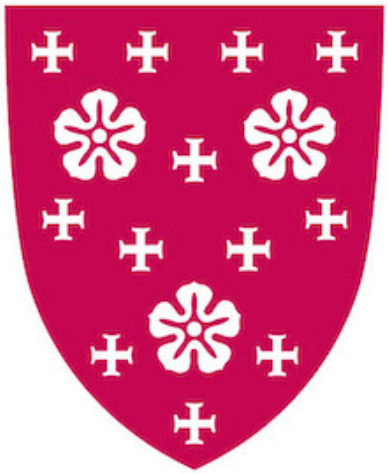


HOLDERNESS

HOLDERNESS SCHOOL

CURRICULUM & REGISTRATION GUIDE

A Guide for Students, Families, Faculty, and Staff

2026–2027 Edition

WELCOME

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From the Dean of Academic Affairs

Dear Holderness Families,

I am thrilled to work with our new and returning families as the Academic Dean at Holderness. Time spent as a Holderness teacher, and in my present role, has provided me countless opportunities to witness the thoughtful instruction, high expectations, and personal support that define academics at Holderness

Families new to our community, welcome to Holderness School! This letter is intended to help you thoughtfully choose courses via the myHOLDERNESS Portal (please see our instructions on page 5). I encourage you to familiarize yourselves with the Portal, which will be an important resource throughout the year. **Returning families**, your children have already selected courses with the help of their advisors, but we encourage you to discuss their choices together. There is still time to make adjustments before the school year begins, and you will find that we have added courses and revised our curriculum as we do each year.

Ninth Graders, please note that you will all enroll in the school's Foundations of Language and Literature course (for the year). Ninth graders are also required to take Foundations of Modern Society, a semester-length history course, as well as a semester of our Foundational Art course.

Tenth graders, please note that you will be required to take a year of US History. The majority of new 10th grade students take US History 1 in the fall semester and then select a seminar from the US History 2 options in the spring. All of these options are outlined in this Curriculum Guide and within the Course Requests. Tenth graders are also required to take one quarter of Human Development, a course that requires no homework but is an important opportunity for students to reflect on relationships, decision-making, and personal well-being.

Many students have started a language prior to ninth grade and each school labels its world language levels differently. Please bear in mind that often world language courses in junior high school move gently through content; in general, we counsel you to consider each year of junior high language as a half year of high school world language. In order to double check your level selection, new students will meet with the language teachers during your first week on campus.

Of course, each school has its own system of sequencing and each student has individual needs. I ask that you give our materials a thorough read, then contact me if you have any individual questions.



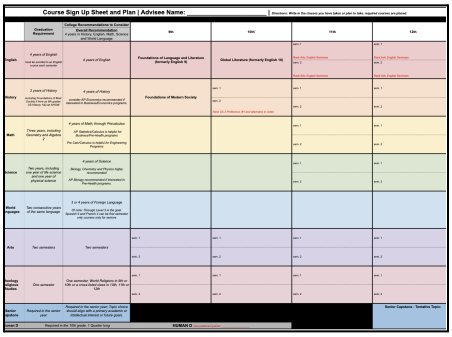
Jordan Graham, Dean of Academic Affairs

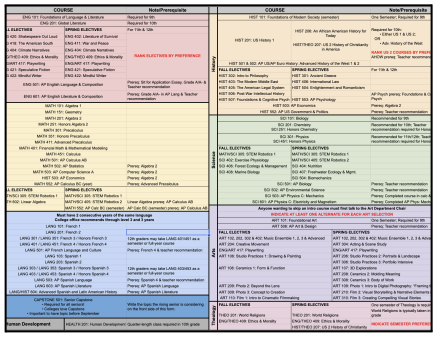
For Incoming Students - How to Sign Up for Courses

- Log into the myHOLDERNESS Portal.
    - If you are a student, hover over “My Day” in the light blue banner and select “Course Requests” from the dropdown menu.
    - If you are a parent, click on your child’s name in the light blue banner bar and then select the “Course Requests” tab. (If you have multiple children, you must hover over “Children,” select your child’s name from the dropdown menu, and then navigate to their Course Request tab).
- Review the course requirements at the top of the page.
- Review our offerings—click each department name to expand the lists.
- Click on the blue course names to expand the course descriptions.
- To add courses from the department lists, click the "Request" button to add it to your Requests.
    - If a course is offered in multiple semesters, you'll want to make sure you select the term you wish to take the course—if you don't have a preference of term, please select "Any term." You can also add a note to any course request.
    - Students must request a minimum of 4 and a maximum of 6 courses per semester.
    - For art courses and other electives, please add at least 2 alternative courses. To do so, make a "Request" for the first choice class as usual. Next, find the 2nd choice class and click the downward facing arrow to the right of the "Request" button and under "Alternate for," click the name of the 1st choice class from the dropdown. The 2nd choice class should now appear nested underneath the 1st choice class. You can add an unlimited number of alternatives and you can also easily change the order that these alternatives are listed by clicking the up/down arrow next to the alternate's name.
- Make sure to click the blue "Save" button at the bottom of the screen.
- If you have any questions or concerns, please reach out to Jordan Graham at jgraham@holderness.org.

Planning Documents

To help you in your course sign ups, we have created a 2026-27 Course Plan worksheet as well as a Course Detail worksheet. Click the two images below to open the printable sheets.


Course Sign Up Sheet and Plan | Advisee Name:


COURSE

COURSE REQUIREMENTS

Clarifying Levels of Courses

On Holderness transcripts, courses are listed with "Course Codes" which include a Departmental Code (i.e. HIST for history and MATH for math) and a number between 100-699. The first digit corresponds with the level of the course which is further explained below, the second digit signifies an honors class if it is above 50 and the third digit is simply a course identifier and does not indicate a specific "level". We believe this will further support our students in the college admissions process to clarify their courses. It also allows us to demonstrate the rigor of a course without the term A.P; this may be particularly useful for a course such as Linear Algebra—a post AP Calculus BC course—or Enlightenment and Romanticism, a semester-long history elective.

We hope this numbering system can help inform course sign ups, support clear homework expectations and more generally indicate the rigor of a course (see chart below). The terms "honors", "advanced" and "Advanced Placement" will remain in the titles of the courses.

LEVEL	DESCRIPTION	AVERAGE HOMEWORK
Level 1 = 100	Courses that introduce a subject or discipline, typically taken by 9th or 10th grade students.	30-45 min
Level 2 = 200	Courses that are second in a sequence, typically taken by 9th or 10th grade students and open to 11th grade students.	30-45 min
Level 3 = 300	Courses that are third in a sequence, or elective courses typically taken by 11th and 12th grade students.	30-45 min
Level 4 = 400	Courses that are fourth in a sequence, or some elective courses typically taken by 11th and 12th grade students.	45-50 min
Level 5 = 500	Courses that are equivalent to college freshman classes, sometimes indicated by preparation for an AP.	60-75 min
Level 6 = 600	Courses that would be taken for a major, or typically taken after the first year of college. Has a 500 prerequisite.	60-75 min

Guidelines

SUBJECT AREA	REQUIREMENT
English	Four years, minimum. Students must be enrolled in an English course in each of their semesters.
World Language	Two consecutive years of the same language
History	Two years, including Foundations of Modern Society in 9th grade and either US History 1 & 2 **OR** Advanced History of the West; Students must meet the state of NH's reqs for civics instruction & the state required civics test. See our History Offerings & History Department information.
Science	Two years, including one year of life science and one year of physical science
Mathematics	Three years, including Geometry and Algebra 2
Fine Arts	Two semesters, including Foundational Art in 9th grade
Human Development	One quarter; required for 10th graders (students who enroll after 10th grade are exempt)
Theology & Religious Studies	One semester
Senior Capstone	Full year required for 12th graders (full credit)

Students are required to take five courses each term (fall and spring). This requirement applies to all students in all years, including students repeating a grade level. Human Development is required in addition to students' five academic courses. Students seeking a reduced course load during any particular term must submit their request to the Academic Committee to carry a four-course load for that term. Such requests are granted only in rare and exceptional circumstances. For additional information about Advanced Placement offerings, please please see the AP Program section.

Students considering application to selective colleges are generally encouraged to pursue:

- 4 years of English
- 3+ years of History (4 if interested in highly selective colleges); AP Economics is recommended for students with strong interests in business or economics.
- 4 years of Math; at least up to Calculus if interested in Engineering programs; at least up to Calculus/AP Statistics if interested in Business and/or Pre-Health programs
- 4 years of Science; at least up to Physics if interested in Engineering programs; AP Biology recommended if interested in Pre-Health programs
- 3+ years of the same World Language; 4 years if interested in highly selective colleges
- 2 semesters of Art; Studio Practices 3 is recommended if interested in design and/or architecture
- 1 semester of Theology & Religious Studies
- 1 year of Senior Capstone; connect to college interests and/or ways to make a positive impact

COURSE OFFERINGS

English

CODE	COURSE	LENGTH	NOTES
ENG 101	Foundations of Language and Literature	Year	9th grade requirement
ENG 201	Global Literature	Year	10th grade requirement
ENG 402	AES: Literature of Survival	Semester	
ENG 404	AES: Environmental Literature	Semester	
ENG/THEO 409	AES: Ethics and Morality	Semester	Co-listed in Theology
ENG 411	AES: War and Peace	Semester	
ENG/ART 417	AES: Playwriting	Semester	Co-listed in Art
ENG 418	AES: Prophecy, Pilgrimage, and the American South	Semester	
ENG 420	AES: Shakespeare Out Loud	Semester	
ENG 421	AES: Speculative Fiction	Semester	
ENG 422	AES: The Mindful Writer	Semester	
ENG 501	AP English Language & Composition	Year	Open to qualified 11th & 12th graders; see AP reqs
ENG 601	AP English Literature & Composition	Year	Open to qualified 12th graders; see AP reqs

** AES stands for Advanced English Seminar

French

CODE	COURSE	LENGTH	NOTES
LANG 101	French 1	Year	
LANG 201	French 2	Year	
LANG 301	French 3	Year	
LANG 351	Honors French 3	Year	
LANG 401	French 4	Semester / Year	12th graders have the option of taking this as a semester or full-year course.
LANG 451	Honors French 4	Semester / Year	12th graders have the option of taking this as a semester or full-year course.
LANG 501	AP French Language & Culture	Year	See AP requirements

Spanish

CODE	COURSE	LENGTH	NOTES
LANG 103	Spanish 1	Year	
LANG 203	Spanish 2	Year	
LANG 303	Spanish 3	Year	
LANG 353	Honors Spanish 3	Year	
LANG 403	Spanish 4	Semester / Year	12th graders have the option of taking this as a semester or full-year course.
LANG 453	Honors Spanish 4	Semester / Year	12th graders have the option of taking this as a semester or full-year course.
LANG 503	AP Spanish Language	Year	See AP requirements
LANG 603	AP Spanish Literature	Year	See AP requirements

History

CODE	COURSE	LENGTH	NOTES
HIST 101	Foundations of Modern Society	Semester	9th grade requirement
HIST 201	US History 1	Semester	Meets requirements of RSA 189:11
HIST 206	US History 2: An African-American History for Today	Semester	Prerequisite: US History 1
HIST/THEO 207	US History 2: History of Christianity in America	Semester	Prerequisite: US History 1 Co-listed in Theology
HIST 301	Ancient Greece	Semester	
HIST 302	Intro to Philosophy	Semester	
HIST 403	The Modern Middle East	Semester	
HIST 405	The American Legal System	Semester	Meets requirements of RSA 189:11
HIST 406	International Law	Semester	
HIST 501	AP US/AP European History: Advanced History of the West 1	Year	See AP requirements Meets requirements of RSA 189:11
HIST 502	AP US/AP European History: Advanced History of the West 2	Year	See AP requirements Meets requirements of RSA 189:11
HIST 503	AP Economics	Year	See AP requirements
HIST 504	Enlightenment and Romanticism	Semester	
HIST 506	Post-War Intellectual History	Semester	
HIST 507	Foundations and Cognitive Psychology	Semester	
HIST 552	AP US Government and Politics	Year	See AP requirements Meets requirements of RSA 189:11
HIST 553	AP Psychology	Semester	Prereq: Foundations and Cognitive Psychology; See AP Requirements

Science

CODE	COURSE	LENGTH	NOTES
SCI 101	Biology	Year	
SCI 201	Chemistry	Year	
SCI 251	Honors Chemistry	Year	Recommended only for students who are very strong in math and science
SCI 301	Physics	Year	Recommended for students who are at the Precalculus level of math or above
MATH/SCI 305	STEM Robotics 1	Semester	Must have completed Biology; Co-listed in Math
SCI 402	Exercise Physiology	Semester	Must have completed Biology & Chemistry
SCI 404	Nutrition	Semester	Must have completed Biology & Chemistry
MATH/SCI 405	STEM Robotics 2	Semester	Must have completed STEM Robotics 1; Co-listed in Math
SCI 406	Forest Ecology & Management	Semester	
SCI 407	Freshwater Ecology & Management	Semester	
SCI 408	Marine Biology	Semester	
SCI 451	Honors Physics	Year	Recommended for students who are at the Precalculus level of math or above
SCI 501	AP Biology	Year	See AP requirements
SCI 502	AP Environmental Science	Year	See AP requirements
SCI 503	AP Physics C: Mechanics	Year	Must have completed Physics & AP Calculus; see AP requirements
SCI 504	Biomechanics	Semester	
SCI 601	AP Physics C: Electricity & Magnetism	Year	Must have completed AP Physics C: Mechanics; see AP requirements

Mathematics

CODE	COURSE	LENGTH	NOTES
MATH 101	Algebra 1	Year	
MATH 151	Geometry	Year	
MATH 201	Algebra 2	Year	Must have completed Geometry or be enrolled in it at the same time
MATH 251	Honors Algebra 2	Year	
MATH 301	Precalculus	Year	Must have completed Geometry & Algebra 2
MATH/SCI 305	STEM Robotics 1	Semester	Must have completed Biology & Chemistry; Co-listed in Science
MATH 351	Honors Precalculus	Year	
MATH 401	Financial Math and Mathematical Modeling	Year	Must have completed Algebra 2
MATH / SCI 405	STEM Robotics 2	Semester	Must have completed STEM Robotics 1; Co-listed in Math
MATH 411	Advanced Precalculus	Year	
MATH 451	Calculus	Year	Must have completed Precalculus
MATH 501	AP Calculus AB	Year	See AP requirements
MATH 502	AP Statistics	Year	See AP requirements
MATH 503	AP Computer Science A	Year	Must have completed Geometry & Algebra 2; see AP requirements
MATH 551	AP Calculus BC (Semester)	Semester	See AP requirements
MATH 552	AP Calculus BC (Full-Year)	Year	See AP requirements
MATH 601	Differential Equations	Semester	Offered on a rotating basis with MATH 602 - not offered in 2026-27
MATH 602	Linear Algebra	Semester	Offered on a rotating basis with MATH 601 - offered in 2026-27

Performing Arts

CODE	COURSE	LENGTH	NOTES
ART 101	Foundational Art	Semester	9th grade requirement
ART 102 **ART 202** **ART 302** **ART 402**	Music Ensemble 1 Music Ensemble 2 Music Ensemble 3 Advanced Music Ensemble	Semester	
ART 103 **ART 203** **ART 303** **ART 403**	Vocal Studio 1 Vocal Studio 2 Vocal Studio 3 Vocal Studio 4	Semester	
ART 203	Creative Movement	Semester	
ART 304	Acting & Scene Study	Semester	
ENG/ART 417	Advanced English Seminar: Playwriting	Semester	Co-listed in English

Visual Arts

CODE	COURSE	LENGTH	NOTES
ART 101	Foundational Art	Semester	9th grade requirement
ART 106 **ART 206** **ART 306**	Studio Practices 1: Drawing & Painting Studio Practices 2: Portraits & Landscape Studio Practices 3: Portfolio Intensive	Semester	
ART 506	AP Art & Design	Full Year	
ART 107 **ART 108** **ART 208** **ART 308**	3D Explorations (formerly 3D Foundations) Ceramics 1: Form & Function Ceramics 2: Molding Meaning Ceramics 3: Body of Work	Semester	
ART 109 **ART 209** **ART 309**	Photo 1: Intro to Digital Photography: "Framing the Shot" Photo 2: Beyond the Lens Photo 3: Concept to Creation	Semester	
ART 110 **ART 210** **ART 310**	Film 1: Intro to Cinematic Filmmaking Film 2: Visual Storytelling & Narrative Elements in Film Film 3: Creating Compelling Visual Stories	Semester	

Theology & Religious Studies

CODE	COURSE	LENGTH	NOTES
THEO 201	World Religions	Semester	
HIST/THEO 207	US History 2: History of Christianity in America	Semester	Co-listed in History
ENG/THEO 409	AES: Ethics and Morality	Semester	Co-listed in English

*AES = Advanced English Seminar

Human Development

CODE	COURSE	LENGTH	NOTES
HEALTH 201	Human Development	Quarter	See below

Human Development is a required quarter-course for all 10th grade students and is typically taken as a sixth course during one quarter of the academic year. While the course includes traditional health and wellness topics, it is also designed to support students' personal development and integration into the Holderness community, including areas such as relationships, decision-making, residential life, and class cohesion. Because of the unique role the course plays within the Holderness experience, students *may not waive this requirement based on coursework completed at another school.*

Senior Capstone

CODE	COURSE	LENGTH	NOTES
CAPSTONE 501	Senior Capstone	Year	See below

Senior Capstone is a required year-long independent research course for 12th graders.

COURSE PROGRESSION

Suggested Courses for Grade 9

Students are required to take five courses each semester. The following are guidelines for course selection by grade.

SUBJECT	CODE	COURSE
English	ENG 101	Foundations of Language & Literature
World Languages	LANG 101 or 201 LANG 103 or 203	French 1 or French 2 Spanish 1 or Spanish 2
History	HIST 101	Foundations of Modern Society
Science	SCI 101	Biology
Math	MATH 101 MATH 151	Algebra 1 Geometry
Arts	ART 101 ART 102 ART 103	Foundational Art *(one-semester requirement for all 9th graders)* Music Ensemble 1 (*may be taken as sixth course*) Vocal Studio 1 (*may be taken as sixth course*)
Theology & Religious Studies	THEO 201	World Religions (*may be taken as sixth course*)

Suggested Courses for Grade 10

Students are required to take five courses each semester, plus Human Development for one quarter. Students may propose to take more or fewer classes by writing a formal proposal to the Academic Committee. An * indicates special requirements— please see the Advanced Placement Program section.

SUBJECT	CODE	COURSE
English	ENG 201	Global Literature
World Languages	LANG 201, 301, or 351 LANG 203, 303, or 353	French 2, French 3, or Honors French 3 Spanish 2, Spanish 3, or Honors Spanish 3
History	HIST 201 & 205-207; **OR** HIST 501	US History 1 **AND** US History 2 Seminar; **OR** AP US/AP European History: Advanced History of the West 1*
Science	SCI 201 SCI 251	Chemistry *(must have completed Biology)* Honors Chemistry *(must be strong in math & science)*
Math	MATH 201 MATH 251 MATH 301 or 351	Algebra 2 *(must have completed Geometry)* Honors Algebra 2 *(must be strong in math)* Precalculus or Honors Precalculus *(must be very strong in math)*
Theology & Religious Studies	THEO 201 HIST/THEO 207	World Religions US History 2: History of Christianity in America
Other	HEALTH 201	Human Development *(required quarter course)*
Arts	ART 102 or 202 ART 103 or 203 ART 204 ART 106 or 206 ART 107 or 108 ART 109 or 209 ART 110 or 210	Music Ensemble 1 or 2 *(may be taken as sixth course)* Vocal Studio 1 or 2 *(may be taken as sixth course)* Creative Movement Studio Practices 1 or Studio Practices 2 3D Foundations or Ceramics 1 Photo 1 or Photo 2 Film 1 or Film 2

Suggested Courses for Grade 11

Students are required to take five courses each semester. Students may propose to take more or fewer classes by writing a formal proposal to the Academic Committee. An * indicates special requirements—please see the Advanced Placement Program section.

SUBJECT	CODE	COURSE
English	ENG 401-440 ENG 501	Advanced English Seminars AP English Language & Composition*
World Languages	LANG 301, 351, 401, 451 or 501 LANG 303, 353, 403, 453 or 503	French 3, Honors French 3, French 4, Honors French 4, or AP French Language & Culture* Spanish 3, Honors Spanish 3, Spanish 4, Honors Spanish 4, or AP Spanish Language*
History	HIST 301 or 302 HIST 403 - 406 HIST 501 HIST 503 HIST 504 HIST 506 HIST 507 HIST 552 HIST 553	Ancient Greece or Intro to Philosophy The Modern Middle East, The American Legal System, and/or International Law AP US/AP European History: Advanced History of the West 1* AP Economics* Enlightenment and Romanticism Post-War Intellectual History Foundations and Cognitive Psychology AP US Government and Politics* AP Psychology*
Science	SCI 201 or 251 SCI 301 or 451 MATH/SCI 305 SCI 402-408 SCI 501 SCI 502 SCI 503 SCI 504	Chemistry or Honors Chemistry Physics or Honors Physics STEM Robotics 1 Exercise Physiology, Nutrition, Forest Ecology & Management, Freshwater Ecology & Management, and/or Marine Biology AP Biology* AP Environmental Science* AP Physics C: Mechanics* Biomechanics
Math	MATH 201 or 251 MATH 301, 351 or 411 MATH/SCI 305 MATH 401 MATH 451 MATH 501 MATH 502 MATH 503 MATH or 551 or 552 MATH 601 or 602	Algebra 2 or Honors Algebra 2 Precalculus, Honors Precalculus or Advanced Precalculus STEM Robotics 1 Financial Math and Mathematical Modeling Calculus AP Calculus AB* AP Statistics* AP Computer Science A* AP Calculus BC* (semester or full-year) Differential Equations or Linear Equations
Theology & Religious Studies	ENG/THEO 409	Advanced English Seminar: Ethics and Morality
Arts		*All courses in progression order are available to 11th graders*

Suggested Courses for Grade 12

Students are required to take five courses each semester. Students may propose to take more or fewer classes by writing a formal proposal to the Academic Committee. An * indicates special requirements—please see the Advanced Placement Program section.

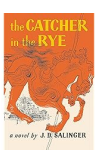
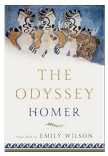
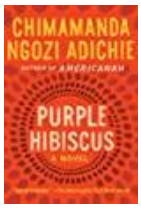
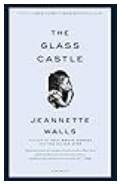
SUBJECT	CODE	COURSE
English	ENG 401-440 ENG 501 or 601	Advanced English Seminars AP English Lang & Comp*, or AP English Lit & Comp*
World Languages	LANG 401, 451or 501 LANG 403, 453, 503, or 603	French 4, Honors French 4, or AP French Language & Culture* Spanish 4, Honors Spanish 4 or AP Spanish Language* or AP Spanish Literature*
History	HIST 301 or 302 HIST 403 - 406 HIST 501 HIST 503 HIST 504 HIST 506 HIST 507 HIST 552 HIST 553	Ancient Greece or Intro to Philosophy The Modern Middle East, The American Legal System, and/or International Law AP US/AP European History: Advanced History of the West 1* AP Economics* Enlightenment and Romanticism Post-War Intellectual History Foundations and Cognitive Psychology AP US Government and Politics* AP Psychology*
Science	SCI 301 or 451 SCI 402-408 MATH/SCI 305 - 405 SCI 501 SCI 502 SCI 503 SCI 504 SCI 601	Physics or Honors Physics Exercise Physiology, Nutrition, Forest Ecology & Management, Freshwater Ecology & Management, and/or Marine Biology STEM Robotics 1 and/or STEM Robotics 2 AP Biology* AP Environmental Science* AP Physics C: Mechanics* Biomechanics AP Physics C: Electricity and Magnetism
Math	MATH 301, 351 or 411 MATH/SCI 305 - 405 MATH 401 MATH 451 MATH 501 MATH 502 MATH 503 MATH 551 or 552 MATH 601 or 602	Precalculus, Honors Precalculus or Advanced Precalculus STEM Robotics 1 and/or STEM Robotics 2 Financial Math and Mathematical Modeling Calculus AP Calculus AB* AP Statistics* AP Computer Science A* AP Calculus BC* (semester or full-year) Differential Equations or Linear Equations
Theology & Religious Studies	ENG/THEO 409	Advanced English Seminar: Ethics and Morality
Arts		*All courses in progression order are available to 12th graders*
Other	CAPSTONE 501	Senior Capstone (*required year-long course*)

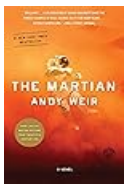
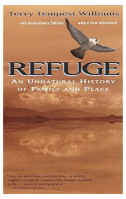
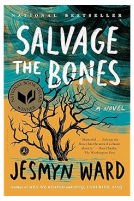
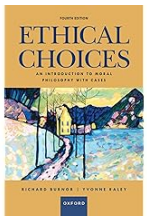
COURSE DESCRIPTIONS

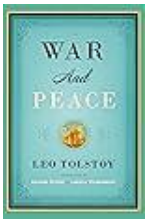
English Department

In all English courses at Holderness, the school's Core Values of Community, Character, and Curiosity become habits students practice as they grow into more effective critical and creative readers, writers, speakers, listeners, viewers, and thinkers. At every level, we aim to develop in students an increased self-awareness, a lifelong love of spoken and written language, and a commitment to engaging the world in its complexity and diversity

The following pages contain descriptions of our English Department courses. An * indicates special requirements— please see the Advanced Placement Program section. To order textbooks, click on the image of the book(s) next to the course description for direct purchasing options. If you would like to find the books through another vendor, be sure to take note of the exact ISBN numbers so you/your child has the correct book for class.

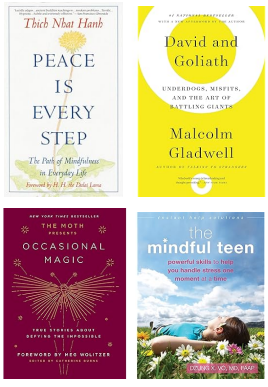
ENG 101 | FOUNDATIONS OF LANGUAGE AND LITERATURE	**TEXTBOOK(S)**
• This year-long course introduces students to literary study through interdisciplinary lenses. • Focus is on developing essential and multisensory reading, writing, collaboration, critical thinking, and habits of mind. • Students draw connections between their English study and their service learning during their March Experience, Project Outreach.	 
ENG 201 | GLOBAL LITERATURE	**TEXTBOOKS**
• This course presents literary study through global, social, and cultural contexts. Students engage in a keen exploration of themselves and our world through writing, literature, and discussion. They will read a variety of texts, write often and in a variety of modes, and participate through discussion, presentations, and creative endeavors. Students are expected to reflect on their own learning and be active participants in their development.	 
ENG 402 | ADVANCED ENGLISH SEMINAR: LITERATURE OF SURVIVAL	**TEXTBOOK**
• How does an individual survive in the wilderness? How might a neglected child survive to become a well-adjusted adult? What do you do when you are left alone...in outer-space? In this class, students will explore the attributes necessary for one to survive difficult situations. Through reading a varied array of fictional tales and non-fictional stories and articles, students will uncover the characteristics of a survivor.	 

	 
ENG 404 | ADVANCED ENGLISH SEMINAR: ENVIRONMENTAL LITERATURE (formerly Climate Narratives)	**TEXTBOOK**
• What is the relationship between humans and nature? What even is "nature?" This course will draw on a variety of genres, including memoir, novel, poetry, essay, and art to explore how we relate to and engage with the natural world. We will spend time outside making connections between our campus and environment, your personal experiences, and themes in the literature we study. Texts may include works by Terry Tempest Williams, Jesmyn Ward, Robin Wall Kimmerer, Robert Macfarlane, and Natalie Diaz.	 
ENG/THEO 409 | ADVANCED ENGLISH SEMINAR: ETHICS AND MORALITY	**TEXTBOOK**
• The purpose of this course is to foster ethical thinking around issues of morality. Our goal will be to explore problems that surround values that human beings have identified as important and how to apply those values to everyday human affairs. The study of ethics promotes the philosophical investigation of questions of right/wrong, good/bad and moral responsibility in the realm of human conduct objectively, logically, and judiciously. This course will teach students how to make sense of what are often complex and abstract readings from primary sources. From the close examination of readings from Plato to Mills to Singer to Lao-Tzu, we will derive ethical theories and concepts such as virtue ethics, the categorical imperative, the utilitarian calculus, libertarianism, and Buddhism's "transference of merit," to name a few. • Most importantly, students will learn how to make sound arguments. Both in the classroom and in their writing, their work will be evaluated on the basis of skillful argumentation that is well-supported and based in syllogism. To promote critical thinking about important and relevant moral issues, we will examine issues from both sides. Using debate and class deliberation, students will be equipped to argue positions that they do not support. And, when writing about philosophical questions, we will reflect on both our arguments and the counterarguments. Ultimately, this skills based approach encourages empathy and a consideration of a diversity of perspectives. • This course will employ a case study approach examining such problems as Artificial Intelligence, Capital Punishment, Environmental Ethics, Euthanasia, Nuclear Ethics, and Reproductive Rights. We will answer essential questions such as: What do we mean when we say something is right or wrong? How can we authentically and respectfully engage in controversial debate? What are the defining ideas of Utilitarianism,	

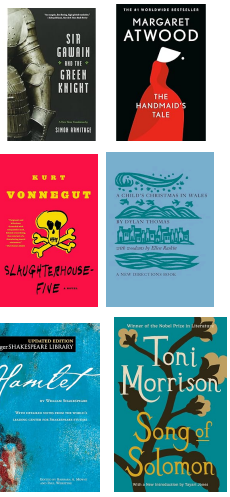
Deontology, Divine Command, Buddhist and Virtue Ethics? How can we make decisions that align with our personal moral values when two or more morals conflict?	
ENG/THEO 411 | ADVANCED ENGLISH SEMINAR: WAR AND PEACE	**TEXTBOOK**
• This discussion-based literature course will be devoted to a close reading of Leo Tolstoy's epic novel. We will explore the novel's treatment of history, war, family, love, and moral responsibility, while gaining background in the Russian literary and historical traditions that shape the text. Emphasis will be placed on thoughtful discussion, close textual analysis, and regular analytical writing assignments.	
ENG/ART 417 | ADVANCED ENGLISH SEMINAR: PLAYWRITING	**TEXTBOOK**
• This advanced semester-long elective provides students an opportunity to create work in playwriting. Students will acquire and develop skills for dramatic writing while increasing their comfort level with storytelling on the stage. Through the writing of monologues, scenes, and short plays, students will examine the techniques a playwright uses to develop a story through plot and character. Instruction will focus on the craft basics: plot, character, conflict, structure, setting, dialogue, and formatting. Students will also analyze and critique existing plays through readings and viewings to gain context and understanding. • Playwriting is an upper-level semester course and is cross-listed in the Arts and English departments.	*Exact texts will be determined by the teacher with plenty of time to purchase them in advance.*
ENG 418 | ADVANCED ENGLISH SEMINAR: PROPHECY, PILGRIMAGE, AND THE AMERICAN SOUTH	**TEXTBOOK**
• This course will explore how American writers use biblical stories, religious language, and spiritual journeys to ask big questions about identity, belief, violence, and inheritance. We will read both Toni Morrison's Song of Solomon and Flannery O'Connor's The Violent Bear It Away, and will examine characters on physical and spiritual journeys shaped by prophecy, family legacy, and faith. Alongside these novels, students will become familiar with key biblical narratives that inform the texts. The course emphasizes discussion, critical thinking, and analytical writing.	 

ENG 420 | ADVANCED ENGLISH SEMINAR: SHAKESPEARE OUT LOUD	**TEXTBOOK**
• In this class, students will work toward an understanding and appreciation of Shakespeare's plays through performance: their own and others'. Though not a film study or an acting class, analyzing movies, reading aloud, and performing scenes will be integral aspects of the class. Students will also write both creatively and analytically throughout the semester. Those interested should be willing to take creative risks and be a member of a supportive community.	

ENG 421 | ADVANCED ENGLISH SEMINAR: SPECULATIVE FICTION	**TEXTBOOK**
• This course explores the imaginative landscapes and alternate realities of speculative fiction—stories that ask "What if?" and trace the consequences. Through dystopian and science fiction narratives, we'll examine how imagined futures reflect present-day fears, raising urgent questions about the ethics of technology, systemic power, shifting concepts of identity, and our evolving understanding of what it means to be human. Texts may include *Oryx & Crake*, *Frankenstein*, *Brave New World*, and *1984*, alongside selected short fiction, film, and other media. As they engage with these works, students will sharpen their close reading and analytical writing skills, building confidence in unpacking complex ideas and challenging questions.	*Exact texts will be determined by the teacher with plenty of time to purchase them in advance.*

ENG 422 | ADVANCED ENGLISH SEMINAR: THE MINDFUL WRITER	**TEXTBOOK**
• In this one-semester elective that is inspired by the themes in Shelby Van Pelt's *Remarkably Bright Creatures*, students will discover the role of mindfulness in writing and experiment with stress reduction techniques that are grounded in the writing process. By reading and analyzing texts that allow students to bond as a class and uncover their own emotions, students will come out of the semester better prepared to tackle stressors while simultaneously seeing the beauty of their lives. Students will understand the significance of being present and reflect on their own experiences. • Our discussions and writing will revolve around literature, music, podcasts, and meditative class walks. Amidst this journey of reflection and understanding, students will also become more confident in their writing. Ample attention to grammar (both learning the rules and how to artfully "break" those rules for stylistic purposes) and the revision process will occur in some of our writing assignments. Ultimately, the goals for each student are that they emerge from the semester as better writers who are able to use breathwork and writing to decompress. The added bonus is that we will explore how to see the helpers and the beauty during the harder moments of life. Lofty goals for a semester but we will dig in together to make this happen!	

ENG 501 | AP ENGLISH LANGUAGE & COMPOSITION*	**TEXTBOOKS**
• The course aims to further student understanding and appreciation of the English language, particularly language used to argue and persuade. The class will study the logic of English usage, learn new words, and read writing that exemplifies precision and rhetorical force. In the first semester, content and assignments in the course will center on understanding and clarifying personal values, and weighing these against accepted societal values. The second semester will explore specific means of persuasion employed in American society. Articulate, deliberate, precise language will be encouraged and reinforced in writing assignments, oral reports, and class discussions. • Our curriculum is designed with two factors in mind. First, it is intended to further the language development fostered in earlier grades of our school's English curriculum and prepare students (those juniors enrolled in the class) for their final year of secondary school. Second, it capitalizes on the specific goals of the Advanced Placement curriculum. The demands of the AP program diverge from our school's traditional curriculum—among them the focus of specific rhetorical techniques and language and the development of image analysis skills—require our enrolled students to be especially dedicated and diligent.	*For now, please hold off on ordering books, as required texts may vary by teacher. Texts could include 50 Essays, The Moon is Down, and Between the World and Me, among others.*

ENG 601 | AP ENGLISH LITERATURE & COMPOSITION*	**TEXTBOOKS**
• AP Literature & Composition focuses on the study of language used for artistic purposes. Students develop their analytical skills by reading poetry, novels, short stories, and plays. In addition to teaching students to appreciate the skillful use of rich, complex, evocative language, the class aims at developing students' writing skills. Most of the writing in AP Literature is analytic in nature, although some time is devoted to the college essay in September. The course is open to 12th graders and culminates in the taking of the Advanced Placement examination in May.	

World Languages Department

The Holderness World Languages Department encourages students to achieve comprehension and mastery of a language other than their native language. Understanding cultures beyond our own is an essential part of education in today's world. As part of this commitment, the school requires two years of study in one language, though students are strongly encouraged to continue beyond the graduation requirement.

The department employs a variety of instructional approaches designed to support language acquisition and cultural understanding. Across all courses, depth of learning and sustained language development are central emphases. Students develop their speaking, listening, reading, and writing skills through frequent use of the language in the classroom.

World Languages Department Policy on Summer Courses: Because of the cumulative and immersive nature of language learning, completing a full year of language study over the summer is generally discouraged. However, students interested in advancing in the Spanish or French sequence at Holderness through summer coursework must meet the following criteria:

- The student must have earned a grade of 93 or higher in each quarter of their current course
- The student must submit a detailed written proposal to the World Languages Department for approval prior to beginning the course. The proposal should outline plans for sustained engagement in speaking, listening, reading, and writing, while also following the course content and expectations of the corresponding Holderness course level. Students must also provide an official transcript and grades from the summer course upon completion.
- Upon returning to Holderness, the student must earn a grade of 90 or higher on the departmental final exam for the course completed over the summer and complete an oral proficiency conversation in the target language with the instructor.
- The student must also complete the Holderness summer work for the class they plan to begin in the fall.

The following pages contain descriptions of courses offered by the World Languages Department. Courses marked with an * include additional requirements; please see the Advanced Placement Program section. To order textbooks, click on the image of the book(s) next to the course description for direct purchasing options. If you would like to find the books through another vendor, be sure to take note of the exact ISBN numbers so you/your child has the correct book for class.

LANG 101 | FRENCH 1	**TEXTBOOK**
• The goals of the first two years of French are to develop concurrently the basic skills of reading, writing, speaking, and listening comprehension, and to expose the student to the culture of the francophone world. At the more advanced levels, the department emphasizes the development of reading and writing skills through the study of literature and current cultural texts, while continuing to	ISBN: 978-1-54339-431-3 

provide grammar review. An Advanced Placement course is offered to qualified students with the permission of the department and the Dean of Academic Affairs.	Student Edition (Hardcover), ebook, Supersite Plus w/vtext (24 month access)

LANG 201 | FRENCH 2	**TEXTBOOK**
• The goals of the first two years of French are to develop concurrently the basic skills of reading, writing, speaking, and listening comprehension, and to expose the student to the culture of the francophone world. • At the more advanced levels, the department emphasizes the development of reading and writing skills through the study of literature and current cultural texts, while continuing to provide grammar review. An Advanced Placement course is offered to qualified students with the permission of the department and the Dean of Academic Affairs.	New students: Please wait to order your textbook until you arrive at school. ISBN: 978-1-54339-431-3  Student Edition (Hardcover), ebook, Supersite Plus w/vtext (24 month access) *This is the same text as for French 1.

LANG 301 | FRENCH 3	**TEXTBOOK**
• French 3 is an intermediate course in French language and culture, bridging the levels of beginning language to advanced study. During the year, students continue their study of French grammar and become more proficient at interpreting, reading, speaking and writing directly in the language. Students also continue their study of French and francophone cultures around the world.	New students: Please wait to order your textbook until you arrive at school. ISBN: 978-1-54339-449-8  Student Edition (Hardcover), ebook, Supersite Plus w/vtext (24 month access)

LANG 351 | HONORS FRENCH 3	**TEXTBOOK**
• Honors French 3 is designed for students who excelled in Level 2 and aims to provide opportunities to apply their skills in greater depth. Students will move through the Level 3 curriculum at an accelerated pace which will allow learners to spend more time applying material to real-life situations. In the spirit of language immersion, class will be driven by continual student engagement, active participation, a devotion to language, and a desire to deeply communicate in French. Students will be proactive learners who eagerly engage and take	New students: Please wait to order your textbook until you arrive at school. ISBN: 978-1-54339-449-8

advantage of the ample opportunities for meaningful conversation with peers, speaking assessments, and applied language use with a focus on improving speaking and written skills. Students will progress through grammar, vocabulary, and cultural topics to round out the curriculum.	 Student Edition (Hardcover), ebook, Supersite Plus w/vtext (24 month access)

LANG 401 | FRENCH 4	**TEXTBOOKS**
• French 4 continues the study of French language and serves as the preparatory semester for Advanced Placement French Language and Culture. Students develop greater proficiency in the details of French language through the study of advanced grammar, readings, discussion, and composition. The goals of the course are to develop the ability to discuss one's ideas coherently and logically in spoken and written French and to deepen one's knowledge and understanding of French civilization and francophone culture through readings in French and francophone literature. • Seniors (only) have the option of taking French 4 as a first-semester course or as a full-year course.	 Level 3 Without textbook: 978-1-54338-802-2 OR With textbook: 978-1-54339-453-5

LANG 451 | HONORS FRENCH 4	**TEXTBOOKS**
• Honors French 4 continues the study of French language and serves as the preparatory semester for Advanced Placement French Language and Culture. Students develop greater proficiency in the details of French language through the study of advanced grammar, readings, discussion, and composition. The goals of the course are to develop the ability to discuss one's ideas coherently and logically in spoken and written French and to deepen one's knowledge and understanding of French civilization and francophone culture through readings in French and francophone literature. • Seniors (only) have the option of taking French 4 as a first-semester course or as a full-year course.	 Level 3 Without textbook: 978-1-54338-802-2 OR With textbook: 978-1-54339-453-5

LANG 501 | AP FRENCH LANGUAGE AND CULTURE*	**TEXTBOOK**
• The AP French Language and Culture course emphasizes continued language acquisition, communication skills, and cultural knowledge and understanding. The course will be conducted exclusively in French, and students will practice on a daily basis their interpersonal, interpretive and presentational modes of communication and expression. The course organizes the study of literature, current events, and cultural topics under the umbrella of the six College Board designated themes: Science and Technology, Contemporary Life, Global Challenges, Aesthetics and Beauty, Family and Communities, and Private and Public Identities. Students are required to take the AP exam in May.	2nd Edition  With textbook: 978-1-54334-717-3 OR Without textbook: 978-1-54334-413-4

LANG 103 | SPANISH 1	TEXTBOOK
• The aim of the first two years of Spanish is to help students achieve a mastery of basic written and spoken language, and to introduce Spanish and Hispanic history and culture. The Spanish 1 and Spanish 2 courses stress vocabulary, grammar, syntax, and pronunciation. Students and teachers use internet sources alongside the textbook to engage with real-life situations, current events and to look at the cultural differences and similarities between what we study and the students' own experiences.	Teachers will help you purchase the correct textbook and VHL access codes on the first day of class.

LANG 203 | SPANISH 2	TEXTBOOK
• The aim of the first two years of Spanish is to help students achieve a mastery of basic written and spoken language, and to introduce Spanish and Hispanic history and culture. The Spanish 1 and Spanish 2 courses stress vocabulary, grammar, syntax, and pronunciation. Students and teachers use internet sources alongside the textbook to engage with real-life situations, current events and to look at the cultural differences and similarities between what we study and the students' own experiences.	Teachers will help you purchase the correct textbook and VHL access codes on the first day of class.

LANG 303 | SPANISH 3	TEXTBOOK
• In the third and fourth years, students continue to expand their working vocabularies and grammatical understanding, and focus on writing and speaking with fluidity and idiomatic language. Students will study not only literary selections in Spanish, but will also use current events, pop culture, art and historical events to practice the language and increase their cultural understanding of the many Spanish-speaking regions of the world. These courses are conducted almost exclusively in Spanish.	Teachers will help you purchase the correct textbook and VHL access codes on the first day of class.

LANG 353 | HONORS SPANISH 3	TEXTBOOK
• Honors Spanish 3 is designed for students who excelled in Level 2 and aims to provide opportunities to apply their skills in greater depth. Students will move through the Level 3 curriculum at an accelerated pace which will allow learners to spend more time applying material to real-life situations. In the spirit of language immersion, class will be driven by continual student engagement, active participation, a devotion to language, and a desire to deeply communicate in Spanish. Students will be proactive learners who eagerly engage and take advantage of the ample opportunities for meaningful conversation with peers, speaking assessments, and applied language use with a focus on improving speaking and written skills. Students will progress through grammar, vocabulary, and cultural topics to round out the curriculum.	Teachers will help you purchase the correct textbook and VHL access codes on the first day of class.

LANG 403 | SPANISH 4	TEXTBOOK
• In the fourth year, students continue to expand their working vocabularies and grammatical understanding, and focus on writing and speaking with fluidity and idiomatic language. Students will study not	*No textbook required*

only literary selections in Spanish, but will also use current events, pop culture, art and historical events to practice the language and increase their cultural understanding of the many Spanish-speaking regions of the world. These courses are conducted almost exclusively in Spanish. • Seniors (only) have the option of taking Spanish 4 as a first-semester course or as a full-year course.	
LANG 453 | HONORS SPANISH 4	**TEXTBOOK**
• In the fourth year, students continue to expand their working vocabularies and grammatical understanding, and focus on writing and speaking with fluidity and idiomatic language. Students will study not only literary selections in Spanish, but will also use current events, pop culture, art and historical events to practice the language and increase their cultural understanding of the many Spanish-speaking regions of the world. These courses are conducted almost exclusively in Spanish. • Seniors (only) have the option of taking Spanish 4 as a first-semester course or as a full-year course.	*Coming soon.*
LANG 503 | AP SPANISH LANGUAGE*	**TEXTBOOK**
• The AP Spanish Language and Culture course emphasizes continued language acquisition, communication skills, and cultural knowledge and understanding. The course will be conducted exclusively in Spanish, and students will practice on a daily basis their interpersonal, interpretive and presentational modes of communication and expression. The course organizes the study of literature, current events, and cultural topics under the umbrella of the six College Board designated themes: Science and Technology, Contemporary Life, Global Challenges, Aesthetics and Beauty, Family and Communities, and Private and Public Identities. Students are required to take the AP exam in May.	*No textbook required.*
LANG 603 | AP SPANISH LITERATURE*	**TEXTBOOK**
• The AP Spanish Literature and Culture course is a survey of Spanish and Hispanic literary works ranging from the 13th century to the 21st century. Students read and analyze poetry, prose, essays and theater pieces from several time periods, including such notable works as Cervantes' El ingenioso hidalgo don Quijote de la Mancha (excerpts), Lorca's La casa de Bernarda Alba, and poetry by Sor Juana Ines de la Cruz. Students refine their analytical writing skills through comparative essays and shorter, interpretive pieces. Much of the class time is spent discussing the readings; students thus hone their speaking skills as well. The class is conducted exclusively in Spanish. Students are required to take the AP exam in May.	 *If you purchase a used textbook, make sure there is no writing in it.*

History Department

All courses in history at Holderness School emphasize the need to read critically, think carefully, and communicate clearly. Teachers attempt to instill the idea that "history" is an ever–changing, individual reinterpretation of the past. To understand history one must therefore understand the historian. Students are challenged to think for themselves, engage their peers' ideas and to balance the different interpretations of our past as they establish and hone historical thinking skills.

All ninth grade students are required to take "HIST: 101: Foundations of Modern Society," a one–semester world history course, and all tenth grade students must take a year of US History. After these introductory courses, students are well positioned to embrace our upper-level electives. The history requirement is two full years, and thus at some point in their 11th or 12th grade year students take a minimum of one semester of history. In the upper levels of the curriculum, students may begin to branch out into the social sciences of comparative government, media studies, psychology or economics. Two intellectual history offerings allow students to foray into philosophy. We also offer several area studies courses.

<table>
<tr><th colspan="4">HISTORY: Path to Graduation
2 Years of History is required; Must include 1 year of US History</th></tr>
<tr><td>9th</td><td colspan="3">•Foundations of Modern Society (semester-length course)
Required for all 9th graders</td></tr>
<tr><td rowspan="2">10th</td><td colspan="3">US History
One year required for graduation</td></tr>
<tr><td>Full Year - AP Coursework
•Advanced History of the West 1*

A 2-year course, which combines AP United States and AP European History. AHOW 1 is the only advanced history course available for 10th graders. AHOW 2 is for 11th graders only.</td><td>1st Semester

US History 1</td><td>2nd Semester
US History 2 Seminar

•An African-American History for Today

•History of Christianity in America</td></tr>
<tr><td rowspan="2">11th & 12th</td><td colspan="3">Non-US History
At least 1 semester required to graduate</td></tr>
<tr><td>Full Year - AP Coursework

•Adv. History of the West 1 & 2*
•AP US Government and Politics*
•AP Economics*</td><td>1st Semester

•Intro to Philosophy
•The Modern Middle East
•The American Legal System
•Post-War Intellectual History
•Foundations and Cognitive Psychology</td><td>2nd Semester

•Ancient Greece
•International Law
•Enlightenment and Romanticism
•AP Psychology*</td></tr>
</table>

*See AP requirements

The following pages contain descriptions of our History Department courses. An * indicates special requirements—please see the Advanced Placement Program section. To order textbooks, click on the image of the book(s) next to the course description for direct purchasing options. If you would like to find the books through another vendor, be sure to take note of the exact ISBN numbers so you/your child has the correct book for class.

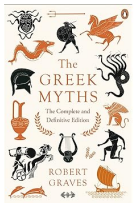
Civics and Government Courses (RSA 189:11): The following courses satisfy the civics instruction requirement under RSA 189:11. Required civics instruction is provided through US History 1 (0.5 credits). Additional elective courses that meet or exceed RSA 189:11 civics expectations include AP U.S. Government & Politics (1.0 credit), AP US/AP European History: Adv. History of the West 1 (1.0 credit), AP US/AP European History: Adv. History of the West 2 (1.0 credit), & American Legal System (0.5 credit).

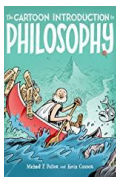
HIST 101 | FOUNDATIONS OF MODERN SOCIETY	**TEXTBOOKS**
• All ninth-grade students are required to take Foundations of Modern Society, a one–semester course. Emphasizing fundamental historical thinking skills through a survey of World History from 1200 to 1900, this course serves as a unifying academic experience for 9th-grade students and is a foundation for their future studies in history. This course introduces our newest History students to places, cultures, beliefs, and people from across the Globe to provide them with important context needed to engage in upper-level History courses.	*No textbook required.*

HIST 201 | US HISTORY 1	**TEXTBOOK**
• This semester-length required US History course will be the starting point for all future historical inquiry at Holderness. The course will focus on the development of the Constitution and the Reconstruction eras. These foundational topics will introduce themes of a variety of civil liberties, but notably freedom of speech and suffrage. The essential question will be: What does it mean to be a US citizen?	*No textbook required.* Meets requirements of RSA 189:11

HIST 206 | US HISTORY 2: AN AFRICAN-AMERICAN HISTORY FOR TODAY	**TEXTBOOK**
• This course will consider what it means to be both African and American in today's United States by considering often overlooked African-American voices of our past and present. By using such touchstone moments as the arrival of the first Africans to the British colonies, early slave rebellions, the American Revolution, the Civil War, Reconstruction, the Civil Rights Era, the Obama Presidency, and the Black Lives Matter movement, students will discover a new, richer history that predates the Founding Fathers.	*No textbook required.*

HIST/THEO 207 | US HISTORY 2: HISTORY OF CHRISTIANITY IN AMERICA	TEXTBOOK
• This dual credit History and Theology course takes a deep dive into the evolution of the Christian faith since its arrival on American soil. The course will examine how Christian theology and social movements have reciprocally impacted each other and how this has shaped American identity, values, and culture. We will look at major events such as: colonization, The Great Awakening, Slavery and the Civil War, the Great Revival, the ordinations of women, the emergence of the black church, and The Civil Rights Movement. Throughout the semester students will engage in a variety of primary sources and learn how to extract theological claims and arguments. Students will also have an opportunity to research a topic of their own choosing, exploring the religious landscape throughout American history not limited to the Christian faith. The class will culminate with a look into modern American Christian culture and theology, and its challenges and opportunities. While the class is focused on the history of the Christian faith, students only need a sense of intellectual curiosity and a commitment to learning in order to do well and develop valuable skills.	*No textbook required.*

HIST 301 | ANCIENT GREECE	TEXTBOOK
• In this survey course (with a thematic approach), students will learn the history of ancient Greece. Topics covered in this course include Greek warfare, the Trojan War, Greek mythology, the origins of democracy, the Golden Age of Athens, Sparta, The Persian Wars, The Peloponnesian War, and Alexander the Great. Students will learn how the ancient Greeks influenced modern society and how they left behind a rich cultural and political legacy that still affects us today.	 

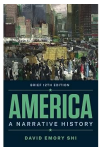
HIST 302 | INTRO TO PHILOSOPHY	TEXTBOOK
• What do I know? Why do I exist? Where does evil come from? These are just some of the questions this course attempts to answer. Introduction to philosophy aims to teach students how philosophy emerged in ancient times, from the presocratics like Thales of Miletus, to more established and recognized ancient philosophers like Socrates and Aristotle, and how they influenced later thinkers like Hypatia and Seneca. Besides covering famous philosophers, this course attempts to introduce students to life's most riveting questions using both ancient and modern philosophy, and philosophy in today's popular media like Star Wars.	  

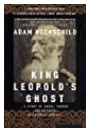
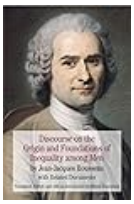
HIST 403 | THE MODERN MIDDLE EAST	TEXTBOOK
• Open to 11th and 12th graders, this semester-long elective explores the complexity of one of the most paradoxical regions in the world. The Middle East encompasses some of the richest and poorest countries. It is the geographic foundation of the three largest world religions and is perhaps one of the most turbulent regions of the twenty-first century.	*No textbook required.*

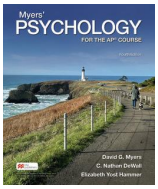
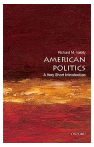
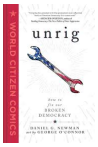
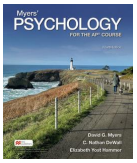
This course examines the sources of today's socio-political problems, including twentieth century imperialism, the Balfour Declaration, the Cold War, and globalization. This course seeks to determine what needs to change in order to create a viable peace in the Middle East.	

HIST 405 | THE AMERICAN LEGAL SYSTEM	**TEXTBOOK**
• This course will look at the American Legal system both from a historical perspective as well as modern-day application with special attention paid to Constitutional Law. Students will study the pillars of the US legal system including but not limited to: common law, the United States Constitution, case law, statutes, and treaties. They will examine pivotal Supreme Court cases and study their impact on society. Application of understanding will be assessed through a set of mock statements of fact where students will have to apply their own understanding of the law to write a legal brief supported by law and precedent. The course will include high-level reading and analysis and students will learn how to write for a legal setting.	*No textbooks required.* Meets requirements of RSA 189:11

HIST 406 | INTERNATIONAL LAW	**TEXTBOOK**
• This course will look at the historical foundations of International Law as well as modern application. The course will draw on knowledge pulled from legal cases, historical documents, as well as events as depicted through media. Students will study International Institutions like the United Nations, the International Court of Justice, and The Hague. Application of understanding will be assessed through a set of mock statements of fact where students will have to apply their own understanding of the law to write a legal brief supported by law and precedent. The course will include high-level reading and analysis and students will learn how to write for a legal setting. Topics to be covered may include (but may not be limited to): the International Law of the Sea, International Laws that govern the Rules of War, and International Humanitarian Law.	*No textbooks required.*

HIST 501 & 502 | AP US/AP EUROPEAN HISTORY: ADVANCED HISTORY OF THE WEST 1 & 2*	**TEXTBOOKS**
• ***Application required*** • This two year course, beginning in the 10th or 11th grade year, will prepare students for both the Advanced Placement European History Exam and the Advanced Placement US History Exam. Students must submit an application and will be vetted for admission. This course will employ a broader lens to explore historical phenomena on both sides of the Atlantic embracing the globalized approach of modern historical research. Study of the American constitution, for example, will be endowed with prior study of the Enlightenment. Students will be expected to engage in a project in the summer between the two years of the course. Students will take both exams, but may petition to take only one at the end of their second year of the course (in their junior or	Texts:   Year 2 Summer Text:

senior year). This course will be team taught (either two teachers ½ time, or two teachers full time) for the first iteration of the course.	 Meets requirements of RSA 189:11
HIST 503 | AP ECONOMICS*	**TEXTBOOK**
• A year-long course which is broken into two parts AP Macroeconomics in the first semester and AP Microeconomics in the second semester. Macroeconomics will give students an understanding of the economy as a whole. Students will look at what is happening at a national level. This course allows the student to think more about theory and abstract ideas in economics. Students will learn about the national debt, GDP in different countries, international economics, and an economy's growth. Microeconomics will give the students an understanding of the basic principles of economics based on what consumers and producers do as individuals in an economy. Microeconomics consists of more math concepts, for example, using the supply and demand graphs. We will look at specifics in an economy rather than the whole economy. Students will learn the basic concepts of microeconomics, different product markets and how they work, supply and demand, and the role of the government.	*No textbook required. A small subscription fee will be charged to your student account in the fall.*
HIST 504 | ENLIGHTENMENT AND ROMANTICISM	**TEXTBOOKS**
• This semester elective is designed for students who develop an interest in intellectual history and want the opportunity to seek further depth. By reading and studying the poetry, art, and prose literature of these two movements, we hope to understand the dynamic interaction between the rationalism and optimism of 1750-1800 and the haunted, wild Romantic ideas of 1800-1850. We will also trace the legacy of these movements in the Western tradition. Students will spend most of their time evaluating and commenting on selected primary sources from Locke to Poe.	 
HIST 504 | POST-WAR INTELLECTUAL HISTORY	**TEXTBOOKS**
• This course is designed to give students access to the great historically-inclined intellectual works of post-World War II America. In particular, these works demonstrate modern intellectual reactions against mass movements. Through an international lens, the works would especially look at concerns surrounding the rise of both communism and fascism leading up to, including, and following the Second World War. Additionally, the works will take many of these global apprehensions and apply them to growth of massive organizations and materialism in America itself. This reaction gave birth to an American movement that prized individuality over the group. Featured Authors: Hannah Arendt, Reinhold Niebuhr, Friederich Hayek, Eric Hoffer, John Updike, David Brooks, Adam Gopnik.	 

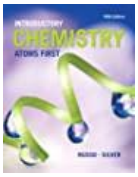
HIST 507 | FOUNDATIONS AND COGNITIVE PSYCHOLOGY	**TEXTBOOKS**
• Students will learn about the basis of psychological theories and examine the complex nature of how biology, memory, intelligence, and other mental processes impact human behavior. The semester will cover major historical figures in psychology, theoretical approaches to describing behavior, a variety of research methods used by psychologists, as well a focus on the biology of the mind and the psychology of learning and cognition. Students will consistently work to connect psychological concepts and theories to real-life scenarios.	 *Click the book above to access the direct purchasing link.*
HIST 552 | AP US GOVERNMENT AND POLITICS*	**TEXTBOOKS**
• AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.	Summer Reading:   Textbook:  Meets requirements of RSA 189:11
HIST 553 | AP PSYCHOLOGY*	**TEXTBOOKS**
• Prerequisite: Foundations and Cognitive Psychology • Students will spend the semester continuing to prepare for the AP Exam. Students will focus on Social Psychology, Personality Psychology, Developmental Psychology, Psychological Disorders, and Therapeutic Interventions.	 *Click the book above to access the direct purchasing link.*

Science Department

The Science Department seeks to cultivate both scientific literacy and curiosity while providing students with foundational experiences in Environmental Science, Biology, Chemistry, and Physics. Across all courses, students engage with the scientific method as a framework for inquiry, experimentation, and problem-solving through both classroom instruction and laboratory investigation. The department emphasizes that scientific understanding requires not only discipline and precision, but also creativity, imagination, and intellectual curiosity.

The department is also committed to helping students better understand the complex relationship between humans and the natural world, as well as the role science plays in shaping society and public life. Through their coursework, students are encouraged to think critically about scientific issues and to become informed citizens capable of making thoughtful decisions as community members, voters, and consumers.

The following pages contain descriptions of our Science Department courses. An * indicates special requirements— please see the Advanced Placement Program section. To order textbooks, click on the image of the book(s) next to the course description for direct purchasing options. If you would like to find the books through another vendor, be sure to take note of the exact ISBN numbers so you/your child has the correct book for class.

SCI 101 | BIOLOGY	TEXTBOOK
• This course introduces students to essential principles of biology: cells, chemistry of life, genetics, evolutionary theory, biological diversity, and organism structure and function. Human anatomy and physiology are emphasized. Students use the framework of the scientific method to explore the living world in laboratory investigations. They are challenged to learn highly detailed material in order to gain greater appreciation for the diversity of life on earth, to understand prevailing thinking on the origin and evolution of living things, and to develop a clear sense of how Homo sapiens fit into this intricate web.	Students will rent the *2019 Miller & Levine Biology* text from the school. The cost is $56/year. Students will sign this agreement when they receive their text.
SCI 201 | CHEMISTRY	**TEXTBOOK**
• This course is designed to explore the fundamental nature of matter and study its physical and chemical characteristics. Students engage in laboratory activities that reinforce the scientific method, apply knowledge to real-world applications, and integrate technology in the science classroom. The honors course differs from regular chemistry in its more strenuous mathematical component, complexity, and depth of theory studied.	

SCI 251 | HONORS CHEMISTRY	**TEXTBOOK**
• Though this is a demanding college preparatory course, the teachers encourage an appreciation of the role chemistry plays in our daily lives outside of the classroom. Simply stated, chemistry is the study of matter and the changes it undergoes. This course is designed to challenge students' problem-solving skills while covering the concepts of a traditional introductory college preparatory course. Students are given the opportunity to explore the world around them through lab work, class discussions, and activities including an in-depth look at the chemistry of the food we eat and a study of the gasses in our atmosphere.	No textbook required.

SCI 301 | PHYSICS	**TEXTBOOK**
• Physics examines four basic areas of study: mechanics, electricity and magnetism, thermal energy, and modern physics. The objective of this course is to provide students with the opportunity to identify four unifying themes of science: scale, models (physical, mathematical, or conceptual), constancy and change, and systems.	*No textbook required.*

MATH/SCI 305 | STEM ROBOTICS 1	**TEXTBOOK**
• As an introductory course in robotics the students will learn JAVA computer programming as well as problem solving strategies. This course will involve students in the development, building and programming of a Tetrix robot. Working in teams they design, build, program and document their progress. Topics include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robots will be programmed to compete in a variety of autonomous and remote controlled challenges.	*No textbook required.*

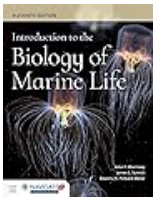
SCI 402 | EXERCISE PHYSIOLOGY	**TEXTBOOKS**
• In this course, students will study acute and chronic physiological responses to exercise. Muscle, environmental physiology, practical physiology testing, energy metabolism, and cardiovascular function in response to exercise training will be emphasized in the classroom and applied to laboratory activities. • **Objectives**: Students who successfully complete the requirements for this course will: ○ Have a foundational understanding of the complex nature of the human organism from a physiological perspective. ○ Understand the muscular and energy physiological demands from an inactive state to an active state. ○ Understand the acute physiological responses to exercise. ○ Understand the chronic physiological adaptations to exercise. ○ Have mastered basic physiological laboratory experiments and procedures.	*Textbooks will be assigned in class.*

SCI 404 | NUTRITION	TEXTBOOK(S)
• This is an introductory course in nutrition. The focus of the course will be placed on evidence-based nutritional strategies to meet the nutrient and energy demands of basic life functions, physical activity, exercise and athletic performance. Scientific literature will be used to evaluate nutritional information found in the media, claims for dietary supplements and popular diets.	*Coming soon.*

MATH/SCI 405 | STEM ROBOTICS 2	TEXTBOOK
• The STEM Robotics II course builds upon the skills students learned in STEM Robotics I. Working in teams, students will design, build, and program Tetrix robots which must complete more complex and more precise tasks with less margin for error than the projects in STEM Robotics I.	*No textbook required.*

SCI 406 | FOREST ECOLOGY AND MANAGEMENT	TEXTBOOK
• This course examines forest ecology from the ground up, starting with geology, to pedology, and moving up to biogeochemistry and tree physiology. Once they gain a general understanding of how forests work, students will work with a partnering forester to create a forest management plan for the forests on campus. Jon Martin of Martin Forestry Consulting in Bridgewater has already offered to help students create this report. This course will also include units on the impacts of and adaptations for climate change, as well as topics around Social Forestry and indigenous forestry practices.	*Coming soon.*

SCI 407 | FRESHWATER ECOLOGY AND MANAGEMENT	TEXTBOOK
• This course will take a similar ground-up approach to Forest Ecology & Management, starting with the physiography of lakes, ponds, rivers, and streams, moving up to hydrology, water quality, and macroinvertebrates followed by cold water and warm water fisheries. It will take advantage of the equipment and training in New Hampshire Fish & Game's Watershed Education Program. This will allow electro-fishing surveys of the brook on campus, the hatching and rearing of trout in the classroom, and/or the creation and maintenance of a warm water fish tank in Davis for observing and teaching about those species.	*Coming soon.*

SCI 408 | MARINE BIOLOGY	TEXTBOOK
• This Marine Biology course will focus on the habitats, conditions and organisms in the marine environment. Students will learn about the chemical and physical oceanographic processes that influence the biological features of marine life. The course will examine various marine habitats and how their conditions affect the types of organisms that inhabit them. Additionally, students will examine the various marine phyla and their unique adaptations. Lastly, the course will focus	

on threats to ocean ecosystems and potential mitigation strategies. This course will conduct laboratory experiments and use case studies to further student understanding of the concepts.	*11th edition. John Morrissey and James L. Sumich*

SCI 451 | HONORS PHYSICS	**TEXTBOOK**
• The Honors Physics course is a rigorous, math-intensive introduction to the subject. The bulk of the course is devoted to the study of mechanics, or the behavior of particles subject to systems of forces, and includes topics such as one- and two-dimensional kinematics, Newton's Laws, momentum, mechanical energy, rotational motion, gravitation, and oscillations. During the final quarter of the year students examine a variety of modern topics, particularly electricity and magnetism. The course emphasizes collaborative work and problem-solving techniques and involves frequent lab work. The course is designed to develop a solid foundation for college-level physics and to instill an appreciation for and curiosity about the complexity of the universe.	*No textbook required.*

SCI 501 | AP BIOLOGY*	**TEXTBOOK(S)**
• The AP Biology course covers the entire Advanced Placement curriculum, fully preparing students for the AP exam. There is a comprehensive laboratory component to the course, which includes applications of recombinant DNA technologies and experience using modern lab techniques and equipment. The AP Biology course assists students in organizing biological concepts and topics into a coherent conceptual framework, helps students internalize and effectively utilize the processes of scientific reasoning, and helps them develop or enhance their interest in biology and gain a sense of the subject's relevance to their everyday lives. Students are expected to take the AP exam in May.	*No textbook required.*

SCI 502 | AP ENVIRONMENTAL SCIENCE*	**TEXTBOOK(S)**
• The goal of the Advanced Placement Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study (e.g. biology, chemistry, earth science, geography), yet there are several major unifying themes that cut across the many topics included in the study of environmental science. The course takes advantage of the environs surrounding our campus for firsthand research. Students are expected to take the AP exam in May.	

SCI 503 | AP PHYSICS C: MECHANICS*	**TEXTBOOK**
• AP Physics C is a demanding college-level course that requires the use of calculus. The course emphasizes collaborative work and problem-solving	*No textbook required.*

techniques. The course aims at covering Mechanics (one of the two Physics C AP examinations). Instruction includes video lectures and computer applets. In class, students will engage in problem sets and labs. Labs – both virtual and real – will be done on a weekly basis. This course is designed to replace introductory college physics courses designed for physics and engineering majors.	
SCI 504 | BIOMECHANICS*	**TEXTBOOK**
• This course is an upper level class for students interested in physics and how physical principles tie into living and manmade systems. The course will be largely split into fluid mechanics and solid mechanics. The fluid mechanics portion will focus on a few principles of flow such as the relationship between pressure and velocity, laminar vs turbulent flow, boundary layers, Reynolds number, and lift, drag and thrust. Lab investigations will include examining how these principles influence flow in the circulatory system, as well as the hydrodynamics and aerodynamics of living organisms and manmade structures. The solid mechanics portion of the course will first examine material properties and then will look at the different types of skeletal structures for living organisms. The culminating project for the solid portion will be designing a lower leg prosthetic. The entire course will periodically discuss biomimicry and how we can use natural systems and properties to influence our own design. Must have completed a course in Physics with a B or higher in Honors or AP Physics, or an A- or higher in non-honors/AP Physics.	*Case studies and selected readings will take the place of a textbook.*
SCI 601 | AP PHYSICS C: ELECTRICITY AND MAGNETISM*	**TEXTBOOK**
• AP Physics C-E&M is a second-year AP physics class that is intended to replace a college-level introductory course in electricity and magnetism. The course makes extensive use of calculus techniques in the exploration of topics such as electric fields, electric potential, capacitance, circuits, magnetic fields, and electromagnetic induction. Students are required to work well both independently and in small groups, and labs involve long-term, independent projects. Due to the sophisticated conceptual material and mathematical techniques involved, it is strongly recommended that students complete AP calculus and AP physics C-M before taking the course.	*No textbook required.*

Mathematics Department

The teaching of mathematics at Holderness is founded on a practice of collaboration that deepens understanding in two ways. First, we believe that working in partnership with others provides an important exercise in articulating mathematical thinking. Our students read or hear new concepts and then discuss this knowledge with their peers—a process that fosters both active and passive learning, as well as accountability. Second, in working collaboratively, our students develop their critical listening skills. As they seek to understand their peer collaborators, they develop openness and flexibility with regard to their mathematical analyses. Our department values are:

- **Connections**: Students are exposed not only to the many connections present within mathematics as a discipline, but also the exciting connections that occur between mathematics, other fields of study, and a variety of possible career paths. Our students use current events, data from websites and companies, and other available sources to apply classroom concepts to real world applications.
- **Collaboration**: Holderness students work in collaborative learning environments so as to deepen their understanding of mathematical concepts, allowing students the opportunity to articulate their own thinking and to develop the listening skills that allow them to enrich their understanding through teamwork.
- **Technology**: Students have the opportunity to learn and review concepts by using flipped classrooms created by teachers, video tutorials, and Smartboard classroom notes. Students are also able to hone problem solving skills by completing online practice problems. Technology, including graphing calculators and specialized software (e.g., Excel and Fathom), are introduced and explored as important tools to be used in the study of mathematics. We recognize that technology is an important tool; however we also believe that core skills and mental math are important.
- **Develop Independent and Critical Thinking**: We build math confidence. We develop a work ethic towards math. Through problem solving techniques, utilization of extra help, nightly homework, and group projects, our students learn to be confident mathematicians who can think creatively. We recognize that we are preparing our students for jobs and a world that is currently unknown to us and to them, and our goal is for them to be curious and able to adapt to difficult problems.

Math Department Policy on Summer Courses: To be eligible to advance ahead a year in math, you must have earned an A- or better for a final grade in the previous course in the sequence. (For example, to take Geometry over the summer, you must have earned an A- or better in Algebra 1. To take Precalculus over the summer, you must have earned an A- or better in Algebra 2 or Honors Algebra 2). If you would like to take a course over the summer in order to advance ahead a year in math, you must complete the following steps:

1. Take an in-person or online course that has been preapproved* by the Math Department and earn a B or better. You must then provide that transcript to Holderness School;
2. Take a placement test before the start of classes and earn at least 85%;
3. Complete all summer work for the course in which you are hoping to enroll.

Additional Notes on Summer Courses:

- *_The approval must happen before you take the course_. If you do not get the course approved, it will not count, even if you follow the other steps.
- Algebra 2 should be completed in a full academic year at Holderness or at another school. We believe it is too foundational a course to be done in the short time frame of one summer.
- If you take a Precalculus course over the summer, your only options for the fall will be AP Calculus AB or non-AP Calculus. AP Calculus BC will not be an option.

The following pages contain descriptions of our Mathematics Department courses. An * indicates special requirements— please see the Advanced Placement Program section. To order textbooks, click on the image of the book(s) next to the course description for direct purchasing options. If you would like to find the books through another vendor, be sure to take note of the exact ISBN numbers so you/your child has the correct book for class.

MATH 101 | ALGEBRA 1	**TEXTBOOK**
• This is a cornerstone course designed to prepare students to investigate and master more complex, but related, concepts studied over the balance of the mathematics curriculum. Students review the language of algebra, real number operations, and approaches used to solve linear equations before engaging in an expanded study of function graphing, linear analysis, methods of solving linear inequalities, and systems of both inequalities and linear equations. Multiplication of polynomials, factoring, and solving quadratic and exponential functions, together with simplification and evaluation of radical expressions, constitute the remainder of the course.	*A TI-84 Plus calculator is required. No textbook required.*

MATH 151 | GEOMETRY	**TEXTBOOK**
• This course covers the fundamental concepts of geometry, with algebra and discrete mathematical topics woven into the curriculum. Topics include reasoning and proof, building blocks of geometric shapes, congruence and similarity, right triangles and trigonometry, transformations of figures and equations, and surface area and volume.	*A TI-84 Plus calculator is required. No textbook required.*

MATH 201 | ALGEBRA 2	**TEXTBOOK**
• In this course, students continue the study of concepts introduced in Algebra I and Geometry. The concept of function is introduced and families of functions are introduced as important tools to explore, analyze, and make conjectures as we further develop mathematical problem-solving skills. Using real-world examples, students explore quadratic equations, polynomials, and operations of functions. Students also examine properties, applications, and graphs of absolute value, exponential, logarithmic, power, and radical functions.	*A TI-84 Plus calculator is required. No textbook required.*

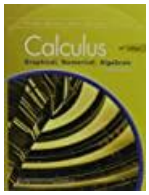
MATH 251 | HONORS ALGEBRA 2	**TEXTBOOK**
• In this honors course, students continue the study of concepts introduced in Algebra I and Geometry. Concepts such as families of	*A TI-84 calculator is required. No textbook*

functions, transformation of functions, and modeling, and systems of equations are introduced as important tools to explore, analyze, and make conjectures as we further develop mathematical problem-solving skills. Using real-world examples, students explore quadratic equations, polynomials, and operations of functions. Students also examine properties, applications, and graphs of absolute value, exponential, logarithmic, power and radical functions.	*required. A small subscription fee will be charged to your student account in the fall.*
MATH 301 | PRECALCULUS	**TEXTBOOKS**
• This course offers a more rigorous approach to the study of functions and to the topics needed for calculus. The emphasis of this course is on analysis through formal mathematical notation and the relation of mathematical concepts to real world scenarios. Major topics include linear, exponential, and logarithmic functions; trigonometric functions; polynomials; radical functions; mathematical limits; composition of functions; and inverses of functions.	*A TI-84 calculator is required. No textbook required. A small subscription fee will be charged to your student account in the fall.*
MATH/SCI 305 | STEM ROBOTICS 1	**TEXTBOOK**
• As an introductory course in robotics the students will learn Arduino computer programming as well as problem solving strategies. This course will involve students in the development, building and programming of a Tetrix robot. Working in teams they design, build, program and document their progress. Topics include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robots will be programmed to compete in a variety of autonomous and remote controlled challenges.	*No textbook required.*
MATH 351 | HONORS PRECALCULUS	**TEXTBOOKS**
• This course is designed for students who have completed Honors Algebra 2. Honors Precalculus covers all of the topics studied in the regular pre-calculus course; however, the pace is slightly faster than regular pre-calculus so that the students will be able to cover more trigonometry and topics that will prepare them for AP Calculus. By the end of the class the students will not only be introduced to topics that are vital to understanding Calculus, such as continuity and limits, but they will also be introduced to the derivative through the limit definition.	 *Click here for a free electronic copy. *No physical text is required. A TI-84 Plus calculator is required.*
MATH 401 | FINANCIAL MATH AND MATHEMATICAL MODELING	**TEXTBOOK**
• In this year-long course, students study mathematics in contexts and develop their abilities to problem solve, reason, and communicate. Real world situations provide the contexts for mathematical investigation. The topics include but are not limited to: logic, numeration, statistics, financial mathematics, history of mathematics, and functions.	*A TI-84 Plus calculator is required. No textbook required.*

MATH/SCI 405 | STEM ROBOTICS 2	TEXTBOOK
• The STEM Robotics II course builds upon the skills students learned in STEM Robotics I. Working in teams, students will design, build, and program Tetrix robots which must complete more complex and more precise tasks with less margin for error than the projects in STEM Robotics I.	*No textbook required.*

MATH 411 | ADVANCED PRECALCULUS	TEXTBOOK
• This course is designed for students who have done very well in Algebra II. Advanced Precalculus covers all of the topics studied in the regular pre-calculus course; however, the pace is slightly faster than regular pre-calculus so that the students will be able to cover more trigonometry and topics that will prepare them for AP Calculus. By the end of the class the students will not only be introduced to topics that are vital to understanding Calculus, such as continuity and limits, but they will also be introduced to the derivative through the limit definition as well as basic derivative rules.	*A TI-84 Plus calculator is required. No textbook required.*

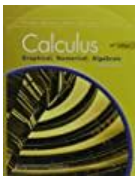
MATH 451 | CALCULUS	TEXTBOOK
• Calculus begins with a thorough review of standard high school mathematics in preparation for Calculus and the SAT. The class is designed to introduce students to important Calculus topics and to prepare them for college Calculus. The course will cover the conceptual basis of Calculus including the limit definition of the derivative and Riemann Sums. It will also cover in great detail the rules for differentiation and introduce the integral. By the end of the class students will be exposed to the applications of Calculus with Related Rate and Optimization problems.	 *A used book is encouraged. A TI-84 Plus calculator is required.*

MATH 501 | AP CALCULUS AB*	TEXTBOOK
• AP Calculus is primarily concerned with developing a student's understanding of the concepts of calculus through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students are expected to take the AP Exam in May.	 *A used book is encouraged. A TI-84 Plus calculator is required.*

MATH 502 | AP STATISTICS*	TEXTBOOK
• This is the high school equivalent of a one-semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data, with a focus on univariate and bivariate data. Simulations and probability aid students in constructing models for chance phenomena and lead to the study of inference, where students learn to complete confidence intervals and hypothesis tests. Students use technology,	*A TI-84 calculator is required. Access to the textbook will be provided with the summer work. A small subscription fee will be*

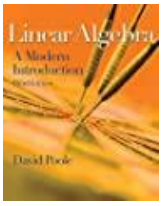
such as the TI calculator and online applets, to strengthen their understanding of statistical concepts. Throughout the year, students apply statistical skills learned in class to analyze data from a variety of sources, including data from our athletic teams, student-generated data, and online sources. The coursework culminates with an AP Exam in May.	*charged to your student account in the fall.*

MATH 503 | AP COMPUTER SCIENCE A	**TEXTBOOK**
• AP Computer Science A is a year-long course that introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. The course is designed For 11th and 12th grade students who have completed Algebra 2 with a grade of B or higher. Students are expected to take the AP Exam in May.	*In lieu of a textbook, students will be using an online resource, instructions for joining this are included in the summer work document.*

MATH 551 | AP CALCULUS BC* (SEMESTER)	**TEXTBOOK**
• AP Calculus BC is a semester course designed for students who have completed AP Calculus AB. The course is a continuation of Calculus AB and emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The course will cover advanced integration, differential equations, sequences and series, (including Taylor Series and Maclaurin Series), polar functions, and parametric functions. Students are expected to take the AP Calculus BC Exam in May.	 *A used book is encouraged. A TI-84 Plus calculator is required.*

MATH 552 | AP CALCULUS BC* (FULL-YEAR)	**TEXTBOOK**
• **Prerequisite**: Advanced Precalculus at Holderness or permission by the department chair. • AP Calculus is primarily concerned with developing a student's understanding of the concepts of calculus through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students are expected to take the AP Exam in May.	 *A used book is encouraged. A TI-84 Plus calculator is required.*

MATH 601 | DIFFERENTIAL EQUATIONS	**TEXTBOOK(S)**
• **Not offered in 2026-27;** Differential Equations is a semester-long course for students who have completed AP Calculus AB and/or BC. Students will study ways to solve differential equations graphically, numerically, and algebraically. Students will also study the real world applications of these equations.	*A TI-84 Plus calculator is required. No textbook required.*

MATH 602 | LINEAR ALGEBRA	**TEXTBOOK**
• Linear Algebra is a semester course for students who have completed AP Calculus AB and/or BC. There are widespread applications of Linear Algebra to business, engineering, and higher level mathematics. The main topics covered are systems of linear equations, matrices, Gaussian elimination, Gram-Schmidt orthogonalization, determinants, vector spaces, eigenvalues, and eigenvectors. Students explore a wide range of applications and may use computer software.	 **There are several classroom copies available to borrow for the semester. A digital version is also acceptable if you can find one online.* *A TI-84 Plus calculator is required.*

Art Department - Performing Arts

At Holderness, we believe that the arts are not a frill, but an essential means of developing creativity, imaginations, resourcefulness, teamwork, and self-discipline. The theater department mounts full–scale fall and spring productions in addition to regular coursework, helping students build skills of communication, analysis, problem–solving, and organization while working toward a common goal.

The Carpenter Arts Center—a spacious and sunny renovation of the original Holderness School gymnasium—features soundproof rehearsal rooms and a recording studio. The Hagerman Center—which features a 325–seat auditorium—hosts student and professional performances as well as weekly all–school assemblies.

PERFORMING ARTS: Offerings & Progression			
	Introductory Courses (9-12)	**Intermediate Courses** (10-12 with prerequisites OR approval)	**Advanced Courses** (10-12 with prerequisites)
Required	• Foundational Art (required for all 9th graders)		
Theater / Dance Courses	• Creative Movement →	• Acting & Scene Study	• Playwriting (x-listed in English; may be taken without other acting courses)
Music Courses	• Music Ensemble 1 →	• Music Ensemble 2 →	• Music Ensemble 3 → • Advanced Music Ensemble
	• Vocal Studio 1 →	• Vocal Studio 2 →	• Vocal Studio 3 → • Vocal Studio 4

The following pages contain descriptions of our Performing Arts courses. To order textbooks, click on the image of the book(s) next to the course description for direct purchasing options. If you would like to find the books through another vendor, be sure to take note of the exact ISBN numbers so you/your child has the correct book for class.

ART 101 | FOUNDATIONAL ART	**TEXTBOOK(S)**
• Foundational Art is an experiential and comprehensive semester-long course for ninth graders. It teaches students how to express themselves creatively in a variety of artistic media. This course, designed as a survey of the visual and performing arts offerings, provides students the opportunity to develop an appreciation for the artistic and creative disciplines offered through our art programs.	*No textbook required.*

ART 102, 202 & 302 | MUSIC ENSEMBLE	**TEXTBOOK(S)**
• Open to students with some experience playing an instrument. May need teacher approval.	*No textbook required.*

• Students will play a variety of genres of music based on the abilities and instruments provided in the group as it varies year to year. The aim of each semester will be to expose students to a breadth of music, work on playing as an ensemble, solo/improvisation work, basic music comprehension and performing.	

ART 103, 203 303 & 403 | VOCAL STUDIO	**TEXTBOOK(S)**
• The class is for students interested in developing their singing voice. Students will collaborate on ensemble pieces with opportunities to perform throughout the semester. • Students will also select and rehearse solo pieces and get coaching on vocal technique and performance skills. No prior vocal experience is required. The class offers a small-group, supportive setting for those who want to sing and be involved in music.	*No textbook required.*

ART 204 | CREATIVE MOVEMENT	**TEXTBOOK(S)**
• Creative Movement is an active performance-based course that enhances overall fitness, movement range, and creativity. Techniques and skills are at levels appropriate to each student's dance experience. Students learn the four core elements of dance: basic dance steps, combinations, theories & contexts, and performance through daily class warm-ups, exercises, practice, and individual and group work. The emphasis is on fusing physical techniques and creative collaboration with social, cultural, and historical contexts. Classes include flow-through warm-ups designed to highlight strength and flexibility, movement across the floor ranging from basic locomotor to choreographed phrases, and exercises to develop motor learning by exploring the elements of movement - space, time, force, and shape. Students will develop an individual movement language. This course is for students and athletes alike. Through Creative Movement, they will understand the importance of using a variety of muscles and body parts, improving their overall athleticism, creativity, and flexibility on and off the field.	*Coming soon.*

ART 304 | ACTING & SCENE STUDY	**TEXTBOOK**
• **Acting experience either in the productions or Intro to Acting course required. Special exceptions may be considered by the teacher.** • Acting & Scene Study is a semester-long elective designed to allow students to create advanced work in acting. Students acquire and develop advanced skills for acting while increasing their comfort level with performing on stage. Through monologues, scene work, and exercises, students will examine an actor's techniques to develop a character. Activities include movement, sense memory, personalization, objective, beat work, and text analysis. This course will also provide opportunities to analyze, critique, and construct meanings from informal and formal theater, video, and film.	*Coming soon.*

ART 402 | ADVANCED MUSIC ENSEMBLE	**TEXTBOOK(S)**
• **Prerequisite Music Ensemble 3** • The Performance Ensemble is a collective of advanced instrumentalists and vocalists focused on performing and recording the music of living artists. Projects include off campus performances and collaborations with professionals, as well as regular features at school events. Students are encouraged to develop original work and share it with the ensemble during monthly studio classes. This is a supportive and challenging course ideal for students interested in continuing their musical growth beyond high school.	*No textbook required.*

ENG/ART 417 | ADVANCED ENGLISH SEMINAR: PLAYWRITING	**TEXTBOOK**
• This advanced semester-long elective provides students an opportunity to create work in playwriting and dramatic works. Students will acquire and develop skills for dramatic writing while increasing their comfort level with storytelling created for the stage. Through the writing of monologues, scenes, and short plays, students will examine the techniques a playwright uses to develop a story through plot and character. In this course, instruction will focus on the craft basics: structure, plot, character, conflict, setting, dialogue, and formatting. Students will also analyze and critique existing plays through readings and viewings to gain context and understanding. Playwrights and their works will include August Wilson, Lynn Nottage, Yasmina Reza, Tarell Alvin McCraney, and Martin McDonagh. • Playwriting is an upper-level semester course and is cross-listed in the Arts and English departments.	*Exact texts will be determined by the teacher with plenty of time to purchase them in advance.*

Art Department - Visual Arts

Holderness School offers a wide range of visual arts curricula. The fine arts faculty offers training in studio arts, ceramics, photography, filmmaking, and regularly exhibits student work in the Heide Family Gallery as well as in other campus common spaces.

The Carpenter Arts Center—a spacious and sunny renovation of the original Holderness School gymnasium—is home to most of the fine arts coursework. The facility features a digital photography lab, a ceramics studio with eight wheels and a gas kiln, a press for linoleum or wood block printing, a darkroom with 11 enlarger–equipped work stations, a studio for still–life and portrait photography, a matting and critiquing room, and student gallery space.

VISUAL ARTS: Offerings & Progression			
	Introductory Courses (9-12)	**Intermediate Courses (10-12 with prerequisites OR approval)**	**Advanced Courses (10-12 with prerequisites)**
Required	• Foundational Art (required for all 9th graders)		
Studio / Design Courses	• Studio Practices 1 ➡	• Studio Practices 2 ➡	• Studio Practices 3 • AP Art & Design
	• Ceramics 1 ➡	• Ceramics 2 ➡	• Ceramics 3
	• 3D Explorations (formerly 3D Foundations)		
Photo / Film Courses	• Photo 1 ➡	• Photo 2 ➡	• Photo 3
	• Film 1 ➡	• Film 2 ➡	• Film 3

The following pages contain descriptions of our Visual Arts courses. An * indicates special requirements— please see the Advanced Placement Program section. To order textbooks, click on the image of the book(s) next to the course description for direct purchasing options. If you would like to find the books through another vendor, be sure to take note of the exact ISBN numbers so you/your child has the correct book for class.

ART 101 | FOUNDATIONAL ART	TEXTBOOK(S)
• Foundational Art is an experiential and comprehensive semester-long course for ninth graders. It teaches students how to express themselves creatively in a variety of artistic media. This course, designed as a survey of the visual and performing arts offerings, provides students the opportunity to develop an appreciation for the artistic and creative disciplines offered through our art programs.	*No textbook required.*

ART 106 | STUDIO PRACTICES 1: DRAWING & PAINTING	**TEXTBOOK**
• Student artists in the Studio Practices course will experiment with a variety of media to create visual art. The elements of art (line, shape, space, color, value, texture, and form) are applied in two-dimensional drawing, painting and design lessons. Students will begin to apply the principles of design, (rhythm/ movement, balance, proportion/ scale, variety/ unity, emphasis, contrast and repetition) in their art expression. The development and application of artistic techniques and skills are emphasized. • Students will express their ideas by using art as a form of communication and will develop the confidence and ability to evaluate and discuss their own work and the work of others. As students work toward an appreciation and understanding of art, they will relate visual arts to various historical and cultural traditions. Students will learn to respect their own ideas and artistic expressions and those of others as they analyze and evaluate works of art.	*No textbook required.*

ART 107 | 3D EXPLORATIONS (formerly 3D Foundations)	**TEXTBOOK**
• Student artists in the 3D Foundations course will experiment with a variety of media to create visual art during this semester-long course. The elements of art (line, shape, form, space, color, value, and texture) are applied in two and three-dimensional design lessons. Students will apply the principles of design, (movement, balance, proportion/ scale, variety, unity, emphasis, contrast, figure/ground relationships and rhythm/ repetition) with their artistic expression. The development and application of artistic techniques and skills are emphasized. Students will express their ideas by using art as a form of communication. • A wide range of mediums are used in this course including, but not limited to pencils, paper, cardboard, wire, clay, found materials and mixed media. Students will develop the confidence and ability to evaluate and discuss their own work and the work of others. As students work toward an appreciation and understanding of art, they will relate visual arts to various historical and cultural traditions. Students will learn to respect their own ideas and artistic expressions and those of others as they analyze and evaluate works of art. Students will develop ePortfolios that will be assessed after each lesson and at the end of the semester.	*No textbook required.*

ART 108 | CERAMICS 1	**TEXTBOOK**
• This semester course is open to all students interested in working with clay. The primary focus of the class is learning how to create pottery using the potter's wheel. Students learn to throw bowls, cylinders, and forms derived from cylinders. Students learn to trim their pots. Methods used to glaze pots are also taught. Students are introduced to the equipment in the ceramics studio and its care. Students learn some of the technical terms and their meanings. • Students explore a variety of books and catalogs about ceramics, and see videos of famous potters.	*No textbook required.*

ART 109 | PHOTO 1: INTRO TO DIGITAL PHOTOGRAPHY: "FRAMING THE SHOT"	**TEXTBOOK**
• Photo 1 will establish a solid photographic foundation in a hands-on teaching environment by introducing students to the magic and craft of digital photography. Students will learn basic photographic techniques using professional digital cameras in manual exposure mode. Students will work individually as well as collaboratively in groups while discussing the photographic merits of particular places and shooting at different times of day. • Students will learn how to see and recognize the quality of light, color and tone when making photographs as well as how to compose an image, and how to capture a photographic moment. They will also be introduced to studio lighting, Adobe Photoshop, and the process of printing professional quality photographs. • Students will also experience the analog traditional darkroom and make their own pin-hole cameras. In short, students will learn diverse photographic techniques with an emphasis on how to see and create meaningful and powerful photographs.	*Media Literacy Required Reading: Students will be required to regularly read one of several mainstream news outlets, such as the New York Times or the Wall Street Journal for class discussions about news and culture.*

ART 110 | FILM 1: INTRO TO CINEMATIC FILMMAKING	**TEXTBOOK**
• Students will be introduced to the technical and fundamental skills needed to create short films using digital video cameras and Adobe Premiere Pro. They will study conceptual aspects of narrative storytelling in documentary and fiction. The class will emphasize creativity, personal vision and collaboration. We will view many films and scenes from various genres as creative examples for both technique and inspiration. Students will be challenged to consider the images and videos we make and view in order to improve visual literacy in the fast-paced visual culture we live in. The course will involve hands-on training while working towards a final project.	*No textbook required.*

ART 206 | STUDIO PRACTICES 2: PORTRAITS & LANDSCAPE	**TEXTBOOK**
• This advanced course is a study of the principles and elements of art using a variety of studio media to explore compositional possibilities on a two-dimensional surface or three-dimensional space. The elements of design are like a palette of possibilities that artists use to express themselves. The principles of design help guide artists in making decisions about how to organize the elements on a picture plane or in physical space in order to communicate content. In order to think critically about visual design, this course will begin with a practical approach to solving visual problems while introducing the vocabulary of visual terms and visual analysis. • Through structured studio experiences, students in intermediate studio courses will learn the intrinsic qualities of various media and develop an understanding of compositional strategies, technical skills and design processes. The importance of good craftsmanship and a professional approach to studio practices will be emphasized along with the experimental and	*No textbook required.*

imaginative manipulation of form and content. Increasing emphasis will be placed on subjectivity, content and conceptual development in student work. ● Students will develop digital portfolios that will be assessed after each lesson and at the end of the semester with the guidance of specific grading rubrics and group critiques.	

ART 208 | CERAMICS 2: MOLDING MEANING	**TEXTBOOK**
● This semester-long course builds on skills and ideas learned in 3D Foundations. Ceramics 2 focuses on the technique of wheel-throwing to create functional and sculptural clay forms. Students will gain familiarity with the tools and equipment used in throwing clay while increasing their technical proficiency, exploring a diversity of forms, and employing a variety of glazing techniques. Students learn terms and definitions in order to become more familiar with the technical aspects of ceramics. ● Through structured studio experiences, students in advanced ceramics courses will learn the intrinsic qualities of clay and develop an understanding of compositional strategies, technical skills and design processes. The importance of good craftsmanship and a professional approach to studio practices will be emphasized along with the experimental and imaginative manipulation of form and content. Increasing emphasis will be placed on subjectivity, content and conceptual development in student work. ● Students will develop digital portfolios that will be assessed after each lesson and at the end of the semester with the guidance of specific grading rubrics and group critiques.	*Learning resources to be provided in class.*

ART 209 | PHOTO 2: BEYOND THE LENS	**TEXTBOOK**
● Photo 2 begins where Photo 1 left off. Students will continue using professional digital cameras and learn additional Adobe Photoshop techniques. Emphasis will be placed on further developing talent, artistic expression and documentary communication in a hands-on environment. Students will be exposed to modern and contemporary photography and will study the work of influential photographers. We will often work together shooting as a group while discussing the photographic merits of particular places, quality of light and shooting at different times of day. Students will also have access to professional lighting equipment they can use in the studio as well as out on location. ● Students will also take part in meaningful group critiques of their work and consider standards and ethics in art and documentary practice. The class will have an emphasis on creativity and diverse interpretation of assignments as well as a personal project of the students' choosing. ● The class will also look at photography that illustrates diverse cultures at home and abroad as well as photography that takes an activist approach. Students will learn how to present photographs in murals, print portfolios, on the web and mounted on a wall.	*Media Literacy Required Reading: Students will be required to regularly read one of several mainstream news outlets, such as the New York Times or the Wall Street Journal for class discussions about news and culture.*

ART 210 | FILM 2: VISUAL STORYTELLING & NARRATIVE ELEMENTS IN FILM	TEXTBOOK
• Students will continue their filmmaking education with an emphasis on narrative storytelling and self-expression in documentary and fiction. Students will work to develop their personal vision in a hands-on creative environment individually as well as collaboratively in groups. Craft and creating compelling films with emotional impact are of principal importance in this class. Students will shoot with professional grade DSLR cameras and audio equipment as they fulfill creative, enjoyable and gratifying assignments while working towards a final project. Students enrolled in this course will gain more experience with writing screenplays and creating storyboards for film projects. We will also view films and regularly have constructive group discussions and critiques. Film 1, or equivalent, is required to sign-up for this course. • During the course each student will be taught: · How to tell an impactful and emotive story · Expand their knowledge of composition and lighting · To develop editing techniques in Adobe Premier Pro	*No textbook required.*

ART 306 | STUDIO PRACTICES 3: PORTFOLIO INTENSIVE	TEXTBOOK
• This advanced course is a study of the principles and elements of art using a variety of studio media to explore compositional possibilities on a two-dimensional surface or three-dimensional space. The elements of design are like a palette of possibilities that artists use to express themselves. The principles of design help guide artists in making decisions about how to organize the elements on a picture plane or in physical space in order to communicate content. In order to think critically about visual design, this course will begin with a practical approach to solving visual problems while introducing the vocabulary of visual terms and visual analysis. • Through structured studio experiences, students in intermediate studio courses will learn the intrinsic qualities of various media and develop an understanding of compositional strategies, technical skills and design processes. The importance of good craftsmanship and a professional approach to studio practices will be emphasized along with the experimental and imaginative manipulation of form and content. Increasing emphasis will be placed on subjectivity, content and conceptual development in student work. • Students will develop digital portfolios that will be assessed after each lesson and at the end of the semester with the guidance of specific grading rubrics and group critiques.	*No textbook required.*

ART 308 | CERAMICS 3: BODY OF WORK	TEXTBOOK
• Ceramics 3 allows students to build on skills and ideas learned in 3D Foundations and Ceramics 2. Assignments are tailored to each student, focusing on individual interests, while experimenting with conceptual ideas, and techniques in building and glazing work.	*Learning resources to be provided in class.*

• Through structured studio experiences, students in advanced ceramics courses will learn the intrinsic qualities of clay and develop an understanding of compositional strategies, technical skills and design processes. The importance of good craftsmanship and a professional approach to studio practices will be emphasized along with the experimental and imaginative manipulation of form and content. Increasing emphasis will be placed on subjectivity, content and conceptual development in student work. • Students will develop digital portfolios that will be assessed after each lesson and at the end of the semester with the guidance of specific grading rubrics and group critiques.	

ART 309 | PHOTO 3: CONCEPT TO CREATION	**TEXTBOOK**
• Photo 3 is for advanced photographers who wish to immerse themselves further into photographic practice. The curriculum is geared towards a student's interest: whether it be abstraction, portraiture, documentary, landscape, digital or traditional film and darkroom techniques. Emphasis is placed on creating personal work and spending time deeply involved in longer-term projects using photography to create a series of images that work together. Students will regularly view classic and contemporary photography and take part in group discussions and critiques. They will be required to present their long-term project(s) in either book form, murals, alternative techniques, print portfolio, on the web or mounted on a wall.	

ART 310 | FILM 3: CREATING COMPELLING VISUAL STORIES	**TEXTBOOK**
• This course is designed for more advanced filmmakers who wish to immerse themselves further in the medium of film and cinema. The curriculum is geared towards students' interest; whether it be narrative fiction or documentary. Strong emphasis is placed on creating personal work, exploration of a theme and spending time deeply involved in a long-term film project in an experiential learning environment. • Students will regularly share their work as it is in progress, view films and film scenes and be expected to participate in group discussions and critiques. They will be required to present their long-term film project(s) at the end of the semester.	*No textbook required.*

ART 506 | AP ART & DESIGN	**TEXTBOOK**
• AP Art & Design provides the opportunity for the visually inclined students to excel and receive recognition on a national level. It allows students to compare their work with other high school students throughout the nation, and helps them prepare an excellent portfolio for study at the college level. All students enrolling in the course are expected to submit an AP Portfolio.	*No textbook required.*

Theology & Religious Studies Department

The Holderness Theology & Religious Studies Department seeks to foster meaningful engagement with religious traditions through both academic study and personal reflection. Courses combine historical and critical examination of primary and secondary sources with opportunities for students to reflect on larger questions related to meaning, ethics, purpose, identity, and spiritual life.

The department encourages students to engage thoughtfully with religious ideas, traditions, and practices while also considering the broader human questions that connect across cultures and experiences. Through discussion, reading, and reflection, students are invited to deepen both their intellectual understanding and their capacity for self-examination.

Students are required to complete one course in Theology & Religious Studies in order to graduate.

To order textbooks, click on the image of the book(s) next to the course description for direct purchasing options. If you would like to find the books through another vendor, be sure to take note of the exact ISBN numbers so you/your child has the correct book for class.

THEO 201 | WORLD RELIGIONS	**TEXTBOOKS**
• The one-semester World Religions course cultivates students' cultural and analytical reasoning, expands their capacities for empathy and creative imagination, develops their reflective and moral sensibilities, and builds foundational knowledge of Judaism, Christianity, Islam, Hinduism, and Buddhism.	
HIST/THEO 207 | US HISTORY 2: HISTORY OF CHRISTIANITY IN AMERICA	**TEXTBOOK**
• This dual credit History and Theology course takes a deep dive into the evolution of the Christian faith since its arrival on American soil. The course will examine how Christian theology and social movements have reciprocally impacted each other and how this has shaped American identity, values, and culture. We will look at major events such as: colonization, The Great Awakening, Slavery and the Civil War, the Great Revival, the ordinations of women, the emergence of the black church, and The Civil Rights Movement. Throughout the semester students will engage in a variety of primary sources and learn how to extract theological claims and arguments. Students will also have an opportunity to research a topic of their own choosing, exploring the religious landscape throughout American history not limited to the Christian faith. The class will culminate with a look into modern American Christian culture and theology, and its challenges and opportunities. While the class is focused on the history of the Christian faith, students only need a sense of intellectual curiosity and a commitment to learning in order to do well and develop valuable skills.	*No textbook required.*

ENG/THEO 409 | ADVANCED ENGLISH SEMINAR: ETHICS AND MORALITY	**TEXTBOOK**

• The purpose of this course is to foster ethical thinking around issues of morality. Our goal will be to explore problems that surround values that human beings have identified as important and how to apply those values to everyday human affairs. The study of ethics promotes the philosophical investigation of questions of right/wrong, good/bad and moral responsibility in the realm of human conduct objectively, logically, and judiciously. This course will teach students how to make sense of what are often complex and abstract readings from primary sources. From the close examination of readings from Plato to Mills to Singer to Lao-Tzu, we will derive ethical theories and concepts such as virtue ethics, the categorical imperative, the utilitarian calculus, libertarianism, and Buddhism's "transference of merit," to name a few.
• Most importantly, students will learn how to make sound arguments. Both in the classroom and in their writing, their work will be evaluated on the basis of skillful argumentation that is well-supported and based in syllogism. To promote critical thinking about important and relevant moral issues, we will examine issues from both sides. Using debate and class deliberation, students will be equipped to argue positions that they do not support. And, when writing about philosophical questions, we will reflect on both our arguments and the counterarguments. Ultimately, this skills based approach encourages empathy and a consideration of a diversity of perspectives.
• This course will employ a case study approach examining such problems as Artificial Intelligence, Capital Punishment, Environmental Ethics, Euthanasia, Nuclear Ethics, and Reproductive Rights. We will answer essential questions such as:
  ○ What do we mean when we say something is right or wrong?
  ○ How can we authentically and respectfully engage in controversial debate?
  ○ What are the defining ideas of Utilitarianism, Deontology, Divine Command, Buddhist and Virtue Ethics?
  ○ How can we make decisions that align with our personal moral values when two or more morals conflict?
	Exact texts will be determined by the teacher with plenty of time to purchase them in advance.

Human Development

HEALTH 201 | HUMAN DEVELOPMENT	TEXTBOOKs
• Human Development is a quarter-long course covering topics such as human sexuality, reproductive anatomy, gender roles and identity, sexual orientation, birth control, and teen pregnancy. In addition to the human sexuality component, the course discusses the dangers of drug and alcohol use. Human Development is a pass/fail course.	*No textbook required.*

Senior Capstone

CAPSTONE 501 | SENIOR CAPSTONE	TEXTBOOK
• Senior Capstone is a research class designed to provide seniors with a platform to develop their intellectual curiosity by delving into the exploration of a topic of their choice. While the essential question they create is central, it is the process they learn to address the question that is most significant, including a focus on practicing research skills and public speaking. The primary elements of the class are as follows: ○ Researching and annotating ○ Communicating with mentors ○ Interviewing experts ○ Writing a literature review ○ Planning and completing field work ○ Presenting to the community	*No textbook required.*

ADVANCED PLACEMENT PROGRAM

Introduction

Holderness School offers Advanced Placement courses across multiple disciplines to provide students with opportunities for rigorous, college-level academic study. These courses move at an accelerated pace and often require a greater degree of independent reading, writing, analysis, and problem-solving than standard courses. Students considering AP coursework should be genuinely interested in the subject matter, academically well prepared, and ready to manage a significant workload with consistency and self-discipline.

All students enrolled in an Advanced Placement course are required to take the corresponding AP exam administered by the College Board in May.. AP exams are scored on a scale of 1 to 5, with many colleges awarding placement or credit for qualifying scores, though policies vary by institution. The cost of each AP exam is approximately $100. A non-refundable $40 fee will be charged at the time of registration in the event of cancellation, with the remaining balance charged later in the academic year.

Because the AP designation is tied directly to participation in the College Board examination process, students who do not take the required AP exam may lose the “AP” designation on their transcript for that course. For seniors, particularly during the spring term, such a change may need to be reported to colleges and could result in a reevaluation of the student’s academic program by the institution.

Some students may qualify for several AP or advanced-level courses. In constructing balanced and sustainable schedules however, Holderness limits students to no more than four AP courses and/or 500- or 600-level courses in a given academic year. In our experience, this balance best supports strong academic performance while also allowing students to fully engage in athletics, the arts, leadership opportunities, and other important aspects of school life. Students seeking to enroll in more than four advanced-level courses must submit a request to the Academic Committee for approval.

The following pages outline the criteria and recommendations used in the placement process for Advanced Placement courses. We hope this information will help students and families thoughtfully plan an appropriately challenging and balanced academic schedule.

English - Qualifications for Selection

ENG 501: AP ENGLISH LANGUAGE & COMPOSITION

Prerequisites and Application

- Open to qualified 11th & 12th grade students
- Students applying for AP English Language & Composition must:
    - Earn a grade of at least "A-" in the previous English course
    - Obtain the support and recommendation of the student's previous English teacher
    - Sit for a timed entrance essay

Selection: The department will review applications and accept qualified applicants.

ENG 601: AP ENGLISH LITERATURE & COMPOSITION

Prerequisites and Application

- Open to qualified 11th & 12th grade students
- Students applying for AP English Literature & Composition must:
    - Earn a grade of at least "A-" in AP English Language & Composition
    - Obtain the support and recommendation of the student's previous English teacher
    - Submit a letter of intent explaining the student's interest in the course

Selection: The department will review applications and accept qualified applicants.

World Languages - Qualifications for Selection

LANG 501: AP FRENCH LANGUAGE, LANG 503: AP SPANISH LANGUAGE, OR LANG 603: AP SPANISH LITERATURE

Prerequisites & Application

- The student applying for an Advanced Placement level course in a world language must:
    - Complete the previous language course with a "B+" minimum average
    - Receive a written recommendation for the course from the previous language course teacher
    - Participate in a 2-5 minute oral interview with the AP instructor to demonstrate speaking proficiency
    - Demonstrate, through a recent sample paper or a letter of intent, particular interest and strength in reading, literary analysis, and writing in the target language

Selection: The department chair will receive all written recommendations, and the AP instructor will review the students' work. The chair and instructors will then accept all qualified candidates.

History - Qualifications for Selection

HIST 501 & 502: AP ADVANCED HISTORY OF THE WEST 1 & 2

Prerequisites

- This two-year course is designed for sophomores or juniors only. This course combines a survey of U.S. and European history and is intended for students who have not completed survey work in either histories in high school. Thus, any students with previous high school level survey work in U.S. and/or European History are precluded from taking Advanced History of the West.
- Sophomores who wish to apply for Advanced History of the West:
    - Must have an average of A- in their freshman history course
    - Returning students must receive a recommendation from their current history teacher and new students need approval from the history department chair and Academic Dean
- Juniors who wish to apply for Advanced History of the West:
    - Must have an average of A- in all their high school history courses
    - Returning students must receive a recommendation from their current history teacher and new students need approval from the history department chair and Academic Dean

HIST 503: AP ECONOMICS

Prerequisites

- The student applying for AP Economics must have:
    - An average grade of “B” or higher in the current math course at the time of application
    - Completed Algebra II successfully
    - Successfully completed assigned summer work

HIST 552: AP US GOVERNMENT AND POLITICS

Prerequisites

- Open to qualified 11th & 12th grade students
- Must have achieved a “B+” or higher average in the student’s previous English course
- Must have achieved a “B+” or higher average in the student’s previous history course
- Returning students must receive a recommendation from their current history teacher and new students need approval from the history department chair and Academic Dean

HIST 553: AP PSYCHOLOGY

Prerequisites

- Open to qualified 11th & 12th grade students
- Must have completed Foundations and Cognitive Psychology
- Must have achieved a “B+” or higher average in the student’s previous English course
- Must have achieved a “B+” or higher average in the student’s previous history course
- Returning students must receive a recommendation from their current history teacher and new students need approval from the history department chair and Academic Dean

Science - Qualifications for Selection

SCI 501: AP BIOLOGY

Prerequisites

- Students applying for AP Biology must have:
    - Achieved a year-end average of "B+" or higher in the student's first year Biology course
    - Earned a year-end average of "B" in the Honors Chemistry course ("B+" in regular Chemistry)
    - A strong academic record in all courses in the previous academic year
    - The recommendation of a student's current science teacher
    - A sincere interest in the study of biology

Selection: Students who meet the above criteria and who are willing to make the commitment to meet the course expectations (including four to six hours of homework per week, plus work on some vacations and during the summer) will be selected for AP Biology.

SCI 502: AP ENVIRONMENTAL SCIENCE

Prerequisites

- Open to qualified 11th & 12th grade students
- Students applying for AP Environmental Science must have:
    - An "A" or "B" in a previous biology course
    - An "A" or "B" in a previous chemistry course
    - A sincere interest in the study of environmental science

Selection: Students must provide evidence of the above to be considered for the course. Students who are missing one of the above criteria must request permission from the instructor.

SCI 503: AP PHYSICS C: MECHANICS

Prerequisites

- Students applying for Physics C must have:
    - An "A" or a "B" in a previous physics course
    - An "A" or a "B" in a previous calculus or pre-calculus course
    - Permission from the instructor

Selection: Students who meet the above criteria will be enrolled in the course. Students who are interested in taking the course but lack one of the prerequisites must seek permission from the instructor.

SCI 504: BIOMECHANICS

Prerequisites

- Students applying for Biomechanics must have completed a course in Physics with a B or higher in Honors or AP Physics, or an A- or higher in non-honors/AP Physics.

Math - Qualifications for Selection

MATH 501: AP CALCULUS AB

Prerequisites

- Students applying for AP Calculus AB must have:
    - Completed Precalculus with a year-end average of "B+" or higher or completed Honors Precalculus with a "B" or higher or completed Advanced Precalculus
    - The recommendation of the student's current Precalculus teacher

Application: Students must complete the assigned AP Calculus AB summer work based on the current text, and successfully pass (earn a "B-" or higher) a test on that material during the first week of classes.

MATH 502: AP STATISTICS

Prerequisites

- The student applying for AP Statistics must have:
    - An average grade of "B" or higher in the current math course at the time of application
    - Completed Algebra II successfully
    - Successfully completed assigned summer work

MATH 503: AP COMPUTER SCIENCE A

Prerequisites

- The student applying for AP Computer Science A must have:
    - An average grade of "B" or higher in the current math course at the time of application
    - Completed Algebra II successfully
    - Successfully completed assigned summer work

MATH 552: AP CALCULUS BC (Semester)

Prerequisites

- Students applying for AP Calculus BC must have:
    - Completed AP Calculus AB
    - A recommendation from the student's current AP Calculus teacher

MATH 552: AP CALCULUS BC (Full-year)

Prerequisites

- Students applying for AP Calculus BC must have:
    - Completed the Advanced Precalculus course
    - A recommendation from the student's current Advanced Precalculus Teacher
    - Successfully completed assigned summer work

Art - Qualifications for Selection

ART 506: AP ART & DESIGN

Prerequisites and Application

- Open to qualified 11th & 12th grade students
- Students applying to AP Art & Design must have:
    - Successful completion of two art courses including one intro course and one intermediate course in the same discipline, ex. Photo 1 and Photo 2, or Studio Practices 1 and Studio Practices 2
    - Permission from the instructor after a consultation and review of previous artworks
    - A sincere interest and commitment to developing materials, processes, and ideas through a sustained investigation guided by a question.
    - A willingness to consistently practice, experiment, and revise based on feedback from faculty and peers, that will result in completion of at least seven works of art and 14 process pieces.

Selection

- Students must provide evidence of the above to be considered for the course. The department will review applications and accept qualified applicants.