk about the past, we talk in timescales of a decade or a century, or perhaps millennia if we are really stretching ourselves. This course will explore the past on the timescale of millions if not billions of years briefly exploring the formation of our solar system from the Big Bang before looking at the formation of the earth, the emergence of life, and eventually the development of complex multicellular organisms. We’ll touch on major developments like the Cambrian explosion, the evolution of dinosaurs, the K-Pg extinction event, the rise of mammals, the evolution and spread of humans, and the emergence of the Anthropocene. Students will be challenged to shift their perspective to understand the drastic ways the earth has changed over time before finally reflecting on the dramatic role humans are currently playing in reshaping our world.

½ credit

WORLD LANGUAGES

	Trimester 1	Trimester 2	Trimester 3
SPANISH	Spanish 1		
	Spanish 2		
	Spanish 3		
	Honors Spanish 3*		
	Foundational Spanish Seminars	Advanced Spanish Seminars	
	Arte y Sociedad	Encuentros Culturales	Afrolatinidades
	Linguistic & Cultural Variation In Spanish-Speaking Urban Communities	Memoria Cultural	Un Planeta Para Todos
	Honors Spanish 4*		
	APEX Spanish: Art And Social Change In Spanish-Speaking Communities◇		
FRENCH	French 1		
	French 2		
	French 3		
	Honors French 3*		
	French Seminar: Photographie Et Atelier D'écriture	French Seminar: Arsène Lupin, Gentleman Cambrioleur	French Seminar: Le Cinéma Du Vingtième Siècle
	Honors French 4*		
	APEX French: The Global Reach of French- Language Culture and Identity◇		
MANDARIN CHINESE	Chinese 1		
	Chinese 2		
	Chinese 3		
	Chinese 4		
	APEX Chinese (T2-T3)◇		
H blocks	Everyday Spanish Through Multimedia	Social Justice Studies Through International Film	Chinese Culture and Identity in Television
KEY	* = Department Recommendation	◇ = Application Process Required	

Language Department Mission Statement

The Pingree School Language Department believes that learning other languages encourages our students to develop new perspectives, appreciate cultural diversity, and evolve into empathetic global citizens committed to creating a more just and equitable world. Students in all levels of French, Spanish, and Mandarin Chinese acquire their chosen language as they develop speaking, listening, reading, and writing proficiency. Immersive language experiences, as well as international cultural exchanges through our Learning Across Borders program, provide our students with opportunities for meaningful connection beyond the classroom.

Graduation Requirement

Students are required to fulfill three consecutive levels (nine trimesters) of their chosen language, to include the third level, or a department approved equivalent. Students may choose from French, Spanish, and Mandarin Chinese.

Students entering grades 9 & 10

Students entering Pingree in grade 9 or 10 are required to complete three consecutive levels of one language to include level 3. If choosing to continue a language studied elsewhere, students will be placed at the appropriate Pingree level by the department based on our placement process.

New students entering grade 11:

Students entering Pingree in grade 11 need to complete three consecutive levels of one language. Therefore, new grade 11 students must take at least one year of a language at Pingree.

- If the student places higher than Level 3, they must earn 3 additional credits of the language at Pingree.
- If the student places into Level 3, they only need one year at Pingree.
- If the student places into Level 2, they will need two years at Pingree.
- If the student places into Level 1 and studied the same language at a prior school, the student must take two years of one language at Pingree.
- If the student is starting a new language (i.e. the student has not previously studied a language in high school or has studied a language not offered at Pingree) that student is required to take two years of one language at Pingree.

New students repeating grade 11:

If the student has taken three years of a single language in high school prior to Pingree and they place out of Level 3, they have met the Pingree graduation requirement. Otherwise, the student should follow the protocol for students entering grade 11.

Students entering grade 12:

If the student has completed three levels of one language at prior school/s, then no language is required during senior year. Otherwise, the student will be required to take one year of a language. The student may begin a new language or enroll in French, Spanish, or Mandarin at the appropriate level based on the placement process.

Language Department Honors Coursework

The successful Honors student is a self-motivated and enthusiastic language student. In the classroom, the student exhibits curiosity, maturity, and a passion for language learning. The student consistently uses the target language in the classroom and can manage the fast-paced environment of an Honors course. When recommending students for an Honors course, the Language Department considers the following criteria:

1. *The student has received the official recommendation of the current teacher.*
2. *The student is a self-motivated, enthusiastic, and independent learner, and does not require regular support outside the classroom from the teacher or a language tutor.*
3. *The student displays maturity and self-advocacy.*
4. *The student consistently completes all work thoroughly and on time.*
5. *The student communicates creatively and thoughtfully while maintaining a high level of accuracy.*
6. *The student can keep up with the demands of the fast-paced environment.*
7. *The student exhibits a passion for the language and a willingness to contribute, in the target language, to classroom activities and discussion, and collaborates well with classmates.*
8. *At the time of course recommendations, a student in non-honors course has a full-year average of at least 90% (A-). A student in an honors course has a full-year average of at least 80% (B-).*

APEX in the Language Department

Students in APEX language courses draw upon and apply skills that they have previously acquired in earlier language coursework. Courses will be conducted exclusively in the target language, and students are expected to perform at an advanced level of proficiency in the four language skills of listening, speaking, reading, and writing, and, in immersing themselves in a variety of authentic resources, will develop more complex critical thinking skills. A review of complex grammatical structures is incorporated into relevant coursework in order to promote proficiency and broaden students' active and authentic engagement with the language. In addition, students design independent research projects that focus on a variety of real-world topics, including on issues of social justice, in an effort to build cultural competency and awareness.

WORLD LANGUAGE COURSE OFFERINGS

FRENCH

FRENCH 1

This first level, year-long course is designed for students who are just beginning their study of French, or who have some background in studying the language but are in need of reinforcement of foundational skills. Emphasis from the start is on the development of the four language skills of listening, speaking, reading and writing. Students will explore the cultures of France and other French-speaking countries around the world, including those in Africa and Asia. The program includes reading selections and programs for listening and pronunciation practice. Audio materials, communicative activities, and videos are used to reinforce concepts.
3 credits

FRENCH 2

In this second level, year-long course, students continue to strengthen and further develop the four language skills of reading, writing, speaking, and listening. Students begin writing short essays while sharpening their control of essential grammar. Further study of French and Francophone culture is included. At this level, students have greater independence with the language and are expected to use it creatively, and with attention to authentic uses as they develop their skills in interpersonal, interpretive, and presentational communication. Audio materials, communicative activities, and videos are used to enhance the classroom experience and increase cultural awareness. Short story selections are used as reading reinforcement.
3 credits

FRENCH 3

This third level, year-long course continues to develop the student's knowledge of the language and culture of the Francophone world. Speaking, listening, reading, and writing are all emphasized in this program. More complex grammar is presented at this level, and vocabulary is greatly expanded through the readings and discussions based on themes in each chapter. At this level, students are expected to have greater independence with the language and will use it creatively, and with attention to authentic uses as they develop their skills in interpersonal, interpretive, and presentational communication. Audio materials are used to promote aural/oral skills and cultural awareness. Several readers and various selections of poems and short stories are used to reinforce reading comprehension skills.

3 credits

HONORS FRENCH 3

In this intensive third level, year-long course, students continue to strengthen proficiency in their language skills and to broaden their knowledge of Francophone cultures. Reading, writing, speaking, and listening skills are emphasized as students acquire more complex grammar and vocabulary, and move from concrete to more abstract concepts. Audio materials and internet-based listening and self-recording exercises are used to reinforce concepts, enhance the material, and increase cultural awareness. A collection of short stories as well as popular French-language movies are used as reading and speaking reinforcements. This is a fast-paced course, and students will be expected to demonstrate the ability to work independently with the language in a number of ways, including by leading discussions in French and by preparing various oral presentations and projects.

Prerequisite: Departmental recommendation.

3 credits

HONORS FRENCH 4

This is an intensive fourth level course that includes an in-depth study of more complex grammatical structures and the further development of proficiency in all four-language skills. The course is designed to expand students' vocabulary and prepare students for the AP level. In addition, students read and critique a variety of excerpts and short stories and view several theme-based videos and news reports from the Francophone world. Throughout the year, students write essays and regularly do presentations on a variety of topics to expand their written and speaking skills. As part of this advanced class, students are required to participate regularly in class discussions in French.

Prerequisite: French 3 or Honors French 3 and departmental recommendation.

3 credits

APEX FRENCH: THE EVOLVING GLOBAL REACH OF FRENCH-LANGUAGE CULTURE AND IDENTITY (T1-T2)

APEX French provides students with the opportunity to refine their advanced language skills in an effort to make them better researchers, explorers, and communicators in the target language. This course prepares them for advanced study at the college level and beyond. Students are exposed to and assessed on Francophone culture through a variety of real-world topics, including global challenges, advances in science and technology, issues of contemporary life, and themes of personal, public, and cultural identity. This includes a study of French colonialism and widening social justice pursuits in the wake of independence. Students consider contemporary and historical events in the French-speaking world and draw

conclusions when comparing and contrasting them to their own experience. Students educate the school community about significant cultural and societal events in Francophone history, as well as current issues and movements. External francophone ties will allow APEX students to engage in civic engagement opportunities in local communities and beyond. Students engage in the target language in all aspects of this course, including the research and presentation of their work, as well as any and all written or oral communication. Peer review brings an additional angle of evaluation to students' projects. It is understood that APEX French students have acquired a certain advanced level of writing, speaking, reading, and listening proficiency in French as to allow for their learning to focus and reflect on Francophone themes, rather than primarily on grammar and stylistic lessons.

Prerequisite: French 4 Honors or 3 credits of French Seminars.

2 credits

FRENCH LANGUAGE SEMINARS

French Language Seminars are designed to allow students to apply the material they learned in the first three levels of French while discovering the literature, art, history, and cultures of the francophone world. Prerequisite: completion of French 3 or French 3 Honors and/or departmental recommendation.

If students have not completed Pingree's language requirement, they must enroll in all three trimesters. If students have completed the language requirement, they may choose to enroll in one, two, or three trimesters. Seminars are offered every other year, therefore students are able to enroll in a full year of seminars two years in a row.

PHOTOGRAPHIE ET ATELIER D'ÉCRITURE (PHOTOGRAPHY AND WRITING WORKSHOP) (T1)

Frenchman Louis Daguerre, one of the foremost fathers of photography, really stumbled upon something important early on in the 19th century. He found a way to freeze time and tell a story with a photograph. His blurry black and white images of street activity in Parisian suburbs acted as backdrops for multi-layered stories and tales about everyday life from which love, adventure, and intrigue could blossom. A picture is truly worth a thousand words, no matter what language! Students in this course will learn about the origins of photography - through film and readings - step outside to create their own pictures, and then use their personal imagery to create, write, and present original short stories in French.

1 credit

ARSÈNE LUPIN, GENTLEMAN CAMBRIOLEUR (ARSÈNE LUPIN, GENTLEMAN BURGLAR) (T2)

Who doesn't like a good mystery full of secrets, suspense, and unexpected twists in the plotline? And who doesn't enjoy a caper whose main character can find himself delicately straddling both sides of the law? It sounds like Arsène Lupin is our man, or should we say, our "gentleman-burglar". Monsieur Lupin will pique our crime-solving (and crime-committing?) interests as we read Maurice Leblanc's turn-of-the-century tales, which follow our elusive robber into the dark shadows and through the steamy, gritty streets of Paris and other cities as he goes about his "business". Students of this seminar will also view, analyze, and discuss several episodes of Netflix's hit series "Lupin", whose protagonist is directly inspired by his childhood thief-hero. The short stories will be read in French and the on-line series viewed in French - with subtitles to start.

1 credit

LE CINÉMA DU VINGTIÈME SIÈCLE (TWENTIETH CENTURY FILM) (T3)

Film as an art form has rightfully assumed a privileged position in France. From its ground-breaking beginnings in the late nineteenth century, French cinema has developed and evolved profoundly over the years, connecting itself to the hopes, dreams, struggles, and obsessions of French society and human nature. This class will examine and explore the first moving images of the Lumière brothers through the wartime films of class and conflict, all through the signature-French *Nouvelle Vague*. Along with their directors, several classic and pivotal films will be studied for their visual effects, scenarios, and dialogue as a way of introducing students to this important and impactful national art form. While some of the films on the class syllabus may have English subtitles, students will be expected to complete all coursework in French.

1 credit

SPANISH

SPANISH 1

This first level, year-long course is designed for those students who are beginning their study of Spanish, or who have some background in studying the language but are in need of reinforcement of foundational skills. Emphasis from the start is on the development of the four language skills of listening, speaking, reading and writing. Students will develop competence in interpersonal, interpretive, and presentational modes of communication. Vocabulary is practiced in a thematic and communicative way and grammar is learned incrementally to enhance students' ability to share their thoughts and ideas, and to ask questions of others. At this level, students will begin to explore cultural and geographic elements of the Spanish-speaking world. Exclusive usage of Spanish is the ultimate goal, but English may be used to clarify certain concepts. Primary text: *Descubre 1 (Vista Higher Learning)*.

3 credits

SPANISH 2

In this second level, year-long course, students continue to strengthen and further develop the four language skills of reading, writing, listening, and speaking while exploring cultural elements of the Spanish-speaking world. Students begin writing short, organized essays while sharpening their control of essential grammar. At this level, students have greater independence with the language and are expected to use it creatively as they develop their skills in interpersonal, interpretive, and presentational communication. Audio materials, communicative activities, and videos are used to enhance the classroom experience and increase cultural awareness. With rare exceptions, this course will be conducted in Spanish. Primary text: *Descubre 1 (Vista Higher Learning)*.

3 credits

SPANISH 3

In this third level course, students will strengthen their reading, writing, listening, and speaking skills while broadening their knowledge of the Spanish-speaking world. Advanced grammar and vocabulary are presented through thematic units that incorporate information that will elevate students' skills development and cultural awareness simultaneously. Readings from Spain and Latin America of moderate difficulty will be utilized for context in students' compositions and in in-class discussions. Students will view short films and will be exposed to

authentic materials from Spanish-language magazines, newspapers, and video clips. At this level, students are expected to demonstrate greater independence with the language and will use it creatively, and with attention to authentic uses as they develop their skills in interpersonal, interpretive, and presentational communication. This course will be conducted entirely in Spanish. Primary text: *Descubre 2 (Vista Higher Learning)*.
3 credits

HONORS SPANISH 3

In this intensive third level course, students will continue to hone their reading, writing, listening, and speaking skills while broadening their knowledge of the Spanish-speaking world. Students will learn advanced and complex grammar structures along with new vocabulary through thematic units that will introduce various cultural elements of Spanish speaking countries. A collection of readings, short films, and other authentic materials from Spain and Latin America will be utilized for reinforcement of content and skills. As part of this Honors level course, students will be expected to contribute regularly to in-class discussions and conversations. Additionally, students are expected to demonstrate independence with the language, and will use it creatively, and with attention to authentic uses as they refine their skills in interpersonal, interpretive, and presentational communication. This course requires regular compositions and oral presentations, and will be conducted entirely in Spanish without exception. Primary text: *Descubre 2 (Vista Higher Learning)*.
3 credits

HONORS SPANISH 4

In this intensive fourth level course, students will study the more advanced and complex grammatical aspects of the Spanish language in depth, and will gain advanced proficiency in all four language skills- reading, writing, listening, and speaking. This course is designed to expand students' vocabulary and prepare students for the APEX level. In addition, students will read and critique a variety of excerpts and short stories, and will view a variety of short films in Spanish. Throughout the year, students will write essays and will do regular presentations on topics from the Spanish-speaking world. As part of this advanced class, students are required to speak exclusively in Spanish and to contribute regularly to discussions. Primary text: *Descubre 2 (Vista Higher Learning)*.
3 credits

APEX SPANISH: ART AND SOCIAL CHANGE IN SPANISH- SPEAKING COMMUNITIES

This year-long advanced course aims to strengthen students' command of the Spanish language in order to allow them to substantially extend their Spanish language learning beyond the boundaries of the Pingree classroom and also to prepare them for advanced Spanish studies at the college level. Building on foundations set in previous Spanish courses, in this class students regularly practice speaking, listening, reading, and writing, in both formal and informal settings. In addition to allowing students to comprehend and produce complex structures within a range of tenses, the course will increase their knowledge of cultural products, practices and perspectives of the Spanish speaking world. Through an exploration of various thematic units related to the activist function of art in our world, students will acquire the tools necessary to express opinions, communicate to familiar and unfamiliar audiences, navigate unexpected events, request and share information, synthesize sources, rationalize and challenge arguments, and conduct and present research in Spanish. Students will also have the opportunity to learn about various social issues and civic organizations in Massachusetts, and will be tasked with

educating their Pingree peers about these. Self-designed and real-world relevant research projects will be guided by student choice and will demand creativity, conceptual understanding, and critical thinking. Grammar and vocabulary will be developed through contextualized study. Prerequisite: Spanish 4 Honors or 3 Spanish Seminars.
3 credits

SPANISH LANGUAGE SEMINARS

Foundational Spanish Language Seminars

Foundational Language Seminars are trimester-length courses wherein students apply the material they have learned in the first three levels of Spanish while discovering the literature, art, history, and cultures of the Spanish-speaking world. These seminars will incorporate a review of foundational grammar concepts, including the present and past tenses.

Prerequisite: Completion of Spanish 3 or Spanish 3 Honors, and/or departmental approval.

Notes:

- *If students have not completed Pingree's language requirement, they must enroll in all three trimesters. If students have completed the language requirement, they may choose to enroll in one, two, or three trimesters. Seminars are offered on a rotational basis, so students are able to enroll in a full year of seminars two years in a row.*
- *Any student who receives a recommendation for Trimester 1 Foundational Seminars must enroll in a Foundational Seminar in order to be eligible for the Spanish Seminars offered in Trimester 2 and/ or Trimester 3.*

SPANISH SEMINARS: TRIMESTER 1

LINGUISTIC AND CULTURAL VARIATION IN SPANISH-SPEAKING URBAN COMMUNITIES (T1)

This seminar explores Spanish-language variations across Spanish-speaking cities (Latin America, Europe and Africa), examining the social, cultural, and political factors that forge linguistic change. This course will be taught entirely in Spanish, and students will distinguish between language and dialects, recognizing the specific features that define regional variations. By analyzing authentic texts, music, film, art, and historical materials, participants will engage with language as a social construct while investigating the unique identities of various cities throughout Latin America and Spain. This study of specific urban centers highlights their cultural uniqueness and relevance in a globalized world, showcasing the continent's immense diversity. Taught entirely in Spanish, the course provides an immersive environment where students enhance their grammar, expand their vocabulary, and refine their presentational communication skills. Through critical reflection on diverse media, students will use the Spanish language to observe, interpret, and analyze the complex evolution of the Hispanic world. This comprehensive approach ensures that learners understand both the mechanics of dialectal variation and the vibrant cultures that sustain them.

1 credit

SPANISH SEMINAR: ARTE Y SOCIEDAD (*ART & SOCIETY*) (T1)

What do we learn about society and ourselves through the analysis of art? In this advanced course, students will explore Spanish and Latin American art and artists who represent a variety of time periods and cultural backgrounds. Through careful study of a variety of works, students

will have the opportunity to reflect on the role art plays on a personal level, in local communities, and on a global scale; and will grapple with societal biases as they relate to visual art. Students will strengthen their knowledge of grammar concepts learned in previous courses and expand their vocabulary base as well. The class will be entirely in Spanish.

1 credit

Advanced Spanish Language Seminars

Spanish Language Seminars are trimester-length courses designed to allow students to apply the material they have learned in the first three levels of Spanish while discovering the literature, art, history, and cultures of the Spanish-speaking world.

Prerequisite: Completion of Spanish 3 or Spanish 3 Honors, and/or departmental approval.

Note: If students have not completed Pingree's language requirement, they must enroll in all three trimesters. If students have completed the language requirement, they may choose to enroll in one, two, or three trimesters. Seminars are offered on a rotational basis, so students may enroll in a full year of seminars two years in a row.

SPANISH SEMINARS: TRIMESTER 2

ADVANCED SPANISH SEMINAR: ENCUENTROS CULTURALES (*CULTURAL ENCOUNTERS*) (T2)

In this advanced seminar, students will explore the idea of *Transculturation*, the influence and blending of two or more cultures into a new cultural reality. The course will focus on the interconnectedness between Spain and the Latin American world including the effects of Spanish colonialism, and the fusion of indigenous languages with Spanish. Using a variety of media such as written works, Spanish-language film, music, and works of art, students will use the Spanish language to observe, interpret, analyze and engage. The development of grammatical sophistication as well as oral and written production will provide goals for students to develop their use of the language. Students will be encouraged to think critically and reflectively about the variety of works explored throughout the course. The class will be entirely in Spanish.

1 credit

ADVANCED SPANISH SEMINAR: MEMORIA CULTURAL (*CULTURAL MEMORY*) (T2)

What does the past tell us about the present? In this advanced seminar, students will interpret and reflect on a variety of authentic texts (such as short stories, articles, blog posts, etc.) and media (such as music, video, short film, and/or documentaries) while exploring cultural connections between the past and the present. In-class discussion and interpretive skills (listening and reading) will be emphasized in this course with additional reflections being conducted in short writings. The development of grammatical sophistication as well as oral and written production will provide goals for students to develop their use of the language. Students will be encouraged to think critically and reflectively about the variety of works explored throughout the course. The class will be taught entirely in Spanish.

1 credit

SPANISH SEMINARS: TRIMESTER 3

ADVANCED SPANISH SEMINAR: UN PLANETA PARA TODOS (*A PLANET FOR ALL: SCIENCE, INNOVATION, AND SOCIAL CHANGE*) (T3)

In this seminar, we will examine the intersections of science, technological innovation, and social justice, focusing on their environmental impact and role in addressing contemporary global challenges. Taught entirely in Spanish, the course invites students to master specialized vocabulary while investigating scientific ethics, the digital divide, and inclusive design. Participants will tackle critical questions regarding who directs scientific progress and how innovation can serve as a tool for empowerment rather than inequality. A significant portion of the curriculum is dedicated to sustainability, examining natural resource management, pollution, and the vital role of indigenous communities in ecological protection. By analyzing a diverse array of media—including fiction, film, music, and visual art—students will use the Spanish language to interpret current global issues and propose creative, ethical solutions. This cross-curricular approach encourages deep reflection on biotechnology, artificial intelligence, and the state of nature. Ultimately, the course empowers students to engage with the practical complexities of our changing world, fostering a critical lens through which to observe and analyze the ethical dilemmas of both the past and present.

1 credit

ADVANCED SPANISH SEMINAR: AFROLATINIDADES (T3)

This seminar explores the identities, histories, and cultural expressions of Afro-descendant communities throughout Latin America and the Caribbean, specifically highlighting their profound influence in countries like Costa Rica, Mexico, Colombia, and Cuba. This course will be taught entirely in Spanish, and by engaging with authentic texts, music, film, and historical materials, students will analyze how these populations have shaped regional languages and traditions while reflecting on critical themes such as race, visibility, cultural resistance, and belonging. The curriculum bridges the past and present by studying both historical figures and contemporary Afro-Latin individuals making significant impacts in activism, sports, literature, and the arts. Special attention is given to amplifying voices that have been historically marginalized or made invisible. Conducted entirely in Spanish, the course emphasizes the development of interpersonal, interpretive, and presentational communication skills. Through guided discussions, written reflections, and creative projects, students will not only strengthen their linguistic proficiency but also expand their global perspective on the rich cultural diversity and resilience of the Afro-Latin world. This immersive language experience challenges students to recognize the integral role of the African diaspora in shaping modern Latin American society.

1 credit

CHINESE

MANDARIN CHINESE 1

This full-year, beginning level course is designed for those students who are starting Chinese or who have had some previous Chinese language background but need reinforcement of basic skills. Emphasis from the start is on all four-language skills of speaking, listening, reading, and writing. Communicative activities are used to reinforce basic concepts, enhance the classroom experience, and increase cultural awareness. Students also learn to look up words online for correct usage and to type Chinese characters. In addition, students will be expected to

participate in Pingree's Chinese New Year Celebration.

3 credits

MANDARIN CHINESE 2

In this full-year, second level course, students continue to strengthen all four-language skills. Emphasis is placed on speaking skills and control of pronunciation and tones. Reading, listening, and writing skills are further developed, and students delve deeper into their study of the culture of the Chinese world. Communicative activities are used to reinforce basic concepts, enhance the classroom experience, and increase cultural awareness. Students will continue to look up words for correct usage and to type Chinese characters online. Students will be expected to participate in Pingree's Chinese New Year Celebration.

3 credits

MANDARIN CHINESE 3

In this year-long third level course, students will continue to strengthen all four-language skills. Heavier emphasis will be placed on speaking skills and on the usage of more advanced grammar. Reading, listening and writing skills will be further developed, and study of the culture of the Chinese world will continue to be a focus. Communicative activities will reinforce basic concepts, enhance the classroom experience, and increase cultural awareness. Students will continue to look up words for correct usage and to type Chinese characters online. In addition, students will be expected to participate in Pingree's Chinese New Year Celebration.

3 credits

MANDARIN CHINESE 4

In this fourth level, full-year course, students will continue to strengthen all four-language skills. Speaking fluency will be heavily stressed. Reading and listening skills will be further broadened and the study of the culture of the Chinese world will continue to be a focal point. Communicative activities will reinforce basic concepts, enhance the classroom experience, and increase cultural awareness. Heavier emphasis will also be placed on control of advanced grammar. More complex sentences will be emphasized at this level and various themes and advanced vocabulary will be introduced. In addition, students will be expected to participate in Pingree's Chinese New Year Celebration.

3 credits

MANDARIN CHINESE 5 SEMINAR: COMMUNICATION AND CULTURAL STUDIES (T1)

Not Offered in 2026-2027

In this Chinese 5 Seminar, students will further develop their reading, writing, listening, and speaking skills through the use of advanced, authentic materials. A variety of multimedia resources will be incorporated, including film, reality shows, and TV dramas. A wide range of literary materials will include poems, newspaper, flyers, and books from the Mandarin-speaking world. By engaging with these authentic resources, students will be given the opportunity to apply their language skills in real-world contexts. Through a study of traditional holidays and customs in China, Hong Kong, and Taiwan, students will continue to expand their cultural literacy skills by exploring traditions and practices. Students will be expected to be precise in their grammar usage, and will engage in composition writing that requires them to apply thematic vocabulary. This course is taught exclusively in Mandarin, and, as such, students will be expected to participate fully in the target language.

Prerequisite: Chinese 4.

1 credit

APEX CHINESE (T2-T3)

Not Offered in 2026-2027

In this APEX Chinese course, students will build upon their prior Chinese language studies, exploring more complex grammatical structures to enhance proficiency in listening, speaking, reading, and writing. Cultural immersion in the Chinese-speaking world remains a central focus of the curriculum, utilizing real-life audio and video materials. This immersion in authentic resources fosters vocabulary expansion, the development of complex critical thinking skills, and in-depth analysis of various cultural themes. Students will produce longer and more linguistically complex compositions based on thematic vocabulary. Cross-curricular connections will be emphasized, demonstrating the relevance of language skills in various academic disciplines. Furthermore, students will undertake independent research projects, engaging in nuanced, student-driven research as they broaden their cultural awareness. Students will connect scholarship to civic engagement as they educate others about social justice issues connected to Mandarin-speaking communities and use their language skills to support these communities' efforts to enact social change. In alignment with APEX-level expectations, students are required to actively participate in class discussions in Chinese.

Prerequisite: Chinese 4

2 credits

H BLOCKS

EVERYDAY SPANISH THROUGH MULTIMEDIA (T1)

This trimester-long course will focus on activities that will help you to improve your listening and speaking skills. From reviewing the basics in contextualized scenarios, such as greetings and purchasing items in a store, to exploring new ways to express your ideas and opinions, this course is perfect for anyone wanting to add more Spanish to their portfolio. Through a variety of activities and resources, including games, shows, songs and film, students will experience authentic content from the Spanish-speaking world that they can interact with in fun and meaningful ways. Students do not need any prior knowledge in order to take this course and the course may be taken more than once.

½ credit

SOCIAL JUSTICE STUDIES THROUGH INTERNATIONAL FILM (T2)

In this trimester-long interdisciplinary course, students will explore global social justice issues through the close study of international cinema, with the goal of building cultural awareness, empathy across cultures, and a deeper understanding of historical world events. The films, which we will watch in their original language with English subtitles, will address such themes as human rights, migration, colonization, gender roles, racial and ethnic identity, and environmental justice. Films will include *The Boy Who Harnessed The Wind*, and *Rabbit-Proof Fence*, and others, based on student interest. This course will emphasize historical context, and students will examine how social, political, and historical forces shape perspectives and lived experiences around the world. Students will build cultural competency by comparing global experiences to their own and those studied in past courses. While this course will be taught in English, the languages used in the films we study will be meaningfully incorporated into the curriculum through vocabulary-based activities and contextual language exploration. Students will also learn how to develop media literacy skills by analyzing cinematic techniques, such as

narrative structure, sound, and visual composition. Assessments will include reflective writing assignments, research projects, presentations, and collaborative discussions.

½ credit

CHINESE CULTURE AND IDENTITY IN AMERICAN TELEVISION (T3)

This course explores Chinese culture and Chinese American identity through contemporary U.S. television series *Fresh Off the Boat* (2015-2020) and *American Born Chinese* (2023). Students will examine themes such as immigration, family structure, filial piety, mythology, generational conflict, stereotypes, assimilation, and belonging. Through media analysis, cultural study, and historical context, students will critically evaluate how Chinese culture is represented, adapted in American society. The course promotes cultural literacy, media awareness, and critical thinking.

½ credit

MATHEMATICS/COMPUTER SCIENCE

	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Foundational Course Offerings	Math 1		
	Math 2		
	Math 3		
	Honors Math 3*		
	Precalculus 1 and 2		Precalculus 3*
	Honors Precalculus 1 and 2*		Honors Precalculus 3*
Advanced Course Offerings	Calculus*		
	APEX Calculus: A World in Flux◇		
	Statistics: Analysis and Data Collection	Statistics: Distributions and Inference	Risk and Reward
	APEX Statistics: The Power of Data◇		
	Linear Algebra		Advanced Topics in Math
Computer Science Offerings	Intro Programming: Coding Concepts	APEX Computer Science: Coding and Society◇	
	Intro Programming: Python	Intro Programming: Java	Video Game Programming & Design
H BLOCKS	Flight Lab: Drone Technology & Aerial Exploration	Toy Making: Design & Technology	Tech Agentic AI - Tools, Workflows, & Human Oversight
KEY	* = Department Recommendation	◇ = Application Process Required	

The Mathematics Department cultivates mathematical thinking through curriculum and pedagogy. In addition to providing students with the opportunity to develop their potential to the fullest, when students graduate, they should be able to:

- (A) Produce an argument that is logical, coherent, and easy to follow.
- (B) Explore with confidence problems that they have not seen before and know how, where, and when to look for information that will help them investigate what they think they do not know.
- (C) Capitalize on class time as an opportunity to build meaning together and to see classmates as partners in the learning process.
- (D) Utilize technology to enhance their problem-solving capabilities.

Honors/APEX Program Mission Statement: The successful honors/APEX student is an independent, self-motivated learner. The student has a strong foundation and can easily retrieve and use the skills and concepts from previous levels. The student appreciates the opportunity to explore topics in greater depth and enjoys the challenge of applying skills to unfamiliar scenarios. An honors/APEX student demonstrates a desire to understand why things work the way they do. The student is accountable and recognizes the personal responsibility that must be taken to ensure mastery over the course material. Furthermore, the student is a team player who enjoys and learns well in collaboration with others. Finally, honors/APEX math courses are best suited for students who consistently thrive in a faster-paced class, in which less time is dedicated to step-by-step explanations and reinforcement, and more time is made for speculation and exploration.

Honors/APEX Requirements: For entry into an honors/APEX math course, students will be assessed based on the following criteria.

1. The student has the recommendation of the current teacher. The opinion of the previous year's teacher may also be considered. In addition, the student's advisor may be asked to share input (factors such as the student's cumulative academic and co-curricular schedule, performance across disciplines, and accountability may be considered).
2. The student has consistently proven to be a self-motivated, organized and independent learner, who thinks critically and feels comfortable with the ambiguity inherent in more complex problems.
3. The student is comfortable experimenting with and interpreting new material without direct instruction.
4. The student can easily recall concepts and skills learned in previous math classes and can apply them to new situations without having to be told or re-taught the old skills.
5. The student works well with peers and appreciates the advantages of collaborating with classmates when learning new skills; the student eagerly fulfills the obligation to contribute productively to group assignments.

For students currently in an honors course: The math department will consider the above criteria when making a decision about future courses, but the grade may vary from honors course to honors course.

APEX in the Math Department

Pingree math courses incorporate logic, discovery, problem-solving, theoretical and applied topics, and project-based learning with a mix of individual and group work. A Pingree APEX math course has a higher degree of independent self-initiated work and depth to which students explore the defining features found in each sub-discipline. Pingree APEX students, having demonstrated mastery of the prerequisite skills and of independent quantitative reasoning (as detailed in the Honors/APEX Mission

Statement), work critically with the rigorous underpinnings of the discipline, understand the historical and cultural context of the field, and explore ways in which the newly acquired skills and knowledge are applied by professionals in related areas of study. Students in APEX math courses create work that is original to them through research and the application of their skills to a culminating project grounded in individual interests and in addressing problems and solutions related to social justice and civic issues in the local communities and beyond.

MATHEMATICS COURSE OFFERINGS

MATHEMATICS 1: METHODS IN ALGEBRA, GEOMETRY AND STATISTICS

Math 1 emphasizes problem-solving and real-world applications while exploring topics in algebra, statistics, and geometry. Students learn to approach problems by identifying key information, devising and implementing effective strategies, evaluating their results, and clearly communicating their findings through both written and verbal explanations. In the first half of the course, students focus on recognizing patterns, solving linear equations, and analyzing statistical data. The second half of the course focuses on linear inequalities, exponent rules, quadratic equations, and geometry.

3 credits

MATHEMATICS 2: METHODS IN ALGEBRA, TRIGONOMETRY AND NUMERICAL ANALYSIS

Math 2 introduces students to new concepts building upon topics in algebra, geometry, and statistics covered in *Math 1*. The focus of the first half of the year is on right triangle geometry, linear equations and inequalities, functions, and factoring and solving quadratics. Some of the target skills in this half of the year include manipulating expressions and equations, recognizing trigonometric relationships, translating descriptive scenarios to mathematical models, and learning language used to describe function behavior. In the second half of the year, students focus on transformations of functions, exponents and radicals, and statistics. Students explore linear regression, and analyze functions graphically, numerically, and algebraically. For the span of the year, the focus is on developing essential skills such as the ability to understand abstract problems, make a plan and implement the plan, self assess the effectiveness of their strategy and communicate their findings.

3 credits

MATHEMATICS 3: METHODS IN ADVANCED ALGEBRA, GEOMETRY, & PROOF

Math 3 introduces students to new concepts while building upon familiar topics in algebra, geometry, logic, and statistics covered in *Math 2*. The year begins with the building blocks of a mathematical argument and the importance of clarity and shared definitions for communicating reasoning. These fundamentals are used throughout the year to build proofs, construct and critique factoring algorithms, and examine probabilities and statistics. Connecting geometric and numerical skills, students explore trigonometry through both a right triangle and a unit circle lens. In the second half of the year, students connect graphs, algebra, numbers, and words to explore characteristics and applications for several families of functions. Students deeply examine the algebra, characteristics, and applications of polynomial functions and exponential functions.

3 credits

HONORS MATHEMATICS 3: METHODS IN ADVANCED ALGEBRA, GEOMETRY & PROOF

Honors Math 3 explores the topics covered in *Math 3* in greater detail, stressing the application and synthesis of material. Students gain a deeper understanding of the topics through intensive investigation into more complex and unfamiliar problems. Furthermore, students are expected to show greater independence and comfort with uncertainty and exploration, both individually and collaboratively. The pace of Honors Math 3 allows the class to go deeper into each subject, including exploring complex numbers, the Law of Sines, and combinations and permutations. Students enrolled in this honors level course are expected to easily recall material from both prior classes and previous units. There is optional summer work offered to help students review past information.

Prerequisite: departmental recommendation.

3 credits

PRECALCULUS 1 and 2 (T1-T2)

Precalculus 1 and 2 builds on students' understanding of functions from previous years by exploring how key features of functions change across function families. Students use graphs, functions, algebraic processes, numerical analysis, and verbal representations to explore and solve a variety of problems with a focus on flexibility across representations. Trimester 1 takes a deeper dive into polynomial and rational functions that students were first introduced to in integrated math courses, with an emphasis placed on zero-finding techniques and graphing. Students also gain experience with new function tools and types including average rate of change, piecewise functions, and transformations to both familiar and unfamiliar function families. In Trimester 2, students continue to explore features of functions, and are introduced to many new function types including exponential, logarithmic, and trigonometric functions. Following this two-trimester course, students may enroll in *Precalculus 3*, *Advanced Topics in Applied Mathematics*, and/or *Risk and Reward*.

Prerequisite: *Math 3*.

2 credits

HONORS PRECALCULUS 1 and 2 (T1-T2)

Honors Precalculus explores the topics covered in *Precalculus 1 and 2* in greater depth and at a faster pace, stressing the application and synthesis of material. The first trimester offers an in-depth study of graphing and solving rational, polynomial (both real and complex roots), exponential, and logarithmic functions. In the second trimester students will study growth and decay models, properties and graphs of trig functions, and inverse trig functions. Summer work is available that will cover a review of topics from Math 2 and 3 focusing on properties and graphs of functions, domain and range, and transformations of functions.

Prerequisite: Math 3 and departmental recommendation.

2 credits

PRECALCULUS 3 (T3)

Precalculus 3 is a continuation of *Precalculus 1 and 2*, but it sits by itself as a single-trimester elective course. Students spent the first four weeks of the Spring working with analytic trigonometry, a unit that takes previously learned concepts like the unit circle and properties of the sine and cosine graphs and applies them to solving complex trig equations. If time permits, students may move on to studying topics introducing the theory of limits and both average and instantaneous rates of change.

Prerequisite: Precalculus 1 and 2 or Honors Precalculus 1 and 2. **(This course or Honors Precalculus 3 is required for all calculus courses.)**

1 credit

HONORS PRECALCULUS 3 (T3)

Honors Precalculus 3 students will move on to solving trig equations and trig identities, partial fractions and non-linear systems. If time permits, students may move on to studying topics introducing the theory of limits and both average and instantaneous rates of change.

Prerequisite: Honors Precalculus 1 and 2 and/or departmental recommendation. **(This course or Precalculus 3 is required for all calculus courses.)**

1 credit

CALCULUS

This course is a study of the concepts and skills of differential calculus, which deals with rates of change extending to derivative calculus. Skills learned in algebra and the graphing of functions are extended to the concept of limits and its application to instantaneous rates of change. If time permits, the students will move onto integral calculus, centering on estimating the area under a curve. Applications drawn from the physical, biological, and social sciences are investigated, and technology use is incorporated into the course to enhance learning and efficiency.

Prerequisite: 3 trimesters of Precalculus or Honors Precalculus.

3 credits

APEX CALCULUS: A WORLD IN FLUX

APEX Calculus explores the mathematics of change. The goal is to understand how calculus can lead to deep insights, powerful real-world models, and practical problem-solving techniques. Beginning with a limits-based approach to understanding an instantaneous rate of change and progressing through the essential techniques of differentiation to the accumulation of change and integration, this course will provide an interdisciplinary appreciation of how calculus can model the world around us. Important connections to STEM fields like physics, biology, chemistry, economics, and statistics will be investigated before being opened up to individualized research. Rigor will be found through a strong theoretical foundation as this course continues the through-line of proof begun in prerequisite courses. Assessment will be through examinations, independent student-driven research, synthesis, and application of techniques in project work, as well as the presentation and communication of ideas.

Calculus-based data modeling and problem-solving will be a theme throughout the year. Topics covered will include limits, the limit definition of the derivative, Taylor polynomials, rules of differentiation, the extension of these techniques to integration, and applications of integration. Differential equations and parametric equations will also be studied.

Prerequisite: 3 trimesters of Precalculus.

3 credits

APEX STATISTICS: THE POWER OF DATA

This full-year course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Building on skills learned in prior math classes, students will learn to calculate and use a variety of summary statistics, interpret and create visual representations of data, critically analyze methods of data collection, and create the probability distributions necessary to draw inferences about data. Throughout the course,

students examine and discuss their responsibility as statisticians by considering who is represented in each data set, the power and limitations of each statistical tool, and the role of statistics in both perpetuating and disrupting systems of oppression. Class explorations and projects include, for example, an examination of how historical and current biases impact data used to inform decision-making in medicine and a student-driven exploration of how study design techniques differ across different fields. In the second half of the year, students synthesize these tools to perform statistical inference through confidence intervals and tests of significance, culminating in the design, implementation, and presentation of a statistical study to address research questions developed by students in collaboration with community members at Pingree or beyond.

Prerequisite: Math 3

3 credits

LINEAR ALGEBRA (T1-T2)

Linear Algebra is dedicated to understanding vectors, operations with vectors, and generalizations of vectors-like objects. The first trimester covers systems of linear equations, matrices, determinants, and eigenvectors. The second trimester then generalizes these ideas to vector spaces, inner product spaces, and linear transformations. The ultimate goal of this course is to seek methods for understanding complicated structures. This course requires a strong foundation and recollection of mathematical concepts from prior classes. For example, calculus is a prerequisite because of the application of derivatives and integrals in linear transformations and vector spaces and this also allows for more variety of examples to learn from.

Prerequisite: Calculus AND approval from Department Chair.

2 credits

STATISTICS: ANALYSIS AND DATA COLLECTION (T1)

This single trimester course focuses on the methods of data collection and analysis. Students will learn and apply all parts of the statistical process from determining questions to providing results. The class will emphasize written explanations of numeric values as well as backing up conclusions with evidence. Clarity and precision in communication are central in all assessments. Both quantitative and categorical data will be explored as well as how to analyze two variables of the same type together. The class will conclude with a cumulative project during which students collect their own data to analyze using the information learned throughout the trimester.

Prerequisite: Math 3

1 credit

STATISTICS: DISTRIBUTIONS AND INFERENCE (T2)

This single trimester course explores how to use one representative sample to determine information about an entire population including predicting the likelihood of a specific observed value. The course begins with information about how to describe a data point in a quantitative data set before moving on to how to make statistical inferences from a single sample. Topics include sampling distributions, estimating a parameter and testing a claim with a focus on quantitative data. Using precise language and being able to justify conclusions with numeric evidence will be important on all assessments. This class will conclude with a cumulative project where students apply all of their knowledge to a single data set.

Prerequisite: Math 3

1 credit

RISK AND REWARD (T3)

This course explores mathematical probability by analyzing and creating games of chance. Students will gain an understanding of how casinos make money, why winning the lottery is so unlikely as well as the psychology behind why people still pay to play these games. The topics covered include the definition of probability, how to combine probabilities, conditional probability, and expected value. This project-based course will allow students to research different games involving probability and create and analyze their own games of chance as well as play those made by their peers to see who can win the most tickets. There will be opportunities for students to branch out and investigate further topics, with instructor permission. Though the material will center around the mathematical components of probability and there will also be reading and writing components to this course.

Prerequisite: Math 3.

1 credit

ADVANCED TOPICS IN APPLIED MATHEMATICS (T3)

The purpose of this one trimester graded full-credit course is to provide instruction in mathematics beyond the traditional calculus and statistics offerings. The single trimester course of Advanced Topics serves as an introduction to an applied mathematical field while also exposing students to other possible career paths obtainable through mathematics. Advanced Topics will be used to explore mathematical concepts (such as interest) more in depth and clarify them through a real world lens, incorporate problem-solving, and communication skills to mitigate risks. A laptop is required for this course to utilize google sheets.

Prerequisite: Precalculus 1 and 2 or Honors Precalculus 1 and 2.

1 credit.

COMPUTER SCIENCE OFFERINGS

COMPUTER SCIENCE: MULTI-TRIMESTERS

APEX COMPUTER SCIENCE: CODING AND SOCIETY (T2-T3)

Offered in alternating years. Offered in 2026-27. Not offered in 2027-2028.

APEX Computer Science offers a unique blend of computer science education and social consciousness. This project-based course transcends the traditional boundaries of computer science by encouraging students to apply coding and technological skills to real-world challenges and social issues. Throughout the course, students will delve into advanced programming concepts, while simultaneously exploring how technology can be harnessed for social good. The curriculum is structured to promote critical thinking, creativity, and collaborative problem-solving, with a strong emphasis on empathy and ethical considerations. Students will actively collaborate with local organizations and communities, learning to adapt and meet real needs, moving beyond the school walls to make a tangible impact in the wider community. To do this, students will work in teams to design and develop meaningful projects that address issues such as environmental sustainability, public health, and social justice.

Prerequisite: At least one credit of computer science OR approval from the instructor.

2 credits

COMPUTER SCIENCE: TRIMESTER 1

INTRODUCTION TO PROGRAMMING: CODING CONCEPTS (T1)

This course introduces students to various programming languages and computer science topics. Students will learn the fundamentals of computational thinking and algorithms by using block coding and then moving on to compare the blocks with basic coding languages, such as: Python, Java, HTML/CSS, and Javascript. As students learn the basics of things like looping, conditionals, and variables they will create various games, tools, and other exciting programs. The course will be primarily based on lab work and individual projects to explore and develop a wide variety of programming concepts and techniques. Students are required to complete a major, complex program as a final project. Open to grades 10-12.

1 credit

INTRODUCTION TO PROGRAMMING: PYTHON (T1)

The Introduction to Programming: Python course introduces students to programming using Python, a versatile and beginner-friendly language. Through hands-on coding challenges and translation assessments, students will learn core concepts such as variables, data types, loops, functions, and file handling. The course also provides an introduction to Object-Oriented Programming (OOP) and basic data visualization, offering a glimpse into how Python is used in real-world applications. Students will complete a final coding project to apply their skills, combining creativity and problem-solving. Open to grades 10-12.

1 credit

COMPUTER SCIENCE: TRIMESTER 2

INTRODUCTION TO PROGRAMMING: JAVA (T2)

Java is a widely used, object oriented programming language. In this course, students will learn to work with various environments in which to write code (from native tools to IDEs). In addition to learning the Java syntax for standard programming concepts such as variables, “if” and “while” statements, and data structures, students will learn about classes and objects in Java. The course will employ a variety of hands-on projects and students will complete a final coding project, combining creativity and problem-solving. Open to grades 10-12.

1 credit

COMPUTER SCIENCE: TRIMESTER 3

VIDEO GAME PROGRAMMING AND DESIGN (T3)

Video games are a multi-billion dollar industry and growing, and they are increasingly being used in non-traditional spaces like corporate training and behavioral health programs. This course will look at the fundamentals of game design and basic video game design and development processes. Students will learn basic tools to create digital games, as well as some basic coding and the computational thinking necessary to use these tools. Students will ultimately design, develop, and “publish” a game of their own creation. Open to grades 10 -12.

1 credit

H BLOCKS

FLIGHT LAB: DRONE TECHNOLOGY & AERIAL EXPLORATION (T1)

This course introduces students to the rapidly growing field of drone technology, providing both hands-on experience and foundational knowledge for careers in drone operations, photography, mapping, and more. Students will explore how drones are used in industries such as construction, real estate, agriculture, and media. They will learn to operate drones safely and ethically while gaining skills in drone navigation, flight operations, and aerial photography. By the end of the course, students will be prepared to pursue the FAA Part 107 Remote Pilot Certification, a valuable credential for professional drone use, as well as be prepared with portfolio film for any drone work they would like to do in the future.

½ credit

TOY MAKING: DESIGN & TECHNOLOGY (T2)

This course will explore the design and development process through the lens of toy making. Students will work through a design process and leverage the resources of the makerspace to create fun and educational toys. Access to 3D printers and a laser cutter allow prototyping and production, use of the vinyl cutter can create decals and various design elements, and access to Arduinos and Raspberry Pi boards can add an electronic element. Students will work on various individual projects with a culminating collaborative project where a toy will be designed, developed, produced, and tested with children.

½ credit

TECH AGENTIC AI: TOOLS, WORKFLOWS, AND HUMAN OVERSIGHT (T3)

AI is rapidly changing the way that people work and live. AI agents, systems that can take actions, make decisions, use tools, and complete complex multi-step tasks with minimal human input, are becoming part of everyday professional and creative life. But there are also huge questions of ethics, intellectual property, privacy, and even about human creativity. This course aims to provide a foundation in both how to leverage AI tools to enhance productivity and creativity, but also will consider appropriate use. Students will build and direct agentic systems, learn to prompt effectively, chain tools together, and develop real judgment about what these systems can and can't do, and, perhaps more importantly, what they should and shouldn't be left to do. Students will learn to use various AI and AI-adjacent tools and practices as well as consider the ethics and suitability of AI for given tasks. The course builds toward a final project where students design an AI-powered tool that solves a real problem at Pingree or in the world.

½ credit

SCIENCE

	Trimester One	Trimester Two	Trimester Three
Biology	Biology		
Chemistry	Chemistry		
	Honors Chemistry*		
Physics	Physics/Physics Art Integration		
	Honors Physics*		
APEX ◇	APEX Biology: A Scientific Exploration of Life◇		
	APEX Chemistry: Green Organic Chemistry◇		
	APEX Environmental Science: Sustainability in the Face of Global Change◇		
	APEX Physics◇		
		APEX Engineering: The Just Energy Transition◇	
Electives (grades 10-12)	Ecology & Research Design	Engineering Products	Engineering Automation & Computation
	Engineering Design	Forensics	Ocean Conservation
	Human Histology & Physiology	Genetics: Unraveling Identity	Public Health: Science In Society
	Science of Nutrition	Gross Anatomy	Science of Nutrition
			Sustainable Solutions for the 21st Century
H Blocks	Intro to Engineering	AI in Science Fiction and Cinema	Applied Forensic Science: Ballistics and Fire Analysis
Key	*Requires department recommendation	◇ Application Process Required	

The goal of the Science Department is to introduce students to a body of knowledge in the three primary science disciplines and to develop skills that are inherent to the study of science. We recognize the diverse interests of our student population and the individuality of each student. We are committed to the excitement of exploration and experimentation, the development of students as global stewards, and we support our students as they work to become scientifically informed citizens.

Fundamental to our science program is the belief that science is a creative and dynamic discipline with a history and language of its own. Our primary goals are to aid students as they become:

- ❖ *Risk takers* who are comfortable both with failure as a path toward scientific understanding and with the ambiguity inherent in more complex problems and concepts.
- ❖ *Creative thinkers* who can problem solve in original ways, and who value the new perspectives brought to the table by collaborating with diverse peers.
- ❖ *Fearless investigators* who can design and execute an experiment or project.
- ❖ *Confident researchers* who can navigate a variety of scientific sources, discern information, and critically evaluate data and claims.
- ❖ *Interdisciplinary learners* who understand that science is just one of many different, connected perspectives.

Students are required to earn nine credits in science, three credits for each major discipline - biology, chemistry, and physics.

Guidelines for Advanced coursework:

The successful APEX/Honors student is an independent, self-motivated learner with a strong foundation in content and confidence in their mastery of the appropriate skills and concepts from previous levels. The student appreciates the opportunity to explore topics in greater depth and enjoys the challenge of applying their acquired skills to unfamiliar scenarios. An APEX/Honors student consistently demonstrates a desire to understand how and why things work. The student is accountable and recognizes the personal responsibility they must take to ensure mastery over the course material. Furthermore, the student enjoys working with others and learns well as a member of a group, especially in a laboratory setting. Honors courses move at a faster pace, where less time is dedicated to step-by-step explanations, reinforcement exercises and content review.

Honors Requirements: Students who have demonstrated success may be recommended by the department for an Honors course in Chemistry and/or Physics. The department uses the following guidelines to make this recommendation:

1. The student has received the recommendation of their current teacher in consultation with former teachers and the student's advisor.
2. The student has consistently demonstrated that they are a self-motivated, organized, and independent learner who thinks critically and feels comfortable with the ambiguity inherent in more complex concepts.
3. The student enjoys exploring new material and is comfortable experimenting with and interpreting new material without direct instruction.
4. The student can recall concepts and skills learned in previous science classes, can apply these skills to new situations and can conduct self-directed review when needed.
5. The student recognizes the advantages of collaborating with classmates when learning new skills and eagerly fulfills this obligation to contribute productively to group assignments and laboratory activities.

APEX in the Science Department

Pingree APEX science students utilize strong data analysis and experimental design skills. Students will be asked to survey current scientific research and technological development and to read and write about peer-reviewed literature. They use complex critical thinking skills to creatively imagine solutions to problems that are pressing today and the challenges to come in the world of tomorrow.

APEX classes offer our students the opportunity to engage with science in a meaningful and sustained way that supports their learning and builds upon the skills they have developed in previous courses. These courses are student-centered with independent research elements that scaffold for future original research at the college-level and beyond. Every course allows students to choose areas of focus within the curriculum that showcase their knowledge and joy in the topic. Furthermore, each course stresses that knowledge brings responsibility and includes social justice and civic engagement connections in relation to the focus area. APEX science courses coordinate curricula with other departments to guide students in understanding that one purpose of studying and practicing science is to take what they study beyond the walls of the classroom to solve real-world problems.

Minimum Prerequisite for all APEX coursework: Biology and Chemistry.

SCIENCE COURSE OFFERINGS

FOUNDATIONAL COURSES

BIOLOGY: Students explore the living world with an emphasis on generating observation-based questions, experimental design, data analysis, and drawing evidence-based conclusions. Core concepts include, but are not limited to, biochemistry, cell structure and function, genetics, and ecology. Regular laboratory investigations reinforce core concepts, and projects expand areas of student interest.

BIOLOGY

Through the lens of biology, students explore fundamental concepts and skills of science. Students will work both collaboratively and independently to develop a deeper understanding of topics through independent projects, group work, case studies, and laboratory investigations. Throughout the year, students will engage in an exploration of life on Earth at various levels of organization. Initially, the course takes an ecological approach to the study of biology, with an emphasis on sustainability. It then transitions to investigating the biological processes associated with human growth, development, and reproduction. As part of Pingree's Community Education program, the course will teach students about anatomy and sexual education.

3 credits

CHEMISTRY: Students learn the fundamental principles of chemistry including the structure of matter, the intimate relationship between structure and properties, changes in the structure of matter, and the role of energy in chemical processes. Furthermore, all chemistry students develop skills in several key areas, including thinking critically about matter on observational and submicroscopic levels, mathematical reasoning as it pertains to measurement, experimental design, and scientific communication. Students must complete Biology before enrolling in Chemistry. (Transfer students must have department approval.)

CHEMISTRY

This introductory course takes a conceptual approach and emphasizes the synthesis of scientific information to analyze problems and suggest solutions to situations faced by today's society. Core concepts and skills are founded in everyday, real-world contexts to help students understand that chemistry is everywhere. The goal of the course is to present to the student the need and skills to acquire technical knowledge to make intelligent decisions for themselves and for the communities in which they belong.

3 credits

HONORS CHEMISTRY

The honors course approaches chemistry from an "atoms-first" perspective - starting with the structure of the atom and building up to the observable world through physical principles and insights. This course requires a strong interest in science, and is taught at an honors pace. Students must possess strong math and reading skills. They must be able to learn independently and will be expected to do so daily. Class time will be largely reserved for discussions of challenging problems and topics, as well as collaborative, inquiry-based lab work and modeling activities.

3 credits

PHYSICS: Physics is the study of matter and its interactions. All physics courses present the core topics of motion, forces, energy, electricity and magnetism, waves and sound, and light and may explore other topics in physics as well. Students in our classes develop a deeper understanding of these topics and enhance their ability to think critically within these areas. All courses offered present those core topics in a cumulative way, with increasingly sophisticated mathematical techniques and laboratory experiences over the course of a school year, combined with higher expectations of independent work and critical thinking ability. Students taking physics will be expected to state hypotheses using correct scientific nomenclature, draw conclusions, and evaluate scientific data at a level that is appropriate to the course. Students must complete Biology and Chemistry before enrolling in Physics. Transfer students must have department approval.

PHYSICS

This introductory course presents applied areas of physics knowledge necessary to be an informed global citizen, such as the physics of air travel, heating homes, and creating electricity. The class covers many fundamental concepts at a broad level, and develops reasoning and problem solving skills primarily through inquiry labs, projects, and design challenges. In the topics of motion, energy, thermodynamics, electricity, and waves, the course uses algebra as a "guide to thinking" and as a supporting tool to more accurately describe observations. Algebra equations are analyzed to draw conclusions about how physics scenarios, like crashes and energy use, could be predicted in the real world. Geometry is applied heavily in describing scenarios, while the course limits the use of trigonometry. Skill development in graphical analysis and diagramming is a focus. By the end of the year-long course, students will be literate in the vocabulary of physics and understand its many purposes as an area of study.

3 credits

PHYSICS - ART INTEGRATION PILOT

This one section of Physics will be taught with an application towards the arts

This section of Physics is a survey of the topics of physics with special emphasis given to topics and projects that are relevant to students interested in the arts. The course will be taught

by the science department in collaboration with members of the art department, and all hands-on work will be done in the context of the arts. Trimester 1 will include topics of forces, equilibrium, work, and energy, and will be taught exclusively by the science department. Collaboration with the art department will take place in T2 and T3 and topics will include: waves, sound, music, the wave nature of light, color, color mixing, the ray model of light, geometric optics, lenses, lens aberrations, and electricity. The end of year capstone will be connected to the units of art integration.

In the pilot year 26-27, the transcript designation will be the same for all regular level Physics sections.

3 credits

HONORS PHYSICS

The honors course presents the core topics of physics at a deeper level of analysis with enrichment in many areas. Students will learn from lectures and hands-on discovery based labs and activities. Students will be expected to think critically and reason logically. Emphasis will be placed on the use of algebra and trigonometry for both analysis and communication. Students will be expected to infer mathematical relationships from data. Students in Honors Physics should be independent learners who have shown strength in previous mathematics and science courses.

Corequisite: Math 3

3 credits

MULTI-TRIMESTER ELECTIVES

APEX BIOLOGY: A SCIENTIFIC EXPLORATION OF LIFE

APEX Biology is an advanced course designed to deepen students' understanding of key biological concepts while building on the foundational knowledge gained in earlier coursework in both Biology and Chemistry. This course explores key topics in biochemistry, cellular biology, metabolism and homeostasis, reproduction, molecular biology, Mendelian genetics, gene regulation and biotechnology, and evolutionary biology. Lab work in this course will consist of guided investigations in which students become familiar and proficient with the various laboratory techniques and then open inquiry, in which students are asked to develop follow up questions that can be explored with self-designed experiments based upon previous learning. This work will develop the knowledge and skills needed to engage in rigorous scientific research in college and beyond. Through independent and collaborative projects, students will connect what they learn in the classroom to current social and scientific events in the real world. They will also be presented with opportunities to connect with community partners, innovators, and activists and apply their knowledge to solve real world problems.

Prerequisite: Biology and Chemistry.

3 credits

APEX CHEMISTRY: GREEN ORGANIC CHEMISTRY

Offered in alternating years. Offered in 2026-27. Not offered in 2027-28.

Green Organic Chemistry is an APEX course designed for motivated and enthusiastic students interested in pursuing a rigorous college-level chemistry course. Green chemistry is a way of doing chemistry so that it has the least impact on human health and the environment. In this course you will learn about methods that can be used to make chemistry explicitly safer; we

will study some historical accidents in the chemical industry that give context to why it is so important to transform the enterprise. A number of lecture and laboratory activities will infuse the course with the principles of green chemistry; students will engage in a meaningful year-long independent project to develop a novel green chemistry laboratory activity; the final result of this independent research will be the creation of a new method that is suitable to be presented at a chemical conference or via publication. The core organic chemistry curriculum includes both breadth and depth of the topics including synthesis, reactions, and nomenclature of alkanes, alkenes, alkynes, and arenes. Emphasis is given to reaction mechanisms. Students will participate in an off-campus activity bringing green chemistry information to the community at large.

Prerequisite: Biology and Chemistry

3 credits

APEX ENVIRONMENTAL SCIENCE: SUSTAINABILITY IN THE FACE OF GLOBAL CHANGE

APEX Environmental Science will equip students with a comprehensive understanding of scientific principles, concepts, and methodologies essential for unraveling the interconnected dynamics of the natural world. The goal of this course is to appreciate that the Earth and its living systems sustain humankind, and to understand how the agricultural and industrial activities of human societies modify biogeochemical cycles and transform natural ecosystems. This course takes an interdisciplinary approach by integrating concepts from ecology, chemistry, politics, and economics. Environmental justice is at the core of the coursework, with a focus on the unequal impact of global change on different populations. Content includes interactions between people and the environment, with specific topics of human population growth; fuels and energy; pollution of air, water and soil; human alterations to global biogeochemistry, and responses of humanity to environmental issues. Through engaging in laboratory investigations and fieldwork, students will build on their previous skills to collect data, illustrate scientific phenomena, analyze environmental issues, and propose alternative solutions to complex real-world problems. The course's final semester will be dedicated to a long-term project where students apply their knowledge by gathering data relevant to our campus and/or their local community and using it to propose recommendations for sustainable changes or innovative future programs.

Prerequisite: Biology & Chemistry

3 credits

APEX PHYSICS

APEX Physics is a calculus-based second year physics course that will build on the content learned in Pingree's first year physics courses and integrate content from mathematics, history, and English courses. Topics covered will include Newton's Laws in rotational form, work and energy in the context of gravitation and orbits, electromagnetic induction, the wave nature of light, and nuclear physics. Through smaller projects, the course will build towards a large, student-directed research project in the spring trimester. This project will give students an opportunity to discover knowledge *de novo*, and present this new information in a way that will allow future years' students to extend the work. Students will be encouraged to focus their research on local systems such as the Ipswich River Watershed or the Pingree campus itself.

Prerequisite: Physics; Corequisite: Calculus

3 credits

APEX ENGINEERING: THE JUST ENERGY TRANSITION (T2 & T3)

The Just Energy Transition requires technological, commercial, policy, and social solutions that enable clean energy to fuel global prosperity. This course will study this transition focusing on several of the National Academy of Engineering's 14 grand challenges of engineering. Using the book *The New Map: Energy, Climate, and the Clash of Nations* as a core text, students in this course will study the intersection of engineering, global politics, and business. Students who have taken or are concurrently taking energy history, globalization, engineering products, or business immersion will find this course an extension and application of topics from those courses. In the course, students will learn common economic analysis tools to better understand commercialization barriers in the three challenge areas. Students will also apply the physics and economics concepts to contemporary issues, including their effect on communities, in three challenge areas: 1) power generation and distribution, 2) manufacturing and agricultural practices, and 3) the global supply chain. Through coursework students will engage directly with the E2Tech network, a coalition of business, government, and academic entities pushing for clean energy integration in the state of Maine. Students will then conduct guided research or develop a business plan for an area of their interest. Potential project topics include mining processes of rare heavy metals for battery tech, offshore wind installations, network optimization of EV charging stations, spindown of petroleum infrastructure, or scaling nuclear fusion reactor and fuel cell power generation schemes.

Corequisites: Physics, Math 3

2 credits

SINGLE TRIMESTER ELECTIVES

SCIENCE ELECTIVES: TRIMESTER 1

ECOLOGY & RESEARCH DESIGN (T1)

In this course, students will work together to understand ecology and the amazing ecosystems that make up our planet. Topics will be broad reaching (regional and global issues) to span a diversity of ecosystems. Specifically, students will learn about these complex systems at the organism, community, and ecosystem level and an intentional focus will be placed on addressing how these systems are being impacted by our changing climate. Much of the work will be project based with opportunities for students to explore topics of their choice. The class will require students to work outdoors in a variety of weather conditions, navigate complex information, participate fully, communicate effectively, and relate with empathy. The primary goal of this course is to strengthen student's understanding of how intricately connected we all are to our biotic and abiotic world through examining topics such as biomes, invasive species, keystone species, biodiversity, ecosystem services, population research, and field work.

Students who are enrolled in or have already taken APEX Environmental Science should not take this course.

1 credit

ENGINEERING DESIGN (T1)

What distinguishes the engineering approach to problem solving? The process of design thinking is structured to understand needs and develop optimal solutions that serve users. This course focuses on asking appropriate questions to get to need and letting needs lead to solutions. Students will apply the engineering design process in three hands-on projects. As

well, students will focus on written and verbal communication skills to describe and defend their solutions.

1 credit

HUMAN HISTOLOGY & PHYSIOLOGY (T1)

This elective explores the structure and function of human tissues through the combined study of histology and physiology. Histology, a branch of anatomy, focuses on the microscopic structure of tissues, while physiology examines their functions within living organisms. Students will study the four primary tissue types—epithelial, connective, muscular, and nervous—by combining foundational content knowledge with interactive, hands-on experiences. The course will include a strong lab component, emphasizing the use of microscopes to analyze professionally prepared slides, alongside in-class instruction, homework assignments, and extended projects.

1 credit

SCIENCE OF NUTRITION (T1)

Nutrition is a rapidly changing science, and newer research has at least partially disproven many of the commonly held tenets of “good” nutritional practices. In this class we will discuss current nutritional understanding as well as the ways in which this science continues to evolve. We will examine the tensions between scientifically and economically motivated guidelines as well as areas of uncertainty, and we will break down commonly held misconceptions around culturally significant dietary practices. Through an examination of the roles of food as both fuel and medicine, we will discuss strategies to improve overall nutrition without sacrificing individually and culturally important dietary decisions. Students will gain a strong overview of general nutrition paired with specific strategies to improve health, wellbeing, and athletic performance. Lab activities will investigate the chemical makeup of food, its digestion and absorption, and how it is metabolized within the body to produce energy and build tissue. Students will be given the tools to examine popular diet plans, apps, and supplements on the market and determine their safety and usefulness. This course may only be taken one time.

1 credit

SCIENCE ELECTIVES: TRIMESTER 2

ENGINEERING PRODUCTS (T2)

Not offered every year.

This course goes beyond ideation and prototyping to operationalizing a product. How are products physically constructed after the “Shark Tank” funding comes through? Who makes them? Who gets them to their destination? The course explores manufacturing, facilities planning, supply chain management, and engineering economy. For the student interested in engineering, this is an opportunity to learn about mechanical and industrial engineering job functions in depth. For the student interested in economics, business, and entrepreneurship, this is an opportunity to learn about economic decision making and scientific management.

Co-requisite: Math 3

1 credit

FORENSICS (T2)

This course is based on principles and procedures employed in criminal and civil investigations and introductory analyses performed by forensic scientists. It relates many areas of scientific endeavor to real-life situations, while building on biology and chemistry skills. The course will

focus on following standard protocols for collecting and analyzing evidence, students will collect data, such as blood splatter patterns and fingerprints, and analyze the data to solve a 'mystery' or 'crime'. In addition, students will read both fictional and non-fictional descriptions of crime scenes to gain insight into the field of forensics.

1 credit

GENETICS: UNRAVELING IDENTITY (T2)

This science elective course is designed to give students an opportunity to explore principles of Mendelian and non-Mendelian genetics in more detail. Through independent projects, collaborative group work, hands-on and simulated laboratory investigations and case studies, students will develop a deeper understanding of topics including mitosis and meiosis, cell cycle control mechanisms, cancer, the mathematical rules of probability as they relate to Mendelian genetics, polygenic traits in dogs, human pedigree analysis, color-blindness, tetrachromacy, cystic fibrosis, sickle cell anemia, hemophilia, human karyotyping, and a select number of chromosomal disorders. Students who are enrolled in or have already taken APEX Biology should not take this course.

Prerequisite: Biology.

1 credit

GROSS ANATOMY (T2)

Gross Anatomy is the branch of anatomy that deals with the structure of organs and tissues that are visible to the naked eye. This second trimester elective course will be, specifically, a dissection-based course. Though the first and third trimester courses—Human Histology and Human Physiology—could complement this course, students will not be disadvantaged for having not taken them. Students will study the muscular, digestive, respiratory, circulatory, nervous, and sensory systems of the human body primarily through the dissection of a preserved lab specimen. In class learning will be supplemented with outside homework assignments.

1 credit

SCIENCE ELECTIVES: TRIMESTER 3

ENGINEERING AUTOMATION AND COMPUTATION (T3)

Not offered every year.

Using digital tools, engineers can plan and operate automated machines and systems. We'll learn the fundamentals of these tools, including Fusion360 computer-aided drafting software, and how to apply the tools to building machines like robots. Using the school's VEX robotics lab, students' learning will involve hands-on construction integrated with coding. We will also explore the computational language MATLAB as a tool for analyzing and visualizing data. Integrated throughout the course is content to explore the context of automated solutions, such as the ethical implications of artificial intelligence.

Co-requisite: Math 3

1 credit

OCEAN CONSERVATION (T3)

Students in this course will be challenged to think and act as marine scientists. Students will engage in ocean explorations and focus on effectively communicating their deeper understanding to our community. Emphasis will be placed on marine science basics and the impacts of humans on these aquatic systems. Much of the class work will be lab based. The

class will require students to navigate complex information, participate fully, communicate effectively, and relate with empathy. The primary goal of this course is to strengthen student's understanding of how intricately connected we all are to our aquatic world through examining topics such as aquatic biomes, biodiversity, ecosystem services, conservation, climate change, overfishing, pollution, plastics, endangered species and more.

1 credit

PUBLIC HEALTH: SCIENCE IN SOCIETY (T3)

Public health examines how the science of disease, data, and evidence-based research connect with social, political, and environmental systems to shape patterns of disease across populations. While illness can affect anyone, history and recent events, notably the COVID-19 pandemic, demonstrate that health outcomes are not evenly distributed. Structural factors such as race, income, housing, access to healthcare, and political power play a critical role in determining who is most vulnerable, who receives care, and who survives. Students will investigate how pathogens spread and how societal structures influence exposure, diagnosis, treatment, prevention, and long-term outcomes. Drawing on demographic data, maps, research studies, and primary and secondary sources, students will analyze how privilege and power affect public health systems and individual health experiences. By the end of the course, students will be equipped to apply public health concepts to real-world scenarios and engage thoughtfully in conversations about health equity, systemic inequality, and collective responsibility. As a culminating project, students will apply their knowledge to another public health issue or disease that wasn't covered in the course and share their learning with classmates.

1 credit

SCIENCE OF NUTRITION (T3)

Nutrition is a rapidly changing science, and newer research has at least partially disproven many of the commonly held tenets of "good" nutritional practices. In this class we will discuss current nutritional understanding as well as the ways in which this science continues to evolve. We will examine the tensions between scientifically and economically motivated guidelines as well as areas of uncertainty, and we will break down commonly held misconceptions around culturally significant dietary practices. Through an examination of the roles of food as both fuel and medicine, we will discuss strategies to improve overall nutrition without sacrificing individually and culturally important dietary decisions. Students will gain a strong overview of general nutrition paired with specific strategies to improve health, wellbeing, and athletic performance. Lab activities will investigate the chemical makeup of food, its digestion and absorption, and how it is metabolized within the body to produce energy and build tissue. Students will be given the tools to examine popular diet plans, apps, and supplements on the market and determine their safety and usefulness. This course may only be taken one time.

1 credit

SUSTAINABLE SOLUTIONS FOR THE 21ST CENTURY (T3)

Designed to connect students both with nature and with their community, this course combines environmental science with project management, civic engagement, and experiential hands-on learning. Much of the content will be project based that allows students to explore topics of their choice. It will require significant independent learning and student responsibility; students will be held to high standards and expected to work both independently and in small groups. The class will require students to navigate complex information, originate in thought and

action, participate fully, communicate effectively, and relate with empathy. The main goals of the course are to strengthen student's understanding of global issues and solutions, diving into the scientific background of these global issues, and provide them with the opportunity to develop their own sustainable solutions for our community. Students who are enrolled in or have already taken APEX Environmental Science should not take this course.
1 credit

H BLOCKS

GREENING THE HUMAN SPIRIT: CONNECTING WITH NATURE TO CONNECT WITH OURSELVES (T1)

The benefits of spending time in nature are myriad and well documented. Yet in this technologically advanced and fast-paced world, people are spending less and less time in wild spaces. What are we losing when we lose our connection to the natural world, and how can we get it back? This course offers students the opportunity to reconnect with nature through art, journaling, self-reflection, as well as through the learning of certain outdoor skills such as knot tying, shelter building, plant identification, and animal tracking. Assessments will primarily take the form of journal reflections, drawing assignments, and wilderness skills "challenges." Students will be outside, rain or shine, for every class as we explore the wild spaces of the Pingree Campus.
½ credit

ARTIFICIAL INTELLIGENCE IN SCIENCE FICTION & CINEMA (T2)

This course explores how writers and filmmakers imagined artificial intelligence long before it existed—and how those visions continue to shape today's technological reality. Beginning with early cinema such as *Gugusse et;* *Automate* and extending to modern works like *2001: A Space Odyssey* and *After Yang*, students examine how depictions of intelligent machines reflect evolving human hopes, fears, and ethical dilemmas. Through film, literature, and discussion, students develop cinematic literacy while tracing changing societal attitudes toward automation—from fascination to anxiety to questions of identity, control, and responsibility. Ultimately, the course asks: as we push beyond the limits of the possible, how should we understand—and govern—the intelligence we create?
½ credit

APPLIED FORENSIC SCIENCE: BALLISTICS AND FIRE ANALYSIS (T3)

Forensics Under Fire is a hands-on, exploratory forensics course that introduces students to three high-interest areas of forensic science: ballistics, arson, and explosives analysis. Through interactive labs, demonstrations, and case-based activities, students will examine how forensic scientists analyze firearms evidence and investigate fire scenes to determine cause and origin. The course emphasizes scientific reasoning, observation, and evidence analysis rather than criminal procedure, making it accessible and engaging for students at all levels.
½ credit

THE ARTS

FULL-CREDIT ARTS COURSES

PERFORMING ARTS

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Dance Ensemble ¹⁺	Dance Ensemble ¹⁺	Dance Ensemble ¹⁺
Performing Arts Workshop	Playwriting	Filmmaking (Performing)
Musical Theater		
Theater & Design: Myth Into Performance	Acting 1: Scene Study ¹	Acting 2: Performance Techniques ^{1*}
Music Production 1	Introduction to Music Theory	Music & the Human Experience
		Music Production 1
	Music Production 2 ^{**}	Music Production 2 ^{**}
Pingree Music Ensemble 2 ^{1*}	Pingree Music Ensemble 2 ^{1*}	Pingree Music Ensemble 2 ^{1*}
APEX Music Ensemble: Roots and Influences*		

¹ Full-credit course. Will be scheduled during two H-Block periods each trimester.

* Has prerequisites - see course descriptions.

+ Students may apply to take for Honors credit. If approved, the course must be taken in every trimester it is offered.

VISUAL ARTS

	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Ceramics	Ceramics 1: Wheel	Ceramics 1: Wheel	Ceramics 1: Wheel
	Ceramics 1: Handbuilding	Ceramics 1: Handbuilding	Ceramics 1: Handbuilding
	Ceramics 2: Altered Forms ⁺	Ceramics 2: Ceramic Sculpture ⁺	Ceramics 2: Throwing Big ⁺
Photo	Photography 1		Filmmaking (Visual)
	Photography 2 ³	Digital Photography	
			Alternative Photo
Drawing & Painting	Drawing 1 & 2	Drawing 1 & 2	Mixed Media
	Printmaking 1 & 2	Painting 1 & 2	Painting 1 & 2
	APEX Studio Art Changemaking: Origins and Influences ⁴		

¹Prerequisite of 1 trimester of Ceramics 1, or teacher permission

²Prerequisite of 2 full-Credit Ceramics classes or 1 full-credit ceramics class & Instructor approval.

³Prerequisite: Completion of Photo 1, or teacher permission

⁴Prerequisite of 3 credits of Visual Arts, including 2 credits of drawing and/or painting (one of which must be a full-credit course), or teacher permission

+ Students may apply to take Ceramics 2 for Honors credit. If approved, the course must be taken in all three trimesters.

H-BLOCK ARTS COURSES
(Open to all students unless otherwise noted)

PERFORMING ARTS

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Yogance	Yogance	Jazz & Hip-Hop Dance
Public Speaking	Public Speaking	Performing Arts As Activism
Improv Theater	Pingree Singers	Pingree Singers
Pingree Music Ensemble 1	Pingree Music Ensemble 1	Pingree Music Ensemble 1
Classical Ensemble	Classical Ensemble	Classical Ensemble
Piano Lab ¹	Intro to Beat Making ¹	Intro to Beat Making ¹
Percussion Lab		
Guitar/Bass Lab ¹		

¹ Students may only take this course once.

VISUAL ARTS

	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
Drawing & Painting	Self-Portrait Drawings	Self-portraits in Acrylic Paint	Activist Art
	Impressionist Painting		
Photo	Photo Workshop: Black & White Film	Photo Workshop: Art and Climate Change	Photo Workshop: Contemporary Topics
Ceramics	Ceramics Workshop: Trompe-l'œil	Ceramics Workshop: Monoprinting in Clay	Ceramics Workshop: Exploring Mexican Folk Art

¹ Open to students in grades 11-12

Art is humanity's most essential, most universal language. Therefore, the Arts are an integral part of the Pingree experience. Through the study of visual and performing arts, students gain intellectual and analytical skills, learn to interpret and communicate profound concepts and ideas, and discover new and fresh perspectives on life and the human experience. Talented faculty members are all practicing artists, gifted in inspiring and mentoring students. They foster strong relationships and offer individualized instruction guiding the budding artist to discover their own unique form of expression and creativity. This department is dedicated to honing the young artist's technical and practical skills, as well as celebrating the power and wonder of imagination. The Arts at Pingree are rich with humor, empathy and an awareness of the interconnectedness of the arts with the world at large.

Our program includes a wide variety of academic courses for half credit, full credit, and honors/APEX credit. The program also offers opportunities to pursue different performing and visual arts experiences as independent study projects, H-block half credit offerings, and after school seasons. The Arts program at Pingree meets or exceeds the National Standards for Arts Education.

Graduation Requirement in the Arts

The current graduation requirement in the Arts is 6 credits (including transfer students), to include at least 1 full-credit visual and 1 full-credit performing arts course after 9th grade. Students who transfer to Pingree after Grade 9 are required to meet the 6 credit art requirement to include at least 1 full-credit visual and 1 full-credit performing art course.

APEX in the Arts

Students applying for APEX courses in the arts should be able to demonstrate advanced skills in their primary artistic discipline, evidenced through prior coursework, participation in co-curricular arts programs, and/or a sampling of completed visual or performing art works. These works must demonstrate proficiency in technical skills and experience with making creative choices that will allow students to work independently in devising and evolving original work.

APEX courses in the arts will result in the completion of a portfolio to include:

Performing Arts - audio/video recordings of performances of work of significant depth and/or breadth; original creative work (i.e. recordings/scores, scripts, choreography); written research

Visual Arts - original visual art works; artist/process statements; written research

Resulting APEX arts portfolios will document a holistic approach in which works studied, written research and original creative work are interwoven, rooted in an area of social justice of the student's choosing. APEX coursework will expect students to explore and situate their work in a larger social and cultural context. Students will be expected to find opportunities to engage with civic organizations in doing research and in finding opportunities to share their resulting work.

APEX Arts portfolios will be shared with the Pingree community and the wider artistic/academic communities for critique and feedback.

FULL CREDIT CLASSES

GRADE 9 ARTS PROGRAM

All first-year students participate in the year-long Grade 9 Arts Program that includes rotations through each visual and performing art discipline. Students will complete Grade 9 Visual Arts and Grade 9 Performing arts with technical skills, individual creative sensibilities, critical collaboration frameworks, and onstage confidence that will serve them throughout the rest of their time at Pingree.

VISUAL ARTS

Visual Arts rotations include Sculpture, Ceramics, Drawing & Painting, and Photography. Students will examine the elements, vocabulary and technical skills involved in each discipline and discover the concepts that interconnect all creative art forms. Students will learn respect for the intellectual aspects of the visual arts and will also explore the creativity and different perspectives that are necessary to develop one's unique, creative voice through a variety of artistic media. This is a pass/fail course.
1.5 credits

PERFORMING ARTS

In Performing Arts, students will explore essential questions about the nature of collaboration through discipline-specific rotations in dance, theater, vocal music, and instrumental music. Students will build their performance and collaboration toolsets and work towards becoming multidisciplinary artists. The Performing Arts component culminates in a collaborative project in which students draw upon the experience gained in all four rotations to create and perform an original work. This is a pass/fail course.
1.5 credits

VISUAL ARTS - CERAMICS

CERAMICS 1: WHEEL (T1, T2, T3)

In this course students will be introduced to the process of throwing on the potter's wheel. Students will learn the basic skills of centering, opening, lifting the walls, and shaping to create cups/mugs, bowls, plates, and more. Wheel throwing techniques will be explored in relation to ceramic art historically and their place in the world of contemporary art. Students will demonstrate their learned skills by creating a matching dinnerware set for a final project. No prerequisite, open to grades 10 through 12.
1 credit

CERAMICS 1: HANDBUILDING (T1, T2, T3)

Using techniques like pinch, coil, and slab students will create functional pottery in addition to exploring the more abstract and expressive qualities of clay. In learning to use tools like the extruder and slab roller, students will be challenged to push the boundaries of the medium in height, form, and surface. Handbuilding techniques will be explored in relation to ceramic art historically and its place in the world of contemporary art. This class culminates in the creation of a large narrative coil pot inspired by the infamous amphoras of Ancient Greece. No prerequisite, open to grades 10 through 12.
1 credit

CERAMICS 2: ALTERED FORMS (T1)

This full-credit course builds on the foundational skills developed in a Ceramics: Wheel class and challenges students to move beyond the perfectly symmetrical pot. In Ceramics 2: Altered Forms, students will refine their ability to throw strong, balanced forms while learning how to intentionally manipulate, deconstruct, and transform those forms into dynamic, expressive works.

Students will continue to strengthen their control of basic shapes—cylinders, bowls, plates, and closed forms—while exploring more complex vessels. Through demonstrations and guided practice, students will learn a range of altering techniques including darting, faceting, paddling, stretching, carving, piercing, sectional construction, and combining wheel-thrown and handbuilt elements. Emphasis will be placed on timing and understanding when clay is most responsive to change. Altered work often requires experimentation and multiple attempts; students will learn to embrace the process as much as the outcome.

A positive attitude, curiosity, and willingness to push beyond comfort zones will lead to a successful and rewarding experience. By the end of the course, students will have a deeper understanding of the expressive potential of clay and a portfolio of work that demonstrates both technical growth and conceptual development.

Prerequisite: Ceramics 1: Wheel, or instructor approval

Open to students in grades 10-12.

1 credit

*see note below for information about Honors-Level Ceramics 2

CERAMICS 2: SCULPTURE (T2)

Utilizing skills learned in a previous ceramics course, students will be introduced to the basics of sculpture & proportion by creating a life size self-portrait bust. This exploration of the human figure will be an intimate and expansive process that requires lots of planning, building, and decorating. Students will develop a deeper understanding of the stages of clay by cutting apart, hollowing out, and reconstructing their bust.

Prerequisite: One credit of Ceramics: Handbuilding, or instructor approval. Open to grades 10 through 12.

1 credit

*see note below for information about Honors-Level Ceramics 2

CERAMICS 2: THROWING BIG (T3)

This full-credit course builds on the foundations learned in Wheel or Altered Forms. Focusing on developing the technical control, physical endurance, and problem-solving skills required to create large-scale ceramic forms.

Students will refine fundamental throwing skills while learning advanced techniques for increasing height, width, and complexity. Methods may include throwing with larger amounts of clay, sectional throwing and assembling, collaring and stretching, throwing off the hump, altering forms, and combining multiple wheel-thrown components. Emphasis will be placed on structural integrity, proportion, and craftsmanship when working at a larger scale.

In addition to technical growth, students will strengthen observational and note-taking skills, develop creative problem-solving strategies, and engage in thoughtful critique. They will learn to value persistence, embrace failure as part of the process, and understand that successful

large-scale work often requires multiple attempts and revisions. A positive attitude, physical engagement, and a willingness to take creative risks are essential. Students who commit to pushing their limits—both technically and conceptually—will leave this course with a deeper understanding of the wheel and a strong sense of accomplishment from creating ambitious ceramic work.

Prerequisite: Ceramics 1: Wheel, or instructor approval

Open to students in grades 10-12.

1 credit

*see note below for information about Honors-Level Ceramics 2

***Students may apply to take Ceramics 2 for Honors-Level credit.**

Students can apply for Honors Credit in Ceramics 2. Following the application process, students may be recommended for Honors-level study. The application form must be signed by the student and advisor, and is available from the Art Department Chair. In addition to the regular level coursework, students taking Ceramics 2 for Honors Credit will be required to participate in regular Raku Firings in Trimesters 1 & 3, submit work to the National K12 Ceramics Exhibition & Scholastic Art & Writing Awards, and participate in a solo exhibition of their ceramic work during Spring Arts Night. All students taking Honors level Ceramics 2 are required to take the course in every trimester it is offered. Open to students in grades 10-11.

Prerequisite for Honors-Level Ceramics 2: 2 credits of Ceramics coursework, including 1 full credit wheel class.

VISUAL ARTS - PHOTOGRAPHY

PHOTOGRAPHY 1 (T1-T2, Two-Trimester Course)

This course is designed to give the student a foundation in the art of film and digital photography. During trimester one, students learn how to use the camera, apply systems of exposure, process film, print their negatives in the darkroom and present finished work. Second trimester emphasizes the computer as a digital darkroom including scanning and Photoshop software. Presentations of historical and contemporary photographers as well as class critiques are included in the course. Must take both trimesters 1 and 2. This course is open to all students in grades 10-12.

2 credits

PHOTOGRAPHY 2 (T1)

This single-trimester, advanced studio course is designed for dedicated photography students who have completed Photography 1. Students are encouraged to work independently and take creative risks, developing projects that refine their personal style and artistic voice. Advanced technical assignments, paired with examples from contemporary photographers, will enhance students' visual literacy and emphasize a contemporary artistic approach in both theory and practice. The course is structured to culminate in the creation of a distinct body of photographic work, with a strong focus on both professional and creative presentation methods. This is a single trimester course that may be repeated and taken either T2 or T3 (or both).

Prerequisite: Photo 1 or approval of the instructor. Open to students in grades 11-12.

1 credit

DIGITAL PHOTOGRAPHY (T2)

This course emphasizes the art of digital photography. Throughout the course, students will explore a variety of digital photographic processes, including basic digital editing, which will enhance their technical skills and broaden their artistic expression. Assignments are designed to encourage photographic experimentation, creativity, and artistic expression, and may include abstractions of color and light, collaborative group collages, digital manipulation, and other innovative approaches to the medium. Open to all skill levels in grades 10-12. *This course is designed as an alternative to Photography 1 but does **not** serve as a prerequisite for Photography 2.*

1 credit

ALTERNATIVE PHOTOGRAPHY: AN UNCOMMON APPROACH TO PHOTO (T3)

In this innovative course students will make black and white photographs using the darkroom and color prints in the digital lab. Assignments may include altering prints with marker and paint, a photographic collage, or making a handmade book from multiple images. You will also learn experimental darkroom techniques and make prints using alternative processes such as Chemigrams, Cyanotypes, and shooting with pinhole cameras. Open to all skill levels from grades 10-12.

1 credit

FILMMAKING - VISUAL (T3)

Study the craft of film making and make your own short film. By watching and learning from game changing films of the past century, we will engage in critical analysis, learn to 'read' films, and you will write, shoot and edit your own (real/reel) film. Utilizing original (now retro) Super 8 camera and film, students will create a narrative, storyboard a shoot, employ their peers to complete the shoot, practice the craft of acting on screen, and edit by hand in this introductory level course. The curriculum of this course will have a greater focus on the visual arts aspects of filmmaking.

Students must register to take either Filmmaking (Performing) or Filmmaking (visual), but not both. Students will only receive performing OR visual arts credit, based on the course they register for. Students may not change the performing/visual credit designation for this course. This course (regardless of performing or visual) may only be taken once. Open to students in grades 10-12.

1 credit

VISUAL ARTS - DRAWING & PAINTING

APEX STUDIO ART CHANGEMAKING: ORIGINS & INFLUENCES

Offered in alternating years. Offered in 2026-27. Not offered in 2027-28.

This is a yearlong, interdisciplinary studio art course focused on creating an artistic practice that asks students to investigate where art, ideas, movements, and visual languages come from—and how artists today inherit, remix, and challenge those legacies. Through sequential modules, students explore the historical origins of artistic movements (from quilting traditions and activist poster design to papermaking and print collectives), examine whose stories and labor shaped these traditions, and consider how they can make art that can influence visual culture, creating an “artist lineage”. Each project pairs historical study with contemporary artists and hands-on making across drawing, painting, printmaking, fiber arts, photography, digital media, and sculpture. Students place themselves within the timeline of activist art as

they explore identity, consider storytelling and visual language, and experiment with traditional and contemporary mediums, addressing the real-world civic engagement and social justice issues of today. Throughout the year, students build technical skills, conduct research, write, and speak critically about art in context, develop a sketchbook practice, and ask how inherited visual languages can be responsibly and imaginatively used to intervene in the present.

The course culminates in a third-trimester civic engagement Pinnacle Project partnership in which students research a real-world issue or civic engagement opportunity, and collaborate with a community organization to design and produce socially engaged artwork informed by the year's studies in order to effect positive change in the world.

Prerequisite: 3 credits of Visual Arts, including 2 credits of drawing and/or painting (one of which must be a full-credit course), or teacher permission.

Open to students in grades 11-12.

3 credits

APEX STUDIO ART CHANGEMAKING: INNOVATORS & IMPROVISERS

Offered in alternating years. Not offered in 2026-27. Offered in 2027-28.

This is a year-long, interdisciplinary studio art course in which students investigate how contemporary artists and organizers use visual culture to build bridges, mobilize communities, and prototype more just futures. Centering improvisation, experimentation, and collaboration in their visual arts practice, and while building pathways across disciplines such as Makerspace, Biology, Museum Studies, and Performing Arts, students work through a sequence of material-based studio art modules such as an exploration of identity in the digital age, experimentation with sustainable art, and/or an inspection of the origins and powers of digital images and the ways artists feed or disrupt media.

Weekly sketchbook practice, artist research, critique, and reflective writing ensure students develop a mature artistic practice. Each progressive module pairs a short exploratory project with a longer, more rigorous project that deepens both technical skill and conceptual impact. Discussion and reflection on historical activist art provide context, while study of contemporary artists and emerging technologies ground the course in present and future directions. Materials explored range from traditional materials and techniques (charcoal drawing, acrylic painting, silkscreen, collage, sewing) to more innovative material mash-ups such as Bio-art, photo-emulsion silkscreen, or wearable art. The course culminates in a community partnership project in which students research a real-world social justice issue in their community, write a paper, and then apply the year's innovator tools in a large-scale, self-designed Pinnacle Project. Prerequisite: 3 credits of Visual Arts, including 2 credits of Drawing and/or Painting (one of which must be a full-credit course), or teacher permission.

Open to students in grades 11-12.

3 credits

DRAWING 1 (T1, T2)

In this course, students will learn and explore drawing as both a technical and conceptual practice. They will gain foundational skills by learning how to draw using a variety of drawing media and surfaces and by practicing drawing from observation. Once they have mastered these foundational skills, students will experiment with various methods of abstraction, learn to layer techniques, processes, and materials and explore more contemporary approaches to drawing and mark-making. Throughout the trimester, students will maintain an active sketchbook

practice. They will also actively view, research and discuss both historical and contemporary artists and their work. By the end of the trimester, students will have a firm grasp of various techniques that can be used to create work that is meaningful and that expresses concepts and ideas that have both personal and relevant meaning to them. They will also have begun to develop and craft their individual style as mark makers. Open to all students in grades 10 - 12.
1 credit per trimester

DRAWING 2 (T1, T2)

Building on the foundational skills developed in Drawing 1, this advanced course challenges students to deepen their technical abilities and conceptual approaches to drawing. Students will refine their observational skills while also pushing beyond representation, experimenting with abstraction, composition, mixed media, and mark-making techniques. Emphasis will be placed on developing a personal artistic voice, using drawing as a means of exploration, storytelling, and conceptual expression, and originating unique solutions for project prompts. Applying the skills and techniques they gained in Drawing 1, they will engage in independent projects that encourage risk-taking and innovation, incorporating research on historical and contemporary artists and movements to inform their practice. An active sketchbook practice will continue as a tool for ideation, process development, and experimentation. Students will also participate in class critiques, strengthening their ability to analyze, discuss, and refine their work. By the end of the trimester, students will have a strong command of drawing as a versatile and expressive medium, with a portfolio of work that demonstrates both technical growth and conceptual depth. Open to all students in grades 10-12 who have completed Drawing 1 or with instructor approval.

1 credit

PRINTMAKING 1 (T1)

Printmaking is a course where students explore the ways that marks on a plate can be transferred to another surface, such as paper or fabric, in order to create new and interesting results. From relief letterpress printing with Legos or linocut to intaglio printing with recycled plexiglass or recycled Tetrapaks, students etch, carve, and ink new and creative works of art. Students learn to apply the Principles of Art and basic Color Theory, plan compositions, choose appropriate materials, manipulate a plate, and use the classroom printing press. Throughout the course, students will be inspired by the works of historic and contemporary printmakers. No prior art experience is needed, and assignments build on one another so that by the end of the class, students have become master classroom printmakers, able to plan and execute their own original and meaningful prints.

Open to students in grades 10-12.

1 credit

PRINTMAKING 2 (T1)

Printmaking 2 is a course that allows students to take the experience and knowledge gained in Printmaking 1 and apply it to more complex and independent projects. Intaglio, relief, silkscreen, kitchen lithography, and monoprint techniques are combined with collage, papermaking, or even each other, in order to create a bold and original portfolio of completed prints. Students will delve more deeply into the printmakers that influence them, choosing a favorite artist and sharing information about their work with the class. Printmaking 2 students

should be curious, self-motivated, and excited to explore this flexible medium. (Printmaking 1 is a prerequisite.)

Open to students in grades 11-12.

1 credit

PAINTING 1 (T2, T3)

In this foundational course, students will explore painting as both a technical and conceptual practice. They will begin by learning essential painting skills with a variety of painting media and surfaces. They will practice painting “on the right side of the brain”, learning how to observe and record what they see. Having mastered these foundational skills, students will layer techniques, processes, and materials as they explore more contemporary approaches to painting. They will create paintings that express concepts and ideas that have personal and relevant meaning to them. They will also begin to develop and craft their individual style as painters. Open to all students in grades 10-12.

1 credit

PAINTING 2 (T2, T3)

Building upon the skills developed in Painting 1, this advanced course challenges students to refine their technical abilities while exploring more complex conceptual and expressive approaches to painting. Students will deepen their understanding of color theory, composition, and mark-making, emphasizing personal voice and artistic intent, originating unique, self-directed projects, as they continue to explore their understanding of painting techniques and media. Students will continue to explore contemporary and historic artists, while growing their sketchbook practice and participation in class discussions and critiques. By the end of the trimester, students will have a portfolio of paintings that demonstrate technical skill, conceptual depth, and a growing personal style as painters. Open to all students in grades 10-12 who have completed Painting 1 or with instructor approval.

1 credit

MIXED MEDIA (T3)

In this process-based course, students will explore a variety of media and techniques (bookbinding, printmaking, cyanotype, drawing, painting, sewing, collage, and more) and discover exciting possibilities when two or more media are combined. Exercises and projects will challenge students to think outside the box, communicate complex ideas, and develop their own artistic style and voice. Throughout the course, students will be introduced to contemporary and historic artists working in mixed media, and by the end of the course, they will have developed their own fluency and style in a wide variety of media. No prior experience is necessary, but an open mind is a must! Open to all students in grades 10-12.

1 credit

PERFORMING ARTS - DANCE

DANCE ENSEMBLE (T1, T2, T3)

In this workshop-structured course, intermediate to advanced technical skills will be practiced, key performance skills will be discussed, and fundamental team building skills will be highlighted. Creative processes and improvisation will be explored, and multiple genres and styles will be taught and may include but are not limited to: contemporary, lyrical, ballet, jazz,

and modern. The ensemble will rehearse and be encouraged to provide their own ideas and creative input throughout the year, and will be asked to collaborate in a variety of ways in order to achieve goals set by the class. In addition, students will have the opportunity to create their own dance works by learning skills in choreography, improvisation, and composition. This course will also offer students the opportunity to develop a greater sense of body awareness, self-confidence, and self-discipline by learning to use the body as an expressive instrument. Students in this class will be required to perform in multiple events in and outside the Pingree community throughout the school year.

Students with previous experience can apply for Honors Credit in this section. Following the application process, students may be recommended for Honors-level study. The application form must be signed by the student and advisor, and is available from the Art Department Chair. In addition to the regular level coursework, students taking Dance Ensemble for Honors Credit will be required to prepare a Dance Reel in Spring Semester to be showcased at end of the year, an artist website, and to assist with dance productions/concerts, costume selections, music choices, guest artist workshops/performances, field trips, and various dance events throughout the Pingree community. All students taking Honors level Dance Ensemble are required to take the course for the full year.

Open to students in Grades 10-12. ***This full-credit course will be taught over 2 H-Block periods.***

1 credit per trimester. Honors-level study earns 3 credits.

PERFORMING ARTS - MUSIC

APEX MUSIC ENSEMBLE: ROOTS AND INFLUENCES

Offered in alternating years. Offered in 2026-27. Not offered in 2027-28.

This course serves as a pinnacle of music studies at Pingree and is geared toward students who have developed and refined their musical skills through prior courses and personal work. This course will require students to synthesize skills learned in prior courses in order to fulfill expectations that navigate the intersection of musical performance, creation, and history. As members of an ensemble, students will develop and refine their individual and collaborative musical skills through the exploration of the historical lineage of modern popular music. Students will develop technical and stylistic fluency—specifically the coordination of vocal and instrumental performance—through immersion in the creative practices of Blues, Folk, and Jazz. Students will synthesize these influences through original songwriting that honors historical authenticity while pushing the boundaries of contemporary ensemble performance. Research projects will take place in written, spoken, and musical forms that highlight the regional evolution of music, explore how music was and is used for activism and social justice, and draw deliberate links to other academic disciplines. Students can expect to be assessed in two overarching areas: process (journals, ensemble engagement, collaboration) and product (performances, original compositions, and research presentations). Students will perform regularly within and beyond the Pingree community. Students will be expected to contextualize some of the music they share within the Pingree community through research presentations that serve to frame their performances. In trimester three, students will give a Ted Talk-style research presentation where they use their research to educate the community about the historical lineage of their music, the role of social justice in music past and present, and, together with their research teams, showcase the original music informed by that work.

All students are expected to complete an application to be considered for this course. Students who apply should have completed 3 credits of music coursework, including 2 credits of Music Ensemble, Music Production, and/or Vocal Ensemble/A Cappella. Students with significant experience in audio engineering and sound design may apply for a hybrid role within the ensemble. These students will navigate the course as both performers and session producers. Students who do not meet the coursework requirements must provide a letter of recommendation from the Art Department or an outside teacher/school in order for their course application to be considered. Open to students in grades 11 and 12.
3 credits

APEX MUSIC ENSEMBLE: EXPLORATIONS & INNOVATIONS

Offered in alternating years. Not offered in 2026-27. Offered in 2027-28.

This course is a performance-based ensemble class designed for musicians ready to push the boundaries of modern music-making. While maintaining a core focus on advanced technical musical skill development, ensemble synergy, and original songwriting, this course will allow students to explore the technological and experimental revolutions of the 20th and 21st centuries. Students will develop technical and stylistic fluency through exploration of styles and practices commonly found in Indie/Electronic/Experimental Pop/Hip-Hop music and in contemporary hybrids that defy strict genre classification. Through project-based "Studio Sessions," students will not only perform contemporary repertoire (as instrumentalists and singers) but also engage in original composition, digital signal processing, and collaborative media production.

Students will do individual and collaborative research on past and present innovators across music and other arts disciplines, and how evolutions in science and technology have informed creative work. Research projects will take place in writing, presentations, and performances that are shared within and beyond the Pingree community. Using this research, students will create and produce original music that uses experimental techniques and innovative technologies in order to address social justice issues at the local and global level. Through this course, students will embody a holistic approach to music-making that blurs the boundaries between musicians, producers, and songwriters. Students can expect to be assessed in two overarching areas: process (journals, ensemble engagement, collaboration) and product (performances, original compositions, and research presentations).

All students are expected to complete an application to be considered for this course. Students who apply should have completed 3 credits of music coursework, including 2 credits of Music Ensemble, Music Production, and/or Vocal Ensemble/A Cappella. Students with significant experience in audio engineering and sound design may apply for a hybrid role within the ensemble. These students will navigate the course as both performers and session producers. Students who do not meet the coursework requirements must provide a letter of recommendation from the Art Department or an outside teacher/school in order for their course application to be considered. Open to students in grades 11 and 12.
3 credits

PINGREE MUSIC ENSEMBLE 2 (T1, T2, T3 - all single trimester courses)

This full-credit musical ensemble and workshop course is open to all instrumentalists and vocalists who are interested in performing in large and small musical groups with a leaning toward popular and modern music. Students in this class will have the chance to perform in a

variety of contexts and musical genres based on their personal musical interests. There will be opportunities to play in smaller instrumental groups, to sing lead or backing vocals, or to perform together as a large instrumental/vocal ensemble. Students will also have the chance to write, arrange, and record original music, to explore the fundamentals of music theory, and to take creative risks by exploring secondary instruments and vocals. This class will evolve into one of the primary, featured musical ensemble(s) in and around the Pingree community. Students in this course may have the opportunity to collaborate on creative work with other performing arts classes. Open to students in grades 10-12.

Prerequisite: 0.5 credits of Music courses (beyond Grade 9 Arts) or teacher approval.

This full-credit course will be taught over 2 H-Block periods. It will now be offered in each trimester as a single-trimester course.

1 credit

MUSIC PRODUCTION 1 (T1, T3)

In this course, you will learn the fundamental concepts involved with beat making, recording, and producing original music using the technologies in the Digital Music Lab and the Recording Studio. By learning to use Ableton Live and Apple Logic Pro, you will learn how to program drum beats, use synthesizers and MIDI controllers to create chords and melodies, and use audio effects to process recordings of instruments and vocals. Emphasis will be placed on learning the techniques involved in creating hip-hop and other popular music styles. You will also learn the art of sampling, how to create remixes and mashups, and how to use various controllers in conjunction with a laptop in creating a live performance. Open to all students in grades 10-12. *This course may only be taken once.*

1 credit

INTRODUCTION TO MUSIC THEORY (T2)

This course will introduce students to the fundamental concepts of music theory and their application in performing and creating original music. Students will learn different approaches to analyzing, notating, and composing music, and significant emphasis will be placed on ear training and developing aural skills. Skills developed in this course will also help to inform and empower more meaningful experiences for students involved with musical ensembles at Pingree. This course may only be taken once. This course is open to all students in grades 10-12 regardless of prior musical experience.

1 credit

MUSIC PRODUCTION 2 (T2, T3)

In this upper level course, you will have the opportunity to explore advanced techniques and approaches to creating and performing original music using the technologies in the Digital Music Lab and the Recording Studio. Building upon skills learned in previous Music Production and/or Theory courses, you will learn to apply important music theory concepts in creating more complex and nuanced music. You will analyze the music of contemporary artists and songs of artists you enjoy in order to identify musical concepts to implement and cultivate in your own work. You will deeply explore synthesizer programming, the art of mixing and mastering recorded music, and how to build a customized live performance setup using MIDI controllers. You should expect to share recordings and live performances in and around the Pingree community.

Students can apply for Honors-Level study in this course. Following the application process, students may be recommended for Honors-level study. The application form must be signed by the student and advisor, and is available from the Art Department Chair. In addition to the regular level coursework, students taking Music Production 2 for Honors Credit will be required to prepare original productions to be showcased at the end of the year at our Spring Arts Festival, and an EP/portfolio of recorded works. All students taking Honors level Music Production 2 are required to take the course in every trimester it is offered.

1 credit (2 credits for Honors Level in T2-T3 combined)

Prerequisite: 1 credit of Music Production 1, Music Theory, or departmental approval.

Open to students in grades 11 and 12.

MUSIC AND THE HUMAN EXPERIENCE (T3)

This course is designed for students who consider themselves music lovers but not necessarily performers. Equal parts music appreciation, psychology, and pop culture studies, students will have the opportunity to listen to and explore a variety of music while developing understandings about how and why their musical tastes have developed and evolved. In addition to exploring the role music plays in helping to shape identity and culture, controversial issues in contemporary music will be addressed, including: the role of technology and the Internet on the art and business of music, image in pop music, the ethics of sampling, and issues surrounding race, class, and gender. Students will learn how to thoughtfully critique music in written and verbal forms and will have opportunities to research artists and musical genres of personal interest. This course is open to students in grades 10-12.

1 credit

PERFORMING ARTS - THEATER

MUSICAL THEATER (T1)

In this performance-based class, hone your acting and musical interpretation skills through the study of musical theater scenes and songs. Explore from the perspectives of actors, directors, and musicians as you make characters your own. The class will also include critical discussions of musical theater history, evolution, and the representation of artists of historically marginalized identities in the field. While this course may be especially meaningful for students interested in participating in Pingree's winter musical theater production, no previous performance experience is needed. All are enthusiastically welcome! This course satisfies the prerequisite for Acting and Directing 2. Open to all students in grades 10-12.

1 credit

THEATER & DESIGN: MYTH INTO PERFORMANCE (T1)

Actors, techies, and avid readers & fans of myths -- this course will offer the opportunity to put creative skills into practice. Following a deep dive of reading and interrogating classic myths, students will have the opportunity to write, design, and bring to life original theatrical performances. In devising this work, we will address questions like -- How have myths and their performance shaped our culture? How does contemporary myth manifest today? How does the reading of the myth shift from century to century? What new myths do we need? From The Little Mermaid and her many iterations across the world (Cape Town, Japan, the Caribbean, Denmark, Russia, Greece) to the Odyssey, Star Wars and more, we love and crave mysterious and magical stories. Students with enthusiasm for acting/tech/design will have opportunities to enact their creative skills in devised performances.

Open to students in Grades 10-12.

1 credit

PERFORMING ARTS WORKSHOP (T1)

If you are a student who is interested in the performing arts, but may not be sure which discipline is the best fit for you, this may be the ideal course. Through a variety of fun, collaborative projects and experiences, you will have the opportunity to build on the skills you learned in Grade 9 Performing Arts through work that may include dance, music, theater, and/or technical theater. Collaborations in this class will provide the opportunity for you to apply and develop your own creative ideas, interests, and skills in the performing arts.

Coursework will be both “inward-looking” (*Who am I? Who are we? How can we explore and express ourselves through performance?*) as well as “outward-acting” (*How might I/we use the performing arts to explore and enact social justice in our community and in the greater world?*). By the end of this course, you will be able to devise and share unique, collaborative performances that showcase the common skills and connections between multiple performing arts disciplines. Students of any level of comfort and experience with the arts are welcome in this course! **This course may only be taken once.** Open to students in grades 10-12.

1 credit

ACTING 1: SCENE STUDY (T2)

Through text analysis, unlock your character's motivations, obstacles, wants and fears. Working solo and with scene partners, you will create action-based choices to perform scenes and monologues. Learn the basics of preparing for performance (research/analysis, rehearsal, performance). Improv and movement, voice and speech will be a part of this coursework. Build your confidence as a performer and as a reader!

Open to students in Grades 10-12

1 credit

PLAYWRITING (T2)

This course introduces the basic ingredients of dramatic writing and inspires you to imagine stories that transcend the page. Through creative exercises, discussions, analytical writing, and encounters with plays throughout history and across cultures, you will broaden your understanding of what a play can be. Write your own original monologues, scenes, and short plays and hear them out loud. The playwright, poet, and activist Amiri Baraka said, “Thought is more important than art. To revere art and have no understanding for the process that forces it into existence is finally not even to understand what art is.” This class offers you a stronger understanding of your own artistic process and the stories you want and need to tell. Open to students in grades 10-12.

1 credit

ACTING 2: PERFORMANCE TECHNIQUES (T3)

Building on the principles of Acting 1, you will deepen your performance practice by engaging with classical texts (Shakespeare, Greeks) with heightened language, movement work (physical theater/storytelling), clown and longform improv. Stage combat, voice and speech, dialects and audition techniques are available areas of focus.

Open to students in Grades 10-12

1 credit

FILMMAKING - PERFORMING (T3)

Study the craft of film making and make your own short film. By watching and learning from game changing films of the past century, we will engage in critical analysis, learn to 'read' films, and you will write, shoot and edit your own (real/reel) film. Utilizing original (now retro) Super 8 camera and film, students will create a narrative, storyboard a shoot, employ their peers to complete the shoot, practice the craft of acting on screen, and edit by hand in this introductory level course. The curriculum of this course will have a greater focus on the performing arts aspects of filmmaking.

Students must register to take either Filmmaking (Performing) or Filmmaking (Visual), but not both. Students will only receive performing OR visual arts credit, based on the course they register for. Students may not change the performing/visual credit designation for this course. This course (regardless of performing or visual) may only be taken once. Open to students in grades 10-12.

1 credit

H BLOCKS

All *half-credit* H Block courses in the Arts are Pass/Fail. *Full-credit* Arts courses offered in H-blocks will be graded.

OFFERED MULTIPLE TRIMESTERS

CLASSICAL ENSEMBLE (T1, T2, T3)

This half credit H block course is offered to those students who would like to participate in an instrumental ensemble that focuses on classically-oriented repertoire and can incorporate any instrument. The ensemble will rehearse and perform a variety of classically based musical styles, and work on basic musical skills such as music literacy, and both solo and ensemble technique. Students will also be encouraged to provide their own ideas for concert repertoire as the year progresses. The ensembles will meet in full and sectional rehearsals and at times combine with other ensembles during H Block. This ensemble will perform at school concerts and other school events.

½ credit per trimester.

INTRODUCTION TO BEAT MAKING (T2, T3)

This half-credit course is open to any student who is interested in making electronic beats and producing their own tracks, regardless of musical experience. Electronic beats are currently featured in multiple musical genres, so students with various musical tastes will find these skills to be relevant. In this course we will learn how to construct beats using various tools (turntables, samplers, etc.) and a Digital Audio Workstation (Ableton software). Students will get an overview of a few popular styles of beatmaking and approaches to sampling existing music, discuss the history and cultural context behind beat making, and will produce their own original beats! **This course may only be taken once.**

½ credit per trimester

PINGREE MUSIC ENSEMBLE 1 (T1, T2, T3)

This is the H-block version of Pingree Music Ensembles. This course is open to all instrumentalists and vocalists who are interested in performing in large and small musical groups with a leaning toward popular and modern music. Students in this class will have the

chance to perform in a variety of contexts based on their personal musical interests. There will be opportunities to play in smaller instrumental groups, to sing lead or backing vocals, or to perform together as a large instrumental/vocal ensemble. Students will also have the chance to write, arrange, and record original music, to explore the fundamentals of music theory, and to take creative risks by exploring secondary instruments and vocals. Students in the H-block version of this course will have the opportunity to perform at concerts in the Pingree community. While all students are welcome in this class, those with no instrumental or singing experience may wish to consider a Music Lab class as an H-block in T1.

½ credit per trimester

PINGREE SINGERS (T2, T3)

This H block course is open to any student who is interested in singing! The ensemble will rehearse and perform a wide variety of music, including modern pop songs (suggested by students) to less familiar styles that will stretch students technically and creatively. Students will work on basic musical skills such as vocal and ensemble technique, reading music, and learning to harmonize. Pingree Singers will have the opportunity to perform informally (open H-blocks) and for school and community events.

½ credit per trimester

PUBLIC SPEAKING (T1, T2)

Speaking in public is an opportunity to connect, to educate, to motivate, and to inspire. This course will introduce you to a variety of types of public speaking, from pecha kucha to milestone speeches and from instructional presentations to toasts. We will especially focus on the art of communication and connection with an audience by strengthening skills in voice, diction, posture and gesture. Learn techniques to overcome anxiety so you can thrive in the spotlight! This course may only be taken once.

½ credit

YOGANCE (T1, T2)

This yoga inspired dance movement class will help all athletes with coordination, flexibility, and balance. Students will practice multiple genres of dance, while staying connected mind and body. Students will study the ways they might inform and enhance their athletic abilities through strength, stretch and conditioning exercises while focusing on the importance of breath. This healthy and effective class will also include mindful meditation.

½ credit

TRIMESTER 1 ONLY

CERAMIC WORKSHOP: TROMPE-L'ŒIL (T1)

Trompe-l'œil (French for “trick of the eye”) is a pass/fail course focused on the art of illusion. In this course, students will create ceramic works that convincingly imitate everyday objects, textures, and materials—transforming clay into objects that appear to be something else entirely. Students will explore observation, scale, surface detail, color matching, and craftsmanship as essential tools for creating believable illusions. Emphasis will be placed on careful planning, technical skill, and attention to detail, as well as creative interpretation and concept development. Through demonstrations, critiques, and studio work, students will strengthen their ability to see closely, problem-solve, and refine their work through multiple revisions. Because the course is pass/fail, the focus is on growth, experimentation, and

commitment to the process rather than grades. A strong work ethic, patience, and willingness to embrace challenges are key to success in this class.

½ credit

IMPROV THEATER (T1)

Improvise theater builds active listening skills, encourages risk-taking, and teaches participants to trust themselves and their ensemble. This class will introduce the essential skills and techniques necessary for becoming a successful improviser. Through a variety of games and improvisational structures, students will learn to work both independently and collaboratively on acting “in the moment”. The course will focus on building a joyful and supportive creative ensemble, making unique and interesting character choices, developing comedic timing, and strengthening confidence.

½ credit

STUDIO ART: IMPRESSIONIST PAINTING (T1)

Painting can be used to capture the impression of a moment. In this course, students will learn the history of Impressionist painting, be inspired by masterworks, and explore through their own creation. Color, form and abstraction will be used in order to not only create an image, but communicate something more.

½ credit

STUDIO ART: SELF-PORTRAIT DRAWINGS (T1)

Using portraiture as subject matter, this course is a study of the basic elements and principles of drawing. Using a variety of two-dimensional media (e.g., charcoal and ebony pencils), students will create layered portrait drawings that will deepen their understanding of line, value, shape, and form.

½ credit

MUSIC LAB CLASSES - These classes, offered during T1, are designed for students looking for beginner-level experiences in learning to play an instrument and/or singing. These classes are perfect for students who aspire to be a part of Vocal Ensemble or Pingree Music Ensemble, but have minimal experience with playing an instrument or singing. These classes are also well-suited to students who already play instruments/sing who are interested in exploring something new. Students who already have instrumental/singing experience are encouraged to consider joining an H-block or full-credit ensemble class. Our four Music Lab classes are:

GUITAR AND BASS LAB (T1)

Would you like to learn more about playing beginner level guitar and bass? This lab is designed for students to have an introductory experience with guitar and bass and develop the basic skills needed to join an ensemble or perform as a soloist. This course will cover basic technique, useful chords, playing melodies, reading music and improvising on electric guitar, acoustic guitar, and bass. Students will have the opportunity to learn songs in small groups and in a full ensemble.

½ credit

PERCUSSION LAB (T1)

Never played drums before? This lab is open to all students who are willing to get creative and interact using rhythm. Students will develop the basic drumming skills

needed to perform in an ensemble or as a solo performer. This rhythmic experience will be relevant for many types of students, whether they are looking to simply have a new and fun experience, expand on their existing drumming skills of any type, or gain more rhythmic experience and apply it to another instrument. This ensemble will practice and perform in a few different formats depending on the musical project at hand. Students will experience formats like drum circle styled hand drumming, traditional rudimentary studies, contemporary electronic percussion and sample-based music, among others.

½ credit

PIANO LAB (T1)

Have you always been interested in learning to play the piano? Or maybe you know how to play but are looking to sharpen and refine your technical skills? This course is designed to develop rudimentary piano skills including reading music and playing melodies with chords. Students will even have opportunities to learn to play their favorite songs.

½ credit

PHOTO WORKSHOP: BLACK AND WHITE FILM (T1)

This course offers an introduction to black-and-white film photography. Students will learn to use 35mm cameras, develop their own film, and create prints in the darkroom. Emphasis is placed on experimentation, craftsmanship, and personal expression. Students will also learn basic mounting and presentation techniques.

½ credit

TRIMESTER 2 ONLY

CERAMICS WORKSHOP: MONOPRINTING IN CLAY (T2)

Monoprinting in Clay is a pass/fail course that explores the intersection of printmaking and ceramics. In this course, students will experiment with creating one-of-a-kind printed surfaces on clay using slips, underglazes, stencils, found textures, and newsprint transfer techniques. Each print will be a unique impression—capturing gesture, layering, and spontaneity in clay. Students will learn how surface, pattern, and imagery can transform functional and sculptural forms. Emphasis will be placed on composition, contrast, repetition, and the relationship between image and form. Projects may include printed tiles, slab-built vessels, and mixed-surface experiments.

Because the course is pass/fail, the focus is on exploration, risk-taking, and creative growth rather than grades. Students are encouraged to experiment, embrace unexpected results, and develop their voice through process-driven work. Curiosity, craftsmanship, and active studio participation are key to success in this class.

½ credit

PHOTO WORKSHOP: ART & CLIMATE CHANGE (T2)

In this photography workshop, we will explore the intersection of art and science through the lens of climate change. Students will create original artworks that visualize, interpret, and respond to climate-related scientific concepts, beginning with photographic processes and expanding into other mediums such as installation and mixed media. Along the way, we'll investigate how photography—and art more broadly—can translate research and data into visual form, while also pushing beyond illustration to engage the emotional, subjective, and

experiential dimensions of climate change. The course will culminate in a student-designed exhibition that showcases the class's creative investigations.

½ credit

STUDIO ART: SELF-PORTRAITS IN ACRYLIC PAINT (T2)

Using portraiture as subject matter, this course is a study of the basic elements and principles of drawing and painting. Using examples in art history as a guide, students will complete self-portrait drawings and paintings. Students will be guided and encouraged to take risks with materials and ideas.

½ credit

TRIMESTER 3 ONLY

CERAMICS WORKSHOP: EXPLORING MEXICAN FOLK ART (T3)

Exploring Mexican Folk Art through Alebrijes is a pass/fail course that introduces students to Arte Popular (Folk Art in Mexico), with a focus on the imaginative sculptural tradition of alebrijes (fantastical beasts). Inspired by the work of Pedro Linares, students will learn about how the environment, indigenous religion/symbolism, and dreams influenced Pedro Linares to begin creating Alebrijes (fantastical beasts). This course culminates with students designing and creating their own ceramic Alebrije. Through careful sketching, sculpting, and surface design, students will bring their own fantastical creature to “life” and discuss the meaning and symbolism behind their creative choices. Because the course is pass/fail, the focus is on exploration, originality, and commitment to the creative process rather than letter grades. Students are encouraged to take risks, iterate on ideas, and embrace imaginative thinking while maintaining strong technical skills and studio responsibility.

½ credit

JAZZ AND HIP HOP DANCE (T3)

No previous dance experience is required; the course will be adapted to meet students' experience and ability. Dancers in this class will practice isolation, body control, and musicality. Along with learning fundamentals skills in both genres of dance, students will have the opportunity to grow as performers and push their individual artistic voice. Class will begin with warm-up, followed by progressions across the floor to help students develop and strengthen musicality, alignment and athleticism. Freedom of freestyle and self-expression will be encouraged and a blend of different hip hop and jazz techniques will be explored. Students in this class will have the opportunity to perform in the Spring Arts Festival.

½ credit

PERFORMING ARTS AS ACTIVISM (T3)

This H-block course studies examples of theater as protest and resistance. Referencing examples in history and present day as a guide, students will engage in discussion and readings and create performance art pieces that make personal/ political/social statements to enact change. Students will be guided and encouraged to take risks with materials and ideas.

½ credit

PHOTO WORKSHOP: CONTEMPORARY TOPICS (T3)

This photography workshop invites students of all skill levels to explore a variety of timely and thought-provoking topics. Whether you're just starting out or have developed a solid technical foundation, you'll have the chance to experiment with concepts like rethinking the landscape,

the digital self, politics of representation, abstraction, and documentary photography. Topics will evolve based on student interests and current trends. The focus is on creative exploration and developing your personal photographic vision.

½ credit

STUDIO ART: ACTIVIST ART (T3)

This course is a study of the basic elements and principles of drawing and painting.

Referencing examples in art history as a guide, students will complete interactive art pieces that make personal, political, or social statements to engage the viewer. Students will be guided and encouraged to take risks with materials and ideas.

½ credit

BE WELL: COMMUNITY EDUCATION

Be Well (Belonging and Wellness) at Pingree is a cornerstone of the student experience, designed to foster both individual wellness and a strong sense of belonging within the community. Rooted in Pingree's commitment to holistic education, the Be Well program equips students with lifelong skills for mental, emotional, and physical well-being. Through meaningful conversations, guided reflection, and community engagement, students explore topics such as identity, relationships, health, and resilience. While the program is sustained over all four years and across all disciplines, it includes a credit-bearing Community Education course taken in either the ninth or tenth grade, or in the first trimester for transfer students. Completion of ½ credit in Community Education is required by the end of the tenth grade or in the first trimester after transferring. The Be Well program serves as a foundation for students to navigate challenges, deepen self-awareness, and actively contribute to a culture of care and connection at Pingree.

BE WELL: COMMUNITY EDUCATION FOR CONTINUING SOPHOMORES (T1, T2, T3) H BLOCK

Be Well: Community Education is an important part of each 10th grader's Be Well journey. This course, offered during an H-block for students who enroll at Pingree in 9th grade, is designed to promote student health, wellness, and a strong sense of belonging. Students will learn skills and strategies to better care for themselves, support one another, and contribute positively to their community.

Through engaging discussions, assessments, and activities, students will explore topics such as identity and community, sexuality and relationships, and overall wellness. Students discuss challenges adolescents face and use realistic scenarios to practice communication and healthy decision-making. Emphasis is placed on mental and physical health, respectful peer interactions, and living out our shared community values. By the end of the course, students will be better prepared to support their own wellness and help foster a more inclusive and supportive school environment. The Be Well: Community Education H Block course is offered each trimester and is only open to sophomores who were enrolled at Pingree in ninth grade.
½ credit

BE WELL: COMMUNITY EDUCATION FOR TRANSFER STUDENTS (T1) H BLOCK

Be Well: Community Education for transfer students is an important part of the Be Well program, designed specifically for students transferring into Pingree in 10th, 11th, or 12th grade. It supports student health, wellness, and a sense of belonging by developing skills and strategies that promote self-care, empathy, and community engagement.

For new members of our community, this course is designed to provide an introduction to the knowledge, skills, and strategies that will help them be informed and responsible citizens of Pingree. The course covers topics related to identity and community, sexuality and relationships, and health and wellness. Understanding that the transition into a new school can be challenging, class time will also be dedicated to building community around the shared experience of being a transfer student. Students will also engage in greater depth with key Be Well concepts typically integrated into the 9th-grade history and biology curriculum, ensuring a comprehensive and aligned experience. The course also includes an in-depth introduction to

Pingree's mission and values, helping students understand what it means to thoughtfully participate in this school community. *Required of all transfer students during T1.*

½ credit

BE WELL: COMMUNITY EDUCATION GRADE 9 AND 10 CO-CURRICULAR PROGRAM

Complete the Be Well: Community Education requirement while exploring different fitness opportunities:

Be Well: Community Education in the co-curricular program provides 9th and 10th-graders an introduction to the skills and strategies that will help individuals become responsible members of the community. Units examine topics related to identity and community, sexuality and healthy relationships, and individual wellness.

Each week, students will participate in two days of Be Well: Community Education curriculum and two days of wellness-based physical activities such as yoga, recreational sports, hiking, or walking. All activities are coordinated by an instructor to support students' overall well-being and encourage healthy habits. Students may enroll in a Be Well: Community Education season only once during either their 9th or 10th grade year. Students may take this course in the winter or spring season of their 9th-grade year or during any season of their 10th-grade year to fulfill their Be Well: Community Education requirement.

Students will participate in engaging discussions, assessments, and activities during the class blocks. By actively pursuing wellness both in the classroom and through physical activity, students will develop skills to better support their wellness and be able to engage as upstanders to help others in our community.

½ credit

H-BLOCK COURSES

All H Block classes are half credit per trimester. They are pass/fail and open to grades 9-12 unless otherwise noted.

Department	Trimester 1	Trimester 2	Trimester 3
English	Creative Writing- Short Fiction & Poetry	Creative Writing - Short Fiction	The Highlander Newspaper: An Intro to Journalism
	The Highlander Newspaper: An Intro to Journalism	Journey into the Odyssey	
History/ Social Science	Climate Change History	Political Speeches and Rhetoric in the US	Applied Ethics in the News: Moral Exploration of Current Events
		Global Governance and the United Nations	Big History
Science	Intro to Engineering	AI in Science Fiction and Cinema	Applied Forensic Science: Ballistics and Fire Analysis
Language	Everyday Spanish Through Multimedia	Social Justice Studies Through International Film	Chinese Culture and Identity in Television
Math/ Programming	Flight Lab: Drone Technology & Aerial Exploration	Toymaking: Design and Technology	Tech Agent AI - Tools, Workflows, and Human Oversight
Cross- curricular	Learn To Lead: Pingree Leadership Challenge (9-10)	Keeping up with the Courts	Financial Literacy (10-12)
	Social Justice through Illustrated Children's Books		
	Mindfulness		Entrepreneurship
	Greening the Human Spirit: Connecting with Nature	Yearbook (10-12)	
	AI and the Future: Dystopias, Humanity, and Possibility		
Fine Arts	Yogance	Yogance	Jazz & Hip Hop
	Public Speaking	Public Speaking	Performing Art Activism
	Improv Theater	Pingree Singers	Pingree Singers
	Pingree Music Ensemble 1	Pingree Music Ensemble 1	Pingree Music Ensemble 1
	Classical Ensemble	Classical Ensemble	Classical Ensemble
	Percussion Lab		
	Guitar/ Bass Lab ¹	Intro to Beat Making ¹	Intro to Beat Making ¹
	Piano Lab ¹		
	Impressionist Painting	Self-Portrait Acrylic Paint	Activist Art
	Self-Portrait Drawing		
	Photo Workshop: Black & White Film	Photo Workshop - Art & Climate Change	Photo Workshop - Contemporary Topics
	Ceramics Workshop: Trompe-l'œil	Ceramics Workshop: Monoprinting in Clay	Ceramics Workshop: Exploring Mexican Folk Art
Be Well: Community Education	Be Well: Community Education for Sophomore (grade 10)	Be Well: Community Education for Sophomore (grade 10)	Be Well: Community Education for Sophomore (grade 10)
	Be Well: Community Education for Transfer Students		

¹ Students may only take this course once.

H BLOCK COURSES

H Block courses are half credit, pass/fail courses intended to allow students more choice and voice in their academic program. All departments offer H Block courses and many cross curricular offerings are available, too. H Block courses will often have a reduced work load compared to full credit courses, though homework and independent work may be assigned. Not all H Block courses will count towards the department distribution requirements. **H Block courses are open to all students unless otherwise noted.** Students are enrolled based on lottery for oversubscribed courses.

OFFERED MULTIPLE TRIMESTERS

BE WELL: COMMUNITY EDUCATION FOR CONTINUING SOPHOMORES (T1, T2, T3) H BLOCK

Be Well: Community Education is an important part of each 10th grader's Be Well journey. This course, offered during an H-block for students who enroll at Pingree in 9th grade, is designed to promote student health, wellness, and a strong sense of belonging. Students will learn skills and strategies to better care for themselves, support one another, and contribute positively to their community.

Through engaging discussions, assessments, and activities, students will explore topics such as identity and community, sexuality and relationships, and overall wellness. Students discuss challenges adolescents face and use realistic scenarios to practice communication and healthy decision-making. Emphasis is placed on mental and physical health, respectful peer interactions, and living out our shared community values. By the end of the course, students will be better prepared to support their own wellness and help foster a more inclusive and supportive school environment. The Be Well: Community Education H Block course is offered each trimester and is only open to sophomores who were enrolled at Pingree in ninth grade.
½ credit

CLASSICAL ENSEMBLE (T1, T2, T3)

This half credit H block course is offered to those students who would like to participate in an instrumental ensemble that focuses on classically-oriented repertoire and can incorporate any instrument. The ensemble will rehearse and perform a variety of classically based musical styles, and work on basic musical skills such as music literacy, and both solo and ensemble technique. Students will also be encouraged to provide their own ideas for concert repertoire as the year progresses. The ensembles will meet in full and sectional rehearsals and at times combine with other ensembles during H Block. This ensemble will perform at school concerts and other school events.
½ credit per trimester

INTRODUCTION TO BEAT MAKING (T2, T3)

This half-credit course is open to any student who is interested in making electronic beats and producing their own tracks, regardless of musical experience. Electronic beats are currently featured in multiple musical genres, so students with various musical tastes will find these skills to be relevant. In this course we will learn how to construct beats using various tools (turntables, samplers, etc.) and a Digital Audio Workstation (Ableton software). Students will get an overview of a few popular styles of beatmaking and approaches to sampling existing music, discuss the history and cultural context behind beat making, and will produce their own original beats! **This course may only be taken once.**
½ credit per trimester

PINGREE MUSIC ENSEMBLE 1 (T1, T2, T3)

This is the 1/2 credit, H-block version of Pingree Music Ensembles. This course is open to all instrumentalists and vocalists who are interested in performing in large and small musical groups with a leaning toward popular and modern music. Students in this class will have the chance to perform in a variety of contexts based on their personal musical interests. There will be opportunities to play in smaller instrumental groups, to sing lead or backing vocals, or to perform together as a large instrumental/vocal ensemble. Students will also have the chance to write, arrange, and record original music, to explore the fundamentals of music theory, and to take creative risks by exploring secondary instruments and vocals. Students in the H-block version of this course will have the opportunity to perform at concerts in the Pingree community. While all students are welcome in this class, those with no instrumental or singing experience may wish to consider a Music Lab class as an H-block in T1.

½ credit per trimester

PINGREE SINGERS (T2, T3)

This H block course is open to any student who is interested in singing! The ensemble will rehearse and perform a wide variety of music, including modern pop songs (suggested by students) to less familiar styles that will stretch students technically and creatively. Students will work on basic musical skills such as vocal and ensemble technique, reading music, and learning to harmonize. Pingree Singers will have the opportunity to perform informally (open H-blocks) and for school and community events.

½ credit per trimester

PUBLIC SPEAKING (T1, T2)

Speaking in public is an opportunity to connect, to educate, to motivate, and to inspire. This course will introduce you to a variety of types of public speaking, from pecha kucha to milestone speeches and from instructional presentations to toasts. We will especially focus on the art of communication and connection with an audience by strengthening skills in voice, diction, posture and gesture. Learn techniques to overcome anxiety so you can thrive in the spotlight! This course may only be taken once.

½ credit per trimester

THE HIGHLANDER NEWSPAPER: AN INTRO TO JOURNALISM (T1, T3)

The Highlander Newspaper seeks writers, photographers, and curious minds who are interested in exploring the world around them. In this course, students will learn the key skills needed to be a journalist. Among the topics that the class will cover are: how to conduct effective research (sorting out fact from fiction), structuring a good interview, writing with flair and precision, editing, and fact-checking.

½ credit per trimester

YEARBOOK (T2 & T3)

This class produces the 2027 Pingree yearbook. Members of the staff are expected to have a high level of maturity and the ability to work independently. Students will be responsible for the production, design, and publication of the school yearbook. This production based course requires both in class time and assigned work outside of class time. This is a wonderful opportunity for members of the community to exercise their creativity, while developing new skills in computer design, photography, copywriting, and project management. Creating the

yearbook is a fun process and the end result of all the effort is a product the students can be proud of. Students will be challenged with real world projects and assignments. High quality work is expected at all times. Students are expected to fully participate in each activity/assignment they are tasked with from designing the page, sourcing photos, and ensuring appropriate representation. Due to the nature of publishing deadlines, students will be expected to complete work periodically for homework. Excellent class attendance and a positive attitude are essential in working successfully in our team environment. Open to students in grades 10-12. *This course is a full-credit elective course, and will meet for a single H-block over both trimesters. It must be taken for both trimesters. This does not count for an art credit.*

1 credit

YOGANCE (T1, T2)

This yoga inspired dance movement class will help all athletes with coordination, flexibility, and balance. Students will practice multiple genres of dance, while staying connected mind and body. Students will study the ways they might inform and enhance their athletic abilities through strength, stretch and conditioning exercises while focusing on the importance of breath. This healthy and effective class will also include mindful meditation.

½ credit per trimester

TRIMESTER 1 ONLY

AI AND THE FUTURE: DYSTOPIAS, HUMANITY & POSSIBILITY (T1)

From Terminator and I, Robot to M3GAN and Ares, popular culture has long imagined how artificial intelligence might shape our future—for better or worse. This discussion-based course invites students to analyze key film scenes where empathy, resilience, and human connection collide with technology. Through guided reflection, readings, and creative exploration, we will examine how AI has been portrayed in dystopian storytelling and what these visions reveal about our hopes and fears for the future. Students will consider questions such as: What does it mean to be human in a world where machines can think and create? How do films and stories about AI reflect our fears and hopes for the future? What happens when technology advances faster than our empathy or ethics? How can we imagine futures that use innovation responsibly and humanely? In what ways can AI help us grow — and in what ways might it limit us?

½ credit

BE WELL: COMMUNITY EDUCATION FOR TRANSFER STUDENTS (T1)

Be Well: Community Education for transfer students is an important part of the Be Well program, designed specifically for students transferring into Pingree in 10th, 11th, or 12th grade. It supports student health, wellness, and a sense of belonging by developing skills and strategies that promote self-care, empathy, and community engagement.

For new members of our community, this course is designed to provide an introduction to the knowledge, skills, and strategies that will help them be informed and responsible citizens of Pingree. The course covers topics related to identity and community, sexuality and relationships, and health and wellness. Understanding that the transition into a new school can be challenging, class time will also be dedicated to building community around the shared experience of being a transfer student. Students will also engage in greater depth with key Be Well concepts typically integrated into the 9th-grade history and biology curriculum, ensuring a comprehensive and aligned experience. The course also includes an in-depth introduction to

Pingree's mission and values, helping students understand what it means to thoughtfully participate in this school community. *Required of all transfer students during T1.*

½ credit

CERAMIC WORKSHOP: TROMPE-L'ŒIL (T1)

Trompe-l'œil (French for “trick of the eye”) is a pass/fail course focused on the art of illusion. In this course, students will create ceramic works that convincingly imitate everyday objects, textures, and materials—transforming clay into objects that appear to be something else entirely. Students will explore observation, scale, surface detail, color matching, and craftsmanship as essential tools for creating believable illusions. Emphasis will be placed on careful planning, technical skill, and attention to detail, as well as creative interpretation and concept development. Through demonstrations, critiques, and studio work, students will strengthen their ability to see closely, problem-solve, and refine their work through multiple revisions. Because the course is pass/fail, the focus is on growth, experimentation, and commitment to the process rather than grades. A strong work ethic, patience, and willingness to embrace challenges are key to success in this class.

½ credit

CLIMATE CHANGE HISTORY (T1)

Climate Change is one of the greatest challenges facing our society, yet our understanding of it often lacks context and depth. This course will give you basic literacy on climate change in four ways. First, we will get an understanding of the basic levers that impact the climate and the science behind why our climate is changing so rapidly today. Second, we will contextualize our current climate change by examining how the Earth's climate has varied over geological history. Third, we will examine how scientific and political discussions about climate change have shifted over the 20th and 21st centuries. Finally, we will end the year by exploring potential solutions to the climate crises and envision what our world might look like by the end of the 21st century.

½ credit

CREATIVE WRITING: SHORT FICTION & POETRY (T1)

This course is for students who are interested in developing their talents as creative writers. Students will respond to a variety of writing prompts and be expected to share and workshop their pieces with their peers. This is a half-credit, pass/fail course. This course cannot fulfill the regular English course requirement and is an elective.

½ credit

EVERYDAY SPANISH THROUGH MULTIMEDIA (T1)

This trimester-long course will focus on activities that will help you to improve your listening and speaking skills. From reviewing the basics in contextualized scenarios, such as greetings and purchasing items in a store, to exploring new ways to express your ideas and opinions, this course is perfect for anyone wanting to add more Spanish to their portfolio. Through a variety of activities and resources, including games, shows, songs and film, students will experience authentic content from the Spanish-speaking world that they can interact with in fun and meaningful ways. Students do not need any prior knowledge in order to take this course and the course may be taken more than once.

½ credit

FLIGHT LAB: DRONE TECHNOLOGY & AERIAL EXPLORATION (T1)

This course introduces students to the rapidly growing field of drone technology, providing both hands-on experience and foundational knowledge for careers in drone operations, photography, mapping, and more. Students will explore how drones are used in industries such as construction, real estate, agriculture, and media. They will learn to operate drones safely and ethically while gaining skills in drone navigation, flight operations, and aerial photography. By the end of the course, students will be prepared to pursue the FAA Part 107 Remote Pilot Certification, a valuable credential for professional drone use.

½ credit

GREENING THE HUMAN SPIRIT: CONNECTING WITH NATURE TO CONNECT WITH OURSELVES (T1)

The benefits of spending time in nature are myriad and well documented. Yet in this technologically advanced and fast-paced world, people are spending less and less time in wild spaces. What are we losing when we lose our connection to the natural world, and how can we get it back? This course offers students the opportunity to reconnect with nature through art, journaling, self-reflection, as well as through the learning of certain outdoor skills such as knot tying, shelter building, plant identification, and animal tracking. Assessments will primarily take the form of journal reflections, drawing assignments, and wilderness skills "challenges." Students will be outside, rain or shine, for every class as we explore the wild spaces of the Pingree Campus.

½ credit

IMPROV THEATER (T1)

Improvisational theater builds active listening skills, encourages risk-taking, and teaches participants to trust themselves and their ensemble. This class will introduce the essential skills and techniques necessary for becoming a successful improviser. Through a variety of games and improvisational structures, students will learn to work both independently and collaboratively on acting "in the moment". The course will focus on building a joyful and supportive creative ensemble, making unique and interesting character choices, developing comedic timing, and strengthening confidence.

½ credit

INTRODUCTION TO ENGINEERING (T1)

What do engineers do? This class exposes students to the types of problems that engineers work on, from coding robots to designing medical devices. Explores various disciplines of engineering to show students the types of career paths available by studying engineering. The class focuses on team-building and analyzing a problem, with mini-design challenges, use of robotics platforms, and visits from engineers working in industry. Appropriate for all grade levels. Note: students who took Survey of Engineering cannot take this course.

½ credit

LEARN TO LEAD: PINGREE LEADERSHIP CHALLENGE (T1)

This course invites students to strengthen their authentic leadership voice by learning about different leadership theories, identifying leadership styles, and applying that knowledge to promote positive change at Pingree. During the trimester, students will investigate various leadership exemplars. This H-block will develop future leaders at Pingree by helping them

build core leadership skills and by giving them space to clarify their values. Open to students in grades 9-10.

½ credit

MINDFULNESS (T1)

Do you ever feel as though there is simply too much to do, with no time to do it and in the meantime, your teachers, friends and phone are all begging for your full attention when you hardly had time to eat lunch, let alone finish your English homework, but then soccer practice starts at 5 tonight when you can only get out of play practice at 4:59 and then you need to scarf down dinner so that you can do your group project before brushing your teeth, but who has time for that anyway (?) because you are trying to get the necessary 9.25, but realistically more like 6, hours of sleep each night... only to do it again tomorrow... Don't you wish you had a pause button? Please stop. Take a deep breath. Notice where your feet are and what it feels like when the air fills your lungs and flows back up and out again. Take in this moment.

Mindfulness practice involves learning to direct your attention to the present moment without judgment, and with curiosity, patience, acceptance, and your full attention. The course leads students through a nine week series of lessons and exercises in mindful practices. The objective of the course is to present mindfulness as a life-long skill and practice. In the words of the .b program, one of the programs used in this course, "Students use it: to feel happier, calmer and more fulfilled; to get on better with others; to help them concentrate and learn better; to help cope with stress and anxiety; to perform better in music and sport." This course will be graded Pass/Fail based on attendance and willingness to engage in the lessons.

½ credit

MUSIC LAB CLASSES - These new classes, offered during T1, are designed for students looking for beginner-level experiences in learning to play an instrument and/or singing. These classes are perfect for students who aspire to be a part of Vocal Ensemble or Pingree Music Ensemble, but have minimal experience with playing an instrument or singing. These classes are also well-suited to students who already play instruments/sing who are interested in exploring something new. Students who already have instrumental/singing experience are encouraged to consider joining an H-block or full-credit ensemble class. Our four Music Lab classes are:

GUITAR AND BASS LAB (T1)

Would you like to learn more about playing beginner level guitar and bass? This lab is designed for students to have an introductory experience with guitar and bass and develop the basic skills needed to join an ensemble or perform as a soloist. This course will cover basic technique, useful chords, playing melodies, reading music and improvising on electric guitar, acoustic guitar, and bass. Students will have the opportunity to learn songs in small groups and in a full ensemble.

½ credit

PERCUSSION LAB (T1)

Never played drums before? This lab is open to all students who are willing to get creative and interact using rhythm. Students will develop the basic drumming skills needed to perform in an ensemble or as a solo performer. This rhythmic experience will be relevant for many types of students, whether they are looking to simply have a new and fun experience, expand on their existing drumming skills of any type, or gain more

rhythmic experience and apply it to another instrument. This ensemble will practice and perform in a few different formats depending on the musical project at hand. Students will experience formats like drum circle styled hand drumming, traditional rudimentary studies, contemporary electronic percussion and sample-based music, among others.
½ credit

PIANO LAB (T1)

Have you always been interested in learning to play the piano? Or maybe you know how to play but are looking to sharpen and refine your technical skills? This course is designed to develop rudimentary piano skills including reading music and playing melodies with chords. Students will even have opportunities to learn to play their favorite songs.
½ credit

PHOTO WORKSHOP: BLACK AND WHITE FILM (T1)

This course offers an introduction to black-and-white film photography. Students will learn to use 35mm cameras, develop their own film, and create prints in the darkroom. Emphasis is placed on experimentation, craftsmanship, and personal expression. Students will also learn basic mounting and presentation techniques.
½ credit

SOCIAL JUSTICE THROUGH ILLUSTRATED CHILDREN'S BOOKS (T1)

This course will explore multiple global social justice issues, as well the stories of various changemakers and marginalized communities, through the medium of illustrated children's books. We will analyze the complementary relationship that exists between text, images, and design in the books that we read and also learn about the social contexts depicted in the stories. Over the course of the trimester, we will discuss questions such as: Can a children's book be both entertaining and socially conscious? What makes stories, and in particular, illustrated stories, a potentially effective agent of social change (and how do we judge effectiveness)? What parallels can we draw between the course material and our own social, political, and cultural context(s)? At the end of the trimester, students will craft proposals for their own illustrated children's books about contemporary social justice issues that are meaningful to them.
½ credit

STUDIO ART: IMPRESSIONIST PAINTING (T1)

Painting can be used to capture the impression of a moment. In this course, students will learn the history of Impressionist painting, be inspired by masterworks, and explore through their own creation. Color, form and abstraction will be used in order to not only create an image, but communicate something more.
½ credit

STUDIO ART: SELF-PORTRAIT DRAWINGS (T1)

Using portraiture as subject matter, this course is a study of the basic elements and principles of drawing. Using a variety of two-dimensional media (e.g., charcoal and ebony pencils), students will create layered portrait drawings that will deepen their understanding of line, value, shape, and form.
½ credit

TRIMESTER 2 ONLY

ARTIFICIAL INTELLIGENCE IN SCIENCE FICTION & CINEMA (T2)

This course explores how writers and filmmakers imagined artificial intelligence long before it existed—and how those visions continue to shape today’s technological reality. Beginning with early cinema such as *Gugusse et; Automate* and extending to modern works like *2001: A Space Odyssey* and *After Yang*, students examine how depictions of intelligent machines reflect evolving human hopes, fears, and ethical dilemmas. Through film, literature, and discussion, students develop cinematic literacy while tracing changing societal attitudes toward automation—from fascination to anxiety to questions of identity, control, and responsibility. Ultimately, the course asks: as we push beyond the limits of the possible, how should we understand—and govern—the intelligence we create?

½ credit

CERAMICS WORKSHOP: MONOPRINTING IN CLAY (T2)

Monoprinting in Clay is a pass/fail course that explores the intersection of printmaking and ceramics. In this course, students will experiment with creating one-of-a-kind printed surfaces on clay using slips, underglazes, stencils, found textures, and newsprint transfer techniques. Each print will be a unique impression—capturing gesture, layering, and spontaneity in clay. Students will learn how surface, pattern, and imagery can transform functional and sculptural forms. Emphasis will be placed on composition, contrast, repetition, and the relationship between image and form. Projects may include printed tiles, slab-built vessels, and mixed-surface experiments.

Because the course is pass/fail, the focus is on exploration, risk-taking, and creative growth rather than grades. Students are encouraged to experiment, embrace unexpected results, and develop their voice through process-driven work. Curiosity, craftsmanship, and active studio participation are key to success in this class.

½ credit

CREATIVE WRITING: SHORT FICTION (T2)

This course is for creative writers who are interested in honing their skills as short story and flash fiction writers. Students will read a variety of pieces as models and then experiment with elements like story arc, characterization, building tension, perspective, diction, imagery, symbolism, and more. There will be a variety of writing prompts and students will also have the chance to generate their own ideas for writing. Students will be expected to share and workshop their pieces with their peers. This is a half-credit, pass/fail course. This course cannot fulfill the regular English course requirement and is an elective.

½ credit

GLOBAL GOVERNANCE AND THE UNITED NATIONS (T2)

Global Governance and the United Nations H Block offers students the opportunity to gain in-depth knowledge of global issues and develop essential global competencies through the framework of the United Nations, all while helping to plan and organize the Pingree Model UN Conference (PingMUN). Through participation in Model UN simulations and the planning of PingMUN, students will develop essential skills in leadership, negotiation, diplomacy, and policy-making. They will gain a deeper understanding of the history, structure, and functions of the United Nations and its specialized agencies, identifying key global issues to create relevant committees for PingMUN. Additionally, students will evaluate the successes, limitations, and

ongoing reforms of the UN system. Research and writing skills will be strengthened through the creation of a Committee Briefing Guide, which provides an overview of the committee's role, historical context of key issues, areas for discussion, and recommendations for further research. Communication and interpersonal skills will be enhanced through outreach efforts to MUN advisors, delegates from other schools, and Pingree participants. Finally, students will develop facilitation and leadership abilities by serving as committee chairs or delegates during the PingMUN Conference. Open to all grades

½ credit

JOURNEY INTO THE ODYSSEY (T2)

Ever wondered if Homer's *The Odyssey* lives up to the hype? Are you excited about Christopher Nolan's film and want to read the original poem it is based on? In this H block class we will read and discuss the whole of *The Odyssey* and discuss it together. We'll learn about Greek history and mythology as context for the poem. Join us in reading and learning about one of Western Literature's most famous and foundational texts!

½ credit

KEEPING UP WITH THE COURTS: INTRODUCTION TO CIVIL LAW PRACTICE (T2)

What types of workplace laws exist to prevent discrimination? Can a student athlete be suspended from her team for a social media outburst? Is a school responsible when a student develops a rare disease as a result of a bug bite on a field trip? These are all questions we will explore in this introduction to the practice of civil law, with a focus on themes that impact school and work. Students will learn about different aspects of the litigation process from the filing of a complaint through trial, including a look into jury practices. Examining current legal developments, students will work on a final video project about a recent court decision. Potential guest speakers include a judge, a practitioner in a private law firm, and an attorney for the state.

½ credit

PHOTO WORKSHOP: ART & CLIMATE CHANGE (T2)

In this photography workshop, we will explore the intersection of art and science through the lens of climate change. Students will create original artworks that visualize, interpret, and respond to climate-related scientific concepts, beginning with photographic processes and expanding into other mediums such as installation and mixed media. Along the way, we'll investigate how photography—and art more broadly—can translate research and data into visual form, while also pushing beyond illustration to engage the emotional, subjective, and experiential dimensions of climate change. The course will culminate in a student-designed exhibition that showcases the class's creative investigations.

Open to all skill levels, grades 9–12.

½ credit

POLITICAL SPEECHES AND RHETORIC IN THE US (T2)

Reliance of modern politics on rhetoric and oratory stems from a long history dating back to Ancient Greece, principles of which are reanimated during the founding of America and continue to exist in current events today. This course will provide a basic understanding of rhetorical theory through analysing the structure of famous political speeches over time to better understand the power of aesthetics and ideology in politics while discussing the equally long tradition of these speeches being regarded as insincere. We will end the course by creating

our own speeches on a political topic or policy of our choice, immersing ourselves in the core skills of persuasive public speaking. Ultimately this course will challenge students to think about how language fashions narratives of the world and themselves.

½ credit

SOCIAL JUSTICE STUDIES THROUGH INTERNATIONAL FILM (T2)

In this trimester-long interdisciplinary course, students will explore global social justice issues through the close study of international cinema, with the goal of building cultural awareness, empathy across cultures, and a deeper understanding of historical world events. The films, which we will watch in their original language with English subtitles, will address such themes as human rights, migration, colonization, gender roles, racial and ethnic identity, and environmental justice. This course will emphasize historical context, and students will examine how social, political, and historical forces shape perspectives and lived experiences around the world. Students will build cultural competency by comparing global experiences to their own and those studied in past courses. While this course will be taught in English, the languages used in the films we study will be meaningfully incorporated into the curriculum through vocabulary-based activities and contextual language exploration. Students will also learn how to develop media literacy skills by analyzing cinematic techniques, such as narrative structure, sound, and visual composition. Assessments will include reflective writing assignments, research projects, presentations, and collaborative discussions.

½ credit

STUDIO ART: SELF-PORTRAITS IN ACRYLIC PAINT (T2)

Using portraiture as subject matter, this course is a study of the basic elements and principles of drawing and painting. Using examples in art history as a guide, students will complete self-portrait drawings and paintings. Students will be guided and encouraged to take risks with materials and ideas.

½ credit

TOY MAKING: DESIGN & TECHNOLOGY (T2)

This course will explore the design and development process through the lens of toy making. Students will work through a design process and leverage the resources of the makerspace to create fun and educational toys. Access to 3D printers and a laser cutter allow prototyping and production, use of the vinyl cutter can create decals and various design elements, and access to Arduinos and Raspberry Pi boards can add an electronic element. Students will work on various individual projects with a culminating collaborative project where a toy will be designed, developed, produced, and tested with children.

½ credit

TRIMESTER 3 ONLY

APPLIED ETHICS IN THE NEWS: A MORAL EXPLORATION OF CURRENT EVENTS (T3)

This course is intended to provide an introduction to the philosophy of ethics - the determination of what is right and wrong; good and bad - and an opportunity to apply our moral reasoning to current events. We will use the current news of the day to serve as our text and analyze trending news stories through the lens of ethics. After a brief introduction to moral reasoning, we will dedicate classes to specific areas of focus depending on what the most pressing news stories are or should be. Areas of focus may include politics, society,

environment, sports, business, international, and local stories. Students will be expected to keep up with current events by regularly reading, viewing and/or listening to the news and will be expected to share a “hubub” - an underreported story of interest. This course will rely heavily on discussion and we will take time to focus on civil discourse and how we can engage in healthy discussions with people holding opposing views. The course is open to all students and may be taken more than once.

½ credit

APPLIED FORENSIC SCIENCE: BALLISTICS AND FIRE ANALYSIS (T3)

Forensics Under Fire is a hands-on, exploratory forensics course that introduces students to three high-interest areas of forensic science: ballistics, arson, and explosives analysis. Through interactive labs, demonstrations, and case-based activities, students will examine how forensic scientists analyze firearms evidence and investigate fire scenes to determine cause and origin. The course emphasizes scientific reasoning, observation, and evidence analysis rather than criminal procedure, making it accessible and engaging for students at all levels.

½ credit

BIG HISTORY: 13.8 BILLION YEARS OF HISTORY (T3)

Normally when we talk about the past, we talk in timescales of a decade or a century, or perhaps millennia if we are really stretching ourselves. This course will explore the past on the timescale of millions if not billions of years briefly exploring the formation of our solar system from the Big Bang before looking at the formation of the earth, the emergence of life, and eventually the development of complex multicellular organisms. We’ll touch on major developments like the Cambrian explosion, the evolution of dinosaurs, the K-Pg extinction event, the rise of mammals, the evolution and spread of humans, and the emergence of the Anthropocene. Students will be challenged to shift their perspective to understand the drastic ways the earth has changed over time before finally reflecting on the dramatic role humans are currently playing in reshaping our world.

½ credit

CERAMICS WORKSHOP: EXPLORING MEXICAN FOLK ART (T3)

Exploring Mexican Folk Art through Alebrijes is a pass/fail course that introduces students to Arte Popular (Folk Art in Mexico), with a focus on the imaginative sculptural tradition of alebrijes (fantastical beasts). Inspired by the work of Pedro Linares, students will learn about how the environment, indigenous religion/symbolism, and dreams influenced Pedro Linares to begin creating Alebrijes (fantastical beasts). This course culminates with students designing and creating their own ceramic Alebrije. Through careful sketching, sculpting, and surface design, students will bring their own fantastical creature to “life” and discuss the meaning and symbolism behind their creative choices. Because the course is pass/fail, the focus is on exploration, originality, and commitment to the creative process rather than letter grades. Students are encouraged to take risks, iterate on ideas, and embrace imaginative thinking while maintaining strong technical skills and studio responsibility.

½ credit

CHINESE CULTURE AND IDENTITY IN AMERICAN TELEVISION (T3)

This course explores Chinese culture and Chinese American identity through contemporary U.S. television series *Fresh Off the Boat* (2015-2020) and *American Born Chinese* (2023). Students will examine themes such as immigration, family structure, filial piety, mythology,

generational conflict, stereotypes, assimilation, and belonging. Through media analysis, cultural study, and historical context, students will critically evaluate how Chinese culture is represented, adapted in American society. The course promotes cultural literacy, media awareness, and critical thinking.

½ credit

ENTREPRENEURSHIP (T3)

Let's take an idea for a product or service and figure out how to turn it into a real business. In this course, students will identify a problem they want to solve, develop a business plan, and present their idea to a panel of experts at the end of the trimester. Along the way, they'll learn about marketing, finance, and strategy while building entrepreneurial skills. Assessment will be based on class participation, drafts of the business plan, and the final presentation.

½ credit

FINANCIAL LITERACY (T3)

This course will expose students to the fundamental principles of personal finance. Students will learn about credit and debt, saving and investing, money management, risk management, income and careers, and taxes. The goal is to equip students to make responsible, informed financial decisions now and in their future. Assessment will be based on participation and projects. Open to students in grades 10 - 12.

½ credit

JAZZ AND HIP HOP DANCE (T3)

No previous dance experience is required; the course will be adapted to meet students' experience and ability. Dancers in this class will practice isolation, body control, and musicality. Along with learning fundamentals skills in both genres of dance, students will have the opportunity to grow as performers and push their individual artistic voice. Class will begin with warm-up, followed by progressions across the floor to help students develop and strengthen musicality, alignment and athleticism. Freedom of freestyle and self-expression will be encouraged and a blend of different hip hop and jazz techniques will be explored. Students in this class will have the opportunity to perform in the Spring Arts Festival.

½ credit

PERFORMING ARTS AS ACTIVISM (T3)

This H-block course studies examples of theater as protest and resistance. Referencing examples in history and present day as a guide, students will engage in discussion and readings and create performance art pieces that make personal/ political/social statements to enact change. Students will be guided and encouraged to take risks with materials and ideas.

½ credit

PHOTO WORKSHOP: CONTEMPORARY TOPICS (T3)

This photography workshop invites students of all skill levels to explore a variety of timely and thought-provoking topics. Whether you're just starting out or have developed a solid technical foundation, you'll have the chance to experiment with concepts like rethinking the landscape, the digital self, politics of representation, abstraction, and documentary photography. Topics will evolve based on student interests and current trends. The focus is on creative exploration and developing your personal photographic vision.

.½ credit

STUDIO ART: ACTIVIST ART (T3)

This course is a study of the basic elements and principles of drawing and painting. Referencing examples in art history as a guide, students will complete interactive art pieces that make personal, political, or social statements to engage the viewer. Students will be guided and encouraged to take risks with materials and ideas.

½ credit

TECH AGENTIC AI: TOOLS, WORKFLOWS, AND HUMAN OVERSIGHT (T3)

AI is rapidly changing the way that people work and live. AI agents, systems that can take actions, make decisions, use tools, and complete complex multi-step tasks with minimal human input, are becoming part of everyday professional and creative life. But there are also huge questions of ethics, intellectual property, privacy, and even about human creativity. This course aims to provide a foundation in both how to leverage AI tools to enhance productivity and creativity, but also will consider appropriate use. Students will build and direct agentic systems, learn to prompt effectively, chain tools together, and develop real judgment about what these systems can and can't do, and, perhaps more importantly, what they should and shouldn't be left to do. Students will learn to use various AI and AI-adjacent tools and practices as well as consider the ethics and suitability of AI for given tasks. The course builds toward a final project where students design an AI-powered tool that solves a real problem at Pingree or in the world.

½ credit