

TOWER HILL SCHOOL

UPPER SCHOOL COURSE OFFERINGS 2025-2026





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TOWER HILL SCHOOL

ACADEMIC PROGRAM

Grades 9-12

The Upper School academic program is built around three content areas: Humanities, Sciences, and Visual and Performing Arts. The Humanities program consists of courses offered in English, history, language, and social science. The Sciences program consists of courses offered in science, technology and engineering, and mathematics. The Visual and Performing Arts program consists of courses offered in music, theater, visual art and design, and yearbook.

As outlined below, students take foundational courses in each of the content areas in grades 9 and 10 and then move into more advanced work in grades 11 and 12. Students in grades 11 and 12 have minimum credit requirements for graduation that must be completed in each content area, but they also have the opportunity to focus on areas that are of greatest interest to them and to experience coursework that is interdisciplinary in nature. All Upper School students participate in Tower Term, which serves as the culminating experience of each academic year.

Summary of Credit and Course Requirements

Humanities (English, history, social science, language)

Grade 9 – English 9, Modern World History, language

Grade 10 – English 10, U.S. History, language

Grades 11/12 – minimum of 18 total credits, which must include the following:

English – two credits per semester

History and/or Social Science – minimum of four total credits

Language – any credits needed to complete a minimum of level 3 coursework in one language or three consecutive years of language study including level 2

Sciences (science, technology and engineering, mathematics)

Grade 9 – Biology, mathematics

Grade 10 – Chemistry, mathematics

Grade 11 – Physics (four credits), mathematics

Grades 11/12 – minimum of 12 total credits

Visual and Performing Arts (music, theater, visual art and design, yearbook)

Grade 9 – minimum of one credit

Grades 9/10 – minimum cumulative total of two credits completed in grades 9 and 10

Grades 11/12 – any credits needed to reach a minimum cumulative total of four credits completed in grades 9-12

Additional requirements

Grade 9 – Freshman Seminar; minimum of 21 total credits

Grade 10 – Health and Decision Education; minimum of 21 total credits

Grade 11 – minimum of 20 total credits

Grade 12 – minimum of 19 total credits; at least four major courses each semester

Grades 9-12 – Tower Term

2025-2026 Upper School Course Offerings

Course titles are followed by credit units, prerequisites and/or eligible grades, and semester offered, if not a full-year course. Full-year courses that receive four credits and semester courses that receive two credits are considered major courses. A student's GPA is determined by the marks earned in major courses.

Courses eligible to count towards the requirement for a Global Scholars Certificate are indicated with the notation (GS). A description of the program is included at the end of this guide.



HUMANITIES

ENGLISH

English 9 (GS), 4 CU, required of all students in grade 9

English 9 – The Self in Society, examines how our individual and communal sense of self is derived from our connection to a broader society. This course introduces students to critical literary analysis by demonstrating the significant role that historical and cultural context has on subtextual understanding. Synthesis between these contexts within the literature enable students to develop complex and nuanced arguments within written composition. Analytical papers, beginning with the classic five-paragraph essay, help students practice formulating their logic clearly and authoritatively for 10th grade and beyond. Texts may include *Born a Crime*, *Animal Farm*, *Lord of the Flies*, *Haroun and the Sea of Stories*, and *Persepolis*, along with a variety of short stories, poetry, and film.

English 10, 4 CU, required of all students in grade 10

English 10 – American Literature, examines the multifaceted American stories and experiences that comprise the ever-evolving national character and aesthetic. What is “American” about the country’s literature? As diverse as its geography and people, American literature confronts the constraints and possibilities of our shared history. As part of our inclusive approach to American letters, students will explore a range of texts, including: *The Book of Unknown Americans*, *When the Emperor Was Divine*, *The Great Gatsby*, *Sula*, *The Things They Carried*, and *Flight*, and select short stories, along with units on the Harlem Renaissance and Transcendentalism.

English Seminars

After the two-year sequence of English 9 and 10, students have acquired the requisite skills, core knowledge, and independence of mind to explore their passions in their junior and senior years in the English Seminar program.

This series of four college-preparatory courses gives students the opportunity to do intensive work in particular areas of interest with teachers who have unique expertise. Students select among 12 unique seminars offered each year by faculty members who originate, design, and develop curricula; every course requires deep reading, significant analysis and writing, and earnest engagement and participation. English Seminars represent a range of historical periods, literary genres, geographical locales, world issues, major authors, seminal periods, and crucial styles, and all are devoted to rigorous and deep study with an emphasis on critical writing.

First Semester Courses

Creative Writing, 2 CU

Where do writers find their creative inspiration? We can find it in our everyday lives, in the works of great authors, and in each other's work. Once we find these sparks, however, it is up to us to foster these initial visions and insights into polished pieces of writing. That takes time and effort, but the rewards are immeasurably satisfying. In this class, we will both seek out our individual wellsprings of creativity, and work to transform them into vibrant poems, personal essays, and short stories. We will explore the work of creative writers in three different genres: fiction, poetry, and non-fiction. Through class discussions and analysis of various authors, we will identify and discuss the building blocks of great writing, and how to cultivate these creative strategies in our own writing. Through graded assignments, discussions, and intensive workshops, this course will help students develop a collection of creative writing, represented in their own chapbooks at the end of the semester

Haunted Minds: Studies in Gothic and Horror Literature, 2 CU

Horror writing has been seen as a genre that is "sensationalistic," catering to the demands of the public for gore and violence. Yet, many notable authors, including Christopher Marlowe, Henry James, William Faulkner, and Joyce Carol Oates, have written well-crafted tales of the supernatural. The aim of this course is to explore what makes us afraid and why. Students will look at what elements of the genre allow us to tap into our individual and societal fears in a way that is both entertaining and "safe," and examine whether those fears have changed or remained the same over time. Readings for this course include Bram Stoker's *Dracula*, Shirley Jackson's *Haunting of Hill House*, and other texts to be determined.

Journalism: Introduction to News Media and Communication, 2 CU

In today's digital media climate, "news" is generated from every phone with the ability to stream and every individual with the inclination to produce content. However, without the principles and practices of journalism this is all just frameless oversharing. This course will give students interested in journalism a taste of its various facets, including: recognizing good stories, gathering facts through skillful interviewing and research, developing sources, crafting welcoming leads and satisfying endings, and creating news and feature articles that inform and engage readers. Students should expect to produce stories on deadline, providing critical context while using high standards of ethics, factual accuracy, grammar, and style. We will also consider the role podcasts, blogs, and social media outlets can have in informing, enlightening, and even moving people in new and varied directions of thinking.

Novel Stories: Studies in 19th Century British Fiction (GS), 2CU

Who is laughing maniacally in the attic in *Jane Eyre*? Why is a monster stalking Victor Frankenstein? What causes Heathcliff to wander the moors in *Wuthering Heights*? When will Mr. Darcy win the heart of Elizabeth in *Pride and Prejudice*? These questions and more keep readers returning to English novels of the 19th century and filmmakers capturing modern audiences. In this course, we will uncover the answers to these questions while exploring and analyzing the novels, discussing the history and culture that inspired them, learning about the authors who wrote them, and viewing the films that seek to recapture their worlds. Readings may include *Pride and Prejudice*, *Jane Eyre*, *Frankenstein*, *Wuthering Heights*, *A Tale of Two Cities*, and *Cranford*.

Science and Ethics in Literature (GS), 2 CU

Scientific ethics, a set of moral obligations that advocate for integrity in all stages of scientific inquiry, not only direct scientific study but also shepherd society toward defining right and wrong. But sometimes this doesn't hold true: "They were so preoccupied with whether or not they could, they didn't stop to think if they should" (Jurassic Park). Are there cases in which science's questions should not be answered? Or should science ignore humankind's cultural tastes in favor of unbiased inquiry? In science, how do individuals' rights hold up to those of the many? We will attempt to answer questions related to medical and experimental ethics through both nonfiction and fiction. The summer reading text is Skloot's *The Immortal Life of Henrietta Lacks*. Course texts may include Fadiman's *The Spirit Catches You and You Fall Down*, Ishiguro's *Never Let Me Go* along with short stories, film, and poetry.

The World on the Page (GS), 2 CU

Reading around the world connects us to the universal truths of human nature and experience. It grounds us in the ferocity of human beings' desire for freedom and their willingness to fight for it. It reveals how we approach our lives with a lens of magical realism, even in the exploration of pain or in demonstrations of delight. When the world is put on the page it allows us to cross time and borders, into conflict and community, just by opening up the cover of a book. In this course we will prioritize the internal voices from a variety of geographical regions, delving into the commonalities across cultures and nationalities. We will explore the historical and cultural context that helps to inform the complexity of each novel as well as putting the texts in conversation with each other.

Second Semester Courses

Criminal Pursuits: Exploring Detective Fiction Across Cultures (GS), 2 CU

This course is designed to provide students with a comprehensive understanding of the detective genre, its evolution, and its impact on literature and popular culture. We will study the role of the detective starting with some famous literary investigators, including C. Auguste Dupin, Sherlock Holmes, and Hercule Poirot, and then widen our inquiry to more modern sleuths from diverse backgrounds. The novels and stories will address a range of socio-political issues (both historical and contemporary) as well as frame a discussion about the detective genre. Through a combination of critical analysis, close reading, and engaging discussions, students will embark on a journey through the realms of mystery, crime, and the pursuit of justice.

Dreamscapes and Borderlands: Alternate Realities in Literature, 2 CU

Often authors present us with realms of magic and/or madness that border our own ordinary universe. In each of these other worlds, we may recognize some of the elements of "reality," but they are oddly distorted or out of place. Other elements are alien to our experience, even nightmarish or monstrous from our point of view, but the characters accept them as "normal." In this course, we will explore these dream worlds to see how they reflect or distort our own, and in doing so, what they may suggest to us about the way we define time, reality, normality, and identity. Texts may include *The Haunting of Tram Car 015*, *Alice in Wonderland*, *Neverwhere*, and *Kindred*.

Rhetoric: the Art of Persuasion, 2 CU

Language is a remarkable tool to inform, entertain, and most critically for this course—persuade. Whether you imagine your future self as a business mogul, lawyer, scientist, or author you will need to use rhetoric to convey a convincing message. Crafting and engaging in argumentation is foundational to our society. Fundamental disagreements on critical political and social issues make it essential to learn how to make an argument and analyze the arguments of others. This course is an introduction to the theory and practice of rhetoric, the art of persuasive writing and speech. In it, you will learn to construct and defend compelling arguments and use rhetorical structure and style to convince others to adopt your point of view. Our persuasive texts may include: *Cultish: The Language of Fanaticism*, *The Coddling of the American Mind*, and a selection of speeches, addresses, and popular essays.

Trauma and (Re)Memory: Trauma Theory in Literature, 2 CU

Traumatic experiences often have a way of imprinting themselves on human consciousness, so much so that emotional distress, as well as physiological symptoms, such as insomnia or physical pain, often plague the victim for years following the event. How do writers represent this psychological phenomenon in American literature? This course will examine texts through the lens of trauma theory and explore the multitudinous ways that authors attempt to represent or witness tragedy. We will consider these pieces of literature as products of their historical context as well as borrow extensively from contemporary psychological study. Texts may include Morrison's *Beloved*, Talty's *Night of the Living Rez*, and Kaufman's *The Laramie Project*. Films may include *Room* and *Shutter Island*.

What Does Poetry Do?, 2 CU

On the eve of the Second World War, the great poet and critic W. H. Auden famously wrote that “poetry makes nothing happen.” And while this is no doubt true in the large sense of stopping a war or changing history, it is also the case that people put poetry to use in all kinds of ways—for learning, for witnessing, for protesting, for gathering, and so on. This course will ask: “what can poetry do, and for whom?” In thinking through this problem and its many dimensions, we will encounter poets major and minor, poems familiar and forgotten, from across history and around the world, and we will explore the range of possible uses for writing, reading, and performing poetry.

Wilderness: The American Literary Wilds, 2 CU

The idea of wilderness has captivated writers' imaginations since the beginning of the American literary tradition. In a world whose natural resources and truly wild settings are diminishing, however, is there such a thing as “wilderness”? Definitions of the word have evolved, but early American settlers saw wilderness in the uncultivated wilds of the American continent. As natural wilderness is eroded, definitions of the word have changed, so that today: “Any place in which a person feels stripped of guidance, lost, and perplexed may be called a wilderness” (Nash). In this course, we will ask ourselves how these definitions of wilderness compare across texts, how they reflect historical situations and events, as well as what our modern wildernesses are. Readings span writing that capture the beauty and majesty of nature to the moral wilderness of Arthur Miller's *The Crucible*, as well as the dystopian work of Emily St. John Mandel and contemporary science fiction of Octavia Butler.

Advanced English Courses (Full-year)

Building on core skills developed across the US English curriculum, Advanced English courses give students the opportunity to pursue advanced study in literature, reflected by increased depth, breadth, rigor, and independence. Advanced English classes investigate prominent literary and/or social themes across full-year courses introduced on a rotating schedule. Organized as a two-part sequence, Advanced English courses require deep, inquisitive reading of primary and secondary sources, independent inquiry to extend knowledge, and enthusiastic participation, all building toward a culminating student-driven research project across the Spring semester.

Students should be excited for and expected to read extensively for homework and produce at least one paper with a minimum length of 10 pages on their own original thinking across the year. Evidence of mastery over synthesis and close reading skills alongside a record of timely work submission and active engagement in class are prerequisites for recommendation into an Advanced English course. Students will be recommended by their teacher to join the Advanced English course in the second semester of their sophomore or junior year.

Reading the Apocalypse (GS), 4 CU, open to students in grade 11, with permission of the department

Our popular culture is full of depictions of the end times. Zombies, robot overlords, supervillains, rogue waves; in an age of dramatic social, ecological, and political upheaval, nothing seems to sell like “the end of the world.” The Greek root of the word “apocalypse,” however, means not catastrophe but “revelation.” This Advanced English course asks what our world-ending visions might reveal about our decidedly ongoing lives in uncertain times. How do literary and cultural engagements with apocalypse shape our understandings of humanity, art, history, politics, and more? Where and how have visions of world-altering change empowered people to speak, act, and even reimagine what a “world” is in the first place? Apocalyptic events and circumstances are rarely linear; the cyclical nature of destruction and creation will be a central concept for the generation of critical synthesis. Building on summer reading texts that engage broadly with the themes of revelation, catastrophe, and transformation, we will begin by studying the Biblical and mythological roots of our apocalyptic imagination before tracing its itinerary across the centuries and around the globe, including through literary reflections on the real-world catastrophes of, for instance, colonialism, racial slavery, and climate change. Our readings will take us across genres, time periods, and geographies.

Pursuit of Happiness (GS), 4 CU, open to students in grades 11-12, with permission of the department

Happiness is more than just a destination; it’s a journey of discovery, complexity, and connection. In *The Pursuit of Happiness*, we’ll explore the many ways people experience joy, fulfillment, and meaning across cultures, histories, and stories. Through an engaging mix of literature, philosophy, and cultural studies, this course invites you to reimagine happiness not as something to be achieved, but as something to be explored—a rich, evolving part of the human experience. What does happiness really look like? Is it a bright, carefree moment of bliss, or is it something more complicated—like the unexpected joy found in hardship or the bittersweet beauty that emerges after heartbreak? Is it something we get, or something we become over time? And is it even possible to feel happiness after an apocalypse? In *The Pursuit of Happiness*, we’re setting out to answer these messy and exhilarating questions by diving into a world of stories—from global literature to pop culture, from ancient philosophy to the emotional rollercoaster of memoir. Together, we’ll explore happiness in all its forms and hopefully create some in ourselves along the way—after all nothing makes us happier in the English department than a good book.

HISTORY

Modern World History (GS), 4 CU, required of all students in grade 9

In this course, students examine World History from the age of exploration to the present day. Topics regarding governance, culture, religion, intellectual thought, industrialization, nationalism, and globalization will steer our discussions of how the world has transformed significantly. Special attention is given to 20th century events that set the stage for the complexity of our present global world. There is a heavy emphasis on research, writing, and the analysis of primary documents, all to enhance the student experience of historical inquiry.

United States History (GS), 4 CU, this course or Advanced U.S. History required of all students in grade 10

This full-year survey course explores the development of the nation from the pre-Columbian period to the present day. Students will be exposed to the political, economic, diplomatic, social, and intellectual aspects of the development of the United States. These topics will be analyzed and investigated through chronologically and thematically-arranged units centered on American identity, evolution of the federal government, American democracy, and civil rights. In addition, students will master a broad body of historical knowledge and demonstrate understanding of historical chronology, use documents to support historical arguments, be exposed to different historical interpretations, and develop analytical skills to interpret the historical materials studied.

Advanced History Courses

Advanced United States History (GS), 4 CU, with permission of the department

In this advanced full-year survey course, students trace the development of American history from the pre-Columbian period to contemporary times and explore the political, economic, diplomatic, social, and intellectual aspects of the development of the United States. Students will master a broad body of historical knowledge and demonstrate understanding of historical chronology, use documents to support historical arguments, be exposed to different historical interpretations, and develop analytical skills to interpret the historical materials studied. The course will emphasize student-centered discussion, close reading of primary and secondary sources, and independent research and writing. The additional workload of this course, designed to aid students in further developing their historical thinking skills, should be attractive to students who have demonstrated strong ability and interest in prior history courses.

Advanced Modern European History (GS), 4 CU, open to students in grades 11-12, with permission of the department

This course provides a college-level introduction to European history since the Renaissance. Emphasis will be placed on refining writing skills and on independent, critical thinking. Great attention will be paid to the analysis of historical documents. A research paper will provide students with a chance to pursue a topic of special interest and complete their preparation for college work.

Advanced U.S. Government and Politics (GS), 4 CU, open to students in grades 11-12, with permission of the department

This course introduces students to the political culture of the United States. Topics include the three branches of government, political ideology, key legislation, and the creation and implementation of policy. The course investigates the underpinnings of the government and its impact on voter behavior and policy-making. Contemporary themes utilizing the latest primary and secondary sources will be used throughout the course.

Semester Electives

Comparative Government and Politics (GS), 2 CU, open to students in grades 11-12, 1st semester

In this elective, students will explore questions in contemporary comparative politics. The course will focus on the challenges for democratization and democratic stability, how countries vary in their political institutions and why these differences matter, and what explains the persistence and causes of ethnic and socio-political civil conflict. Country cases will be drawn from different regions of the world in order to ground students in the set of tools used in comparative analysis. These will include the United Kingdom and the European Union for advanced democracies; Russia and China for communist and post-communist countries; and Mexico, Nigeria, and Iran for developing and less-developed countries. Those interested in sitting for the AP Comparative Government and Politics exam will be provided supplemental materials.

Epidemics in Society: The Impact of Disease on Patterns in World History (GS), 2 CU, open to students in grades 11-12, 1st semester

This course will explore the impact of deadly illnesses in history as well as their far-reaching implications. Studying disease allows us to look at humans through the lens of a fight for survival while having vast political, cultural, and social implications. Religion, gender, race, socioeconomic status, migratory patterns as well as philanthropic gestures will factor into our study of various diseases, including tuberculosis, Ebola, and HIV/AIDS. We will end the course highlighting the deadly germs making their mark in the world of public health today. Much focus will be placed on forming independent and critical thinking skills.

Film and History (GS), 2 CU, open to students in grades 11-12, 1st semester

Film has always played an important role in shaping how people understand and interpret the past. This course will specifically analyze Hollywood films as historical texts and will examine what these sources reveal about the time in which they were made and the historical narratives they seek to put forward about the past. The course will focus on several moments in history to understand how the past has been represented by and shaped Hollywood film, including World War I, The Irish War for Independence/The “Troubles,” World War II, the Holocaust, totalitarianism, the Cold War, Vietnam, genocide, and the recent War on Terror through contemporary films (those made within the past 25-30 years).

Finding History in the Middle of It All: Learning Local History Through Oral History (GS), 2 CU, open to students in grades 11-12, 1st semester

“In the Middle of It All” has been Wilmington’s official motto since 2007. Though this motto defines the community by its proximity to major metropolitan centers such as Philadelphia, Baltimore, and D.C., the region itself has a unique history that has had a major impact on the lives of people living throughout the Brandywine Valley. Historic developments, both manmade and natural, have shaped the systems, structures, and ecologies that influence our lives every day. This course will provide an opportunity for students to engage in original research to unearth the stories that created a community. Students will be challenged to both learn the modern history of Wilmington and the surrounding region, while also developing historical research skills that will help them well beyond the classroom. The post-World War II era will be the focus of the class, as students will learn about their community’s history concerning labor, race, the environment, political activism, business, and much more. Through partnerships with community organizations and historical societies, students will be exposed to opportunities to conduct archival and oral history research and produce a public-facing project telling the history of our local community.

History of Feminism (GS), 2 CU, open to students in grades 11-12, 1st semester

What is feminism? How has feminism been understood over time, and what does it mean to people today? This course will explore the history of the feminist movement in the United States as well as its limitations. We will talk at length about feminism and the abolition and suffrage movements, feminist efforts toward bodily autonomy, and intersectionality and online feminist movements in our current moment. Students will explore these ideas through a variety of primary and secondary sources, including current articles, essays, and podcasts.

The World at War (GS), 2 CU, open to students in grades 11-12, 1st semester

The First and Second World Wars were catastrophes that engulfed the globe and killed millions of people, including tens of millions of civilians. Each war remade the global order in profound ways. Through participant accounts, documentaries, films, and more traditional modes of history, this course will seek to define and understand the World Wars as a continuous historical era whose aftershocks reverberate today and continue to shape global history and politics. This course will have a global view of the First and Second World Wars, building upon the discussion of this period in 9th and 10th grade courses to cover the experiences of people across the world in much more detail. Although this course will include military and operational information, it will also engage substantially with diplomatic, social, ideological, and colonial/post-colonial history in order to construct a diverse and nuanced understanding of events and historical forces.

American Environmental History (GS), 2 CU, open to students in grades 11-12, 2nd semester

Environmental history is a useful way to view our nation’s history. Not only has the evolution and development of the country impacted our national and global environments, but the natural and constructed world around us has shaped the course of American history. This course will use the topic of the environment to examine major themes in United States history. Students will gain a better understanding of how topics such as colonization, immigration, industrialization, conflict, and more interact with the environment and how our natural and built environments influence how we live, eat, and work. Additionally, students will understand how we have attempted to address the most significant issues facing our environment through politics and activism.

Art History (GS), 2 CU, open to students in grades 11-12, 2nd semester

The creation of art and design has been an integral part of what makes us human, from the dawn of civilization to the modern world. What does art show us about cultures of the past, their values, beliefs, and knowledge? In this course, students will explore how art reflects the zeitgeist of pivotal time periods, with an emphasis on the transformation and evolutions that took place from the 18th to the 21st centuries. Students will examine the ways in which artists and artistic movements reflected historical events and eras during critical periods, such as the Enlightenment, the French Revolution, the Napoleonic era, the Industrial Revolution, the Romantic period, World Wars I and II, the Cold War, and the post-modern world.

Current World Issues (GS), 2 CU, open to students in grades 11-12, 2nd semester

This course focuses primarily on 21st century international studies, including international relations theory, global conflict and international security, US foreign policy, macroeconomics and globalization, environmental issues, and humanitarian concerns and human rights.

Modern Black America (GS), 2 CU, open to students in grades 11-12, 2nd semester

This course explores African American history from Emancipation through to the present, including, but not limited to: Reconstruction, Jim Crow Segregation, the Great Migration, the Harlem Renaissance, the modern Civil Rights Movement and Black Power Movement, the Obama Administration, and Black Lives Matter.

The 1980s: A Political and Cultural History (GS), 2 CU, open to students in grades 11-12, 2nd semester

The 1980s was a decade of change. The United States and the Soviet Union were entering the last decade of the Cold War, the AIDS epidemic became recognized, and scientists started to first discuss what was then termed global warming. This decade also brought technological advancements that created a gaming culture and the MTV generation. Through the use of text, film, and primary documents, this course unpacks the political, economic, technological, and cultural developments that make this decade so distinct in history and memory.

The Global Cold War (GS), 2 CU, open to students in grades 11-12, 2nd semester

The Cold War was arguably the phenomenon with the greatest impact on the world in the 20th century. Global superpowers fought for control over the future of the earth. How did this conflict begin? How did people experience the Cold War? What brought about its conclusion? What impact did it have on the modern world? After completing this course, students will be able to answer each of these questions. Beyond studying the impact of the Cold War on Americans and American society, this course will also address how people from around the world experienced this global and bloody conflict. A variety of primary and secondary sources, organized to represent an array of voices, will help students explore these important questions.

SOCIAL SCIENCE

Introduction to Business and Microeconomics, 2 CU, open to students in grades 11-12, 1st semester

What makes a company like Apple or Amazon successful? How does McDonald's use game theory to price its Big Mac meal? What is the best way to thwart ticket scalpers? This course will introduce students to the language of commerce and the world of economics on a micro level. Students will choose a public company to follow as they learn about markets, business structures, profit maximization, and competition. In addition to tackling supply and demand theory, students will learn how to read financial statements and perform a break-even analysis. Students will plan and develop their own "Undercover Boss" projects incorporating observational, analytical, and benchmarking data. In other projects, students will analyze current and historical events from an economic viewpoint and discern the qualities of effective leaders. Those interested in sitting for the AP Microeconomics exam will be provided supplemental materials.

Introduction to Sports Management, 2 CU, open to students in grades 11-12, 1st semester

This course introduces general sports management concepts with deeper dives into the functional areas of interest including: Sports Leadership and Management, Sports Business and Finance, Sports Marketing and Media, Sports Sales/Sponsorships, Sports Communications, Sports Event Planning/Management/Operations, Ethics in Sports, Social Responsibility and Diversity in Sports, Sports Law/Contract/Negotiations, and Careers in Sports. The class will also explore and apply these concepts to all different levels of sports, including youth sports, high school, college, professional, and international.

Macroeconomics and Financial Markets (GS), 2 CU, open to students in grades 11-12, 2nd semester

Why do financial markets brace themselves when Elon Musk starts to tweet? How were the Great Depression and the Great Recession similar? Why are some countries rich and some countries poor? In this course, students will learn how banks work; how federal policies drive GDP, interest rates, and unemployment; and where U.S. tax dollars go. Not only will students be able to interpret the U.S. Jobs Report and the Consumer Price Index, but they will delve into the economics behind international treaties, such as the Paris Climate Accords. Students will work in teams on case studies with a global focus and complete a stock market project. In short, students will engage with the world and expand their thinking. Those interested in sitting for the AP Macroeconomics exam will be provided supplemental materials.

Psychology: Human Development and Society, 2 CU, open to students in grades 11-12, 2nd semester

Human Development and Society is the study of the mind and of human behavior in a social context. The course will use current research and foundational theories of psychology to gain an understanding of individual development across physical, cognitive, emotional, and social spheres. Students will analyze how biological, psychological, and sociocultural factors and their interactions influence individuals' behavior and mental processes. This course will explore the history of psychological understanding and how the evolution of these theories has differently impacted marginalized and non-marginalized groups. Students can anticipate making connections to how human behavior has shaped history.

LANGUAGE

Students are required to complete language coursework up to Level 3 or take three consecutive years of language courses including Level 2. Please note that the latter option (three consecutive years of language study including Level 2) requires permission from the Department Chair and consultation with both the Assistant Head of Upper School and College Counseling.

French

French 1 (GS), 4 CU

Students acquire the skills necessary for listening, speaking, reading, and writing and learn to communicate thoughts, needs, wants, and reactions in spoken and written French. Special attention is given to vocabulary, syntax, and grammatical structure. Lessons will be explained progressively in French. Pattern drills and varied spoken exercises provide ample practice in each specific domain of language acquisition. French and francophone culture and civilization are presented in context.

French 2 (GS), 4 CU, French 1, or its equivalent is a prerequisite

Students continue to develop and build their communicative skills in listening, speaking, reading, and writing. The transition from concrete to abstract language is emphasized throughout the course, as French and francophone culture and civilization are presented in context. Students cover all the basic grammatical structures

while also learning practical application of concepts. Students increase their knowledge of vocabulary and syntax through daily exercises, written and oral drills, and writing assignments, while also reinforcing and recycling learned grammatical structures.

French 3 (GS), 4 CU, French 2 is a prerequisite

A primary objective of this course is the consolidation of basics, particularly in the areas of vocabulary, verbal constructions through the past subjunctive, idioms, and additional grammar. Reading skills are improved through frequent readings on French and francophone cultures and history. Written compositions of varying length are an important part of the course, as students integrate and apply their language skills. The use of French in the classroom is expected. Listening comprehension is furthered by frequent auditory stimuli, both from textbook-based audio clips and authentic televised newscasts and cultural programs from the French-speaking world. References to French and francophone culture and civilization are an integral part of this course.

Upper Level French Seminar Courses

The upper level courses continue to build the core language skills while exposing students to authentic materials of increasing length and difficulty. Students who have completed French 3 have two options.

Option 1 – Students who would benefit from further strengthening and refinement of their language skills should consider taking the regular seminar courses. Upon successful completion of these courses, students may, with permission of the Department Chair, choose to take the advanced seminar classes.

Option 2 – Students who demonstrate particular excellence in French 3 may, with permission of the Department Chair, move directly into the advanced seminar courses. These courses focus on the discussion of ideas and concepts in French, with special attention given to producing longer written compositions and essays. Students will be expected not only to comprehend the content of written and spoken language, but also to conduct critical analysis of literature, film, and culture.

Seminar: The Gourmet Culture of France (GS), 2 CU, 1st semester, French 3 is a prerequisite

This course, designed as an on-level course, will explore the culinary culture of France. Students will strengthen and develop all areas of their written and spoken French while exploring a cornerstone of French culture and making cross-cultural comparisons. Taught entirely in French, the course will include topics such as the history of French gastronomy, table etiquette, the accreditation process of food in France, as well as an in-depth look at the courses of a meal and the diverse regions of France. Readings will include selected short texts and contemporary first-person narratives by French chefs and writers. Each unit will culminate in a cooking and/or tasting experience that will allow students to put into practice what they are learning. The course will end with a French dessert bake-off competition and written reflection as the final project.

Advanced French Seminar: Paris in Film and Literature (GS), 2 CU, 1st semester, French 3 or one semester elective is a prerequisite, with permission of the department

Beginning with selections from “Paris, je t’aime,” a 2006 collection of 18 short films set in Paris, this advanced course explores varying views of Paris in recent films and literature. We study the films *Les Misérables* (Tom Hooper, 2012), *Caché* (Michael Haneke, 2006), and *Monsieur Ibrahim et les Fleurs du Coran* (François Dupeyron, 2003) as we read *Claude Gueux* (Victor Hugo, 1834), selections from *La Seine était rouge* (Leila Sebbar, 1999), and *Monsieur Ibrahim et les Fleurs du Coran* (Eric-Emmanuel Schmitt, 2001). All discussions and class work will be in French (English is permitted in meetings outside of class) so as to further student fluency. Students will be expected to keep a reading notebook, compose creative writing essays and short response papers, orally present film sequences, and actively engage in small and large group discussions. There will be a creative writing final project.

French Culture and Language through Film (GS), 2 CU, 2nd semester, French 3 is a prerequisite

This course serves as a bridge to the advanced French electives. Moving away from direct daily study of French grammar, this course aims to strengthen students' communication skills in French (speaking, listening, reading, and writing) and to prepare them for the advanced conversation, film, and literature electives. By viewing four French films of varied genres (animation, historical drama, romantic comedy, documentary style drama), students will consolidate their language skills while learning about important aspects of French culture such as commonly held stereotypes, French society, education, the European Union, immigration, and the French Resistance during World War II.

Advanced Seminar: Film and Discussion (GS), 2 CU, 2nd semester, French 3 or one semester elective is a prerequisite, with permission of the department

This advanced elective is all about watching, analyzing, and discussing coming of age movies in French. The primary goal of the course is to teach students to become strong conversationalists, people who are able to jump into a conversation with ease, ask probing questions, and agree or disagree with confidence. Since the core of this course is spoken film analysis, students will also hone their analytical film skills. Students will be introduced to a large variety of French language films from the famed New Wave to the many excellent films of the 2000s and 2010s. All discussions and work submitted for this course will be in French. Students will be expected to actively engage in class discussion of the films, give oral presentations that lead the class in close analysis of a clip, write weekly journal entries, prepare for graded group conversations, and prepare a final long-form discussion of the films covered in the course.

Latin

Latin 1 (GS), 4 CU

The primary goal of this course is to acquire a clear understanding of the morphology (forms), syntax (grammar), and vocabulary (Latin words and their English meanings) of the Latin language presented in Units 1-2 Cambridge Latin Course in order to translate the stories presented in each stage (chapter). The secondary goal is to acquire an understanding and appreciation of Roman life and culture in the first century AD.

Latin 2 (GS), 4 CU, Latin 1 is a prerequisite

Using the reading/translation method, students complete their study of morphology and syntax, increase their vocabulary, and are exposed to all advanced grammatical structures. In addition, students sharpen their skills in analytical reading and sight translation. Foremost among the points of grammar are subordinate clauses in indirect statements and the subjunctive mood. Through a wide selection of readings, students also advance their knowledge of Roman culture.

Latin 3 (GS), 4 CU, Latin 2 is a prerequisite

After spending the first quarter finishing the Cambridge Latin Course, students begin formal exploration of Latin literature by translating selections from *The Satyricon* by Petronius Arbiter (A.D. 27-66), one of the first novels in Western literature. This course stresses the accuracy and quality of written and oral translation, for it requires the final acquisition of all the grammatical and syntactical fundamentals learned in Latin 1 and 2 as well as the capacity to retain and use them in their entirety. Course material will be supplemented with analysis of Roman culture in the first century.

Upper Level Latin Seminar Courses

The content of the advanced Latin seminar courses forms a foundation of an appreciation of Latin literature and Roman history and culture. Translation skills, both verbal and written, will be stressed, as well as the thorough identification and evaluation of syntax and rhetorical devices. Of equal importance will be literary analysis and discussion of the texts and their place in Western literature.

Advanced Seminar: Julius Caesar's Gallic War (GS), 2 CU, 1st semester, Latin 3 is a prerequisite, with permission of the department

Students will translate from Books I-VI of Caesar's *Commentarii de Bello Gallico*. Sections of the Latin not translated will be read in English. Literal but polished verbal and written translation will be emphasized. Students will examine the syntax, rhetorical devices, and style of Caesar's prose with a view toward a comprehensive literary and historical analysis. Course work will include two critical essays and a presentation. Students planning on taking the AP Latin exam in May should also take Advanced Latin in the spring and may be required to complete additional work beyond the course requirements.

Advanced Seminar: Vergil's Aeneid (GS), 2 CU, 2nd semester, Latin 3 is a prerequisite, with permission of the department

Students will translate from Books I-VI of Vergil's *Aeneid*. Sections of the Latin not translated will be read in English. Literal but polished verbal and written translation will be emphasized. Students will examine the syntax, rhetorical devices, meter, and style of Vergil's poetry with a view toward a comprehensive literary analysis. Course work will include two critical essays and a presentation. Students taking the AP Latin exam in May should also have taken Advanced Latin first semester and may be required to complete additional work beyond the course requirements.

Mandarin

Mandarin 1 (GS), 4 CU

This course provides an introduction to Mandarin for students with no prior knowledge of the language. The instructor will provide an overview of pronunciation and the four tones and will lay a foundation for a study of Chinese characters. The main focus of the course is active communication, as students are expected to immerse themselves in the language by expressing daily thoughts, wants, and reactions in Mandarin. Special attention is given to vocabulary, which is introduced through definitions, illustrations, and short conversations. The use of basic grammatical structures and patterns is introduced, and listening comprehension skills are practiced daily. Geography, culture, history, and current events of China are presented in order to promote global awareness.

Mandarin 2 (GS), 4 CU, Mandarin 1 or its equivalent is a prerequisite

This course aims to further develop fundamental language skills—speaking, reading, listening, and writing—in a communicative context. The course materials introduce, through lively narratives, the basic core of China's culture, history, legends, geography, ethical values, and modern transformation, while gradually exposing students to selected authentic texts of literary interest. Students will have the opportunity to explore a variety of online Mandarin learning tools and use them regularly for language practice and project creation. By the end of the course, students are expected to communicate basic information in personal and presentation formats, use learned grammar and Chinese radical knowledge to enhance their reading ability, and write a short paragraph on familiar topics.

Mandarin 3 (GS), 4 CU, Mandarin 2 is a prerequisite

Taught mainly in Mandarin, this course culminates in the study of the fundamental language skills—speaking, reading, listening, writing—in a communicative context. In keeping with the practice of exploring China’s culture, history, legends, geography, ethical values, and modern transformation through authentic narratives and resources, students will further progress in their written expression. Reading skills will also improve by analyzing more classical and traditional texts with an eye toward preparing students for advanced electives. As a culmination of the course, students will be able to communicate with a variety of complex structures in a variety of formats.

Upper Level Mandarin Seminar Courses

Advanced Seminar: Advanced Conversation on Chinese Culture and Traditions, 2 CU, 1st semester, Mandarin 3 is a prerequisite, with permission of the department

This is an advanced seminar course designed for students who are interested in furthering their listening comprehension and oral proficiency in Mandarin. Mainly conducted in Mandarin, this course aims to help students advance their interpretive and presentational skills through discussions on various topics of China’s culture and traditions so that students can effectively communicate with native Mandarin speakers on a broad range of topics. Through structured listening and speaking training and exercises, students will be expected to lead discussions, make oral presentations, speak Mandarin on the phone, conduct interviews, debate, and engage in role-play exercises, all in Mandarin.

Advanced Seminar: China and History in Literature and Film (GS), 2 CU, 2nd semester, Mandarin 3 is a prerequisite, with permission of the department

This advanced Chinese language course focuses on contemporary short stories and films. The course is designed to help students enhance reading and listening skills, expand mastery of advanced vocabulary, and prepare to analyze authentic literary materials. The historical, cultural, and literary forces that shape these cultural works will also be examined. This course stresses oral discussion, composition, and accuracy of language performance. By reading texts written by contemporary writers and watching movies in Chinese language, students will gain knowledge of China from a historical, analytical, and comparative perspective. The class is conducted mainly in Chinese.

Spanish

Spanish 1 (GS), 4 CU

Students are introduced to the Spanish language as they acquire proficiencies in speaking, listening, writing, and reading. The main focus is active communication, as students are expected to immerse themselves in the language by expressing daily thoughts, wants, and reactions in both spoken and written Spanish. Oral communication is emphasized through practical conversations and exercises that take place in class. Special attention is given to vocabulary, which is introduced through definitions, illustrations, and daily conversations. The use of basic grammatical rules, verb constructions, and pronunciation are also stressed. Basic geography, culture, history, and current events of the Spanish speaking world are presented to promote global awareness and break stereotypes.

Spanish 2 (GS), 4 CU, Spanish 1, or its equivalent is a prerequisite

Continuing the emphasis on the four skills of language learning established in Spanish 1, this course is designed to cover the basic grammatical structures of the language. Grammar is explained primarily in Spanish, while exercises and drills strengthen the concepts learned. Students develop vocabulary from various media and are encouraged to communicate in oral and written Spanish. Culture and history are presented through readings, video clips, films, and music.

Spanish 3 (GS), 4 CU, Spanish 2 is a prerequisite

The curriculum in Spanish 3 is designed to further develop all aspects of communication: listening, speaking, reading, and writing. Students will continue the study of grammatical patterns, verb forms, and thematic vocabulary and can expect regular practice of written and oral skills. Their listening comprehension is sharpened in an immersion environment, and cultural study is implemented by reading selected articles and excerpts of literature from authentic sources. In this way, students continue to familiarize themselves with different perspectives of the Spanish-speaking world.

Upper Level Spanish Courses

The upper level courses promote proficiency in the language and an appreciation of the Spanish-speaking world while continually building the core skills necessary for communication: speaking, listening, writing, and reading. Students are expected to communicate thoughts, wants, needs, and reactions in Spanish. There are two options for students who have completed Spanish 3.

Option 1 – Students who would benefit from further strengthening and refinement of their language skills should consider taking Spanish 4. This course reviews the more intricate aspects of Spanish grammar while also enriching other aspects of language study. Upon successful completion of this course, students may, with permission of the Department Chair, choose the next year to take Advanced Spanish Composition and Conversation.

Option 2 – Students who demonstrate particular excellence in Spanish 3 may, with permission of the Department Chair, move directly into Advanced Spanish Composition and Conversation.

Spanish 4 (GS), 4 CU, Spanish 3 is a prerequisite

This course emphasizes a communicative approach to language learning through which students will grow in both linguistic and cultural competency. Through connections with multiple disciplines such as film, literature, art, and music, students will both engage in authentic communicative exchanges as well as expand their knowledge of and appreciation for the diverse cultural practices and perspectives of the 21 Spanish-speaking countries. Students will solidify and build upon the skills they have acquired in previous Spanish courses, and they will hone both their oral and written skills through a wide variety of creative tasks in which they will improve their ability to provide, obtain, and interpret information in Spanish.

Advanced Spanish Composition and Conversation (GS), 4 CU, Spanish 3 is a prerequisite, with permission of the department

This advanced course is designed to aid students on their path to fluency and cultural competency in Spanish. With the main focus being interpersonal communication, students will engage in activities to build their speaking, reading, writing, and listening skills, with the ultimate goal of becoming more confident and proficient communicators. While key grammar concepts from previous levels are reviewed, this is done at a deeper level to expose students to more advanced, subtle, and nuanced expression. The course revolves around six themes through which students will engage with authentic materials like film, podcasts, news articles, and literature. They will strengthen their ability to express opinions, make arguments, and critically evaluate in the target language. Finally, they will gain a greater appreciation for the diverse cultural products and practices that exist across the Spanish-speaking world.

Advanced Seminar: Dictatorship (GS), 2 CU, 1st semester, Spanish 3 or advanced coursework in Spanish is a prerequisite, with permission of the department

The past century has seen a startling number of oppressive governments in the Spanish-speaking world. This course will explore the complex realities of dictatorship in Latin America through the lens of those individuals who spoke out against injustice and fought to give voice to those whom the oppressive regimes tried to silence. Students will explore notions of geography, international relations, and colonialism through a variety of media including film, firsthand testimony, and photography. This advanced course will be conducted entirely in Spanish

and is intended for seniors with a strong grasp of grammatical concepts reviewed in Spanish I-III in addition to comfort with and a desire to continue working on their verbal and written expression.

Advanced Seminar: Telenovela (GS), 2 CU, 2nd semester, Spanish 3 or advanced coursework in Spanish is a prerequisite, with permission of the department

The telenovela has become a centerpiece of Latin American culture, with hundreds of millions of viewers worldwide. In this advanced seminar course, students will explore the popular form of the telenovela by learning about its origins, formulations, archetypal characters, and cultural impact. This medium will be used as a lens through which to view the complex ways race, class, gender, socioeconomic status, and other elements of identity interact in Latin America. Students will also explore how the telenovela has created an intersection between television and other cultural fields such as literature, film, and theater. The course will culminate in a final project, for which students will write, produce, and film their own mini-telenovela. This advanced course will be conducted entirely in Spanish and is intended for students with a strong grasp of grammatical concepts as well as comfort with and a desire to continue working on their verbal and written expression and analysis.



MATHEMATICS

College Prep Courses

Foundations of Algebra 2, 4 CU

This course provides a thorough review of the fundamental concepts, operations, and applications of algebra. In addition, students will study numerical, polynomial, absolute value, rational, radical, and exponential expressions. Further topics covered will include the complex number system, linear equations and inequalities, systems of equations, quadratic equations, and an introduction to functions. Applications will be stressed, and students will learn the fundamental uses of the graphing calculator.

Algebra 2, 4 CU

In this course, students continue their study of algebra beyond the introductory level. Topics covered will include the real and complex number systems, linear and absolute value equations and inequalities, systems of equations and inequalities, quadratic equations, rational expressions, radical expressions, and an introduction to functions, including linear, quadratic, exponential, and logarithmic. Applications will be included extensively.

Geometry, 4 CU, Algebra 2, or Foundations of Algebra 2 is a prerequisite

Geometry provides many opportunities for students to learn how to reason mathematically. With a spirit of exploration, students learn how to make conjectures and participate actively in the creation of the geometry they are learning. Students study the properties of various plane and solid figures, constructions, coordinate geometry and algebraic techniques are included throughout. Extensive work with Geometer's Sketchpad and creative projects are also woven into the class so that students can appreciate and understand the value of geometry in their lives.

Precalculus I, 4 CU, Geometry is a prerequisite

In this course, students review operations with algebraic expressions and equation solving techniques and then study different types of functions, their properties, and applications. Functions covered include polynomial, rational, exponential, logarithmic, and trigonometric functions. Additional topics may include conic sections, sequences and series, and introductory probability.

Precalculus II and Introductory Calculus, 4 CU, Precalculus I is a prerequisite

This course provides students with an in depth study of those topics needed to be thoroughly prepared for first-year college math courses. After a review of the major functions and their applications, the course provides a thorough study of circular functions and analytic trigonometry, sequences and series, and introductory statistics and data analysis. As time permits, students will be introduced to the basic concepts of differential and integral calculus.

Honors Courses

Honors Integrated Math Systems, 4 CU, open to students in grade 9

In this advanced course, students explore the mathematical systems—numeric, algebraic, and geometric—that form the foundation for the study of functional analysis in Advanced Precalculus. The various properties are developed from an axiomatic perspective, and justifying results through formal proof is emphasized throughout the course. Students work toward mastery of the critical mathematical skills used in later courses, in addition to developing effective approaches to various applications. The demands and pace of the course require students to have a strong mathematical aptitude, the ability to process new information in an efficient and thorough manner, and a strong work ethic.

Honors Algebra 2, 4 CU

This course focuses on work in advanced algebra, with applications included extensively. Students study real and complex numbers, including decimal, radical, and exponential forms; equation solving, including polynomial, rational, and radical equations; systems of equations and matrices; properties of and operations with functions and graphs, including linear, quadratic, power, exponential, and logarithmic; conic sections; sequences and series; and introductory probability and statistics.

Honors Geometry, 4 CU, Algebra 2, or Honors Algebra 2 is a prerequisite

In this course, students study formal axiomatic (Euclidean) geometry, with an emphasis on techniques of logic, proof, and precision of mathematical language. Topics include parallelism and perpendicularity, congruence and similarity, properties of various plane figures, area and volume, constructions, and transformations. Coordinate geometry and algebraic techniques are included as well as additional units in logic, oblique triangle trigonometry, and applications of trigonometry. Extensive work with Geometer's Sketchpad and creative projects are integrated into the class so that students can appreciate and understand the value of geometry in their lives.

Honors Precalculus, 4 CU, Honors Geometry is a prerequisite

Following a review of function operations and graphing techniques, the course covers polynomial and rational functions; circular, trigonometric, and inverse trigonometric functions; exponential and logarithmic functions; and conic sections. Students also study the concept of a limit using mathematical sequences and series, followed by an introduction to the definition of the derivative.

Honors Calculus, 4 CU, Honors Precalculus is a prerequisite

This course provides students with a thorough foundation of the material covered in a first semester college calculus course. Following a review of core precalculus topics, the concept of a limit is developed as well as its extension to the definitions of the derivative and definite integral. Techniques of differentiation and integration for polynomial, exponential, and trigonometric functions are covered extensively. Applications include graph analysis, optimization, and related rates, as well as problems pertaining to physics and business.

Advanced Courses

Advanced Precalculus, 4 CU, Honors Integrated Math Systems (or Honors Algebra 2 and Honors Geometry) is a prerequisite

This course provides students with an in depth study of mathematical functions and their application, preparing them for the study of calculus. In addition to a review of function operations and graphing techniques, topics covered include polynomial and rational functions; exponential and logarithmic functions; conic sections; circular, trigonometric, and inverse trigonometric functions; polar equations; sequences and series; and an introduction to the concepts and techniques of differential and integral calculus.

Advanced Calculus I, 4 CU, Advanced or Honors Precalculus is a prerequisite, with permission of the department

This course provides students with an in depth study of the concepts, techniques, and basic applications of differential and integral calculus. The concept of limit is developed rigorously, as well as its extension to the definitions of the derivative and definite integral. Techniques and applications of differentiation and integration are covered extensively, including an introduction to differential equations. Support will be provided for those students who wish to prepare for the AP Calculus AB exam in May.

Advanced Calculus II with Multivariable Calculus, 4 CU, Advanced Calculus I is a prerequisite, with permission of the department

In this course, students continue their study of single variable calculus, while also exploring the foundations of multivariable calculus. Topics covered will include advanced integration techniques, including improper integrals and numerical techniques; hyperbolic functions; infinite series, including Taylor series and numerical applications; parametric and polar curves; three-dimensional analytic geometry, vectors, and vector-valued functions; differential equations, including first and second order; and partial derivatives and multiple integrals. Students who wish to do so may take the AP Calculus BC exam in May.

Advanced Statistics, 4 CU, open to students in grades 11-12, with permission of the department

This college level non-calculus based course blends the rigor, calculations, and reasoning of mathematics with examples from the social sciences, the decision-making of business, and the experimental procedures of the laboratory sciences. A major aim of the course is for students to develop a comprehensive grasp of the process behind statistical reasoning, including the design of a study, the collection of original data, and the reaching of conclusions by quantitatively supported inference. Students will use probability as a tool in data analysis and inference. Mastering the language of statistics and using it to develop written analysis and conclusions will be stressed. Support will be provided for those students who wish to prepare for the AP Statistics exam in May.

Advanced Linear Algebra, 4 CU, open to students in grades 11-12, with permission of the department

This Advanced Linear Algebra course is the equivalent of a college level Linear Algebra course. The course covers systems of linear equations, matrices, vector spaces, linear independence, and eigenvectors and eigenvalues. The course will introduce students to concepts necessary to succeed in higher-level branches of mathematics such as abstract reasoning and proofs. Part of the second semester will be spent researching and presenting applications of linear algebra based on students' own interests, including anything from differential equations to machine learning to M. C. Escher's artwork. Prerequisite: Both the completion of Advanced Calculus I and department approval. (This course may be taken concurrently with Advanced Calculus II.)

SCIENCE

College Prep Courses

Biology, 4 CU, this course or Honors Biology is required for all students in grade 9

This introductory course focuses on the big ideas of biology and sets the stage for active inquiry and participation. Topics include basic biochemistry, cellular processes, heredity, evolution, and ecology. Traditional teaching and learning methods and lab activities will be combined with the latest technology to give students a strong background for further study in upper-level biology and environmental science courses. Throughout the year, students will learn to work independently and develop deeper analytical skills in order to demonstrate understanding of content on lab activities and assessments.

Chemistry, 4 CU, this course or Honors Chemistry is required for all students in grade 10, Biology or Honors Biology is a prerequisite

Chemistry is the study of the structure and properties of matter. Throughout this course, students become familiar with scientific methods and laboratory techniques, as well as historical developments and current advances in the field. In the first semester, students explore modern atomic structure and periodicity, inorganic nomenclature, and chemical bonding. In the second semester, students explore all types of chemical reactions, the states of matter, and behavior of solutions. Students end the year with a unit on atmospheric chemistry and climate change, linking topics from the first and second semesters with current events and research in chemistry.

Semester Courses in Physics

Though the following courses are non-sequential, students will typically start with the Mechanics course, followed by one or more of the additional courses.

Physics: Mechanics, 2 CU, open to students in grades 11-12, 1st semester

This course is designed to be a starting point in physics that looks to understand and predict motion in the world around us. Topics covered include kinematics, projectiles, dynamics, circular motion, momentum, and energy. The course looks at the connections between each new concept and its application to the world around us. Students will use algebra and trigonometry to solve classic problems and incorporate skills in technology to assist in data collection, interpretation, and presentation. Students learn through classic experiments and investigations, and they design a culminating project to demonstrate their skills. Selecting a meaningful related topic for a deeper investigation could allow a curious student to understand how the face angle and club swing speed change the projectile range of a golf ball or to see the balance between the thrill and safety of their favorite amusement park ride.

Physics: Waves, 2 CU, open to students in grades 11-12, 1st semester

This course investigates the sights and sounds that make the world so interesting. Topics covered include harmonic motion, mechanical waves, sound, optics, and the electromagnetic spectrum, and the connections between each new concept and its application in daily life will be considered. Students will use algebra and geometry to solve classic problems and incorporate skills in technology to assist in data collection, interpretation, and presentation. Students learn through classic experiments and investigations, and they design a culminating project to demonstrate their skills. Selecting a meaningful related topic for a deeper investigation could allow an artistic student to investigate connections while researching the acoustics of a concert hall, the stage lights in a theater, or the lenses on a camera.

Physics: Electricity, 2 CU, open to students in grades 11-12, 2nd semester

This course will help students understand the classic concepts behind those electronic devices they carry with them every day. Topics covered include circuits, electric forces, magnetism, and induction. The course starts with electrostatics and potential and gives students a view of modern electronics as well. Students will use algebra and trigonometry to solve classic problems and incorporate skills in technology to assist in data collection, interpretation, and presentation. Students learn through classic experiments and investigations, and they design a culminating project to demonstrate their skills. A deeper investigation might have one student designing a circuit for a responsive light display, or another student could research the induction chargers used by some phones and determine the variables that affect their efficiency.

Physics: Modern Physics and Materials, 2 CU, open to students in grades 11-12, 2nd semester

This course navigates a variety of topics, including contemporary physics. Fluids, thermodynamics, and other topics about the micro and macrocosmos will be studied. The course looks at the connections between each new concept and its application to the world around us. Students will use algebra and trigonometry to solve classic problems, and incorporate skills in technology to assist in data collection, interpretation, and presentation. Students learn through classic experiments and investigations, and they design a culminating project to demonstrate their skills. Selecting a meaningful related topic for a deeper investigation could allow a curious student to understand the flow rate of a fountain for the Tower Hill gardens or the thermal energy and insulation required to maintain the water temperature through the winters.

Honors Courses

Honors Biology, 4 CU, with permission of the department

This accelerated course focuses on the big ideas of biology and sets the stage for active inquiry and participation. Topics include basic biochemistry, cellular processes, heredity, evolution, and ecology. In addition to the traditional teaching and learning methods, inquiry-based lab activities will give students a strong background for further study in upper-level biology courses. Assessments will largely center on application, analysis, and synthesis in order to demonstrate understanding of content. This course assumes a higher level of independent work from students that requires sufficient time to accomplish additional daily reading and homework assignments.

Honors Chemistry, 4 CU, Biology or Honors Biology is a prerequisite, with permission of the department

Students in this course explore the topics covered in Chemistry in more depth, with a focus on the use of more advanced algebraic and graphical interpretations of data. Through the study of atomic structure and bonding models, students will also investigate the relationship between physics and chemistry. Additional topics include solution state behavior, phase changes, and an introduction to thermodynamics. Lab work is highlighted, and students will learn to write a formal lab report and complete several inquiry-based projects over the course of the year. Due to the accelerated pace and increased emphasis on mathematical interpretation of data, students must allow sufficient time to accomplish additional daily reading and homework assignments.

Advanced Courses

Each gives students the opportunity to take the corresponding AP exam.

Advanced Physics I, 4 CU, open to students in grades 11-12, with permission of the department

This introductory course is equivalent to a first-semester college course in algebra-based physics. If you plan to be pre-med, nursing, OT, PT, or many other such majors, this course is for you. The course covers Newtonian mechanics, including rotational dynamics and angular momentum; work, energy, and power; and mechanical waves and sound. It also includes an introduction to electric circuits. This course will prepare students for the AP Physics I exam as well as the SAT Physics subject test.

Advanced Physics II, 4 CU, open to students in grades 11-12, Advanced Physics I or a comparable introductory physics course is a prerequisite, Precalculus is a corequisite.

Advanced Physics II is a full-year algebra-based introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

Advanced Biology, 4 CU, open to students in grades 11-12, Advanced Physics I or a comparable year of introductory physics is a corequisite for rising 11th graders, with permission of the department

This course is the equivalent of a first-year university level course in biology. Topics studied in detail include molecules and cells, heredity and evolution, and organisms and populations. Two main goals of the course are helping students develop a conceptual framework for modern biology and an appreciation of science as a process. The primary emphasis is the development of an understanding of concepts rather than memorizing terms and technical details. Essential to this conceptual understanding are a grasp of science as a process rather than as an accumulation of facts, personal experience in scientific inquiry, recognition of unifying themes that integrate the major topics of biology, and application of biological knowledge and critical thinking to environmental and social concerns. This course will prepare students for the AP exam as well as the SAT Biology subject test.

Advanced Chemistry, 4 CU, open to students in grades 11-12, Advanced Physics I or a comparable year of introductory physics is a corequisite for rising 11th graders, with permission of the department

This course is equivalent to a first-year general chemistry college course. Building on Honors Chemistry, students will study chemical kinetics, equilibrium, acid-base chemistry, thermodynamics, electrochemistry, and advanced models of chemistry bonding and atomic structure. This course also focuses heavily on laboratory exploration and introduces the use of visible and infrared spectroscopy as data analysis tools. Students will continue to work on formal lab report writing and will learn to produce detailed graphical and mathematical analysis of data, as well as work towards creating their own procedures for inquiry-based labs. Due to the advanced nature of the class, students should be prepared to spend considerable time on homework, nightly readings, and lab reports.

Advanced Calculus-Based Physics, 4 CU, Advanced Calculus I, and Advanced Physics I are prerequisites, open to students in grade 12, with permission of the department

This course, which uses calculus throughout, is equivalent to a first-year college course in physics for scientists and engineers. The first half will focus on Newtonian mechanics (kinematics, energy, momentum, gravity, and oscillations), while the second half covers electricity and magnetism (Maxwell's equations and some electric circuits). The course closely follows the AP Physics C curriculum in both mechanics and electricity and magnetism. More advanced topics will be covered after the AP exams.

Additional Courses

Environmental Science (GS), 4 CU, open to students in grades 11-12

Environmental Science is a multidisciplinary class exploring topics from geology, biology, chemistry, geography, and ecology. It will focus on the current and past attitudes relating to the environment and natural resources and the interaction and complexities of humans' interests. Students will discuss environmental issues such as climate change, natural resource use, and endangered species. Through identifying and analyzing natural and human-made environmental problems, students will look for solutions to these issues through field projects, simulations, citizen science, and scholarly research.

Genetics, 2 CU, open to students in grades 11-12, 1st semester

Genetics is the scientific study of genes and heredity—of how certain qualities or traits are passed on as a result of changes in DNA sequence. Our genes carry information that affects our health, our appearance, and even our personality. Understanding genetics is increasingly important in our lives. This one-semester course will focus on heredity, DNA, and how it is passed on, populations, and how genetics can be applied to solving problems. Class activities will include lecture and discussion, the use of models, and hands-on experiments with biotechnology.

Marine Biology (GS), 2 CU, open to students in grades 11-12, 2nd semester

Marine Biology will introduce students to diverse marine environments, explore aquatic species' adaptations, and discuss the impacts of humans on our oceans. This course discusses the chemical and physical properties of oceans, the ecological interactions between marine species, the evolution and diversity of marine life, and critical conservation issues. Emphasis will be placed on local conservation issues, but students will also explore global issues such as the effects of climate change on species migration patterns and coral reefs through citizen science and scholarly research.

Technology and Engineering

Robotics, 2 CU, open to students in grades 11-12, 2nd semester

This course welcomes students to the world of robotics. Lessons will start with an understanding of basic robot build design, programming code, and electrical systems. Students will develop their skills with additional sensors and components to complete task challenges. The semester project challenges students to combine their lessons for a game of their own design. This course provides an introduction to the FIRST Robotics Tech Challenge competition.

Introduction to Computer Science, 1 CU, both semesters, this course is a prerequisite for the major computer science courses

Designed to appeal to a diverse audience, this semester course surveys several different areas of study in computer science. Demonstrations and hands-on assignments cover a wide variety of topics, including logic, binary numbers, hardware, operating systems, file management, programming, website development, internet protocols, information security, graphics, the limits of computing, and other current topics.

Major Computer Science Courses

NOTE: Students who may be interested in taking the AP Computer Science Principles exam should take the following courses, preferably in this order: Introduction to Computer Science, Advanced Algorithms and Data Structures, and Advanced Computer Science.

Advanced Algorithms and Data Structures, 2 CU, 1st semester, Introduction to Computer Science or its equivalent is a prerequisite

The focus of this semester course will be on mastering the concepts introduced in Introduction to Computer Science. This course teaches students how to think algorithmically and solve problems efficiently. Topics include

abstraction, algorithms, data structures, encapsulation, resource management, security, software engineering, and web programming. Students will learn by solving programming problems using C and JavaScript. Among the overarching goals of this course are to inspire students to explore unfamiliar waters, without fear of failure, create an intensive, shared experience, accessible to all students, and build community among students.

Advanced Computer Science, 2 CU, 2nd semester, Introduction to Computer Science or its equivalent is a prerequisite

Through a mix of technical instruction and discussion of case studies, this course empowers students to be informed contributors to technology-driven conversations. In addition, it prepares students to formulate technology-informed arguments and opinions about legal and ethical issues. Along the way, it equips students with hands-on experience with Python and SQL, languages via which they can mine data for answers themselves. Topics include algorithms, cloud computing, databases, networking, privacy, programming, scalability, security, and more, with a particular emphasis on understanding how the work programmers and developers do and the technological solutions they employ may impact business, legal, and ethical concerns. Students emerge from this course with first-hand appreciation of how it all works and all the more confident in the factors that should guide their decision-making. NOTE: Students with a strong background or interest in computer science would benefit from first taking Advanced Algorithms and Data Structures. Students who are not sure of their interest or aptitude may opt to take this course first.

Advanced Full-stack Web Development with Python and JavaScript, 2 CU, 1st semester, Advanced Algorithms and Data Structures, and Advanced Computer Science are prerequisites

This course picks up where the programming classes leave off, diving more deeply into the design and implementation of web apps with Python, JavaScript, and SQL, using frameworks like Django, React, and Bootstrap. Topics include database design, scalability, security, and user experience. Through hands-on projects, students learn to write and use APIs, create interactive UIs, and leverage cloud services like GitHub and Heroku. By semester's end, students emerge with knowledge and experience in principles, languages, and tools that empower them to design and deploy applications on the Internet.

Advanced Artificial Intelligence with Python, 2 CU, 2nd semester, Advanced Algorithms and Data Structures, and Advanced Computer Science are prerequisites

This course explores the concepts and algorithms at the foundation of modern artificial intelligence, diving into the ideas that give rise to technologies like game-playing engines, handwriting recognition, and machine translation. Through hands-on projects, students gain exposure to the theory behind graph search algorithms, classification, optimization, reinforcement learning, and other topics in artificial intelligence and machine learning as they incorporate them into their own Python programs. By course's end, students emerge with experience in libraries for machine learning as well as knowledge of artificial intelligence principles that enable them to design intelligent systems of their own.

Advanced Game Design, 2 CU, 1st semester, Advanced Algorithms and Data Structures, and Advanced Computer Science are prerequisites

This course picks up where the advanced programming course leaves off, focusing on the development of 2D and 3D interactive games. Students explore the design of such childhood games as Super Mario Bros., Legend of Zelda, and Portal in a quest to understand how video games themselves are implemented. Via lectures and hands-on projects, the course explores principles of 2D and 3D graphics, animation, sound, and collision detection using frameworks like Unity and LÖVE 2D, as well as languages like Lua and C#. By class's end, students will have programmed several of their own games and gained a thorough understanding of the basics of game design and development.



VISUAL AND PERFORMING ARTS

MUSIC

String Orchestra, 2 CU

Students explore various string ensemble literature appropriate to the instrumentation of the group. Students must have a string instrument in the violin family and have had three years experience or more. Attendance is required at all performances.

Chamber Ensemble, 1 CU, Open to orchestra and band members and qualifying pianists, with permission of the department

This group of accomplished instrumental musicians is chosen from the String Orchestra by the orchestra director. Other instrumentalists, particularly winds and piano, are invited to audition. Repertoire is selected from the vast array of advanced chamber music, including (but not limited to) string quartet, piano trio/quartet/quintet (piano with strings), and chamber orchestra. All students will be required to audition for membership in the class.

Concert Band, 2 CU

The concert band is a performing group comprised of wind and percussion instruments. The group performs music from a wide variety of styles and historical periods, from classical to contemporary, from show music to popular music. Attendance is required at all performances.

Jazz Band, 1 CU, open to Concert Band members only, with permission of the department

Students explore the music of jazz band literature from early swing through bebop to modern arrangements. Performances are scheduled for audiences during the year.

Concert Choir, 2 CU

In this course, designed for those who enjoy singing, students study choral music from madrigals to pop music. Attendance is required at all performances.

Vocal Ensemble, 1 CU, open to Concert Choir members only, with permission of the department

This group of vocal musicians is chosen from the Concert Choir by the choral director. Chamber vocal compositions which require clarity for a few voices will comprise the repertoire. Students will be required to audition for membership in the class.

Guitar, 1 CU, students must provide their own guitar

This beginning course is structured to teach note reading, music theory, and guitar technique. Lessons incorporate both chord formations and strum patterns along with melody and picking techniques.

Music and Social Justice Movements (GS), 1 CU, 1st semester

This course will explore the role that music has played in major social justice movements in America such as the Civil Rights, Anti-War, and Women's Movements. We will also look into the role of music in the Me Too and Black Lives Matter Movements.

Women in American Music, 1 CU, 2nd semester

Historically, music has been a very male dominated field; however, there have always been women who have created and performed. This course will look at the role of female American musicians, across multiple genres from the 20th century to the present, and how they shaped and were shaped by the revolutionary change in the perception of the woman's role in American society.

Music Theory, 2 CU, open to students in grades 11-12

The course is divided into the following units of study:

- Basic harmonic theory: intervals, scales, chords, triads, root position and inversions, modes, four-part harmony, figured bass, linear harmonic continuity, non-harmonic tones, major and minor modes.
- Ear training: development of basic ear training through audition and dictation studies.
- Composition: basic harmonization of melody to bass, building to four-part writing.
- Listening: form analysis and recognition for major forms through melodic and harmonic analysis.
- Arranging: principles of transposition techniques, ranges of instruments, scoring for each instrument family, and arranging a piece for an entire band, jazz band, chorus, or orchestra.

THEATER

Traditionally, Tower Hill students perform two major productions (fall and spring) during the school year.

Drama Foundations: Acting, 1 CU, 1st semester

Drama Foundations is designed to give the students an introduction to stage acting. Using the method of Practical Aesthetics, students will study monologues, open scenes, and scripted scene work, to develop character, continue to develop memorization skills, and grow in confidence on stage. This class will enhance a student's appreciation for the art of theater.

Actors' Workshop, 1 CU, 2nd semester, Drama Foundations: Acting is a prerequisite

This course is for students interested in fine tuning their acting skills. Focus is placed on ensemble scene work, body movement, and improvisation. By introducing different acting techniques, students are able to diversify their approach to the skills learned in Drama Foundations.

Continuing Studies in Acting, 1 CU, full year, Actors' Workshop is a prerequisite, with permission of the department

The purpose of this class is to create a deeper dive into scene work, character development, and script analysis. Students will audition, rehearse, and perform a play by the end of the semester. Providing a truly student-centered experience, curriculum will be motivated by ensemble interest and skill set. Emphasis will be placed on both collaborative and independent work outside of the classroom.

Production Design and Technology, 1 CU, 1st semester

This course trains students in the basic technical skills needed in theater and the entertainment industry. Students will gain knowledge of theatrical lighting, live audio, stagecraft, costuming, and woodworking. Students will help support productions in all three divisions and be expected to take part in stage crew for the production that occurs during the semester they are enrolled in this class.

Theatrical Design and Technology Practicum, 1 CU, 2nd semester, *Production Design and Technology is a prerequisite, with permission of the department*

This course is for students interested in advancing their knowledge in the areas of scene design, lighting design, sound design, and costume design. Students will focus on the design process for shows that will be produced in the Upper School. All students, regardless of the theatrical discipline they choose to focus on, will meet in the same block, creating a 'production meeting' within every class period.

Movement for the Dancer, 1 CU, 2nd semester

This class will introduce different styles of movement that are found in musical theater. Some numbers students will be exposed to are from legendary choreographers such as Gene Kelly (Singing in the Rain, An American in Paris), Jerome Robbins (West Side Story, On The Town), and Bob Fosse (Chicago, Pippin). Students will continue to grow as well rounded performers as they explore storytelling using their bodies in improvisation and choreographed movement.

VISUAL ART AND DESIGN

Art Foundation, 1 CU, open to students in grade 9, pass/fail, both semesters

This course provides students a chance to experience the range of subjects and art mediums available in the Upper School Visual Art and Design program. The course will be divided into three trimesters, each taught by a different teacher with specialties ranging from woodworking, ceramics, photography, and drawing/printmaking. The course will introduce students to an array of both historical and contemporary artists. Learning the basics of how to effectively critique artwork will be included. In addition to serving as an introduction for other Visual Art and Design courses, the intent of the course is to build students' confidence in art as well as their interest in art at Tower Hill and beyond.

Ceramics 1, 1 CU, open to students in grades 10-12, both semesters

How is it possible to take something as common as clay and transform it into a work of art? All it takes is clay, water, fire, and a good dose of imagination! In this class, students will experience what people from the dawn of history have done, and continue to do—make stuff out of clay! Guaranteed that friends and family are going to want what you make.

Ceramics 2, 1 CU, Ceramics 1 is a prerequisite, both semesters

Students in this course explore in greater depth the techniques studied in Ceramics 1. The class will meet concurrently with Ceramics 1.

Drawing and Painting, 1 CU, open to students in grades 10-12, 1st semester

In this course, students will gain a strong basis for drawing and painting techniques. Students will work with a variety of materials, including graphite, charcoal, ink, watercolor, and acrylics. Units may include traditional observational still-life drawing and painting, figure and inventive drawing, one point-point perspective painting, and even rudimentary sculpture. Significant historical artworks that inform the content of the unit objectives will be reviewed, and students will have the opportunity to visit a museum to inspire and discuss poignant exhibitions. The course objective is to increase confidence in the technical skills required to move forward with painting and visual design practice.

Painting and Mixed Media, 1 CU, open to students in grades 10-12, 2nd semester

The primary focus in this class is the exploration of acrylic paints and mixed media materials, and experimentation with the technical and creative processes behind them. Content includes abstraction, color theory, independent work, and outdoor painting/collage. Vocabulary and technique for creating 2D and low relief 3D artwork will be built, and students will learn about art history themes and relevant contemporary artists that connect the concepts of this course. Students will begin to develop their own visual aesthetic while using painting and mixed media materials as a form of visual communication.

Woodworking 1, 1 CU, open to students in grades 10-12, both semesters

This course allows students to develop a strong foundation in basic woodworking and 3D design. Students will explore not only the vast array of tools and techniques utilized by the modern woodworker but will also explore the different properties of wood as both a structural and artistic medium. Students will study the various steps involved in the development and implementation of a sound design, and work in a studio environment to bring this design from conception to final presentation. The proper use of tools and their care is covered extensively, encouraging the students to experiment with new ideas in an environment that is both safe and fosters creativity.

Woodworking 2, 1 CU, Woodworking 1 is a prerequisite, both semesters

As a continuation of the concepts learned in Woodworking 1, this course allows for more independent study by the student. Advanced techniques and tools are used, and often the use of other materials, such as metal or cloth, is incorporated into student projects. Individual approaches towards subject matter and personal expression are emphasized, as well as the elements of invention and design, which are used as both tools and medium in this advanced course.

Photography and Graphic Design 1, 1 CU, open to students in grades 10-12, both semesters

In this course, students explore digital and film photography through a series of projects covering camera operation, editing processes, and image manipulation. Using digital SLR cameras, they will create projects based on technical skills, conceptual content, and aesthetics. They will learn general photo editing processes in Photoshop. Students will use analog 35mm cameras with black and white film, learning to develop negatives and make prints in the darkroom. Students will explore principles of 2D design and the communication of visual information through graphic design and printmaking projects. The course will cover a wide range of photography in art and history, including journalistic, commercial, and scientific applications, as well as political propaganda and contemporary pop culture. The class will also include artist presentations, a collaborative photo blog, and a museum field trip.

Photography and Graphic Design 2, 1 CU, Photography and Graphic Design 1 is a prerequisite, both semesters

This course is a more in-depth exploration of the subjects and techniques studied in Photography and Graphic Design 1 and will allow students to pursue more independent work and self-directed projects.

Studio Art, 2 CU, open to students in grades 11-12, a portfolio of work may be required, with permission of the department

This course is designed for highly motivated art students who wish to further hone their skills while developing original ideas and artistic style. Students will have their own workspace and will have opportunities to cultivate independent projects and studio practice. Students will work with 2D and 3D elements, principles of design, and technical exploration. Classes will include frequent critiques, collaboration, and conceptual/philosophical discussions. Students will examine both historical and contemporary art and will take field trips to galleries and art museums, as well as meet with visiting artists.

Advanced Studio Art, 4 CU, open to students in grades 11-12, samples of previous work may be required for approval, with permission of the department

This course builds on Studio Art's structure and is designed for art students who are committed to working toward the development of a polished portfolio to showcase their accomplishments. Studio Art is a recommended prerequisite, but not required with permission. This course meets with Studio Art, as well as during additional scheduled meetings and independent time. Students participate in Studio Art class discussions, critiques, and field trips.

YEARBOOK

Yearbook Production, 1 CU, 1st semester, pass/fail

Join this semester of the yearbook staff if you want to see your work professionally printed and put into the hands of your peers at the end of the school year.

This hands-on course will enable students to learn journalistic and graphic design skills to produce the Evergreen yearbook. The fall team will focus on the construction of the yearbook that will be published in the spring. Students will learn digital publishing by using a web-based platform to enhance photographs and create professional layouts. A willingness to engage with Hillers at every division level is critical in this course as we use interviewing and survey collection to enhance the personal focus of the book. Yearbook staff members will use time provided in class and will work independently on assignments online.

Yearbook Design, 1 CU, 2nd semester, pass/fail

Join this semester of the yearbook staff if you want to be responsible for the creative vision and aesthetics of the book that will be developed in the following fall semester. This course is for the student who wants to look ahead, particularly sophomores and juniors who want to shape the look of the yearbook for their upperclassmen years.

Spring semester yearbook students will also build design skills, similar to the Yearbook Production class; in addition, this group will take leading roles in planning and organizing the content of the upcoming school yearbook. Students will develop an eye for the aesthetics of layout design, and discover how the editing process plays a role in production decisions. Students will be graded on a portfolio of work they produce during the year.

Yearbook Editor, 2 CU, pass/fail

This full-year course will be taken by the student(s) chosen as the editor(s) for the yearbook. In this course, students assume production leadership for the yearbook and develop an in-depth understanding of the publication process. Editors focus on coordinating coverage of pages and content, leaving no aspect of Hiller life uncovered. The following potential editorial roles are available for students who are interested in taking on more responsibility and are capable of peer leadership: Chief Editor, Senior Editor, Junior Editor, Sports Editor, and Photo Editor.

ADDITIONAL COURSES

Freshman Seminar, 1 CU, required of all students in grade 9, pass/fail

The purpose of Freshman Seminar is to help 9th grade students understand Tower Hill's mission and how it applies to them individually. It serves as a forum to help students know themselves in order to grow as Upper School students and beyond, and it provides students with a space in which to process their freshman year experiences as they occur. Students have the opportunity to get to know their classmates and to be mentored by their 12th grade peer leaders early in the year when they are first adjusting to Upper School. The course alternates between the peer leader sessions and the didactic portion of the class, which includes, but is not limited to, coping strategies, study skills, preparing for college, and drugs and alcohol. The course follows the Expectations of a Hiller: Be Proud, Present, Professional, and Proactive.

Health and Decision Education, 1 CU, required of all students in grade 10, pass/fail

This seminar course provides age appropriate information on human sexuality, alcohol use and abuse, drug awareness, and other relevant topics. All information is discussed in the context of decision making and relevant issues of adolescence.

Delaware Driver Education, 1 CU, open to Delaware residents in grade 10, both semesters

This semester course is a State of Delaware Department of Education approved driver's education course. It consists of 30 hours of classroom instruction as well as 14 hours of separately scheduled driving instruction and observation. Semester placement is largely determined by student's birthday.

Peer Leadership, 1 CU, open to students in grade 12, pass/fail

Peer Leadership is a program in which 12th grade students teach and lead 9th grade students. The purpose of the program is to provide seniors with a leadership opportunity while serving as a support for freshmen as they navigate their early high school experience. Topics include, but are not limited to, social skills, time and stress management, friendships, social issues, resilience, self-care, goal setting, decision making (in general and around topics such as sexual activity and drug/alcohol use), and self-awareness. This full-year course meets twice per cycle. One class is a planning and learning period, while the other class involves meeting with the freshmen group to which each peer leader has been assigned. Juniors must apply for the program during the spring course selection process.

Social Innovators Program (GS), 1 CU, open to students in grades 10-12, both semesters, pass/fail

The Social Innovators Program is a partnership program with Schoolyard Ventures and the University of Pennsylvania's School of Social Policy and Practice. Schoolyard Ventures is an organization that develops university-level, real-world learning opportunities for ambitious high school students. It believes that developing an entrepreneurial mindset while in high school gives students substantive differentiation from their peers, better insight into their future educational and career opportunities, and more grit and resilience to accomplish

their goals. The Social Innovators Program allows students to learn about entrepreneurship and experience it first-hand while earning a Certificate in Social Entrepreneurship from the University of Pennsylvania. During the program, students learn how to launch ventures of their own that create value and have a positive impact on society.

INDEPENDENT STUDY

Definition of Independent Study:

Occasionally a student will exhaust the curricular offerings in a given discipline or will wish to pursue an academic interest that falls outside of the curriculum. In these cases, the student may propose to conduct an independent study for credit. Such studies must be academic in nature and may include research, writing, reading, intensive study in performing or visual arts, and other similar endeavors. The studies are self-directed and self-motivated, but they occur under the guidance of a supervising teacher and the appropriate Department Chair. Supervising teachers and Chairs are responsible for assigning a grade (pass/fail) for the study and documenting the student's progress toward the work that the student has proposed, especially whether the student has met expectations around approved meeting times per cycle. Independent studies may not replace courses offered in the Tower Hill curriculum.

Course Credit and Reporting:

Independent studies are semester-long, one-credit, pass/fail courses conducted during the school year and are reflected on a student's transcript with the course title "Independent Study" followed by the department sponsoring the study (e.g., "Independent Study in History"). No additional titling, leveling, or credentialing is appended. Independent studies may not count toward graduation requirements, nor can they count toward a student's total required number of credits or classes in a given semester. Independent studies may be dropped from a student's schedule at any time at the discretion of the student without penalty or notation (i.e., without a WP or WF being marked on the transcript).

Proposal Process:

Students are encouraged to apply for independent study approval by the end of the semester that precedes the one for which the study is proposed; however, students may apply as late as two weeks after the start of the semester for which the study is proposed. The Department Chairs and Upper School Administration will consider the proposal. With this group's approval, the Assistant Head of Upper School will add the course to the student's schedule.

Proposal Content:

An independent study proposal must contain the following elements:

- a completed cover sheet;
- a timeline that specifies when student-supervising teacher meetings will occur and how they will be used;*
- a description of the work that the student will complete independently and the skills that the study will cultivate;
- a description of the product that the student will create and the methods that the student will use to create this product;
- a list of scholarly sources that the student will use while engaged in the project; and
- a proposal regarding how, when, and where the student will present the results, product, or completion of the project (i.e., at assembly, to the Upper School Programming Group, to a group of specific faculty and/or peers, or in another manner of the student's design).

*Please note that most one-semester, one-credit courses at Tower Hill require a minimum of 30 hours of class time per semester; interested students should be considering a minimum of two meetings per cycle and should be aiming to document how their independent work outside of those meetings combines with the meetings to approach 30 hours of work overall.

Ultimately, earning credit for the study relies upon completion of the study as proposed and approved, as determined by the Head of Upper School in consultation with the supervising teacher and appropriate Department Chair.

GLOBAL SCHOLARS

Tower Hill's Global Scholar Certificate Program provides Upper School students with opportunities to explore global dynamics, leadership, and cultural growth. Participating students complete academic coursework related to global inquiry, educational travel, extra-curricular enrichment, and service with a global focus. Seniors in the program produce a research portfolio related to a global issue of personal interest.

In addition to the academic requirements, students:

- Participate in an independent study or enrichment opportunity, such as Model United Nations
- Contribute to a service learning project or organization, such as tutoring in another language, volunteering where language skills are a necessary component of the task, or volunteering with an organization that is global in nature; and
- Participate in an international exchange or travel experience sponsored by Tower Hill, with most recent offerings to Australia, France, Italy, Puerto Rico, and Uruguay.

Throughout their senior year, students complete a culminating portfolio focusing on a sustainable solution to a global development challenge that includes research, self-reflection, and an oral presentation. The director of global initiatives, the global studies coordinator, and a panel of faculty and staff evaluate each portfolio.

Participating students receive a global scholar certificate and a notation on their transcripts. To apply, students must be interviewed and explain why they are interested in the program, what they hope to learn, and what in their opinion makes a person a global citizen. Interested students should contact Mr. Rapp, Director of Global Initiatives, or Ms. Pallant, Global Studies Coordinator, for more information.