Upper School

Curriculum Guide

2026-2027

UPPER SCHOOL

Honor Code

On my honor, I promise to be **loyal** to the mission of Holland Hall.

In accordance with the community's values, I will **respect** myself, my environment, and those around me.

I will be **honest** in all my interactions and strive to display **leadership** in all that I undertake.

In addition, I will always be **thoughtful** in my actions, knowing they can't be undone.

The cornerstone of our honor system is **self-regulation**, for only through that can we grow to trust one another meaningfully and live harmoniously.

HOLLAND HALL CORE VALUES

Trust
Honesty
Kindness
Respect
Hard work
Self Regulation

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Mission Statement

Holland Hall provides a challenging, comprehensive educational experience grounded in a rigorous liberal arts, college preparatory curriculum that promotes critical thinking and life-long learning. A PreK-12 Episcopal school, we seek to foster in each student a strong moral foundation and a deep sense of social responsibility.

Essential Qualities for a Holland Hall Graduate

Moral

- Possess integrity, ethical standards, and compassion
- Exhibit respect and sensitivity for others
- Cherish the humanity in all people and treat them equitably

Intellectual

- Think critically and communicate effectively
- Possess intellectual curiosity and an enthusiasm for learning
- Demonstrate appropriate knowledge and skill foundation for academic success in college
- Have an appreciation for and experience in the arts

Knowledge Of Self

- Acquire a foundation for decision-making that is healthy, balanced, and respectful
- Value perseverance and hard work, and recognize the potential for growth from adversity
- Pursue health of mind, body, and spirit
- Know how to collaborate and compete with grace and to lead as well as to follow
- Possess the self-discipline, self-awareness, and time management capability to be successful in post-secondary school life and beyond

Citizenship

- Share responsibility for the environment
- Live as a cooperative, compassionate, and engaged member of local and global communities
- Have a commitment to social responsibility and service



General Information



Introduction

Holland Hall offers a rich and varied program in the liberal arts tradition. Students are encouraged to select as challenging and balanced a program as they can individually handle. With the many choices available, it is often a formidable task for a student to choose among the courses that will fulfill these objectives. Students are advised to choose their courses wisely and with forethought. Course choices for an upcoming year should always be made from a plan based on a thorough understanding of the graduation requirements, a knowledge of one's cumulative course credits, and a sound preliminary design for future course selections. The course selection process is aided by the student's teachers and advisor, the student's parents, and the Head of the Upper School.

In order to take an honors-level or Advanced Placement course, students must follow recommendation policies and procedures established by the individual academic departments. These policies are explained in the Course Description section of this handbook. Any requests for deviation from established recommended policies and procedures must be approved by the Head of Upper School.

NOTE: Some courses listed may not be offered in a given year due to low enrollment, staffing, or curricular considerations.



The Modular Schedule

Holland Hall Upper School operates on a six-day cycle of classes. These days are identified by the letters A through F and recycle on a continuous basis over the normal five-day school week. Each day has 18 modules (mods), approximately 22 minutes each, with 2 minutes passing time between mods. Each class varies from two to three mods in length based on the needs of the class.

By providing variety within each day and each week, the modular schedule minimizes the day-in, day-out sameness of a traditional schedule. The varied time-structure provides for additional learning opportunities and helps develop the skills of self-directed learning, such as personal organization of time and tasks with the inclusion of unscheduled time and no bells. The academic learning situations include: the classroom, working with small groups of students on the same problem, focused work in the visual and performing art studios, supervised study, special help from the Learning Resources Specialist, independent projects, and use of the facilities such as the library. Non-academic possibilities include: working on school activities, socializing, exercising, and taking time for lunch.

Our Competency-Based Approach

Holland Hall's commitment to fostering intellectual curiosity and a life-long learning is reflected in our competency-based approach. This model emphasizes the deep learning of essential skills and knowledge, ensuring students develop a strong foundation for future academic success. By focusing on demonstrable competencies (noted for courses in this guide), students gain a clear understanding of learning targets and engage in rigorous coursework designed to cultivate critical thinking, problem-solving, and effective communication – transferable skills vital for success in college and beyond. This approach aligns with our mission to cultivate holistic and resourceful individuals, preparing them to thrive in post-secondary education and contribute meaningfully to the world.



Advanced Placement* And Honors Course Requirements

Courses designated as Advanced Placement (AP) conform to the course guidelines set forth in AP Course Descriptions prepared by the College Board and available from the AP Coordinator in the Upper School or individual AP teachers.

Students desiring to enroll in AP or honors courses may be required to have a recommendation from the respective department. Students should be aware of requirements from given departments. The guidelines for such recommendations are listed under the appropriate academic department headings in the Course Description section of this Guide. In general, it is recommended that students who desire to enroll in Honors or AP courses have historically earned B-'s or higher.

Any combination of three (3) AP and Honors courses is considered equivalent to four (4) non-honors courses. So, a senior taking three AP or Honors courses in a given semester needs to take only one additional graded departmental course to satisfy Minimum Course Load requirements. (Pass/Fail courses do not qualify as a 5th course in a standard enrollment, nor as a 4th course when there are 3 AP/Honors courses.) Any senior taking four AP or Honors courses in a given semester may do so only with the approval of the Head of Upper School and, if approved, will be considered as satisfying the Minimum Course Load requirement. Seniors electing to enroll in only 4 courses, as described above, may do so only with the approval of their college counselor and the Head of the Upper School.

Students enrolled in AP courses are required to take the AP tests as the final exam in the course. A student who enrolls in an AP course must pay the exam fee charged by the College Board unless he or she applies for and receives a fee waiver granted by the College Board based upon financial need. For further information, students should see the Head of the Upper School.

** The terms "Advanced Placement" and "AP" are registered trademarks of the College Board and are used in this publication only in reference to courses recognized and authorized by the College Board.*



Minimum Course Load

The minimum load that must be maintained by any student is five (5) departmental courses (course numbers WL0010-FA7254). The number of Advanced Placement (AP) or Honors courses a student takes during a given year may alter this expectation. (See ADVANCED PLACEMENT* AND HONORS COURSE REQUIREMENTS. Any exception to this rule must be approved by the Head of Upper School and the College Counseling office. Holland Hall intends to offer the courses outlined in this book; however, whether a course can be offered depends on enrollment and staffing questions. The school will communicate with students and families if a course cannot be offered in a given year. NOTE: Pass/Fail courses are excluded from the range for the five (5) departmental, so can be enrolled only as a sixth or seventh course.

Not all courses earn credit or count toward graduation requirements. Please refer to each department's section for specific details on course eligibility and credit allocation.

- **9th Grade:** All 9th graders will take a course in Math, World Languages, PEP, Global Issues, and Literature and Composition (formally known as Exposition and Argumentation prior to 2025-2026). Further, 9th graders begin exploring options in Fine Arts, Religious Studies, Technology Media & Design, or other subject areas.
- **10th Grade:** All 10th graders will take a course in Math, World Languages, Biology, Introduction to Literary Analysis, and US History. Further, 10th graders continue exploring additional course work in all options in Fine Arts, Religious Studies, Technology Media & Design, or other subject areas.
- **11th Grade:** 11th grade offers additional flexibility to take required courses (Math, American Studies, World Language and Chemistry) while exploring additional options of curricular focus. Students will be advised to continue in Holland Hall's college preparatory coursework in Fine Arts and also continue work in other subject areas.
- **12th Grade:** 12th grade allows the most flexibility to students to explore areas of interest while maintaining a college preparatory course load. All seniors must take English in both semesters and ought to continue their studies in Math, Science, Social Studies, World Languages, Fine Arts, and other subject areas.
- While the minimum load is five departmental courses, students ought to take advantage of Holland Hall's liberal arts approach. Nearly all students will enroll in six or seven courses per semester, and students in the upper grades have opportunities to demonstrate special focus in one or more disciplines.



NCAA Eligibility

The NCAA (National Collegiate Athletic Association) establishes and enforces rules nationwide regarding the academic preparation and continuing qualification of individuals participating in college-level sports. The contents of this Curriculum Guide are supplied to and reviewed by the NCAA.

A very few courses described in this Curriculum Guide are not approved by the NCAA for credit and are listed in PURPLE. These courses will NOT qualify student athletes for NCAA eligibility.

Courses which are new to the Upper School's list of departmental offerings may be noted elsewhere in this guide as "pending approval" and are listed in ORANGE. These designated courses are pending NCAA approval. They may be taken as an elective. Check the NCAA eligibility status with College Counseling if required for NCAA credit.

These warnings simply mean that any potential college athlete must enroll in a different course for equivalent credit. The student may still enroll in the course for Holland Hall graduation credit, but should ALSO enroll in a NCAA-approved course during the same term to maintain eligibility. This is no reflection on the quality of the course offering. The NCAA sometimes has difficulty classifying interdisciplinary courses as belonging to the same discipline Holland Hall might. If you believe you might be recruited to play your sport at a Division I or II school you MUST enroll in enough NCAA-approved courses to meet their requirements. Direct any inquiries about this to the College Counseling offices.

Senior Intern Program – A Profile



Purpose

Holland Hall seniors dedicate their time to the Senior Internship Program during the last few weeks of the spring semester. The selection of a particular site is determined by the senior's interest in a particular career path or area of exploration. The intent of this program is to:

- **A.** expose them to the rigors and realities of the working world and/or the rewards of community involvement
- **B.** encourage them to learn something about themselves
- **C.** explore the offerings in their community
- **D.** explore a career path of their interest
- **E.** contribute additional value to their school experience
- **F.** facilitate their choice of a career path and/or community involvement throughout their lives

Internship Program

Company Internship Program – Seniors will be required to intern with a specific company, hospital, law office, TV/radio, etc. The intern is subject to all company rules and regulations.

Senior Intern Responsibilities

These are the responsibilities expected during the Senior Intern Program. Each Senior must:

- **A.** Complete and hand in the Agreement Form prior to beginning the Internship
- **B.** Agree to abide by the supervisor/organization/company's rules and regulations
- **C.** Intern for no remuneration
- **D.** Write a final evaluation paper describing the internship experience using the guidelines provided on the Senior Internship page on Schoology
- **E.** If students are enrolled in an AP class, they will be responsible for making arrangements with their internship hosts to take the AP exam

Time Requirement

Students are required to do 40 hours, with consideration given for each AP course in which they are enrolled. Hours may be fulfilled during the day, in the evening, or over the weekend. However, the hours should be spread out over the entire time of the Senior Intern Program.

NOTE: Successful completion of the Senior Internship Program is a graduation requirement.

Requirements For Graduation



The minimum requirement for graduation from Holland Hall is shown in the table below for credits taken in grades 9-12. While the minimum requirements ensure students receive a well-rounded liberal arts education, students routinely exceed the number of requirements as they explore various college preparatory pathways in fields of their interest. In most cases, students should strive to overtly exceed these departmental requirements.

Graduation Requirement Credits

Total Graduation Credits: 21.5
English: 4
Math: 3
Science: 3 (PEP, Biology, and Chemistry)
Social Studies: 3
World Languages: 3
Technology: 0.5
Fine Arts: 1.5 (Any combination of 3 arts courses and 1 arts course must be completed by the end of 10th gr.)
Religious Studies: 0.5
Athletics: 3 (9th & 10th gr. must participate in at least 2 seasons each year, 11th & 12th must participate in 1 season each year.)



A one-semester course receives one-half credit, and a full-year course one full credit. Most students graduate with more credits than the minimum. Listed below are minimum departmental requirements for graduation from Holland Hall. Specific course descriptions and departmental information are provided in the pages that follow.

World Languages – Three credits of a single language.

Science – Three credits. Minimum required courses: Physics and Engineering Principles, Biology, Chemistry.

Mathematics – Three credits. Minimum required courses: Algebra I, Geometry, and Algebra II.

English – Four credits. Three credits to be fulfilled by completing the three-year sequence:

- Literature and Composition (known as Exposition and Argumentation prior to 2025-2026) (9th)
- Intro to Literary Analysis (10th)
- American Studies (11th)
- Students complete the fourth credit requirement as seniors by taking English IV in both fall and spring semesters.

Social Studies – Three credits. The following courses are mandatory and fulfill the requirement:

- Global Issues (9th)
- United States History (10th)
- American Studies (11th)

Religious Studies – One-half credit. Students must earn the ½ credit in Religious Studies by taking one of the following courses:

- Comparative Religion in grade 9th, 10th, or 11th
- Philosophy of Mindfulness in grade 10th, 11th or 12th
- History of Christianity in grade 10th, 11th or 12th

Technology, Media & Design – One-half credit. Students must earn the ½ credit in Technology Studies by taking one of the following courses during grade 9th, 10th, 11th, or 12th, depending on the grade-level requirements of the given course:

- AP Computer Science Principles (10th – 12th)
- Photojournalism/Yearbook (10th – 12th)
- Advanced Yearbook (11th – 12th)
- Advanced Yearbook Honors (12th and instructor permission)
- Applied Technology Principles (9th – 12th)
- Technical Theatre (9th – 12th)



Fine Arts – Students must earn 1½ credits. This can be achieved by successfully completing any combination of three arts courses. All year-long courses receive ½ credit toward the Fine Arts graduation requirement, although they will receive one full credit on the transcript. Students are encouraged to participate in multiple arts disciplines, but only one credit per year may be earned toward the Fine Arts graduation requirement. Students concurrently enrolled in Concert Band and Jazz Ensemble, String Orchestra and Chamber Strings, or Concert Chorus and Holland Hall Singers can only earn ½ credit towards the Fine Arts graduation requirement, but will receive 2 credits on the transcript. At least one arts course must be completed by the end of 10th grade.

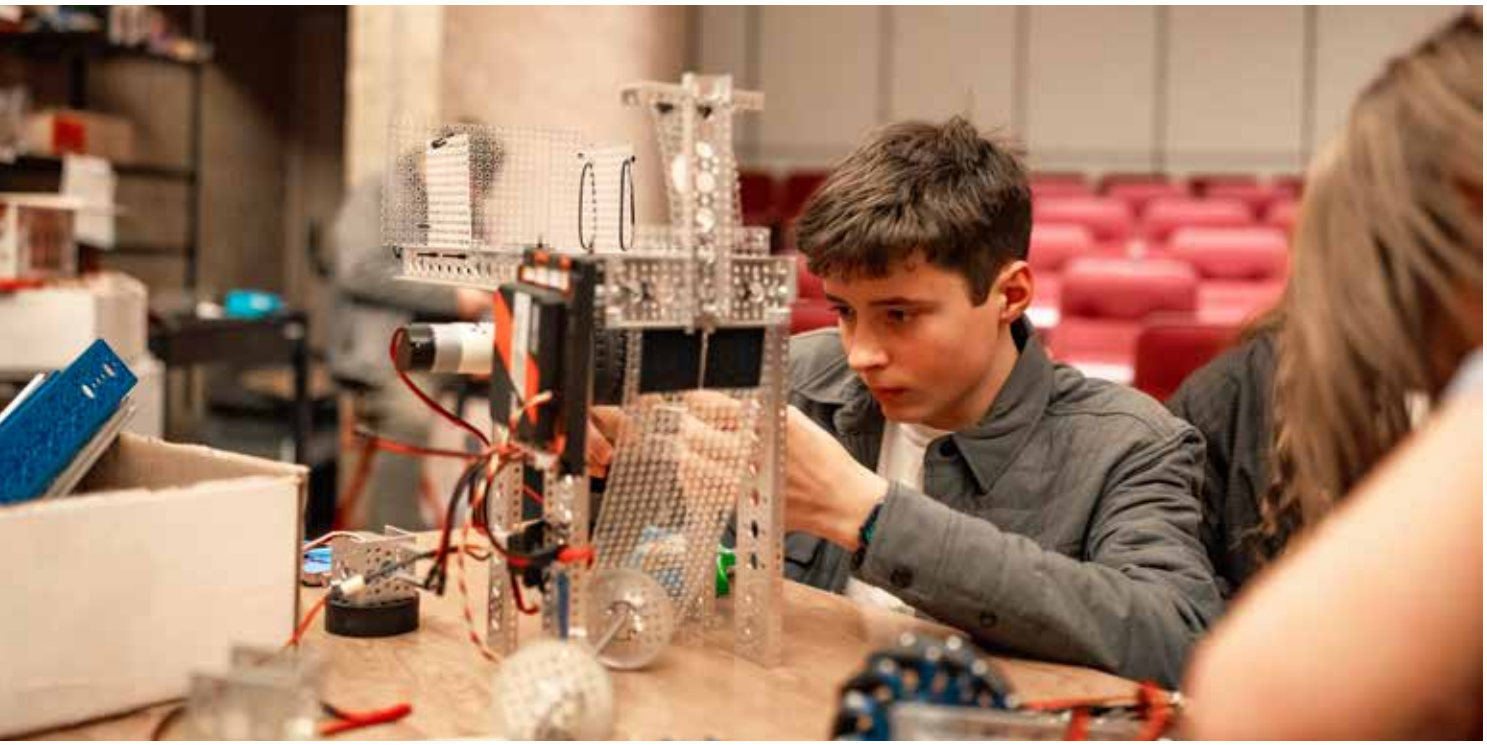
Physical Education/Athletics – 6 seasons of credit. One season may be earned for the successful completion of a season of any program. In grades 9 and 10, two seasons of activity are required, while grades 11 and 12, one season of activity is required. If an athletic activity is not offered at Holland Hall, a student may petition the Athletic Director Advisory Committee to substitute an alternative program for physical education credit.

Additional Non-Departmental Requirements

- Wellness (grade 9, full-year and grade 10, first semester)
- College Seminar (grade 11, second semester)
- Senior Seminar (grade 12, second semester) and Senior Intern Program (grade 12)

Electives – Additional courses sufficient to equal the minimum credits required for graduation are offered as electives.

Course Offerings 2026-2027



WORLD LANGUAGES

WL0010 French I
WL0012 French II
WL0014 French III
WL0019 French IV H
WL0021 French V H
WL0023 French VI H

WL0050 Spanish I
WL0052 Spanish II
WL0054 Spanish III
WL0060 Spanish IV H
WL0061 Spanish V H
WL0062 Spanish VI H

WL0070 Chinese I
WL0072 Chinese II
WL0074 Chinese III
WL0077 Chinese IV H
WL0079 Chinese V H
WL0080 Chinese VI H

SCIENCE

SC1012 Physics and Engineering Principles
SC1020 Biology
SC1030 Chemistry
SC1040 Physics
SC1050 Geology

SC1065 Physics H
SC1075 AP Chemistry
SC1084H Molecular Medicine H
SC1085H Human Anatomy & Physiology H
SC1129 Electricity and Magnetism H (S1)

SC1147 Robotics & Applied Engineering
SC1190 Chemical Analysis (S1)
SC1231 Electrical Design & Engineering (S2)
SC1260 Organic Chemistry H (S2)
SC1265 Astronomy (S2)

MATHEMATICS

MA2010 Algebra I
MA2013 Math I: Algebra I
MA2020 Geometry
MA2021 Geometry H
MA2023 Math II: Geometry
MA2030 Algebra II

MA2031 Algebra II H
MA2033 Math III: Algebra II
MA2040 Math Analysis
MA2041 Math Analysis H
MA2051 AP Calculus AB
MA2061 AP Calculus BC

MA2071 AP Statistics
MA2101 Intro to College Algebra
MA2180 Intro to Multivariable Calculus H
MA2201 Financial Literacy
MA2202 Intro to Statistics

ENGLISH

EN3063 Literature and Composition (known as Exposition and Argumentation prior to 2025-2026)
EN3022 Intro to Literary Analysis

EN3035 American Studies – English
EN3100 English IV (S1)
EN3100H English IVH (S1)
EN3200 English IV (S2)

EN3200H English IVH (S2)

SOCIAL STUDIES

SS4010 Global Issues
SS4023 United States History
SS4035 American Studies – History
SS4043 American Federal Government
SS4043H American Federal Government H
SS4126 The American Civil War (S1)
SS4126H The American Civil War H (S1)
SS4159 History of Domestic Terrorism
SS4159H History of Domestic Terrorism H (S1)
SS4160 American Women
SS4160H American Women H
SS4162 Making of the Modern World
SS4162H Making of the Modern World H
SS4243 Hidden History: National Security
SS4243H Hidden History: National Security H (S2)
SS4258 American Voices
SS4258H American Voices H
SS4259 Revolutionary America
SS4259H Revolutionary America H
SS4260 Heroes & Myths of America West
SS4260H Heroes & Myths of America West H
SS4261 Black Studies
SS4261H Black Studies H

RELIGIOUS STUDIES

RS5110 Comparative Religion
RS5180 Philosophy of Mindfulness (S1)
RS5220 Comparative Religion
RS5250 History of Christianity
RS5280 Philosophy of Mindfulness (S2)

TECHNOLOGY, MEDIA & DESIGN

TM6010 Intro to Journalism/Yearbook
TM6020 Photojournalism/Yearbook
TM6030 Advanced Yearbook
TM6040H Advanced Yearbook Honors
TM6060 Intro to Journalism/Magazine
TM6061 News Writing-Photoj/Magazine
TM6062 Adv. Writing-Photoj/Magazine
TM6031 AP Computer Science Principles
TM6110 Applied Technology Principles
TM6142 Technical Theatre I-Tech (S1)
TM6145 Technical Theatre II-Tech (S1)
TM6146 Technical Theatre III-Tech (S1)
TM6147 Robotics & App. Engineer-Tech (S1)
TM6210 Applied Technology Principles
TM6242 Technical Theatre I-Tech (S2)
TM6243 Technical Theatre II-Tech (S2)
TM6244 Technical Theatre III-Tech (S2)

FINE ARTS (MUSIC)

FA7014 Concert Band I
FA7015 Concert Band II
FA7016 Concert Band III
FA7017 Concert Band IV
FA7045 Jazz Ensemble I
FA7046 Jazz Ensemble II
FA7047 Jazz Ensemble III
FA7048 Jazz Ensemble IV
FA7035 String Orchestra I
FA7036 String Orchestra II
FA7037 String Orchestra III
FA7038 String Orchestra IV
FA7076 Chamber Strings I
FA7077 Chamber Strings II
FA7078 Chamber Strings III
FA7079 Chamber Strings IV
FA7050 Concert Chorus I
FA7051 Concert Chorus II
FA7052 Concert Chorus III
FA7053 Concert Chorus IV
FA7055 Holland Hall Singers I
FA7056 Holland Hall Singers II
FA7057 Holland Hall Singers III
FA7058 Holland Hall Singers IV

FINE ARTS (THEATRE)

FA7018 Advanced Acting & Performance I
FA7019 Advanced Acting & Performance II
FA7121 Acting I
FA7122 Acting II Improv for Ensemble Building
FA7142 Technical Theatre I
FA7143 Technical Theatre II
FA7144 Technical Theatre III
FA7221 Acting I
FA7222 Acting II Performance Studio
FA7242 Technical Theatre I
FA7243 Technical Theatre II
FA7244 Technical Theatre III

Activity Credit (see also under Athletics)
FA7179 Fall
FA7279 Winter
FA7379 Spring

FINE ARTS (DANCE)

FA7025 Modern Dance I
FA7026 Modern Dance II
FA7027 Modern Dance III
FA7028 Modern Dance IV
FA7126 Choreography
FA7226 Choreography

FINE ARTS (VISUAL ARTS)

FA7030 Painting I/II
FA7039 Advanced Art BC-Ceramics
FA7040 Advanced Art BC-Painting/Multimedia
FA7041 Advanced Art BC-Photo
FA7127 Photographic Arts, An Introduction
FA7128 Explorations in Photography
FA7131 New and Mixed-Media Arts
FA7133 Drawing I
FA7134 Drawing II
FA7151 Ceramics I
FA7152 Ceramics II
FA7153 Ceramics III
FA7154 Ceramics IV
FA7227 Photographic Arts, An Introduction
FA7228 Explorations in Photography
FA7231 New and Mixed-Media Arts
FA7233 Drawing I
FA7234 Drawing II
FA7251 Ceramics I
FA7252 Ceramics II
FA7253 Ceramics III
FA7254 Ceramics IV
FA7239 Advanced Art A-Ceramics
FA7240 Advanced Art A-Painting/Multimedia
FA7241 Advanced Art A-Photo

FINE ARTS (CREATIVE WRITING)

FA7149 Creative Writing (Arts)

NON-DEPARTMENTAL

ND8051 Freshman Wellness
ND8152 Sophomore Wellness
ND8225 College Seminar
ND8253 Senior Seminar

INTERDEPARTMENTAL/ADDITIONAL OFFERINGS

ND8099 Independent Study
ND8199 Independent Study
ND8299 Independent Study

ATHLETIC DEPARTMENT (NON-COMPETITIVE ACTIVITIES BY SEASON)

Coed	Fall		Winter		Spring
	AT9105	Sports Video and Editing	**AT9213**	Yoga (Winter)	
	AT9113	Yoga (Fall)	**AT9231**	Off Season Program Training (Winter)	
	AT9131	Off Season Program Training (Fall)			

ATHLETIC DEPARTMENT (NON-COMPETITIVE SEMESTER ACTIVITIES)

Coed	Fall Semester		Spring Semester	
	AT9125	Modern Dance I PE (1st Semester)	**AT9225**	Modern Dance I PE (2nd Semester)
	AT9127	Modern Dance II PE (1st Semester)	**AT9227**	Modern Dance II PE (2nd Semester)
	AT9132	Modern Dance III PE (1st Semester)	**AT9229**	Modern Dance III PE (2nd Semester)
	AT9133	Modern Dance IV PE (1st Semester)	**AT9230**	Modern Dance IV PE (2nd Semester)

ATHLETIC DEPARTMENT (COMPETITIVE SPORTS OFFERED BY SEASON)

Girls	Fall		Winter		Spring	
	AT9135	Cheerleading (Fall)	**AT9235**	Cheerleading (Winter)	**AT9344**	Golf
	AT9140	Cross Country	**AT9242**	Basketball	**AT9352**	Soccer
	AT9150	Field Hockey	**AT9247**	Wrestling	**AT9362**	Tennis
	AT9166	Volleyball	**AT9274**	Sports Medicine (Winter)	**AT9369**	Track and Field
	AT9174	Sports Medicine (Fall)			**AT9374**	Sports Medicine (Spring)

Boys	Fall		Winter		Spring	
	AT9135	Cheerleading (Fall)	**AT9235**	Cheerleading (Winter)	**AT9345**	Golf
	AT9141	Cross Country	**AT9243**	Basketball	**AT9353**	Soccer
	AT9171	Football	**AT9247**	Wrestling	**AT9355**	Baseball
	AT9174	Sports Medicine (Fall)	**AT9274**	Sports Medicine (Winter)	**AT9363**	Tennis
					AT9370	Track and Field
					AT9374	Sports Medicine (Spring)

ATHLETIC DEPARTMENT ALTERNATE COURSE AND EXEMPTION COURSES – PERMISSION REQUIRED

Course	Fall Course #	Winter Course #	Spring Course #
Alternative Sports	**AT9103**	**AT9203**	**AT9303**
Medical Excuse	**AT9411**	**AT9412**	**AT9413**

ACTIVITY CREDIT (SEE ALSO UNDER ARTS)

Course	Fall Course #	Winter Course #	Spring Course #
Activity Credit	**FA7179**	**FA7279**	**FA7379**



Holland Hall Upper School Course Numbers "Decoded"

Course numbers are assigned with specific meaning and can be interpreted as follows:

- The two alphabetic characters AND the 1st digit indicate the department which offers the course (e.g. **MA2**xxx = Math, **FA7**xxx = Fine Arts, etc.)
- The 2nd digit indicates timing of the offering. For academic department courses, interpret 2nd course number digits as follows:
  - x**0**xx = Year-long course
  - x**1**xx = First-Semester course
  - x**2**xx = Second-Semester course
- PE/Athletic department offerings use the 2nd digit in the course number as follows:
  - x**0**xx = Year-long course
  - x**1**xx = Either a Fall season course OR a First-Semester course (most Dance for PE offerings are semester-long classes)
  - x**2**xx = Either a Winter season course OR a Second-Semester course
  - x**3**xx = Spring season course
- The 3rd and 4th digits in the course number are generally arbitrary, but are unique for each offering. Most often these values increase to indicate the sequence or level of the course within the department, but there are many instances where offerings have no particular sequence requirements, and/or offerings were added to the curriculum in more recent school years and the next logical course number was not available.
- Some course numbers include an "H" appended to the 4-digits to indicate an honors-level variation on a course that is also offered without honors credit or designation. Those courses are normally scheduled to meet simultaneously with the non-honors course, but there are additional course expectations to qualify for the honors-level grading and credit.
- Note that some (but not all) PE/Athletic courses use unique course numbers for gender-specific versions of the same activity.



Course Descriptions And Departmental Information 2026-2027



Grade levels designated in course descriptions are the recommended levels. Students wishing to take a course in a level other than those designated should obtain permission from the Head of Upper School.

Departmental recommendation is required for all Honors-level and Advanced Placement courses, as well as additional courses so designated. Students seeking to enroll in such courses must have prior approval from the appropriate Department Chair.

Department Of

WORLD LANGUAGES

The study of world languages is an integral part of the Holland Hall curriculum. Whether it is learning to speak in French, Spanish, or Chinese, Holland Hall students gain valuable exposure to people of different cultural backgrounds and geographic locations. Learning another language eases communication in our global society and provides students with the opportunity to be global citizens. Students who reach the highest levels of language study have the option of taking Advanced Placement exams.

World Language Competencies: In the World Languages Department, all courses at all levels for all languages are designed to advance for competencies from beginning to advanced degrees of proficiency. The four competencies are:

- **Interpretive:** studying and using the target language to understand, explain, and expound written, viewed, or spoken discourse on a variety of topics.
- **Interpersonal:** interacting and negotiating meaning in spoken/written communication in real or near-real world settings.
- **Presentational:** communicating in the target language in various forms that are presented, published, or delivered using the most suitable media and technologies.
- **Intercultural:** developing and demonstrating cultural understanding through the study of and communication in the target language.

Department Requirements: Three credits of a single language. Students must complete at least three high school years in one language to fulfill the graduation requirement. All required credits must be in the same language. Students will be strongly encouraged to complete up to four years of language study while in the Upper School.

- Previous study of a world language in middle school or at another high school will be considered for the course level placement of the student at Holland Hall as they complete three high school years of world language.

Second Language: Students may enroll in a second world language with departmental approval.

FRENCH

French I

WL0010

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9 – 11 (12th graders need departmental approval)
- **Prerequisites:** None

This is an introductory course for students with little or no previous experience in French. Class work emphasizes speaking, listening, reading and writing skills. Students engage in a variety of multimedia activities to establish basic communication skills. Other work involves paired/group practice, songs, and games to develop language proficiency. The course includes basic grammar, short reading selections, and an introduction to the geography and culture of the Francophone worlds. A variety of authentic materials and resources are incorporated.

French II

WL0012

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9 – 12
- **Prerequisites:** French I

This is a continuing course for students who have completed the curriculum for French I. This course is conducted almost entirely in French. In addition to the acquisition of a broad practical vocabulary, students are exposed to more complex grammatical structures. Class work consists largely of paired activities to promote the use of language and foster confidence and enthusiasm for using French. Students are able to extend formulaic language and incorporate more creativity and spontaneity. A variety of authentic materials and resources are used to reinforce language skills.

French III

WL0014

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9 – 12
- **Prerequisites:** French II

The purpose of the French III program is to expand the student's knowledge of the language toward a higher level of fluency and bilingualism. This course is conducted almost entirely in French. Speaking and listening skills are expanded through active participation and interaction in class and a variety of techniques. The development of reading and writing skills is brought to a point at which students are able to read texts varying in complexity and literary value and to write short compositions on a variety of topics. Cultural appreciation is both factual and critical, as the students learn how to

understand cultural differences and similarities in the Francophone world.

French IV Honors

WL0019

- **Semester:** Full-Year / One Credit
- **Grade Level:** 10 – 12
- **Prerequisites:** French III

French IVH is an advanced level course and requires a recommendation from students' French III teacher. Students delve into advanced grammar and develop a more complex vocabulary, cultivating writing skills and enhancing verbal self-expression. Students write about themselves, ask information, and respond in different contexts such as emails, blog posts, critical analyses, generating infographics, making videos, and giving presentations. Students read literary works by authors from various Francophone cultures, as well as articles on current events and social issues. In addition, they watch clips from authentic sources as a means to explore identity and make cultural comparisons. Class time centers on discussion, during which students learn to express opinions and reflect on the opinions of their classmates, improving critical thinking skills.

French V Honors

WL0021

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11 – 12
- **Prerequisites:** French IV Honors

French V H is an advanced level course and requires a recommendation from students' French IVH teacher. Students hone their proficiency skills in all areas. Work in advanced grammar and vocabulary allows for more complex written and oral communication; writing receives special emphasis at this level. Students learn how to read and analyze authentic texts from literature, history, and current events. WIth a focus on solving real world problems, students broaden their understanding of the French-speaking world and make connections between their community and those of the Francophone world. Projects and class discussions touch on a variety of other topics such as identity, media and technology, social issues, and other AP French themes. Students also produce creative writing, both collaboratively and individually. The objective of this class is to broaden a student's vision of the French-speaking world, while honing their grammar and linguistic skills. **Note:** Students will be given the opportunity to take the AP French Language exam in May.

French VI Honors

WL0023

- **Semester:** Full-Year / One Credit
- **Grade Level:** 12
- **Prerequisites:** French V Honors

French VI Honors is a course conducted in French and a high level of participation is required. Students are exposed to AP French themes. The course is aimed at developing language skills to a fluency level and familiarizing the student with French culture through the study of contemporary Francophone works. Students will read and discuss texts, articles, and blogs in French while analyzing literature and authentic media. The students will broaden their vocabulary while investigating the cultural significance of these works in French speaking societies. The means to reach these goals involve extensive contact with the language in speaking, reading, and listening. Students will be engaged in daily practice of conversation and discussion of the topics and themes presented and studied in class. There will also be an emphasis on building writing skills through regular production of essays, direct comprehension of challenging reading, and critical analysis of the media. **Note:** Students will be given the opportunity to take the AP French Language exam in May.

SPANISH

Spanish I

WL0050

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9 – 11 (12th graders need departmental approval)
- **Prerequisites:** None

This beginning course is for students with little or no previous experience in the Spanish language. All four basic language skills are taught using a multimedia approach. Emphasis is placed on both oral and written communication. Learners use formulaic language (sounds, parameters, writing systems, etc.) to communicate about who they are and common topics of daily life, using different text types (learned words, signs, memorized phrases, high-frequency words, etc.). Students will also learn basic grammar concepts such as subject pronouns, present tense, interrogative words, definite and indefinite articles, noun adjective agreement, and more. The course also covers cultural topics related to the Hispanic world as determined by the instructor.

Spanish II

WL0052

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9 – 12
- **Prerequisites:** Spanish I

In Spanish II, learners continue using formulaic language, but exhibit some tendency to use the acquired structures creatively, to communicate about everyday occurrences in their life, using different text types (learned words, signs, memorized phrases, high-frequency words, etc.). Classes are conducted almost entirely in Spanish as students learn to communicate real ideas for a real purpose while learning new vocabulary and grammar in a practical context. Core grammatical structures include present tense irregular and stem-changing verbs, the present progressive tense, regular and irregular preterit tense conjugations, demonstrative, comparative and superlative adjectives, direct and indirect object pronouns, reflexive verbs, the imperfect tense, and formal affirmative commands. The course also covers cultural topics related to the Hispanic world as determined by the instructor.

Spanish III
WL0054

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9 – 12
- **Prerequisites:** Spanish II

In Spanish III, learners are able to express themselves about topics connected to their familiar environment or recurring in their life. They also participate in language-use opportunities outside the classroom for enjoyment and to improve their communicative skills; they rely on basic word and sentence formation, sentences, and strings of sentences as modes of communication. While they begin with an in-depth study of the present tense, the course quickly moves to more complex grammar topics. The instructor will use a variety of media and techniques to help reinforce the material including partner and small group work, animated shorts, dialogues, games, guided readings, and many others. The instructor may include other topics related to the culture and history of the Spanish-speaking world.

Spanish IV Honors
WL0060

- **Semester:** Full-Year / One Credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Spanish III

This course is designed to build upon and improve the skills acquired over the previous years of study. Speakers communicate their thoughts regarding events in the past, present and future objectively or subjectively using text types like paragraphs and strings of paragraphs. They also take the initiative in creating opportunities for communication outside the classroom. The course covers more difficult grammar structures such as preterit versus imperfect, present subjunctive, past subjunctive, and the conditional tenses. Students will build their vocabulary through the study of literature, music, animated shorts, film, short stories, and other readings. There is a heavy emphasis placed on using context and conversational opportunities for the language and grammar concepts taught in each unit.

Spanish V Honors
WL0061

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Spanish IV Honors

Spanish V Honors is an advanced course for students who are passionate about becoming proficient in Spanish. It integrates language practice with culture to create a rich learning environment almost completely in the target language. Each unit incorporates authentic resources related to various Spanish-speaking countries and cultures. Students explore a variety of topics such as travel, art, history, current events, literature, technology and contemporary culture. Students work with advanced grammar topics in the context of each topic. They develop interpretive skills by listening to authentic audio and visual recordings and reading advertisements, blogs, articles, and short literature selections. Students engage in guided and open-ended conversations and they prepare oral presentations. They write reflections, dialogues, informal and formal emails, and argumentative essays. Students interested in taking the AP Spanish language exam will have access to additional AP practice materials. **Note:** Students will be given the opportunity to take the AP Spanish Language exam in May.

Spanish VI Honors
WL0062

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Spanish V Honors

Spanish VI Honors is designed to enhance students' oral and written proficiency developed in Spanish V Honors, and all previous courses. Students continue strengthening mastery of the language through a variety of content, strategies, and practices, that include, although are not limited to, interpersonal communication competencies (expressing ideas, feelings, and opinions), comprehension skills (analyzing authentic literary and film selections), and "being there" experiences (working with elementary school students in dual language or language immersion settings). Throughout the course, students also refine and perfect the use of grammatical, phonetic, and syntactic structures; are introduced to varieties of the language in the Spanish-speaking world; cultivate an understanding of Hispanophone cultures; and are exposed to all the AP Spanish themes. Additionally, although not a requirement of the course, those students interested in taking the AP Spanish Language Exam receive further support and supplementary materials for extra practice. **Note:** Students will be given the opportunity to take the AP Spanish Language exam in May.

CHINESE

Chinese I
WL0070

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9 – 11 (12th graders need departmental approval)
- **Prerequisites:** None.

The Chinese I course is the beginning class for students with no previous knowledge (or less than one year) of Chinese. It introduces the phonetic and basic sentence structures. Pinyin, the phonetic system, is taught and required throughout the course, and Chinese radicals and stroke orders are introduced along with Chinese character writing. The course concentrates on speaking, reading, writing, and listening in basic conversations. Important aspects of Chinese history and culture are incorporated regularly into the class.

Chinese II
WL0072

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9 – 12
- **Prerequisites:** Chinese I

In Chinese II, students continue the work begun in Chinese I. More emphasis is placed on idiomatic usage and sentence patterns, as well as on more

complex conversational elements. The objective of this course is to develop the students' communicative skills by using expanded vocabulary and more complex sentence patterns. Important aspects of Chinese history and culture continue to be incorporated regularly into the class.

Chinese III

WL0074

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9 – 12
- **Prerequisites:** Chinese II

In Chinese III, students continue the work begun in Chinese II. The course continues to focus on developing communication skills with an increasing emphasis on reading, writing, typing ideographic characters, and expanding vocabulary. Daily listening and speaking activities aim to build students' skills to carry on a lengthy conversation. Various aspects of contemporary Chinese culture as found in magazines, journals, television, film, and videos are incorporated regularly into the class.

Chinese IV Honors

WL0077

- **Semester:** Full-Year / One Credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Chinese III

In Chinese IV Honors, students continue the work begun in Chinese III, such as reading and writing Chinese autobiographies, diaries, journals, stories, news, comments, and literary pieces. Daily class discussion and story-telling activities are also designed to strengthen students' speaking and listening skills. Participating in these activities, the students will develop a better understanding of modern China, various aspects of contemporary Chinese society, and current affairs.

Chinese V Honors

WL0079

- **Semester:** Full-Year / One Credit (subject to availability of teacher)
- **Grade Level:** 11 – 12
- **Prerequisites:** Chinese IV Honors

This course is designed for students interested in the advanced study of the Chinese language. It aims at helping students solidify their ability to comprehend, read, speak, and write in Chinese. In order to develop a better understanding of modern China, students will learn about various aspects of contemporary Chinese society, including geography and population, ethnic and regional diversity, history and culture. Students will read diaries, journals, stories, and literary pieces. There will also be a variety of student and teacher led activities including oral presentations, creative projects, interview projects, essay writings, and research projects. **Note:** Students will be given the opportunity to take the AP Chinese Language exam in May.

Chinese VI Honors

WL0080

- **Semester:** Full-Year / One Credit (subject to availability of teacher)
- **Grade Level:** 11 – 12
- **Prerequisites:** Chinese V Honors

Chinese VI Honors builds on Chinese V Honors, developing oral and written proficiency. Conducted in Chinese, the course requires active participation, refining communication skills through discussions on contemporary and cultural topics. Students express nuanced ideas, perspectives, and emotions while analyzing authentic texts, films, and materials. Students connect learning to real-world contexts, engaging with cultural traditions, societal issues, and historical narratives. Daily conversations, presentations, and essays enhance fluency, confidence, and writing skills, fostering a deeper appreciation of the language and culture. Note: Students will be given the opportunity to take the AP Chinese Language exam in May.

Department Of

SCIENCE

The science curriculum at Holland Hall emphasizes the inquiry approach to learning (hands-on experience) and seeks to instill an ability to use rational thinking skills. This approach frequently involves knowledge and application of the scientific method in a variety of ways. Scientific concepts are usually introduced either by a laboratory investigation, computer simulation, or by group discussion and analysis of accepted observations. These concepts are then applied to the solution of problems. Teachers also seek to enhance each student's appreciation for the natural world and humanity's role in its preservation.

Department Requirement: Three credits.

- Physics and Engineering Principles, Biology, and Chemistry

Honors/Advanced Placement Recommendation Policy

Students are encouraged to explore advanced courses in the sciences. In doing so, they should be attentive to course prerequisites and/or corequisites, paying special attention to the science classes that rely heavily on strong math skills.

FULL-YEAR COURSES

Physics and Engineering Principles

SC1012

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9
- **Prerequisites:** None
- **Competencies:** Using, Evaluating, Developing, & Testing Models / Collecting, Evaluating, & Interpreting Data / Planning, Investigating, & Designing Solutions / Mathematical & Computational Thinking

Physics and Engineering Principles is the required freshman science course. In this course students will begin exploring basic principles of physics through experimentation and content mastery, specifically the physics of waves and thermodynamics. Throughout the year, students will plan, build and operate at least 3 major physics-based projects. Skill development will emphasize engaging in scientific inquiry, evaluating, developing, revising and testing models, planning investigations and designing solutions, collecting, evaluating and interpreting data, utilizing mathematics and computational thinking in science and engineering, and constructing scientific explanations. Assessments are both summative (included in the grade) and formative (not included in the grade). Their summative assessments include labs, tests and projects.

Biology

SC1020

- **Semester:** Full-Year / One Credit
- **Grade Level:** 10
- **Prerequisites:** Algebra I, Physics and Engineering Principles
- **Competencies:** Engaging in Scientific Questioning / Using, Evaluating, Developing, & Testing Models / Collecting, Evaluating, & Interpreting Data / Constructing Scientific Explanations

In this course, biology is presented through the lens of compelling natural phenomena. While investigating student questions about these phenomena, students are challenged to develop mastery of the science competencies and essential concepts of biology. The central phenomena of this course are chosen to generate student interest in topics including, but not limited to, cell and molecular biology, structure and function through levels of the biological hierarchy, ecology, evolutionary biology, molecular and classical genetics, plant and animal physiology, and biotechnology. Summative assessments include tests, projects, and other methods of assessing student mastery.

Chemistry

SC1030

- **Semester:** Full-Year / One Credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Geometry, Physics and Engineering Principles, Biology (concurrent is allowed for math-qualified students, if space allows)
- **Competencies:** Constructing Scientific Explanations / Mathematical & Computational Thinking / Collecting, Evaluating & Interpreting Data / Using, Evaluating, Developing, & Testing Models

Chemistry is the study of the composition, structure, and behavior of substances and is increasingly demanding of our attention as the technological aspects of our lives continue to expand. This course will address topics such as atomic structure, mole concept, chemical bonding, chemical reactions, kinetic theory, acids and bases, oxidation-reduction processes, and others in the manner in which they relate to our world. This course will also develop investigative, problem-solving skills, argument driven inquiry as well as the ability to apply scientific and chemical principles to issues of the day ranging from personal wellness to transportation to sustainability. The ability to competently complete laboratory work and to handle significant volumes of various data are integral parts of science, therefore, this course will also provide opportunities for meaningful analysis of data and development of experimental procedures, techniques, and skills.

Physics

SC1040

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Biology, Algebra II, Chemistry (Chemistry may be concurrent)
- **Competencies:** Constructing Scientific Explanations / Mathematical & Computational Thinking / Collecting, Evaluating & Interpreting Data / Using, Evaluating, Developing, & Testing Models

This introductory physics course attempts to cover a complete core of physics concepts in preparation for college. Students are exposed to a clear conceptual development through discussion, demonstrations, and lab work followed by extensive practice working with both fundamental physics concepts and problem-solving skills. Throughout the course, the presentation and assessment emphasize not only the facts and equations of physics, but also the concepts behind the equations. A complete and modern lab using computer interfaces for data gathering and analysis complements a long list of traditional and state of the art student experiments. Topics include kinematics, dynamics, and conservation laws.

Physics Honors

SC1065

- **Semester:** Full-Year / One Credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Physics and Engineering Principles, Biology Concurrent with Chemistry, Math Analysis or Math Analysis Honors or Advanced Placement (AP) Calculus AB or Advanced Placement (AP) Calculus BC or Introduction to Multivariable Calculus Honors
- **Competencies:** Constructing Scientific Explanations / Mathematical & Computational Thinking / Collecting, Evaluating & Interpreting Data / Planning Investigations & Designing Solutions

Physics Honors is an algebra/trig-based, advanced-level course. Physics honors covers the topics listed in our regular "Physics" course description plus rotational dynamics, and an introduction to other topics like relativity. The units are designed to allow for more depth in analysis, deeper laboratory experiences and a greater emphasis on lab design. Students may elect to sit for the AP exam in early May, but class time will not be used to practice or review for the exam, and the course will continue to meet after the AP exam date.

Geology

SC1050

- **Semester:** Full-Year / One Credit
- **Grade Level:** 12 (11 with departmental recommendation)
- **Prerequisites:** Physics and Engineering Principles, Biology
- **Competencies:** Engaging in Scientific Questioning / Using, Evaluating, Developing, & Testing Models / Collecting, Evaluating & Interpreting Data / Obtaining, Evaluating, & Connecting Information

Geology is the study of how the earth was formed and the dynamic forces that have shaped and changed the earth through time. The study begins with the make-up of the earth and the processes that affect the earth and then uses that information to reconstruct geologic history. Geology allows for experiences with minerals, rocks, fossils, volcanism, landscape sculpturing agents, plate tectonics, natural resources, and environmental impact through direct contact with materials in the laboratory and on field trips. Other methods of exploration include class discussion and observing presentations, satellite information, maps, and videos.

Advanced Placement (AP) Chemistry

SC1075

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Chemistry, Physics or Physics Honors (completed or concurrent)
- **Competencies:** Constructing Scientific Explanations / Mathematical & Computational Thinking / Collecting, Evaluating & Interpreting Data / Evaluating, Developing, & Testing Models

The AP Chemistry course is intended to be the equivalent of a first year college general chemistry. The fundamental concepts and topics introduced in the first year of high school chemistry are briefly reviewed. These include chemical reactions, stoichiometry, atomic structure, periodic properties, basic concepts of bonding and gasses. This review is followed by additional topics of study. These topics are molecular geometry, intermolecular forces, solutions, chemical kinetics, chemical equilibria, acid-base equilibria, solubility equilibria, chemical thermodynamics and electrochemistry. Laboratory experiments are chosen from those recommended for AP Chemistry by the College Board and include guided inquiry, qualitative and quantitative analytical experiments.

Molecular Medicine Honors

SC1084H

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Physics and Engineering Principles, Biology, Chemistry, and (Physics or Physics Honors may be concurrent)
- **Competencies:** Engaging in Scientific Questioning / Evaluating, Developing, & Testing Models / Collecting, Evaluating & Interpreting Data / Obtaining, Evaluating, & Communicating Information

Molecular Medicine is an advanced, hands-on course that explores the intersection of molecular biology and medical applications. It will replace the current Biotechnology and Bioethics course. In this course, students will engage with current topics in molecular biology and biomedical research through a combination of modeling, primary literature analysis, and laboratory work. The course will cover fundamental concepts in pathogenesis, immunology and genetics, as well as their practical applications in modern medicine. Actual content may change from year to year in order to incorporate the latest breakthroughs in molecular medicine and address student interests. Possible topics include: the molecular basis of antibiotics and how they work, vaccine design and implementation, insulin, semaglutide and the molecular basis of diabetes, sickle cell disease and CRISPR-based therapies, cancer biology and targeted therapies. Social justice and medicine will be considered within the context of the topics that are being studied.

Human Anatomy and Physiology Honors

SC1085H

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Physics and Engineering Principles, Biology, Chemistry, and (Physics or Physics Honors may be concurrent)
- **Competencies:** Mathematical & Computational Thinking / Collecting, Evaluating & Interpreting Data / Evaluating, Developing, & Testing Models / Planning Investigations & Designing Solutions

Learn the intricacies of the human body with this course, designed for students seeking a comprehensive understanding of the fundamental principles that sustain our bodies. Students will explore the structure and function of most body systems by engaging with interactive lectures, lab experiences, modeling, dissections, and discussions. Over the course of the year, we navigate through the body using the "Anatomy-In-Clay" system, where students build structures onto a 3-foot skeleton framework. Student learning will culminate in a mandatory multi-week long mammalian dissection. Emphasizing real-world applications, this course equips students with a solid foundation in anatomical terminology, critical thinking skills, and a deep appreciation for the marvels of the human body. Designed for those aspiring to careers in healthcare or life sciences, this course prepares students for the challenges and opportunities in the dynamic field of anatomy and physiology. Organization, time management, and a motivation to study (independently and in student-created study groups) is required for all students in this course.

FIRST-SEMESTER COURSES

Electricity and Magnetism Honors

SC1129

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Physics or Physics Honors, Math Analysis or Math Analysis Honors (concurrently)
- **Competencies:** Using, Evaluating, Developing, & Testing Models / Mathematical & Computational Thinking / Constructing Scientific Explanations

In this course, students will continue their studies beyond the other physics courses. Students that have completed either Physics or Honors Physics would be eligible to take this course. The objective of this course is to prepare students more deeply for physics in college. This course would be appropriate for a student that anticipates studying engineering, science, physics or pre-med in college, or for a student that just has an interest in electrical and magnetic phenomena. We'll cover a variety of topics including electric charge, Coulomb's Law, electric potential, circuits and magnetic phenomena.

Chemical Analysis

SC1190

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Biology, Chemistry
- **Competencies:** Planning Investigations & Designing Solutions / Collecting, Evaluating, & Interpreting Data / Using, Evaluating, Developing, & Testing Models / Constructing Scientific Explanations

Chemical Analysis will introduce the foundation principles of analytical chemistry to students and will increase their readiness for independent scientific work. In the course they will use spectra from various instruments to deduce the structure of molecules, use sound quantitative analytical techniques and appropriate statistical analysis to determine the contents of a sample, as well as produce a comprehensive report of analytical activity that fully and accurately describes a material or a chemical synthesis. It will provide students with experience and skills with various quantitative analytical techniques, structural analysis and chemical identification. This course will address complex chemical and physical principles and will involve mathematical analysis and statistical treatment of experimental data.

Robotics & Applied Engineering-Science

SC1147

- To designate this course as a Technology, Media and Design credit, please use TM6147.
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Using, Evaluating, Developing, & Testing Models / Collecting, Evaluating, & Interpreting Data / Planning, Investigating, Designing Solutions & Systems Thinking

This course merges the principles of physics and mechanical engineering with technical fabrication. Using the FIRST Tech Challenge (FTC) as a project framework, students will navigate the iterative design process to build a competitive autonomous robot. The class balances scientific inquiry—analyzing kinematics, torque, and sensor data—with technical skills in CAD software, 3D printing, and Java-based programming. Beyond the design and build, students operate as a professional firm, documenting their process and technical iterations in a formal Engineering Notebook. This course offers students the flexibility to earn either a Science or Technology credit based on their personalized academic path. **Note:** Participation in regional FTC competitions and occasional weekend events is a required component of the course.

SECOND-SEMESTER COURSES

Electrical Design and Engineering

SC1231

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Physics and Engineering Principles, Geometry
- **Competencies:** Planning Investigations & Designing Solutions / Collecting, Evaluating, & Interpreting Data / Using, Evaluating, Developing, & Testing Models / Mathematical & Computational Thinking

Electrical Design and Engineering will introduce students to electrical circuitry, Arduino microcontrollers, lab instrumentation like multimeters and oscilloscopes, and the engineering design process. Students will learn about circuit components like resistors, capacitors, power sources and transistors. The class will be largely project-based and will involve performing labs and completing a project. This class will allow students to develop a number of skills that are important in the scientific and engineering disciplines. Skills will include circuit design and breadboarding, Arduino coding, trouble-shooting circuits, test and measurement, and documentation of work. The course will culminate in a final project in which students build a circuit to perform some task.

Organic Chemistry: Reactions and Mechanisms Honors

SC1260

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisite:** Chemistry, Physics or Physics Honors (may be taken concurrently)
- **Competencies:** Planning Investigations & Designing Solutions / Collecting, Evaluating, & Interpreting Data / Using, Evaluating, Developing, & Testing Models / Constructing Scientific Explanations

In their post-secondary education, many Holland Hall students will pursue degrees that require courses in organic chemistry. Perhaps there is no other course with a greater reputation for challenge and difficulty. The purpose of this elective is to demystify the foundation principles of organic chemistry and increase the readiness of our students for this significant academic hurdle. It will provide students with experience and skills in recognizing, naming, and predicting the reactivity of different classes of organic compounds and will equip students for future success by providing a rigorous laboratory experience and an appreciation for the complexity afforded by the bonding characteristics of the carbon atom. This course covers complex chemical concepts and principles without the mathematical rigor that is characteristic of some advanced chemistry courses.

Astronomy

SC1265

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisite:** Physics and Engineering Principles, Biology
- **Competencies:** Engaging in Scientific Questioning / Collecting, Evaluating, & Interpreting Data / Constructing Scientific Explanations

Astronomy is the study of the universe. In this course students will learn about the properties of stars and stellar evolution, the constellations visible in the northern hemisphere, the nature of the planets, our solar system, and the Milky Way as well as other galaxies. After a survey of the historical highlights of the scientific exploration that brought us to our present understanding, students will examine the fundamentals behind current astronomical studies and space exploration. Nighttime observation labs including moon observations, stargazing and telescope use will be required. Much of the course will be project-based, including a final research presentation.

Department Of

MATHEMATICS

The goals of the Mathematics Department focus primarily on developing in the student the ability to select and use appropriate methods in problem-solving. By studying the various branches of mathematics, the student learns to organize, analyze, and synthesize data, formulate problems in mathematical terms, and estimate and judge the reasonableness of calculations. In the process of becoming increasingly able to use mathematics in everyday life, the student learns to use a wide variety of computational skills and develops an appreciation for the beauty and logic of the discipline of mathematics.

Department Requirement: Three credits taken during grades 9 – 12.

- Minimum Required Courses for Graduation: Algebra I, Geometry, Algebra II.

Honors/Advanced Placement Recommendation Policy

- If a student is in a regular math course, the student should maintain an "A" average on quizzes and tests to be recommended for an Honors course the following year.
- If already in an honors-level math course, students should maintain a "B" average on quizzes and tests in that course to continue in the honors program. If a student is in Algebra II, the department uses this same guideline for the student to proceed to Math Analysis. If a student is in Math Analysis, the department uses this same guideline for the student to proceed to AB Calculus.
- It is rare for a student new to Holland Hall to be selected for an honors math course his/her first year of attendance. He/she must score exceptionally well on the entrance exam and be in the upper 90th percentile in math on standardized tests, in order to qualify.
- Final approval signature of the Department Chair is required.

Graphing Calculator Policy

- All upper school math classes require the use of a graphing calculator. The department recommends any calculator in the TI-84 family of calculators.

FULL-YEAR COURSES

Algebra I

MA2010

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9
- **Prerequisites:** None
- **Competencies:** Numerical Reasoning, Proportional Reasoning, Algebraic Reasoning, Functional Reasoning

The Algebra I course includes the study of the properties of numbers, linear and quadratic equations, inequalities, graphing techniques, radicals, functions, polynomials, and real-world application problems. Students will also work to develop proper methods of learning mathematics and study habits that will be essential for individual progress.

Math I: Algebra I

MA2013

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9
- **Prerequisites:** Departmental and Administrative Recommendation
- **Competencies:** Numerical Reasoning, Proportional Reasoning, Algebraic Reasoning, Functional Reasoning

The Math I: Algebra I course focuses on mastering the basic concepts of Algebra I and improving mathematical reasoning abilities. The course includes the study of the properties of numbers, linear and quadratic equations, inequalities, graphing techniques, radicals, functions, polynomials, and real-world application problems. The course follows the curriculum of the Algebra I course, but takes an approach that places a greater emphasis on improving number sense and making conceptual connections. Enrollment in this course requires math department and administrative recommendation.

Geometry

MA2020

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9 – 10
- **Prerequisites:** Algebra I
- **Competencies:** Numerical Reasoning, Proportional Reasoning, Algebraic Reasoning, Spatial Reasoning

Geometry is the study of patterns and properties of shapes and their application in two and three dimensions. It builds on foundations established in algebra and extends to trigonometric relationships in right triangles. Students will problem solve to arrive at conclusions, connect ideas to

complete geometric puzzles, and justify their steps along the way. Analog and digital construction tools are used to explore the topics discussed.

Geometry Honors

MA2021

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9 – 10
- **Prerequisites:** Honors Algebra I and Departmental Recommendation
- **Competencies:** Numerical Reasoning, Proportional Reasoning, Algebraic Reasoning, Spatial Reasoning

Geometry Honors is the study of patterns and properties of shapes and their application in two and three dimensions. It builds on foundations established in algebra and extends to trigonometric relationships in right triangles. Multi-step problem solving methods are emphasized. Construction tools, both online and analog, are used to explore the topics discussed. This course requires an enthusiasm for challenging problems and a strong ability to make conceptual connections.

Math II: Geometry

MA2023

- **Semester:** Full-Year / One Credit
- **Grade Level:** 10
- **Prerequisites:** Departmental and Administrative Recommendation
- **Competencies:** Numerical Reasoning, Proportional Reasoning, Algebraic Reasoning, Spatial Reasoning

The Math II: Geometry course includes the study of the traditional properties and applications of common geometric figures in two and three dimensions, as well as the study of transformations and right triangle trigonometry. The course follows the curriculum of the Geometry course, but emphasizes conceptual understanding with the goal of improving each student's algebraic techniques and number sense. A variety of problem solving methods are introduced, and applications to the real world are highlighted. Construction tools are used extensively to explore properties and concepts first-hand. Enrollment in this course requires Math Department and administrative recommendation.

Algebra II

MA2030

- **Semester:** Full-Year / One Credit
- **Grade Level:** 10 – 11
- **Prerequisites:** Geometry
- **Competencies:** Numerical Reasoning, Proportional Reasoning, Algebraic Reasoning, Functional Reasoning

Algebra II begins with a review of the topics from Algebra I, though each is explored in more depth than previously. The class then picks up the study of relations and functions, equations, and inequalities involving real numbers. Further exploration includes systems of equations (2 and 3 variables), polynomial, radical, exponential, and logarithmic functions along with their applications. Complex numbers are introduced, as well as brief units in trigonometry and statistics. The graphing calculator is used extensively for graph and data analysis.

Algebra II Honors

MA2031

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9 – 11
- **Prerequisites:** Geometry or Geometry Honors and Departmental Recommendation
- **Competencies:** Proportional Reasoning, Algebraic Reasoning, Spatial Reasoning, Functional Reasoning

Algebra II Honors focuses on functions in mathematics: linear, quadratic, exponential, logarithmic, rational, trigonometric, circular, and polynomial functions of higher degree and complex numbers. Extensive work in trigonometry is included. The course also emphasizes systems of equations and inequalities, both linear and quadratic. Emphasis is given to the application of mathematics to real-world models. The graphing calculator is used extensively for the analysis of graphs and data.

Math III: Algebra II

MA2033

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11
- **Prerequisites:** Departmental and Administrative Recommendation
- **Competencies:** Numerical Reasoning, Proportional Reasoning, Algebraic Reasoning, Functional Reasoning

The Math III: Algebra II course covers the same fundamental algebraic techniques and algorithms as the Algebra II course, but takes an approach that places more of an emphasis on conceptual connections and real-world applications. The course includes the study of relations, functions, equations and inequalities involving real numbers. Further exploration includes systems of equations (2 and 3 variables), polynomial functions, exponential functions, and logarithmic functions. Complex numbers are introduced, and brief units in trigonometry and statistics are included. The graphing calculator is used extensively for graph and data analysis. Enrollment in this course requires Math Department and administrative recommendation. (Math III does not meet the prerequisite to enroll in Math Analysis or AP Statistics.)

Math Analysis

MA2040

- **Semester:** Full-Year / One Credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Algebra II and Departmental Recommendation
- **Competencies:** Proportional Reasoning, Algebraic Reasoning, Spatial Reasoning, Functional Reasoning

This course is a rigorous survey of Precalculus concepts designed to prepare students for further study in mathematics and expand upon the concepts already studied in previous courses. The course begins with a thorough study of functions (polynomial, rational, exponential, and logarithmic), including graphing techniques, methods of combining functions, inverse functions, and applications. The course then moves on to an in-depth unit on trigonometry, which includes right triangle applications, graphing techniques, verifying identities, and solving trigonometric equations. Other topics covered include complex numbers, systems of equations, matrices, sequences and series, basic probability, and basic limit and differentiation methods.

Math Analysis Honors

MA2041

- **Semester:** Full-Year / One Credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Algebra II Honors and Departmental Recommendation
- **Competencies:** Proportional Reasoning, Algebraic Reasoning, Spatial Reasoning, Functional Reasoning

Math Analysis Honors begins with a thorough study of functions, as described in Math Analysis, but with a more sophisticated approach that pays more attention to the subtleties of the concepts. Other topics considered are trigonometry, polar coordinates and graphing, conic sections, parametric equations, and sequences and series. During the last quarter of the course, students will begin the Calculus curriculum, including the concept of a limit and basic differentiation techniques, in preparation for AP Calculus BC the following year.

Advanced Placement (AP) Calculus AB

MA2051

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Math Analysis and Departmental Recommendation
- **Competencies:** Proportional Reasoning, Algebraic Reasoning, Spatial Reasoning, Functional Reasoning

This challenging Advanced Placement course examines differential and integral calculus on the college level. The Calculus AB course emphasizes understanding concepts and problems expressed graphically, numerically, analytically and verbally. This multi-representational approach allows students to understand broad concepts as well as master specific techniques. Topics studied include limits, differentiation of functions (including transcendental functions), applications of derivatives, integration of functions, applications of integrals, and differential equations.

Advanced Placement (AP) Calculus BC

MA2061

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Math Analysis Honors and Departmental Recommendation
- **Competencies:** Proportional Reasoning, Algebraic Reasoning, Spatial Reasoning, Functional Reasoning

Advanced Placement Calculus BC is an extension of Calculus AB and is designed to cover approximately one semester of college work beyond the AB course. The BC curriculum is begun in the fourth quarter of Honors Math Analysis to allow time to cover this rigorous and demanding syllabus. In addition to the AB topics, this course includes the calculus of parametric, polar, and vector functions, improper integrals, sequences and series, advanced integration techniques, and Euler's Method.

Advanced Placement (AP) Statistics

MA2071

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Algebra II and Departmental Recommendation
- **Competencies:** Numerical Reasoning, Algebraic Reasoning, Statistical Reasoning

This AP course in statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns (probability) and Statistical Inference. The focus of the learning experience will be exploratory analysis through hands-on activities. Students will learn to interpret information from graphical and numerical displays and summaries.

FIRST-SEMESTER COURSES

Introduction to College Algebra

MA2101

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Algebra II
- **Competencies:** Numerical Reasoning, Proportional Reasoning, Algebraic Reasoning, Functional Reasoning

This course is designed for students who want to continue their math studies but are not yet ready for Math Analysis (Precalculus). The course will allow students to strengthen their algebraic and analytical skills in anticipation of taking Math Analysis or College Precalculus . Students will review and solidify their understanding of algebraic topics, including linear functions, polynomial functions, exponential functions, and logarithmic functions. Preparation for the ACT and SAT math tests will be integrated into the curriculum.

Introduction to Multivariable Calculus Honors

MA2180

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** AP Calculus BC and Departmental Recommendation
- **Competencies:** Proportional Reasoning, Algebraic Reasoning, Spatial Reasoning, Functional Reasoning

This course is a study of advanced mathematics beyond the AP Calculus BC curriculum. It is a survey of topics meant to prepare students for a college-level Multivariable Calculus course. The course introduces students to the differentiation and integration on functions of several variables. Topics of study include the geometry of three-dimensional space, vectors and vector operations, planes, surfaces, limits, continuity, partial derivatives, extrema,

integration techniques, and double integrals. The course will also include a brief review of infinite series from the BC curriculum.

SECOND-SEMESTER COURSES

Financial Literacy

MA2201

- **Semester:** One semester / ½ credit
- **Grade Level:** 12
- **Prerequisites:** Algebra II
- **Competencies:** Numerical Reasoning, Algebraic Reasoning

This course covers the essential personal finance topics necessary for students to become financially literate and confident in managing their money. Topics include budgeting and saving, banking and credit, taxes and insurance, investing, consumer skills, and financing higher education. Activities and projects will allow students to apply their knowledge in real-world simulations and case-studies. By the end of the course, students will have the tools to make informed decisions and handle the financial responsibilities that exist after graduation.

Introduction to Statistics

MA2202

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** Algebra II
- **Competencies:** Numerical Reasoning, Proportional Reasoning, Spatial Reasoning, Statistical Reasoning

This course will provide an introduction to the study of statistics with an emphasis on application. The class will embody four big ideas: 1) producing data through sampling and experimental design; 2) analyzing data utilizing categorical and or quantitative data; 3) synthesizing conclusions through inference; and 4) understanding and applying concepts of probability. These big ideas will be introduced theoretically and interacted with in real life applications. The semester will culminate with a significant final project which will merge the various concepts and serve as the final for the course.

Department Of

ENGLISH

The Upper School English curriculum emphasizes the language skills of reading, annotating, writing, listening, and speaking, and the knowledge and appreciation of literature. These skills are essential for intellectual growth in every academic field. Our curriculum challenges students to read, write, and think critically through the study of both literary classics and contemporary texts. Our selections reflect recognized literary merit and introduce students to a variety of themes that mirror and elucidate the human condition. Eleventh graders engage in a team-taught humanities course (American focus) that synthesizes literature and history.

Department Policies

- Students are required to complete all readings assigned by the department.
- Students are required to type their own papers unless the teacher and student have made prior arrangements.
- Eleventh graders may take English IV with approval from their advisor and the English department chair; however, such enrollments do not count toward the senior year English credit requirement.

Department Requirements: Four Credits. Three credits to be fulfilled by completing the three-year sequence:

- Literature and Composition (known as Exposition and Argumentation prior to 2025-2026)
- Intro to Literary Analysis (10th)
- American Studies (11th)
- Students complete the fourth credit requirement as seniors by taking English IV in both fall and spring semesters.

Senior English Honors Credit: Overview

The following applies to each senior English course designated with an honors designation (H): The English Department will receive letters of interest from interested students. Honors students should express commitment to demonstrating our five core competencies: actively engaging in discussion, conducting research, actively reading and engaging the text, writing effectively, and communicating effectively. An Honors Credit allows a student to undertake work of a more complex and challenging nature.

Requirements For Honors Credit

- Demonstrated leadership in the classroom, involving facilitating class discussions.
- 2-mod extra meeting with the instructor during the second half of the semester to discuss progress on synthesis essay and extra reading. You will need to schedule this time as a class when possible.
- Extra reading of at least 250 pages.
- A 4-5 page research-based synthesis essay that incorporates the extra reading into the regular course curriculum in addition to the regular coursework. (For Creative Writing, you will design your own independent study in genres of writing, with the end result being a creative writing manuscript.)

Eligibility For Honors Credit

- Honors credit may only be taken in a student's senior year.
- Due to the rigorous workload of the Honors credit, students who enroll in more than one Senior English course per semester may apply for only one Honors credit.
- To be considered for Honors credit, the student must submit a letter of interest.
- If a student has plagiarized in the past, including the use of generative AI, their eligibility will go through a greater review process.

Guidelines For Honors Credit

- Students must submit their letter of interest in the spring of their junior year in order to take either semester of honors English during senior year.

Deadline For Honors Credit

Interest letters must be submitted via the Google form in the Spring semester of their junior year. The only exceptions to this rule are for seniors new to Holland Hall and juniors with extenuating circumstances, such as a medical emergency. Students may NOT apply retroactively for Honors credit. The only window for "changing your mind" is during the add/drop period of the fall semester of your senior year.

FULL-YEAR COURSES

Literature and Composition

(known as Exposition and Argumentation prior to 2025-2026)
EN3063

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9
- **Prerequisites:** None
- **Competencies:** Actively Engaging in Discussion, Actively Reading & Engaging the Text, Writing Effectively

This course serves as an introduction to more advanced literature and analytical writing. Through the exploration of increasingly challenging literary texts, students learn to find multiple levels of meaning, to investigate views and experiences of the world different from their own, and create questions. The authors studied may include the following: Cary, Stoker, Sallinger, Liu, Dahl, Gordon, Gillman, and Hearst. Students develop writing skills through the multi-paragraph literary analysis essay. Significant emphasis is placed on the conventions of writing. Students also practice the skills of close reading, annotating, collaboration, question posing, and creativity.

Introduction to Literary Analysis

EN3022

- **Semester:** Full-Year / One Credit
- **Grade Level:** 10
- **Prerequisites:** Literature and Composition (known as Exposition and Argumentation prior to 2025-2026)
- **Competencies:** Actively Engaging in Discussion, Conducting Research, Actively Reading & Engaging the Text, Writing Effectively

One of the main objectives of the Introduction to Literary Analysis course is to provide students with the tools necessary for an informed and critical reading of literary and theoretical texts. This practice encourages extensive drafting of papers and allows students to become aware of their emerging voices as writers. We use the examination of literature to learn how to think critically about important and challenging human issues, to examine our own constructions of identity, and to create visual, oral, and written analyses of literature, culture, and writing itself. Literary Analysis also includes training in applying literary theory to reading and writing. As we examine various examples of literature and forms of literary analysis, we explore the connections between the concepts of Identity, Culture, and Power. We question how authors use literature to reflect, examine, psychoanalyze, subvert, and/or reform constructions of power within cultures. Texts include short stories, poetry, novels, and nonfiction essays. Authors studied may include F. Scott Fitzgerald, Kurt Vonnegut, Ray Bradbury, Langston Hughes, Joy Harjo, Elizabeth Bishop, Samuel Taylor Coleridge, Kara Jackson, Gwendolyn Brooks, Mary Shelley, Gene Luen Yang, and critical theorist Lois Tyson.

American Studies – English

EN3035

- **Semester:** Full-Year / Two Credits (1 English, 1 History)
- **Grade Level:** 11
- **Prerequisites:** Literature and Composition and Introduction to Literary Analysis
- **Competencies:** Actively Engaging in Discussion, Conducting Research, Actively Reading & Engaging the Text, Writing Effectively

American Studies is a team taught course utilizing members from both the Social Studies and English Departments to ensure students receive an enhanced amount of student/teacher interactions, which improves the educational experience. American Studies centers on Harkness discussions to build discourse through listening and expression, practicing skills of critical thinking and socio-emotional understanding. American Studies uses a competency-based learning approach in which students build both habits of mind and academic competencies. Throughout the semester, we assess outcomes based on the skills attached to each competency and track student progress over the course of the year. American Studies is a course that examines the United States by deploying analytical lenses, which help us reach an answer to the essential question of the course: What makes America, America? In this course, students will synthesize Native American, African, and European cultural perspectives when engaging primary and secondary source documents, podcasts, poetry, art, music, literature, and historical texts. Students will emerge from this course as critical thinkers who are able to analyze a variety of texts, and investigate how these texts reflect or challenge dominant conceptions of identity and power. The American Studies curriculum embraces and reflects the Holland Hall commitment to the Episcopal tradition of teaching and challenging our community to discard stereotypes, embrace inclusion, and practice radical empathy in every aspect of life. **Note:** All eleventh-grade students are automatically enrolled in BOTH EN3035 and SS4035 American Studies.

FIRST-SEMESTER COURSES

ENGLISH IV (S1)

EN3100

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 (with approval) or 12
- **Prerequisites:** American Studies (can be concurrent)
- **Competencies:** Actively Engaging in Discussion, Writing Creatively, Conducting Research, Actively Reading & Engaging the Text, Writing Effectively

English IV is the highest level of course in the English department, offering seniors a rigorous exploration of literature, culture, and composition. While specific course sections feature distinct thematic focuses—including various genre studies, identity analysis, creative writing, and historical movements—all sections prioritize advanced critical thinking, reading, and communication skills. Through active textual engagement, dynamic classroom discussion, and effective writing, students learn to articulate complex ideas with clarity and voice. This course elevates students' analytical abilities, preparing them to be thoughtful readers and skilled writers in a college preparatory environment.

ENGLISH IV H (S1)

EN3100H

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 (with approval) or 12
- **Prerequisites:** American Studies (can be concurrent)
- **Competencies:** Actively Engaging in Discussion, Writing Creatively, Conducting Research, Actively Reading & Engaging the Text, Writing Effectively

English IV is the highest level of course in the English department, offering seniors a rigorous exploration of literature, culture, and composition. While specific course sections feature distinct thematic focuses—including various genre studies, identity analysis, creative writing, and historical movements—all sections prioritize advanced critical thinking, reading, and communication skills. Through active textual engagement, dynamic classroom discussion, and effective writing, students learn to articulate complex ideas with clarity and voice. This course elevates students' analytical abilities, preparing them to be thoughtful readers and skilled writers in a college preparatory environment.

SECOND-SEMESTER COURSES

ENGLISH IV (S2)

EN3200

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 (with approval) or 12
- **Prerequisite:** American Studies (can be concurrent)
- **Competencies:** Actively Engaging in Discussion, Conducting Research, Actively Reading & Engaging the Text, Writing Effectively

English IV is the highest level of course in the English department, offering seniors a rigorous exploration of literature, culture, and composition. While specific course sections feature distinct thematic focuses—including various genre studies, identity analysis, creative writing, and historical movements—all sections prioritize advanced critical thinking, reading, and communication skills. Through active textual engagement, dynamic classroom discussion, and effective writing, students learn to articulate complex ideas with clarity and voice. This course elevates students' analytical abilities, preparing them to be thoughtful readers and skilled writers in a college preparatory environment.

ENGLISH IV H (S2)

EN3200H

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 (with approval) or 12
- **Prerequisite:** American Studies (can be concurrent)
- **Competencies:** Actively Engaging in Discussion, Conducting Research, Actively Reading & Engaging the Text, Writing Effectively

English IV is the highest level of course in the English department, offering seniors a rigorous exploration of literature, culture, and composition. While specific course sections feature distinct thematic focuses—including various genre studies, identity analysis, creative writing, and historical movements—all sections prioritize advanced critical thinking, reading, and communication skills. Through active textual engagement, dynamic classroom discussion, and effective writing, students learn to articulate complex ideas with clarity and voice. This course elevates students' analytical abilities, preparing them to be thoughtful readers and skilled writers in a college preparatory environment.

Department Of

SOCIAL STUDIES

The Holland Hall social studies curriculum is a gateway to critical thinking and a nuanced understanding of the complexities shaping human societies. We are committed to nurturing active student participation through cooperative learning and discovery. Our classes emphasize empowering students for individual analysis and contribution. By instilling critical thinking skills, we prepare students to question assumptions and navigate the complexities of a globalized world. Our goal is to cultivate inquisitive minds capable of analyzing, evaluating, and synthesizing information, equipping them for success in an ever-evolving landscape.

It is important to study history because recognition of patterns and themes of the past, as well as the causes of significant developments and ideas, helps us understand the present in which we live. History is the study of everything that humans have done within the context of civilization. Our classes reflect this fact through thematic structures of teaching and a willingness to explore a more interdisciplinary approach to the subject. We want our students to be well grounded in the history of the western tradition, yet able to understand and appreciate non-western cultures. We seek to create in our students a cosmopolitan worldview that allows them to seek answers from a variety of perspectives and disciplines. Finally, we value the active participation of the student in the process, emphasizing cooperative learning and discovery, individual analysis, and student empowerment.

Department Requirement: Three credits. The following courses are mandatory and fulfill the requirement:

- Global Issues (9th)
- United States History (10th)
- American Studies (11th)

Social Studies Honors Credit

For each senior elective designated with an honors designation (H) in the Social Studies Department, all 12th grade students are welcome to enroll. 11th Grade students can enroll in honors courses with Department approval only. An Honors Credit provides an opportunity for students to engage in advanced and rigorous coursework, exploring complex concepts and issues within the realm of social studies.

Requirements For Social Studies Honors Credit

- Honors students will be asked to take on leadership roles within the class.
- Honors students will be assigned additional traditional texts, advanced articles, books, primary sources, as well as visual materials such as art, maps, photographs, and other relevant visual representations.
- Honors students will complete an honors capstone project, which allows for independent research on a topic of their choice within the realm of social studies and/or connected to the content of their selected elective.

Eligibility For Honors Credit

- Due to the rigorous workload of the Honors credit, students who enroll in more than one Honors Social Studies course per semester may only do so with Department approval.
- In pursuit of Honors credit, the student must demonstrate mastery in our core competencies, which are essential for scholarly inquiry in social studies. These competencies include close reading, historical reasoning, cultural understanding, conducting research, and effectively communicating assertions.

Guidelines For Honors Credit

- 11th Grade students must apply in the spring of their sophomore year in order to take honors Social Studies during Junior year.

Deadline For Honors Credit

- You may NOT apply retroactively for Honors credit. The only window for "changing your mind" is during the add/drop period of the fall semester.

Decision Process For Honors Credit

- The decision to approve enrollment for 11th graders will be made by the entire Social Studies department.

FULL-YEAR COURSES

Global Issues
SS4010

- **Semester:** Full-Year / One Credit
- **Grade Level:** 9
- **Prerequisites:** Required of all 9th grade students
- **Competencies:** Close Reading, Communicate Assertions

The ninth grade Global Issues course is designed to explore a range of human societies, the opportunities and challenges that exist in different regions of the world, as well as the terms that define the relationships between people, nations, and systems. Borrowing from disciplines across the social sciences, Global Issues will endeavor to identify and explore many of the realities of the emerging 21st Century world. Readings will include both non-fiction and current news sources, and film will be featured in order to provide a visual lens into the societies and issues that are studied. Importantly, the curriculum will be presented in ways that allow students to form individual ideas and questions, draw independent conclusions, and offer both reactions and solutions to a broad spectrum of human experiences and contextual circumstances. Skills based, collaborative, and open-ended by intent, Global Issues seeks to provide an introduction into the types of inquiry and conversations valued by the Upper School history department. This course is a required class for all ninth grade students.

United States History
SS4023

- **Semester:** Full-Year / One Credit
- **Grade Level:** 10
- **Prerequisites:** Required of all 10th grade students
- **Competencies:** Close Reading, Historical Reasoning, Conduct Research, Communicate Assertions

Historian William Appleman Williams observed, "History is a mirror in which, if we are honest enough, we can see ourselves as we are as well as the way we would like to be." In this spirit, our U.S. History course spans two semesters, providing a comprehensive exploration of America's past while encouraging students to reflect on its relevance to the present. The first semester examines American history from the pre-colonial era through the Civil War, while the second semester begins with Reconstruction and continues to the present. This structure combines a chronological framework with thematic projects and discussions, allowing students to explore recurring themes like democracy, conflict, innovation, and social change. The curriculum centers on developing core competencies that are vital for understanding history and its broader implications. These include close reading, effective communication, research, and historical reasoning. Through these competencies, students will hone their ability to critically analyze primary and secondary sources, engage in thoughtful discourse, and draw connections between historical narratives and contemporary issues. By the end of the course, students will be equipped with the skills necessary to approach history—and the world around them—with insight and understanding. US History is a required course for all tenth grade students.

American Studies – History
SS4035

- **Semester:** Full-Year / Two Credits (1 English, 1 History)
- **Grade Level:** 11
- **Prerequisites:** Required of all 11th grade students
- **Competencies:** Close Reading, Cultural Understanding, Historical Context, Communicate Assertions

American Studies is a team taught course utilizing members from both the Social Studies and English Departments to ensure students receive an enhanced amount of student/teacher interactions, which improves the educational experience. American Studies centers on Harkness discussions to build discourse through listening and expression, practicing skills of critical thinking and socio-emotional understanding. American Studies uses a competency-based learning approach in which students build both habits of mind and academic competencies. Throughout the year , we assess outcomes based on the skills attached to each competency and track student progress over the course of the year. American Studies is a course that examines the United States by deploying analytical lenses, which help us reach an answer to the essential question of the course: What makes America, America? In this course, students will synthesize Native American, African, and European cultural perspectives when engaging primary and secondary source documents, podcasts, poetry, art, music, literature, and historical texts. Students will emerge from this course as critical thinkers who are able to analyze a variety of texts, and investigate how these texts reflect or challenge dominant conceptions of identity and power. The American Studies curriculum embraces and reflects the Holland Hall commitment to the Episcopal tradition of teaching and challenging our community to discard stereotypes, embrace inclusion, and practice radical empathy in every aspect of life. **Note:** All eleventh-grade students are automatically enrolled in BOTH EN3035 and SS4035 American Studies.

American Federal Government
SS4043

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11 – 12
- **Prerequisite:** US History
- **Competencies:** Close Reading, Civic Understanding, Conduct Research, Communicate Assertions

This course aims to provide 12th grade students with a comprehensive understanding of the evolving landscape of American government. It will delve into the intricacies of contemporary political issues, exploring topics such as social justice, environmental policy, technological impact on governance, and the role of media in shaping public opinion. The course will adopt an interdisciplinary approach, drawing on political science, history, economics, and communication studies to provide a holistic view of the challenges and opportunities facing the United States in the 21st century.

American Federal Government H
SS4043H

- **Semester:** Full-Year / One Credit
- **Grade Level:** 12th grade only
- **Prerequisites:** American Studies
- **Competencies:** Close Reading, Civic Understanding, Conduct Research, Communicate Assertions

FIRST-SEMESTER COURSES

The American Civil War

SS4126

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisite:** US History
- **Competencies:** Close Reading, Historical Reasoning, Communicate Assertions

This course examines the causes and course of the American Civil War. We will explore the broad economic, cultural, and political origins of the conflict, including the issues of slavery, states' rights, and the growing sectional divide between the North and South in the decades leading up to war. Particular emphasis will be focused on the leadership of Abraham Lincoln throughout that conflict. The Civil War was a defining moment in American history, and knowing that history is useful in better understanding the current political divisions and challenges that exist in contemporary American society.

The American Civil War Honors

SS4126H

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 (with approval) or 12
- **Prerequisite:** American Studies

The History of Domestic Terrorism

SS4159

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** US History
- **Competencies:** Economic Understanding, Close Reading, Historical Reasoning, Cultural Understanding

This course looks at the recent history of domestic, homegrown terrorism from the late 19th century to today, as well as the extent to which terrorism has become a part of American life in the twenty-first century. Discussions, films, primary and secondary source analysis, and independent research projects will allow you to delve into the inner workings of terrorist plots across US history in order to better recognize and process future threats. If you are interested in pursuing any career involving the fields of political science, law, law enforcement, psychology, or criminology, or if you are interested in understanding the historical reasons for terrorist acts in America, or want to know what the prospects are for preventing future domestic acts of terrorism, this course will be both interesting and valuable to you.

The History of Domestic Terrorism Honors

SS4159H

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 (with approval) or 12
- **Prerequisites:** American Studies

American Women

SS4160

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** US History
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

The "ideal picture" of an American Woman looks vastly different throughout the twists and turns of American history. From revolution-era nurses to Suffragettes to Rosie the Riveter and beyond: societal pressures, political injustices, economic factors, and historical movements have shaped and been shaped by women of diverse backgrounds and identities. This course will delve into the rich, nuanced history of women in America from colonial times to present day. Through primary and secondary sources, students will explore the varied experiences, challenges, and triumphs of American women. At the same time, we will work our way through our course text, *The Body Project* by Joan Brumburg, which unpacks the psychological aspects of girlhood and womanhood that shed light on our past and present. We will examine the lives of notable historical figures – both widely recognizable names and those who are largely overlooked. This gender-focused understanding of American history will serve as a valuable historical lens and provide students with yet another way to contextualize themselves in the present by understanding the past.

American Women Honors

SS4160H

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 (with approval) or 12
- **Prerequisites:** American Studies
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

The Making of the Modern World

SS4162

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** US History
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

"We are born and raised under circumstances neither of our own choosing nor our own making," writes historian Robert Marks. Exploring the roles of continental axes, the agricultural and industrial revolutions, technological innovations, diseases, and other factors, this course approaches global history through environmental and geographic lenses on an expanded timescale. Students will engage groundbreaking, interdisciplinary secondary sources including Jared Diamond's Pulitzer Prize winning book, Guns, Germs, and Steel and Alfred Crosby's masterpiece, The Columbian Exchange, in an attempt to explain how the world we have inherited came to exist.

The Making of the Modern World Honors

SS4162H

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 (with approval) or 12
- **Prerequisites:** American Studies
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

SECOND-SEMESTER COURSES

Hidden History: National Security

SS4243

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** US History
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

Hidden History examines America's foreign policy (1945-present) by Democratic and Republican administrations towards the Global South. This course seeks to understand how "national security" is defined and whether it creates a democratic world order or subverts it. Primary source documents ranging from the Monroe Doctrine to National Security Council reports, together with congressional and presidential speeches, will flesh out the goals and objectives of the American government in its own words. Secondary sources fall into two categories. The first examines leaders and movements forging a different economic and political development model from that of the U.S. The second focuses on case studies where the U.S. government attempted to weaken or destroy political movements deemed harmful to its interests and way of life. Films, songs, and poetry highlight the cultural struggle between the U.S. and the Global South. The critical analysis learned by students in American Studies provides a "lens" through which to understand and evaluate American power in forging freedom and democracy. At the end of the course, students will research a case of American intervention not covered by the instructor to evaluate their ability to do research and demonstrate specified competencies.

Hidden History: National Security Honors

SS4243H

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 (with approval) or 12
- **Prerequisites:** American Studies
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

American Voices

SS4258

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** US History
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

This course will explore pivotal moments and critical debates in American history through the lens of iconic primary source materials. Students will consider and analyze the meaning and significance of these sources, exploring their historical context, philosophical implications, and contemporary relevance. By examining works from diverse thinkers, decision makers, artists, and activists, students will develop critical thinking skills, historical empathy, and a deeper understanding of the American experience. Source materials include famous speeches and addresses, policies, legislation, poems, and essays delivered or written during moments of historical and/or cultural importance. A new topic and primary source will be introduced at the beginning of every cycle.

American Voices Honors

SS4258H

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 (with approval) or 12
- **Prerequisites:** American Studies
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

Revolutionary America

SS4259

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** US History
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

We sit at a point in our nation's history in which it is not uncommon to turn on the news and hear talk of government overthrow or threats to democracy. We hear voices from across the vast political spectrum demanding changes – some that seem advantageous, others that feel critically destructive. These ideas may seem radical to some, but they are by no means new. Our nation was founded on the cornerstone of revolution – seeking liberty from tyranny and representation rather than absolute rule. This course will explore where these ideas come from, what they looked like in practice, and how they were experienced by the average American. We will examine primary sources from the Declaration of Independence to diaries written by colonial women to gain an understanding of revolutionary thinking from those who held the nation's authority *and* those who felt they had very little power at all. Students will investigate social, political, and economic factors that led to the American Revolution and, later, consider the legacy the revolution left.

Revolutionary America Honors

SS4259H

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 (with approval) or 12
- **Prerequisites:** American Studies
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

Heroes & Myths of the American West

SS4260

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** US History
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

The American West has always loomed large in our national imagination. From James Fenimore Cooper's Leatherstocking Tales to Larry McMurtry's Lonesome Dove, the evolution of Western heroes reflects America's shifting values, ambitions, and fears. The West's powerful mythos has inspired the rhetoric of transformational political leaders like Theodore Roosevelt, John Fitzgerald Kennedy, and Ronald Reagan. It has produced iconic popular culture duos such as John Ford and John Wayne or Sergio Leone and Clint Eastwood. Generations of scholars have identified the frontier as the genesis of American freedom, democracy, adventurousness, innovation, and egalitarianism—what Thomas Jefferson envisioned as an "empire of liberty." But these lofty ideals often obscure a much darker side of the American story, a contradictory past littered with human and environmental tragedies of epic proportions. Tracing the historical and mythic exploits of a succession of archetypal heroes including Pocahontas, Daniel Boone, Sacagawea, Davy Crockett, Kit Carson, Sitting Bull, "Buffalo Bill" Cody, Calamity Jane, "Wild Bill" Hickok, Crazy Horse, Bass Reeves, Quanah Parker, and Geronimo, students will grapple with the complex legacies and enduring popularity of the American West.

Heroes & Myths of the American West Honors

SS4260H

- **Semester:** One semester / ½ credit
- **Grade Level:** 12
- **Prerequisites:** American Studies
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

Black Studies

SS4261

- **Semester:** One semester / ½ credit\
- **Grade Level:** 11 – 12
- **Prerequisites:** US History
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

This course is designed to be a survey of American history from Black perspectives, scholarship, and experiences. Students will be engaged through the use of Black film, primary sources, secondary sources, literature, art, poetry, and music. Through the implementation of independent study projects, this course will focus on the cultivation of Black identity and the contributions of African Americans to the development of our nation's social, economic, and cultural fabric. From the iconic works of Langston Hughes, James Baldwin, Spike Lee, Ivan Van Sertima, W.E.B. Dubois, Toni Morrison, and many more, students will learn from multiple Black experiences. From pre-Columbus ancient African empires and resistance to the institution of slavery to the more modern experiences, African American Studies provides ample opportunities to delve into the history of America through the lenses of Black Americans. This course is open to all juniors and seniors as well as 10th grade students with permission from the department.

Black Studies Honors

SS4261H

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 (with approval) or 12
- **Prerequisites:** American Studies
- **Competencies:** Close Reading, Historical Reasoning, Cultural Understanding, Communicate Assertions

Department Of

RELIGIOUS STUDIES

Religious studies provides students with opportunities for both the educational investigation and personal exploration of religious and ethical values, beliefs and traditions. The courses offered encourage students to explore ideas freely, while providing an atmosphere that enables individuals to maintain and develop their own religious views and personal values.

Department Requirement: One-half credit.

All Upper School students must take at least one semester course in religion.

FIRST-SEMESTER COURSES

Comparative Religion

RS5110

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 11
- **Prerequisites:** None

This course explores five major world religions—Hinduism, Buddhism, Judaism, Christianity, and Islam—through the lens of how each tradition understands the human condition, its core problem, and the path to its resolution. Students will examine the key beliefs, practices, and rituals that shape religious life, including sacred texts, worship, customs, and holidays. Special attention will be given to the techniques each tradition offers for spiritual transformation, as well as the lives of major religious exemplars such as prophets, sages, and saints. Through discussion, analysis, and interfaith engagement, students will develop a deeper understanding of both the diversity and shared themes of religious experiences. The course encourages respectful dialogue and critical thinking, inviting students to reflect on the role of religion in history, culture, and contemporary society.

Philosophy of Mindfulness

RS5180

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 – 12
- **Prerequisites:** None

The amount of information is increasing exponentially, especially as technology becomes increasingly integrated into our daily lives. How can today's students manage the onslaught of information and the escalating "drumbeat" of change without becoming overwhelmed by it? This course will encourage students to take an "internal journey" through the exploration of art, poetry, music, drawing ("zentangles"), and philosophy to develop those non-cognitive skills—concentration, compassion, resilience, and self-reflection—that can help them to manage the "storm and stress" of living in 21st century society. Meditation and yoga will play an important role in fostering mindfulness and improving non-cognitive skills. Grading will be based upon a student's willingness to embrace the various non-cognitive aspects of the course, particularly meditation, yoga, zentangle drawings in a serious, respectful and thoughtful manner, and to participate actively and regularly in class discussions.

SECOND-SEMESTER COURSES

Comparative Religion

RS5220

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 11
- **Prerequisites:** None

This course explores five major world religions—Hinduism, Buddhism, Judaism, Christianity, and Islam—through the lens of how each tradition understands the human condition, its core problem, and the path to its resolution. Students will examine the key beliefs, practices, and rituals that shape religious life, including sacred texts, worship, customs, and holidays. Special attention will be given to the techniques each tradition offers for spiritual transformation, as well as the lives of major religious exemplars such as prophets, sages, and saints. Through discussion, analysis, and interfaith engagement, students will develop a deeper understanding of both the diversity and shared themes of religious experiences. The course encourages respectful dialogue and critical thinking, inviting students to reflect on the role of religion in history, culture, and contemporary society.

History of Christianity

RS5250

- **Semester:** One semester / ½ credit, **No NCAA credit**
- **Grade Level:** 10 – 12
- **Prerequisites:** None

This course explores the rich and dynamic history of Christianity by examining key turning points that have shaped this faith tradition. From its Jewish and Hellenistic roots to the modern era, students will study and analyze significant events, theological debates, and cultural influences that have defined Christianity across time and space. The course invites students to critically analyze historical contexts, explore foundational texts, and consider the interplay between religious movements and broader societal changes.

Philosophy of Mindfulness

RS5280

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 - 12
- **Prerequisites:** None

The amount of information is increasing exponentially, especially as technology becomes increasingly integrated into our daily lives. How can today's students manage the onslaught of information and the escalating "drumbeat" of change without becoming overwhelmed by it? This course will encourage students to take an "internal journey" through the exploration of art, poetry, music, drawing ("zentangles"), and philosophy to develop those non-cognitive skills—concentration, compassion, resilience, and self-reflection—that can help them to manage the "storm and stress" of living in 21st century society. Meditation and yoga will play an important role in fostering mindfulness and improving non-cognitive skills. Grading will be based upon a student's willingness to embrace the various non-cognitive aspects of the course, particularly meditation, yoga, zentangle drawings in a serious, respectful and thoughtful manner, and to participate actively and regularly in class discussions.

Department Of

TECHNOLOGY, MEDIA & DESIGN (TMD)

Students face a rapidly changing and innovative technological landscape. The challenge for any educational institution is to provide an environment that will equip students with the mindsets and competencies necessary to be able to navigate this evolving construct. The heart and drive of any innovation should be improving experiences by devising solutions to tackle challenges. The courses offered in the Technology, Media, & Design Department seek to equip students with the competencies and skills that will enable them to communicate effectively, develop project management skills, and engage in design-thinking processes that connect their passions with the applications of technology in problem-solving and real-world contexts. In this way the Technology, Media & Design Department serves to provide students with opportunities to be future-ready, develop the skills of effective collaboration, and fulfill their potential in service to others.

Technology, Media & Design: One-half credit. Students must earn a minimum of ½ credit in Technology Studies by taking one of the following courses during grade 9th, 10th, 11th, or 12th, depending on the grade-level requirements of the given course:

- AP Computer Science Principles (10th – 12th)
- Photojournalism/Yearbook (10th – 12th)
- Advanced Yearbook (11th – 12th)
- Advanced Yearbook Honors (12th and instructor permission)
- Applied Technology Principles (9th – 12th)
- Technical Theatre (9th – 12th)

FULL-YEAR COURSES

JOURNALISM/YEARBOOK

Students produce the Eight Acres yearbook in year-long courses as they advance from basic to in-depth scholastic journalism study. They publish an historical, cultural and memorable annual, to cover meaningful stories for their community from August through March. In April and May, they will participate in pitching, writing, and photographing stories for the Holland Hall magazine in cooperation with the Communications & Marketing Department, as well as studying the design process and beginning work on the next year's book. Students enrolled at all four levels are part of the Eight Acres Yearbook staff and will contribute content to the finished book.

Intro to Journalism/Yearbook

TM6010

- **Semester:** Full Year / One Credit – Pass/Fail, **No NCAA credit**
- **Grade Level:** 9 – 12
- **Prerequisites:** None, does not fulfill TMD graduation requirements.

This entry class will focus on the understanding and vocabulary of yearbooks, Jostens Monarch platform with its Adobe InDesign online program, journalistic storytelling with digital SLR cameras and phone cameras, and writing human experience stories and captions. They will learn to work solo, in pairs and in small groups and pull together to meet deadlines. Students will have access during class to six Canon mirrorless R10 cameras and will accompany the instructor on photo assignments to produce content for the yearbook as they learn to navigate a variety of event photography situations.

Photojournalism/Yearbook

TM6020

- **Semester:** Full Year / One Credit, **No NCAA credit**
- **Grade Level:** 10-12
- **Prerequisites:** Introduction to Journalism/Yearbook or instructor permission

This class explores the value of workflow in producing a creative project. Students focus on digital photography, from preparation and shooting to

post-processing using Photoshop for yearbook images. The curriculum includes both candid photography and portraiture. Students plan, interview and write copy to complete the photojournalism process, using the Google Drive system and MacWhisper translate to organize interviews and write copy. Students will write feature stories and learn Adobe InDesign to lay out pages for submission on deadline. Students will be required to schedule additional mods per cycle.

Advanced Yearbook

TM6030

- **Semester:** Full Year / One Credit, **No NCAA credit**
- **Grade Level:** 11-12
- **Prerequisites:** Photojournalism/Yearbook or instructor permission

Students will be challenged to develop and use skills in theme/branding design, graphic design, production using Adobe Suite/InDesign, effective use of social media, project planning, sales and marketing, ethics, and media literacy. As they do so, students participate in a complex project with a significant budget and responsibilities, developing real world competencies and skills. Students at this level are expected to lead small groups, meet plant deadlines and consider the overall impact of the project on the lives of all who are part of Holland Hall. Students will be required to schedule additional mods per cycle.

Advanced Yearbook Honors

TM6040H

- **Semester:** Full Year / One Credit, **No NCAA credit**
- **Grade Level:** 12
- **Prerequisites:** Advanced Yearbook or instructor permission

At this level of scholastic journalism, there are high expectations for students serving as publication staff and each student will be assigned specific roles as they help others accomplish their tasks while completing their own content responsibilities. Editorial leadership positions are appointed by the yearbook adviser based on an evaluation of each student's qualifications. This selection process takes into account the student's previous yearbook experience, demonstrated performance in past roles, and exhibited leadership abilities. The adviser carefully considers each candidate's skills in writing, design, photography, and team collaboration, as well as their capacity to guide and inspire their peers and to manage and devote adequate time to the project while juggling challenging personal schedules. Those wishing to take the course as an honors student will have additional responsibilities and will be tasked with writing their job description in cooperation with the adviser. Students will be required to schedule additional mods per cycle.

FULL-YEAR COURSES

JOURNALISM/MAGAZINE

Introduction to Journalism/ Magazine

TM6060

- **Semester:** Full Year / One Credit – Pass/Fail, **No NCAA credit**
- **Grade Level:** 9 – 12
- **Prerequisites:** Instructor permission; does not fulfill TMD requirements

Do you enjoy and follow the news and current events? Are you curious? Thoughtful? Know how to take initiative? Like to work hard? Do you love to write and/or take photographs? Do you spend your spare time working in photo or graphic design software "just for fun?" Do you believe that the media is an important force in a democracy? If these questions spark your interest, you owe it to yourself to give journalism a try. Experience and instruction come together in the journalism classroom to give you a real-world experience. Students study and discuss beginning journalism techniques so that they can understand important concepts and skills, and put their skills into practice by assisting with "Hallway" magazine as well as The Windmill, Holland Hall's arts magazine. This course is Pass/Fail and does not count towards Minimum Course Load.

News Writing and Photojournalism/Magazine

TM6061

- **Semester:** Full Year / One Credit – Pass/Fail, **No NCAA credit**
- **Grade Level:** 10 – 12
- **Prerequisites:** Introduction to Journalism/Magazine and instructor permission; does not fulfill TMD requirements

Based on their experience in Introduction to Journalism, each student will continue to train in reporting, editing, photography, design and layout and distribution. Each student will be assigned a staff position on "Hallway" magazine. There will be special emphasis placed on using Canva software.

Adv. News Writing and Photojournalism/Magazine

TM6062

- **Semester:** Full Year / One Credit – Pass/Fail, **No NCAA credit**
- **Grade Level:** 11 – 12
- **Prerequisites:** News Writing and Photojournalism and/or instructor permission, does not fulfill TMD requirements

AP Computer Science Principles
TM6031

- **Semester:** Full-Year / One Credit, **No NCAA credit**
- **Grade Level:** 10 – 12
- **Prerequisites:** Algebra I
- **Competencies:** Systems Thinking, Digital Citizenship, Digital Collaboration, Content Presentation

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. This is an introductory class for coding which also addresses other areas of computer science. The major areas of study address several "big ideas" which are fundamental to computer science: creativity, abstraction, data & information, algorithms, programming, the internet, and the global impact of computing. The curriculum portions which include writing code do require the choice of a programming language for purposes of consistency in demonstration and skills evaluation. This language will be determined by the instructor each year. Students are not required to enter this course with any particular programming language expertise, but those with background in other languages will learn the value of generalizable skills and should appreciate the degree to which those existing skills transfer into new coding environments. During the course, students will produce one digital artifact to submit to the College Board to be evaluated as part of their final AP exam score as well as answer questions about this artifact in the final AP exam at the end of the year. All students enrolled in AP Computer Science Principles are required to sit for the corresponding AP exam in May of 2025.

FIRST-SEMESTER COURSES

Applied Technology Principles-Tech
TM6110

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Digital Citizenship, Content Presentation, Digital Content Creation, Innovative Design

This is a course designed to act as a general introduction and foundation to various aspects of technology. Students will develop competencies in order to prepare them for the application of design-thinking in contexts such as coding, modeling, logic, user experience, collaboration, and communication through digital channels. In this class, technology will be viewed as a human-centered experience. Students will be challenged to exercise and explore empathy to develop projects that will support and serve others. Through a variety of projects, students will investigate and discuss emerging technology such as AIand 3D printing. Students will also experiment with technological design processes and develop computational thinking. This course is designed to be the first step as students explore the habits of mind, entrepreneurial engineering competencies, and digital citizenship necessary in our rapidly evolving world. These skills will prepare students for innovation in their academic and professional careers.

Technical Theatre I-Tech
TM6142

- **Semester:** One semester / ½ credit
  - To designate this course as a Fine Arts credit, please use FA7142.
- **Grade Level:** 9 – 12
- **Prerequisites:** None

Technical Theatre consists of hands-on projects in the basics of stage lighting, sound engineering, and rigging as they pertain to staging a production. Students in Technical Theatre will be encouraged to attend the Upper School production during the semester of study. Crew participation in the Upper School production is encouraged. It is the performance that ties the course work to its appropriate context.

Technical Theatre II-Tech
TM6145

- **Semester:** One semester / ½ credit
  - To designate this course as a Fine Arts credit, please use FA7143.
- **Grade Level:** 10 – 12
- **Prerequisites:** Technical Theatre I and/or Teacher Approval

Students will build upon the knowledge and skills learned from Technical Theatre I. Increased emphasis will be placed on the student's ability to manage self-directed, hands-on projects in stage lighting, sound engineering, and rigging, as they pertain to staging a production. Students in Technical Theatre II will be encouraged to attend the Upper School production performed during the semester of study. Crew participation in the Upper School production is encouraged. It is the performance that ties the course work to its appropriate context.

Technical Theatre III-Tech
TM6146

- **Semester:** One semester / ½ credit
  - To designate this course as a Fine Arts credit, please use FA7144.
- **Grade Level:** 10 – 12
- **Prerequisites:** Technical Theatre II and/or Teacher Approval

The focus of Technical Theatre III is the pre-production organization and planning use of technical requirements for events and productions involving stage lighting, sound reinforcement, sound effects and rigging. Students will use the skills learned in Technical Theatre I and II to examine, organize, gather needed supplies and implement a plan of action to support scenarios, events, and productions that require technical support. Students will be encouraged to attend the Upper School production performed during the

semester of study. Crew participation in the Upper School production is encouraged.

Robotics & Applied Engineering-Tech

TM6147

- **Semester:** One semester / ½ credit
  - To designate this course as a Science credit, please use SC1147.
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Using, Evaluating, Developing, & Testing Models / Collecting, Evaluating, & Interpreting Data / Planning, Investigating, Designing Solutions & Systems Thinking

This course merges the principles of physics and mechanical engineering with technical fabrication. Using the FIRST Tech Challenge (FTC) as a project framework, students will navigate the iterative design process to build a competitive autonomous robot. The class balances scientific inquiry—analyzing kinematics, torque, and sensor data—with technical skills in CAD software, 3D printing, and Java-based programming. Beyond the design and build, students operate as a professional firm, documenting their process and technical iterations in a formal Engineering Notebook. This course offers students the flexibility to earn either a Science or Technology credit based on their personalized academic path. **Note:** Participation in regional FTC competitions and occasional weekend events is a required component of the course.

SECOND-SEMESTER COURSES

Applied Technology Principles

TM6210

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Digital Citizenship, Content Presentation, Digital Content Creation, Innovative Design

This is a course designed to act as a general introduction and foundation to various aspects of technology. Students will develop competencies in order to prepare them for the application of design-thinking in contexts such as coding, modeling, logic, user experience, collaboration, and communication through digital channels. In this class, technology will be viewed as a human-centered experience. Students will be challenged to exercise and explore empathy to develop projects that will support and serve others. Through a variety of projects, students will investigate and discuss emerging technology such as AIand 3D printing. Students will also experiment with technological design processes and develop computational thinking. This course is designed to be the first step as students explore the habits of mind, entrepreneurial engineering competencies, and digital citizenship necessary in our rapidly evolving world. These skills will prepare students for innovation in their academic and professional careers.

Technical Theatre I-Tech

TM6242

- **Semester:** One semester / ½ credit
  - To designate this course as a Fine Arts credit, please use FA7242.
- **Grade Level:** 9 – 12
- **Prerequisites:** None

Technical Theatre consists of hands-on projects in the basics of stage lighting, sound engineering, and properties, as they pertain to staging a production. Students in Technical Theatre will be encouraged to attend the Upper School production during the semester of study. Crew participation in the Upper School production is encouraged. It is the performance that ties the course work to its appropriate context.

Technical Theatre II-Tech

TM6243

- **Semester:** One semester / ½ credit
  - To designate this course as a Fine Arts credit, please use FA7243.
- **Grade Level:** 10 – 12
- **Prerequisites:** Technical Theatre I and/or Teacher Approval

Students will build upon the knowledge and skills learned from Technical Theatre I. Increased emphasis will be placed on the student's ability to manage self-directed, hands-on projects in stage lighting, sound engineering, and properties, as they pertain to staging a production. Students in Technical Theatre II will be encouraged to attend the Upper School production performed during the semester of study. Crew participation in the Upper School production is encouraged. It is the performance that ties the course work to its appropriate context.

Technical Theatre III-Tech

TM6244

- **Semester:** One semester / ½ credit
  - To designate this course as a Fine Arts credit, please use FA7244.
- **Grade Level:** 10 – 12
- **Prerequisites:** Technical Theatre II and/or Teacher Approval

The focus of Technical Theatre III is the pre-production organization and planning use of technical requirements for events and productions involving stage lighting, sound reinforcement, sound effects and rigging. Students will use the skills learned in Technical Theatre I and II to examine, organize, gather needed supplies and implement a plan of action to support scenarios, events, and productions that require technical support. Students will be encouraged to attend the Upper School production performed during the semester of study. Crew participation in the Upper School production is encouraged.

Department Of

FINE ARTS

The arts illustrate the human experience and have the capacity to impact people on an intellectual and emotional level. They help us see the world from a different perspective and give us empathy to understand people, places, periods of history, and issues with which we may otherwise be unfamiliar. The arts matter because creativity is an infinite and enduring resource, one to draw upon in both the most joyous and the most challenging of moments.

Fine Arts: Students must earn 1½ credits. This can be achieved by successfully completing any combination of three arts courses. All year-long courses receive ½ credit toward the Fine Arts graduation requirement, although they will receive one full credit on the transcript. Students are encouraged to participate in multiple arts disciplines, but only one credit per year may be earned toward the Fine Arts graduation requirement. Students concurrently enrolled in Concert Band and Jazz Ensemble, String Orchestra and Chamber Strings, or Concert Chorus and Holland Hall Singers can only earn ½ credit towards the Fine Arts graduation requirement, but will receive 2 credits on the transcript. At least one arts course must be completed by the end of 10th grade.

MUSIC

CONCERT BAND

This course is open to all woodwind, brass, and percussion students in the Upper School. Topics of study include articulation, phrasing, tone quality, instrument care, how to practice, self-discipline, control and the essential elements for success in the concert ensemble environment. Emphasis is placed on developing the fundamental skills that are pertinent to performance on the various instruments. Music will be performed and recorded to allow students to hear and evaluate their progress individually and as a group. Sight-reading skills, rehearsal and live-performance etiquette, and aural-skill development will be emphasized. The Upper School Concert Band performs on-campus concerts and, if invited, at the Independent Schools Association of the Southwest Arts Festival. Students are encouraged to participate in regional solo/ensemble competitions and Holland Hall community functions.

All levels of Concert Band are designed to advance the following competencies from beginning to advanced degrees of proficiency: Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

Concert Band I

FA7014

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 9 – 12
- **Prerequisites:**
  - Two years of prior playing experience, or
  - Permission of instructor

Concert Band II

FA7015

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 10 – 12
- **Prerequisites:** Concert Band I, or equivalent

Concert Band III
FA7016

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 11 – 12
- **Prerequisites:** Concert Band II, or equivalent

Concert Band IV
FA7017

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 12
- **Prerequisites:** Concert Band III, or equivalent

JAZZ ENSEMBLE

This course is open to all piano, bass, guitar, woodwind, brass, and percussion students in the Upper School. Topics include articulation, phrasing, tone quality, instrument care, how to practice, self-discipline, control and the essential elements for success in the jazz ensemble environment. Emphasis is placed on developing the fundamentals of musicianship. Tone production, technique, sight reading and aural skills are emphasized. Other areas of study include big band styles, combo performance, jazz/rock phrasing, interpretation, chord and scale studies, and improvisation.

The Upper School Jazz Ensemble performs on-campus concerts and, if invited, at the Independent Schools Association of the Southwest Arts Festival. Students are encouraged to participate in regional solo/ensemble competitions and Holland Hall community functions. Social skills, self-concepts, cooperative talents, the creative mind and creative self-expression will also be nurtured through the study of music. Evaluation is based on class participation, individual effort, performance, progress and attitude.

The Jazz Ensemble is divided into levels to allow for students of different abilities to **co-exist** within the same ensemble while being evaluated by criteria specific to their skills. As a student advances to a higher level, there will be greater expectations with regard to areas of demonstrable skills, commitment, responsibility, self-motivation, self-direction, and self-evaluation. The different levels of Jazz Ensemble are as follows:

All levels of Jazz Band are designed to advance the following competencies from beginning to advanced degrees of proficiency: Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

Jazz Ensemble I (Introductory)
FA7045

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 9 – 12
- **Prerequisites:**
  - Concurrent enrollment in Concert Band or String Orchestra
  - OR Permission of instructor

Jazz Ensemble II (Intermediate)
FA7046

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 10 – 12
- **Prerequisites:**
  - Jazz Ensemble I
  - Concurrent enrollment in Concert Band I, II, III or IV or String Orchestra I, II, III or IV
  - OR Permission of instructor

Jazz Ensemble III (Upper)
FA7047

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 11 – 12
- **Prerequisites:**
  - Jazz Ensemble II
  - Concurrent enrollment in Concert Band I, II, III or IV or String Orchestra I, II, III or IV
  - OR Permission of instructor

Jazz Ensemble IV (Advanced)
FA7048

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 12
- **Prerequisites:**
  - Jazz Ensemble III
  - Concurrent enrollment in Concert Band I, II, III or IV or String Orchestra I, II, III or IV
  - OR Permission of instructor

STRING ORCHESTRA

This ensemble is open to all string players in the Upper School. Literature from all musical periods is studied and performed.

The primary goal of String Orchestra is the development and growth of musical expression for instrumentalists through the rehearsal and performance of a wide variety of music literature. Evaluation is based upon a student's knowledge and demonstration of fundamental playing techniques, ability to learn the music presented during rehearsals, and contributions to the success of the ensemble.

The Upper School String Orchestra performs on-campus concerts and, if invited, at the Independent Schools Association of the Southwest Arts Festival. Students are encouraged to participate in regional solo/ensemble competitions and Holland Hall community functions.

String Orchestra is divided into levels to allow for students of different abilities to co-exist within the same ensemble while being evaluated by criteria specific to their skills. As a student advances to a higher level, there will be greater expectations in regard to the areas of demonstrable playing skills, musicianship, commitment, self-direction, and self-evaluation. The different levels of String Orchestra are as follows:

All levels of String Orchestra are designed to advance the following competencies from beginning to advanced degrees of proficiency: Engage in the Creative Process / Produce, Perform, & Present / Reflect, Respond, & Analyze

String Orchestra I (Introductory)
FA7035

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 9 – 12
- **Prerequisites:** Two years of prior playing experience or permission of instructor

String Orchestra II (Intermediate)
FA7036

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 10 – 12
- **Prerequisites:** String Orchestra I or equivalent

String Orchestra III (Upper)
FA7037

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 11 – 12
- **Prerequisites:** String Orchestra II or equivalent

String Orchestra IV (Advanced)
FA7038

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 12
- **Prerequisites:** String Orchestra III or equivalent

CHAMBER STRINGS

This course is open to all students concurrently enrolled in String Orchestra. The goal of this course will be to help students develop the skills necessary to perform as a member of a small ensemble or as a soloist. Content will be determined by skill appropriate music literature. Intended outcomes will be increased technical skill on the part of the individual student, and the development of performance opportunities. The Upper School Chamber Strings performs on-campus concerts and, if invited, at the Independent Schools Association of the Southwest Arts Festival. Students are encouraged to participate at functions such as concerts, solo and ensemble contests, morning meeting, and chapel. Evaluation is based on the demonstration of basic ensemble techniques, ability to learn music presented in the course, and contributions to the success of the ensemble.

All levels of Chamber Strings are designed to advance the following competencies from beginning to advanced degrees of proficiency: Engage in the Creative Process / Produce, Perform, & Present / Reflect, Respond, & Analyze

Chamber Strings I
FA7076

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 9 – 12
- **Prerequisites:**
  - Concurrent enrollment in String Orchestra I, II, III or IV
  - OR Permission of instructor

Chamber Strings II
FA7077

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 10 – 12
- **Prerequisites:**
  - Chamber Strings I
  - Concurrent enrollment in String Orchestra I, II, III or IV
  - OR Permission of instructor

Chamber Strings III
FA7078

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 11 – 12
- **Prerequisites:**
  - Chamber Strings II
  - Concurrent enrollment in String Orchestra I, II, III or IV
  - OR Permission of instructor

Chamber Strings IV
FA7079

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 12
- **Prerequisites:**
  - Chamber Strings III
  - Concurrent enrollment in String Orchestra I, II, III or IV
  - OR Permission of instructor

CONCERT CHORUS

Concert Chorus is open to any Upper School student with an interest in singing and an enjoyment of music. Previous singing or musical experience is not a prerequisite.

The primary goal of Concert Chorus is the development and growth of musical expression for singers through the rehearsal and performance of a wide variety of music literature. Students are introduced to the basic elements of vocal production, ensemble singing, and the fundamentals of music notation and sight singing. Evaluation is based upon a student's knowledge and demonstration of fundamental singing techniques, ability to learn the music presented during rehearsals, and contributions to the success of the ensemble.

Students in the Concert Chorus are responsible for participating in various concerts throughout the school year including the Service of Lessons and Carols in December and, if invited, the Independent Schools Association of the Southwest Arts Festival.

Concert Chorus is divided into levels to allow students of different abilities to co-exist within the same ensemble while being evaluated by criteria specific to their skills. As a student advances to a higher level, there will be greater expectations in regard to the areas of demonstrable vocal skills, musicianship, commitment, self-direction, and self-evaluation. The different levels of Concert Chorus are as follows:

All levels of Concert Chorus are designed to advance the following competencies from beginning to advanced degrees of proficiency: Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

Concert Chorus I (Introductory)
FA7050

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 9 – 12
- **Prerequisites:** None

Concert Chorus II (Intermediate)
FA7051

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 10 – 12
- **Prerequisites:** Concert Chorus I or equivalent

Concert Chorus III (Upper)
FA7052

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 11 – 12
- **Prerequisites:** Concert Chorus II or equivalent

Concert Chorus IV (Advanced)
FA7053

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 12
- **Prerequisites:** Concert Chorus III or equivalent

HOLLAND HALL SINGERS

Holland Hall Singers is open by audition to students concurrently enrolled in Concert Chorus or at the director's discretion. The primary goal of the Holland Hall Singers is the development and growth of musical expression through the rehearsal and performance of choral music written for a small ensemble of singers (18 to 24 voices). Participation in this ensemble helps to develop confidence in singing independently and provides additional performance opportunities for the more advanced singer. Evaluation is based upon a student's knowledge and demonstration of fundamental singing techniques, ability to learn the music presented during rehearsals, and contributions to the success of the ensemble.

Students in the Holland Hall Singers are responsible for participating in

several major concerts during the year, additional functions both on campus and in the community, and, if invited, the Independent Schools Association of the Southwest Arts Festival.

Holland Hall Singers is divided into levels to allow students of different abilities to co-exist within the same ensemble while being evaluated by criteria specific to their skills. As a student advances to a higher level, there will be greater expectations with regard to the areas of demonstrable vocal skills, musicianship, commitment, self-direction, and self-evaluation. The different levels of Holland Hall Singers are as follows:

All levels of Holland Hall Singers are designed to advance the following competencies from beginning to advanced degrees of proficiency: Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

Holland Hall Singers I (Introductory)

FA7055

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 9 – 12
- **Prerequisites:**
  - Concurrent Enrollment in Concert Chorus I, II, III or IV
  - OR Permission of Instructor

Holland Hall Singers II (Intermediate)

FA7056

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 10 – 12
- **Prerequisites:**
  - Holland Hall Singers I
  - Concurrent enrollment in Concert Chorus I, II, III or IV
  - OR Permission of Instructor

Holland Hall Singers III (Upper)

FA7057

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 11 – 12
- **Prerequisites:**
  - Holland Hall Singers II
  - Concurrent enrollment in Concert Chorus I, II, III or IV
  - OR Permission of Instructor

Holland Hall Singers IV (Advanced)

FA7058

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 12
- **Prerequisites:**
  - Holland Hall Singers III
  - Concurrent enrollment in Concert Chorus I, II, III or IV
  - OR Permission of Instructor

THEATRE

FULL-YEAR COURSES

Advanced Acting and Performance I

FA7018

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 11 – 12
- **Prerequisites:**
  - Acting I and Acting II, OR
  - Permission from Instructor
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

Actors will build a toolbox of skills that will enable them to have a more thorough understanding of the process of creating characters of diverse ages, backgrounds, temperaments, and emotions. They study the classical acting techniques of world-renowned acting coaches like Anton Stanislavski, Uta Hagen, and Sanford Meisner and perform scenes from modern and classic plays such as Aristophanes, Shakespeare, and Moliere. Students will participate in various on campus performances and, if invited, the Independent Schools Associations of the Southwest Arts Festival.

Advanced Acting and Performance II

FA7019

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 12
- **Prerequisites:**
  - Acting I, Acting II, and Advanced Acting and Performance I, OR
  - Permission from Instructor
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

This advanced acting class emphasizes greater depth and strength of a wide range of character types and styles. Students will work in class ensembles and pursue leadership that exemplifies professional ideas for the more serious actor. Students will be able to apply skills learned to the college level and beyond. Students will participate in various on campus performances and, if invited, the Independent Schools Association of the Southwest Arts Festival.

FIRST-SEMESTER COURSES

Acting I

FA7121

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

This course is designed to provide an introduction into the basics theatre fundamentals and stage acting. The students will gain basic skills in acting, analyzing, improvisation, visualization, breathing, and relaxation as well as a working vocabulary of theatre terms. Students will develop knowledge of dramatic scene structure, explore two-person scenes, monologues, and discover the ability to use "self" (body, mind, and imagination) in a believable, honest way to transform self to character.

Acting II: Improv for Ensemble Building

FA7122

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Acting I – OR – Permission from Instructor
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

Acting II involves exploration and further training within the basic principles and tools of acting, including an emphasis on critical analysis of oneself, others and characters. The tools include ensemble performing, character and script analysis, and directing. This will continue the exploration of the development of the actor's instrument: voice, body and imagination. Students will use monologue and scene work for their performance at Theatre Night at the end of the semester.

Technical Theatre I

FA7142

- **Semester:** One semester / ½ credit
  - To designate this course as a Technology credit, please use CS6142.
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

Technical Theatre consists of hands-on projects in the basics of stage lighting, sound engineering, and rigging, as they pertain to staging a production. Students in Technical Theatre will be required to attend the Upper School production during the semester of study. Crew participation in the Upper School production is encouraged. It is the performance that ties the course work to its appropriate context.

Technical Theatre II

FA7143

- **Semester:** One semester / ½ credit
  - To designate this course as a Technology credit, please use CS6145.
- **Grade Level:** 10 – 12
- **Prerequisites:** Technical Theatre I and/or Teacher Approval
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

Students will build upon the knowledge and skills learned from Technical Theatre I. Increased emphasis will be placed on the student's ability to manage self-directed, hands-on projects in stage lighting, sound engineering, and rigging, as they pertain to staging a production. Students in Technical Theatre II will be encouraged to attend the Upper School production performed during the semester of study. Crew participation in the Upper School production is encouraged. It is the performance that ties the course work to its appropriate context.

Technical Theatre III

FA7144

- **Semester:** One semester / ½ credit
  - To designate this course as a Technology credit, please use CS6146.
- **Grade Level:** 10 – 12
- **Prerequisites:** Technical Theatre II and/or Teacher Approval
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

The focus of Technical Theatre III is the pre-production organization and planning use of technical requirements for events and productions involving stage lighting, sound reinforcement, sound effects and rigging. Students will use the skills learned in Technical Theatre I and II to examine, organize, gather needed supplies and implement a plan of action to support scenarios, events, and productions that require technical support. Students will be required to attend the Upper School production performed during the semester of study. Crew participation in the Upper School production is encouraged.

SECOND-SEMESTER COURSES

Acting I
FA7221

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

This course is designed to provide an introduction into the basics theatre fundamentals and stage acting. The students will gain basic skills in acting, analyzing, improvisation, visualization, breathing, and relaxation as well as a working vocabulary of theatre terms. Students will develop knowledge of dramatic scene structure, explore two-person scenes, monologues, and discover the ability to use "self" (body, mind, and imagination) in a believable, honest way to transform self to character.

Acting II: Performance Studio
FA7222

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Acting I – OR – Permission from Instructor
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

Acting II involves exploration and further training within the basic principles and tools of acting, including an emphasis on critical analysis of oneself, others and characters. The tools include ensemble performing, character and script analysis, and directing. This will continue the exploration of the development of the actor's instrument: voice, body and imagination. Students will use monologue and scene work for their performance in Theatre Night at the end of the semester.

Technical Theatre I
FA7242

- **Semester:** One semester / ½ credit
  - To designate this course as a Technology credit, please use CS6242.
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

Technical Theatre consists of hands-on projects in the basics of stage lighting, sound engineering, and rigging, as they pertain to staging a production. Students in Technical Theatre will be required to attend the Upper School production during the semester of study. Crew participation in the Upper School production is encouraged. It is the performance that ties the course work to its appropriate context.

Technical Theatre II
FA7243

- **Semester:** One semester / ½ credit
  - To designate this course as a Technology credit, please use CS6243.
- **Grade Level:** 9 – 12
- **Prerequisites:** Technical Theatre I and/or Teacher Approval
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

Students will build upon the knowledge and skills learned from Technical Theatre I. Increased emphasis will be placed on the student's ability to manage self-directed, hands-on projects in stage lighting, sound engineering, and rigging, as they pertain to staging a production. Students in Technical Theatre II will be encouraged to attend the Upper School production performed during the semester of study. Crew participation in the Upper School production is encouraged. It is the performance that ties the course work to its appropriate context.

Technical Theatre III
FA7244

- **Semester:** One semester / ½ credit
- **To designate this course as a Technology credit, please use CS6244.**
- **Grade Level:** 10 – 12
- **Prerequisites:** Technical Theatre II and/or Teacher Approval
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Response, & Analyze

The focus of Technical Theatre III is the pre-production organization and planning use of technical requirements for events and productions involving stage lighting, sound reinforcement, sound effects and rigging. Students will use the skills learned in Technical Theatre I and II to examine, organize, gather needed supplies and implement a plan of action to support scenarios, events, and productions that require technical support. Students will be required to attend the Upper School production performed during the semester of study. Crew participation in the Upper School production is encouraged.

ACTIVITY CREDIT

School Play/Musical Production

(see also under Athletics Department)
FA7179 (Fall)
FA7279 (Winter)
FA7379 (Spring)

An Activity Credit is earned by participation in a school Play/Musical production. Students in grades 9-12 may choose to substitute an Activity Credit for an Athletic or Fitness requirement.

All students must pre-enroll in an athletics course, even if they intend to audition for the school Play/Musical production taking place within a given season. Students shall report to their enrolled fitness activity until casting of the school play or musical production is finalized. After which, the student shall report to the school Play/Musical production. Satisfactory participation will count as fulfillment of their Activity Credit requirement.

Who is eligible?

- **Grades 9 – 10:** Both Athletic seasons may be fulfilled by Activity Credits.
- **Grades 11 – 12:** The single required Athletic credit may be fulfilled with an Activity Credit.

DANCE

Holland Hall's innovative Modern Dance curriculum offers opportunities to accommodate all students, from those who are interested in artistic exploration to those who are pre-professional artists, and all levels in between.

Modern Dance at Holland Hall is a contemporary program that emphasizes dance as a creative art form. Students will study modern and contemporary dance technique, basic anatomy, dance history, and choreographic structure. Students will also develop performance skills for the stage and an enhanced intellectual and artistic understanding of dance. There are opportunities to create their own work and work in collaboration with others. All dancers will participate in a variety of performance opportunities throughout the year and are expected to attend the Independent Schools Association of the Southwest Arts Festival, if invited.

While students must enroll in Modern Dance for a full year to earn credit towards their graduation requirement in Fine Arts, students may select one or both SEMESTER-long courses to earn credit towards their graduation requirement in Athletics. Under each course description is the course number designation for both Fine Arts and Athletics. Use the corresponding course number to designate Dance as a Fine Art credit or Dance as an Athletics credit.

Modern Dance is divided into levels to allow students of different abilities to co-exist within the same ensemble while being evaluated by criteria specific to their skills. As a student advances to a higher level, there will be greater expectations in regard to the areas of demonstrable skills, including technical and artistic expression. The different levels of Modern Dance are as follows and may be repeated for credit.

All levels of Modern Dance and Choreography are designed to advance the following competencies from beginning to advanced degrees of proficiency: Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

FULL-YEAR COURSES

Modern Dance I (Introductory)

FA7025

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
  - To designate this course as a Physical Education/Athletics credit, please use AT9125 (S1) and/ or AT9225 (S2).
- **Grade Level:** 9 – 12
- **Prerequisites:** None

Modern Dance II (Intermediate)

FA7026

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
  - To designate this course as a Physical Education/Athletics credit, please use AT9127 and/ or AT9227.
- **Grade Level:** 9 – 12
- **Prerequisites:** Modern Dance I or permission of instructor

Modern Dance III (Upper)

FA7027

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
  - To designate this course as a Physical Education/Athletics credit, please use AT9132 and/ or AT9229.
- **Grade Level:** 10 – 12
- **Prerequisites:** Modern Dance II or permission of instructor

Modern Dance IV (Advanced)

FA7028

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement

- To designate this course as a Physical Education/Athletics credit, please use AT9133 and/ or AT9230.

- **Grade Level:** 11 – 12
- **Prerequisites:** Modern Dance III or permission of instructor

FIRST-SEMESTER COURSES

Choreography
FA7126

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** Concurrent enrollment in Modern Dance or permission of instructor

Choreography is an opportunity for individual students to try their hand at making a personal statement through dance. The class time is devoted to learning specific choreographic tools and help prepare for a self-choreographed performance. Outside rehearsals may be required. The course may be repeated for credit.

SECOND-SEMESTER COURSES

Choreography
FA7226

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** Concurrent enrollment in Modern Dance or permission of instructor

Choreography is an opportunity for individual students to try their hand at making a personal statement through dance. The class time is devoted to learning specific choreographic tools and help prepare for a self-choreographed performance. Outside rehearsals may be required. The course may be repeated for credit.

VISUAL ARTS

The Visual Arts program at Holland Hall provides its students with a wide selection of basic course offerings, plus advanced programs for further development of the student's technical and intellectual skills. The Visual Arts encourage each student to recognize their own potential as a creative individual. Students will have the opportunity to display their work at various locations and times throughout the school year and, if invited, the Independent Schools Association of the Southwest Arts Festival.

FULL-YEAR COURSES

Painting I/II
FA7030

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 10 – 12
- **Prerequisites:** Drawing I
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

Students will develop vocabulary and techniques in painting using acrylic, oils and watercolors. Techniques and vocabulary learned in Drawing I will be used. In the second semester, continued development of technical skills is stressed, with emphasis on conceptual development and communication of one's own art to others will be stressed.

Advanced Art BC – Ceramics
FA7039

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 12
- **Prerequisites:** 1½ credits in studio arts including Advanced Art A in 11th Grade, and/or Departmental recommendation. Approval is required.
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Percent / Reflect, Respond, & Analyze

In this course, students will be taught on an individual basis in the medium or combination of media they desire. Emphasis is on portfolio, presentations and exhibition techniques.

Advanced Art BC – Painting/Multimedia
FA7040

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 12
- **Prerequisites:** 1½ credits in studio arts including Advanced Art A in 11th Grade, and/or Departmental recommendation. Approval is required.
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

In this course, students will be taught on an individual basis in the medium or combination of media they desire. Emphasis is on portfolio, presentations and exhibition techniques.

Advanced Art BC – Photography
FA7041

- **Semester:**
  - Full-Year / One Credit
  - ½ credit counts toward the Fine Arts graduation requirement
- **Grade Level:** 12
- **Prerequisites:** 1½ credits in studio arts including Advanced Art A in 11th Grade, and/or Departmental recommendation. Approval is required.
- **Competencies:** Engage in the Creative Process / Connect Culture & History

In this course, students will be taught on an individual basis in the medium or combination of media they desire. Emphasis is on portfolio, presentations and exhibition techniques.

FIRST-SEMESTER COURSES

Photographic Arts, An Introduction
FA7127

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

As an art form, photography is both a means of self-expression and a way of interpreting personal experience. From the point and shoot digital camera, to the portable electronic device, photography has helped to shape and continues to redefine humanity and human relationships. 'Photographic Arts' is intended as an introduction to the Digital SLR Camera. Students will have the opportunity to print images using inkjet printers and will learn how to effectively exhibit their prints through various mounting techniques.

Explorations in Photography
FA7128

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Photographic Arts, An Introduction
- **Competencies:** Engage in Creative Process / Reflect, Respond, & Analyze

'Explorations in Photography' encourages students to refine image-making skills and emphasis will be placed on creative communication and strength in concept and design. The course is also an exciting introduction to the principles of traditional film photography, and students will learn to shoot with 35mm SLR Film Cameras and print images in the wet darkroom. More advanced photographic techniques will be introduced throughout the course.

New and Mixed-Media Arts
FA7131

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Photographic Arts, An Introduction – OR – Drawing I – OR – Ceramics I
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

'New and Mixed-media Arts' is intended to allow students an opportunity for investigation in the area of mixed media sculpture and exploratory craft. The focus on Mixed-Media techniques provides for a broad palette of materials (such as wood, steel, photography/video, digital media, or paints and plastics) and also offers an opportunity for concentration in Installation or Interactive Media. **Note:** This course is not intended solely as a course in the sequential photography curricular offerings, but can also be enrolled in as a separate course and as an addition to the visual arts offerings (please see prerequisites).

Drawing I
FA7133

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Engage in the Creative Process

This course is designed to develop skills and vocabulary in pencil drawing techniques, such as perspective, shading, use of line, selective viewing and enlarging. Assignments include various problems in composition and technical use of materials.

Drawing II
FA7134

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** Drawing I
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present

This course is designed for students who want to continue in the drawing medium. Students will further their skills established in Drawing I and will have various assignments structured towards their individual style and subject matter. Special emphasis will be placed upon the development of a more critical eye and the creation of more complex and sophisticated drawings through individual and group critiques.

Ceramics I
FA7151

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History

This course will be an introduction to methods and materials of ceramic arts. It will include foundational techniques of hand-building and an introduction to the pottery wheel. We will explore a variety of surfacing materials, firing processes and ways of developing ideas during this class. We will cover vocabulary of art and ceramics and foundations of design and composition in art. Students will be encouraged to take their own creative approach to all assignments.

Ceramics II

FA7152

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Ceramics I
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History

This course will be an introduction to methods and materials of ceramic arts. Students will explore the basic technical skills of working with clay, both hand building, using a potter's wheel, and sculpting. Through a variety of projects students will learn the foundations of the material, healthy studio practices, and gain a familiarity with ceramics equipment. We will explore a variety of surfacing materials, firing processes and ways of developing ideas during this class. Students will be encouraged to refer to historical and contemporary artists in order to develop their own creative approach and visual language.

Ceramics III

FA7153

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Ceramics II
- **Competencies:** Engage in the Creative Process / Connect Culture & History / Reflect, Respond, & Analyze

In this course, students will use their foundational knowledge of ceramic materials and processes to refine their technical skills and meet their creative goals. Students should demonstrate an understanding of volume, surface, structure, and attention to detail. Students will begin to narrow their craft to develop an individual artistic voice and reflect on the experience of creating and the meaning of their art.

Ceramics IV

FA7154

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Ceramics III
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Reflect, Respond, & Analyze

In this course, students are expected to have a strong knowledge of ceramics, an understanding of the creative process, and demonstrate independence and self motivation toward their creative goals. Focus will be on self expression, idea development, research, and time management. A student may propose a series of pieces that explore an idea of their choosing. They will be introduced to professional practice assignments such as building a portfolio and writing about their creative process and the meaning of their art.

SECOND-SEMESTER COURSES

Advanced Art A – Ceramics

FA7239

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** 1 credit in Visual Arts and/or departmental recommendation
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

In Advanced Art A, students will be taught on an individual basis in the medium or combination of media they desire. Students will work as practicing artists proposing their pieces, writing about their works and/or process, and documenting their art. Emphasis will be placed on introducing professional practices such as portfolio, artist statements, presentations and exhibition techniques. Advanced Art A is the first semester of the three semester sequence culminating with the Full-Year course – Advanced Art BC. The three course sequence is recommended, though students may opt to take only Advanced Art A.

Advanced Art A – Painting/ Multimedia

FA7240

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** 1 credit in Visual Arts and/or departmental recommendation
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

In Advanced Art A, students will be taught on an individual basis in the medium or combination of media they desire. Students will work as practicing artists proposing their pieces, writing about their works and/or process, and documenting their art. Emphasis will be placed on introducing professional practices such as portfolio, artist statements, presentations and exhibition techniques. Advanced Art A is the first semester of the three semester sequence culminating with the Full-Year course – Advanced Art BC. The three course sequence is recommended, though students may opt to take only Advanced Art A.

Advanced Art A – Photography
FA7241

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:** 1 credit in Visual Arts and/or departmental recommendation
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present

In Advanced Art A, students will be taught on an individual basis in the medium or combination of media they desire. Emphasis is on portfolio, presentations and exhibition techniques. Advanced Art A is the first semester of the three semester sequence culminating with the Full-Year course – Advanced Art BC. The three course sequence is recommended, though students may opt to take only Advanced Art A.

Photographic Arts, An Introduction
FA7227

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

As an art form, photography is both a means of self-expression and a way of interpreting personal experience. From the point and shoot digital camera, to the portable electronic device, photography has helped to shape and continues to redefine humanity and human relationships. 'Photographic Arts' is intended as an introduction to the Digital SLR Camera. Students will have the opportunity to print images using inkjet printers and will learn how to effectively exhibit their prints through various mounting techniques.

Explorations in Photography
FA7228

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** Photographic Arts, An Introduction
- **Competencies:** Engage in the Creative Process / Reflect, Respond, & Analyze

'Explorations in Photography' encourages students to refine image-making skills and emphasis will be placed on creative communication and strength in concept and design. The course is also an exciting introduction to the principles of traditional film photography, and students will learn to shoot with 35mm SLR Film Cameras and print images in the wet darkroom. More advanced photographic techniques will be introduced throughout the course.

New and Mixed-Media Arts
FA7231

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Photographic Arts, An Introduction – OR – Drawing I – OR – Ceramics I
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History / Reflect, Respond, & Analyze

'New and Mixed-media Arts' is intended to allow students an opportunity for investigation in the area of mixed media sculpture and exploratory craft. The focus on Mixed-Media techniques provides for a broad palette of materials (such as wood, steel, photography/video, digital media, or paints and plastics) and also offers an opportunity for concentration in Installation or Interactive Media. **Note:** This course is not intended solely as a course in the sequential photography curricular offerings, but can also be enrolled in as a separate course and as an addition to the visual arts offerings (please see prerequisites).

Drawing I
FA7233

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Engage in the Creative Process

This course is designed to develop skills and vocabulary in pencil drawing techniques, such as perspective, shading, use of line, selective viewing and enlarging. Assignments include various problems in composition and technical use of materials.

Drawing II
FA7234

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** Drawing I
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present

This course is designed for students who want to continue in the drawing medium. Students will further their skills established in Drawing I and will have various assignments structured towards their individual style and subject matter. Special emphasis will be placed upon the development of a more critical eye and the creation of more complex and sophisticated drawings through individual and group critiques.

Ceramics I
FA7251

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** None
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History

This course will be an introduction to methods and materials of ceramic arts. It will include foundational techniques of hand-building and an introduction to the pottery wheel. We will explore a variety of surfacing materials, firing processes and ways of developing ideas during this class. We will cover vocabulary of art and ceramics and foundations of design and composition in art. Students will be encouraged to take their own creative approach to all assignments.

Ceramics II
FA7252

- **Semester:** One semester / ½ credit
- **Grade Level:** 9 – 12
- **Prerequisites:** Ceramics I
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Connect Culture & History

This course will be an introduction to methods and materials of ceramic arts. Students will explore the basic technical skills of working with clay, both hand building, using a potter's wheel, and sculpting. Through a variety of projects students will learn the foundations of the material, healthy studio practices, and gain a familiarity with ceramics equipment. We will explore a variety of surfacing materials, firing processes and ways of developing ideas during this class. Students will be encouraged to refer to historical and contemporary artists in order to develop their own creative approach and visual language.

Ceramics III
FA7253

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Ceramics II
- **Competencies:** Engage in the Creative Process / Connect Culture & History / Present, Reflect, Respond, & Analyze

In this course, students will use their foundational knowledge of ceramic materials and processes to refine their technical skills and meet their creative goals. Students should demonstrate an understanding of volume, surface, structure, and attention to detail. Students will begin to narrow their craft to develop an individual artistic voice and reflect on the experience of creating and the meaning of their art.

Ceramics IV
FA7254

- **Semester:** One semester / ½ credit
- **Grade Level:** 10 – 12
- **Prerequisites:** Ceramics III
- **Competencies:** Engage in the Creative Process / Produce, Perform, & Present / Reflect, Respond, & Analyze

In this course, students are expected to have a strong knowledge of ceramics, an understanding of the creative process, and demonstrate independence and self motivation toward their creative goals. Focus will be on self expression, idea development, research, and time management. A student may propose a series of pieces that explore an idea of their choosing. They will be introduced to professional practice assignments such as building a portfolio and writing about their creative process and the meaning of their art.

CREATIVE WRITING

FIRST-SEMESTER COURSES

Creative Writing (Arts)
FA7149

- **Semester:** One semester / ½ credit
- **To designate this course as an English credit, please use EN3148.**
- **Grade Level:** 11 (with approval) or 12
- **Prerequisites:** American Studies (can be concurrent)

This reading, writing, and discussion-intensive course introduces students to the principles, techniques, and the three primary genres of creative writing, namely, fiction, creative nonfiction, and poetry. The course requires active and enthusiastic student participation. Students will learn fundamental craft elements, read published works, learn from a variety of distinguished guests, and write in each genre. In order to honor the diversity of standpoints from which we view and experience the world, our readings will draw from a diverse spectrum of perspectives, with an emphasis on the works of women, people of color, and writers from Oklahoma. As we write, we will continue to learn and practice strategies for brainstorming, drafting, and revising our work. We will conduct regular workshops in small cohorts to discuss works-in-progress. The course will provide a setting in which you learn to write about yourself, develop your voices as writers, examine your interaction with and impact on the world, learn to critically regard your own work as well as the work of classmates, and practice the fine art of revision. Students will submit work for both an end-of-semester portfolio evaluation and possible publication in the *Holland Hall Windmill*. **Note:** Students may enroll in Creative Writing only once, using either of the English or Fine Arts course numbers (EN3148 or FA7149) to indicate desired credit.

NON-DEPARTMENTAL COURSES

FULL-YEAR COURSES

Freshman Wellness

ND8051

- **Semester:** Full-Year / No Credit – Pass/Fail
- **Grade Level:** 9
- **Prerequisites:** None

This course is designed to aid 9th grade students with adjusting to their new role as students in the Upper School and to help them make informed healthy choices for themselves. The first semester will focus on expectations, goal-setting, interpersonal relationships, and technology lessons to help in the transition to the one-to-one MacBook computer classroom. The students will also learn study skills that will help them use their independent time efficiently. The second semester will provide information and discussion regarding their new freedoms and responsibilities as they journey through their teenage years. In an effort to guide them in how to own more of their own lives, students will also explore what forms their identity, and as a result, conversations will take place pertaining to diversity and inclusion. We will also spend time looking at various aspects of physical, emotional, and relational health, covering such topics as exercise and nutrition, substance abuse and addictive behavior, and intimacy.

FIRST-SEMESTER COURSES

Sophomore Wellness

ND8152

- **Semester:** One Semester / No Credit – Pass/Fail
- **Grade Level:** 10
- **Prerequisites:** None

Sophomore Wellness is a continuation of Freshman Wellness Focusing on Freedom and Responsibility associated with turning 16. The students will do a self inventory, reflect on healthy decision making, and learn how to manage stress. College Counseling shares seminar cycles with wellness to introduce aspects of the college process. Students will complete a personality assessment, career assessments, begin the resume process, and review college admission profiles from various colleges.

SECOND-SEMESTER COURSES

College Seminar

ND8225

- **Semester:** One Semester / No Credit – Pass/Fail
- **Grade Level:** 11
- **Prerequisites:** None

College Seminar is a discussion group designed to introduce all juniors to the college search and selection process. The College Counseling team meets with juniors to discuss a range of important topics including defining individual search criteria, testing, college visits and interviews, essays, Internet search options, and more. Each junior will submit a questionnaire, a practice application, and an essay. The class shares seminar cycles with wellness during the spring semester.

Senior Seminar

ND8253

- **Semester:** One Semester / No Credit – Pass/Fail
- **Grade Level:** 12
- **Prerequisites:** None

This course is designed to provide information, dialogue and discussion regarding the emotional and social adjustment that our graduating seniors will experience upon entering into the college environment. Students will learn about topics such as adjusting to a new living environment, personal responsibility, safety and substance abuse. The course will also address the students leaving a known environment and the emotions around the transition. The students will explore how they want to say goodbye to the institution and to personal relationships and the legacy they hope to leave.

INTERDEPARTMENTAL COURSES

INDEPENDENT STUDY

In Independent Study, students are offered the opportunity to select a topic for in-depth study either for the year or for one semester with the counsel of the instructor in the sciences, humanities or the non-performing arts. Independent study opportunities cannot be counted toward the 5-course minimum enrollment requirement and are not a replacement for an existing course.

Note: Students wishing to enroll in Independent Study must complete the proper application form available in the Upper School Office.

FULL-YEAR COURSES

Independent Study
ND8099

- **Semester:** Full-Year / One Credit
- **Grade Level:** 11 – 12
- **Prerequisites:**
  - Appropriate departmental recommendation
  - Department Chair/committee approval

FIRST-SEMESTER COURSES

Independent Study
ND8199

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:**
  - Appropriate departmental recommendation
  - Department Chair/committee approval

SECOND-SEMESTER COURSES

Independent Study
ND8299

- **Semester:** One semester / ½ credit
- **Grade Level:** 11 – 12
- **Prerequisites:**
  - Appropriate departmental recommendation
  - Department Chair/committee approval

Department Of

ATHLETICS

Graduation Requirements:

- All students must earn a minimum of six fitness or competitive sport credits during their four years in the Upper School.
- Each season or semester offering constitutes one season of credit.
- Students must be active six of the twelve sport seasons while in the Upper School.
- Students in grades 9 – 10 must participate in at least two seasons each year. Juniors and seniors participate in at least one season each year.
- Although students are encouraged to participate three seasons each year, only two seasons of credit may be earned in one year toward graduation.

Goals and Policies:

- All athletes will be encouraged to participate in more than one sport.
- Competitive sport participants will be involved in strength training.
- Students earning three letters during their junior and senior years will be honored at the end of year athletic awards ceremony.

FITNESS OFFERINGS

Sports Video and Editing

AT9105 (Fall) Duration of the Football Season

This course will train students in the skills of sports filming and editing. In addition to camera work, students will learn computer skills and how to manipulate software to produce edited films that will benefit coaches during the fall sports season. Specific skills that students will learn include: operation and care of video equipment, how to break down game films into usable segments; how to label elements of the sport action and build a reference library of the segments; how to build a product such as a highlight film or collage from a variety of film sources. This class will meet for two mods each cycle during the school day, and will meet after school every day during athletic practice time. Students may be involved in multiple athletic contests each week that could include travel and holiday games.

Yoga

AT9113 (Fall), AT9213 (Winter)

This course offers students an introduction to Hatha Yoga. Students will be introduced to basic postures, anatomy, and relaxation techniques. The course will be designed for all levels, including those new to yoga. The goal of this course is to teach students the foundational elements of a yoga practice, which will allow them to deepen their existing knowledge and experience or serve as an introduction to the practice. Students will learn skills that will help them build a strong physical practice, as well as cultivate strategies for stress management and self care. Coed sessions are scheduled from 3:30-4:30pm (60 minutes) three days a week – Monday, Wednesday, and Thursday in the fall and winter seasons. Students are required to bring their own mat and to wear appropriate, comfortable athletic clothing that allows freedom of movement. Although there is no established uniform, appropriate clothing is necessary for full participation. No shoes or socks will be worn during the practice.

Sports Medicine

AT9174 (Fall), AT9274 (Winter), AT9374 (Spring)

- **Grade Level:** 10 – 12

Student athletic trainers assist in the sports medicine needs of all student athletes as this will include helping with pre – and post-practice treatments, various field set ups, as well as attending practices and games, both home and away. Special consideration will be given to those returning, as well as those wishing to be a part of the program for the entire school year. Instructor permission required. Max capacity is 6.

ACTIVITY CREDIT

School Play/Musical Production

(see also under Fine Arts Department)
FA7179 (Fall), FA7279 (Winter), FA7379 (Spring)

An Activity Credit is earned by participation in a school Play/Musical production. Students in grades 9-12 may choose to substitute an Activity Credit for an Athletic or Fitness requirement.

All students must pre-enroll in an athletics course, even if they intend to audition for the school Play/Musical production taking place within a given season. Students shall report to their enrolled fitness activity until casting of the school play or musical production is finalized. After which, the student shall report to the school Play/Musical production. Satisfactory participation will count as fulfillment of their Activity Credit requirement.

Who is eligible?

- **Grades 9 – 10:** Both Athletic seasons may be fulfilled by Activity Credits.
- **Grades 11 – 12:** The single required Athletic credit may be fulfilled with an Activity Credit.

Off-Season Training

AT9131 (Fall), AT9231 (Winter)

Students in grades 9-12 who are enrolled in at least **one** competitive sport may earn a second half credit in this off-season training program. If you are a junior or senior and you would like off season training to be your only activity credit, please get approval from Coach Muir.

Modern Dance ** – I, II, III and IV

	1st Semester	2nd Semester
Modern Dance I	AT9125	AT9225
Modern Dance II	AT9127	AT9227
Modern Dance III	AT9132	AT9229
Modern Dance IV	AT9133	AT9230

Alternative Sports

AT9103 (Fall), AT9203 (Winter), AT9303 (Spring)

Students choosing this option must be aware that it only applies to competitive sports not offered by the school during the season the sport is offered. The alternative sport must have a competitive or performance component. Students must complete an alternative petition to receive a PE credit. The petition is submitted to an Athletic Advisory committee for approval. Students must be involved a minimum of three days per week.

Competitive Sport Offerings

These programs are conducted after the academic day five days per week, plus some weekend contests. Practice sessions are conducted from 3:30-5:30 pm five days a week. Two days per week teams are involved in strength and weight training sessions (5:30-6:00 pm) immediately following practice. These days vary with each team.

SEASON	GIRLS	BOYS
Fall	**AT9135** Cheerleading **AT9140** Cross Country **AT9150** Field Hockey **AT9166** Volleyball **AT9174** Sports Medicine***	**AT9135** Cheerleading **AT9141** Cross Country **AT9171** Football **AT9174** Sports Medicine***
Winter	**AT9235** Cheerleading **AT9242** Basketball **AT9247** Wrestling **AT9274** Sports Medicine***	**AT9235** Cheerleading **AT9243** Basketball **AT9247** Wrestling **AT9274** Sports Medicine**
Spring	**AT9344** Golf **AT9352** Soccer **AT9362** Tennis **AT9369** Track & Field **AT9374** Sports Medicine***	**AT9345** Golf **AT9353** Soccer **AT9355** Baseball **AT9363** Tennis **AT9370** Track & Field **AT9374** Sports Medicine***
Semester-long, Co-ed	**AT9125** Modern Dance I – PE **AT9127** Modern Dance II – PE **AT9132** Modern Dance III – PE **AT9133** Modern Dance IV – PE	**AT9225** Modern Dance I – PE **AT9227** Modern Dance II – PE **AT9229** Modern Dance III – PE **AT9230** Modern Dance IV – PE

- **To designate this course as a Fine Arts credit, please use FA7025, FA7026, FA7027 or FA7028.**

*** Cheer** is offered for two seasons of credit. All participants in cheer must try out in May for a spot on the cheer squad. If an athlete makes the cheer squad, any special declaration of competing for one season must be made clear at the time of tryouts between the athlete and the coach. You may choose to cheer for one season only if you are playing another competitive sport in either the fall or spring. You may not compete in another sport in the same season with cheer. If you compete in fall cheer, you may not go to your winter sport until the conclusion of the fall season. If you compete in winter cheer you may not come to cheer until your fall season is complete.

*** Golf Restrictions –** It must be understood that competitive golf is not for novice players. The maximum score for boys to qualify to enroll is 100 strokes per 18 holes. The maximum score for girls to qualify to enroll is 120 strokes per 18 holes. Students who cannot meet these criteria should not enroll. Players who were not on the golf team the prior season, must qualify through an 18 hole tryout.

**** Modern Dance –** See DANCE section for course descriptions and prerequisites. Note that duration is by SEMESTER instead of "season".

***** Sports Medicine –** Instructor permission required.

Medical Excuses

AT9411 (Fall), AT9412 (Winter), AT9413 (Spring)

Students who for medical reasons cannot participate in the school's physical education/athletic program must submit a physician's statement setting forth the nature and limits of the physical incapacity as well as the time period involved. The letter is to be addressed to the Athletic Director. Students excused for medical reasons may be asked to assist in the auxiliary services of the PE/Athletic Department, e.g. serve as team manager, etc.

Summary of grade 9 – 12 Offerings by Seasons

GIRLS	FITNESS	COMPETITIVE SPORTS
Fall	Sports Video & Editing Yoga Dance (fall semester) Off Season Training (Fall)	Cheerleading Cross Country Field Hockey Volleyball Sports Medicine
Winter	Yoga Off Season Training (Winter)	Basketball Cheerleading Wrestling Sports Medicine
Spring	Dance (spring Semester)	Golf Soccer Tennis Track & Field Sports Medicine

BOYS	FITNESS	COMPETITIVE SPORTS
Fall	Sports Video & Editing Yoga Dance (fall semester) Off Season Training (Fall)	Cheerleading Cross Country Football Sports Medicine
Winter	Yoga Off Season Training (Winter)	Basketball Cheerleading Wrestling Sports Medicine
Spring	Dance (spring Semester)	Baseball Golf Soccer Tennis Track & Field Sports Medicine

CHOICE-OF-CREDIT COURSES

Note that a number of course offerings listed in this Curriculum Guide are offered for either of two departments' graduation credit. For example, EN3148 and FA7149 are two distinct course numbers (one in the English department, one in the Fine Arts department), but they are both for Creative Writing. Those courses are combined into a single section of class taught at the same time in the same room by just one teacher. Each student enrolling must choose whether that course is intended to display on their transcript as an Arts course or as an English course, with the credit for that course applying to only one department's graduation credit requirements. It is up to the student and advisor to decide which version of course enrollment is best suited for that student's overall academic plan and progress towards graduation. Once a course is completed and grades are recorded on the student's transcript, that permanent record is fixed/set and cannot be changed. These courses are listed twice in the Curriculum Guide, once in each department, with matching descriptions.

SHOWN BELOW IS A COMPLETE LIST OF COURSES OFFERED FOR STUDENTS CHOICE OF CREDIT TYPES:

Course Name	Department/ Course Number (S1/S2)	Department/ Course Number (S1/S2)
Creative Writing Trilogy	English EN3148	Fine Arts FA7149
Playwriting	English EN3234	Fine Arts FA7224
Robotics & Applied Engineering	Science SC1147	TMD TM6147
Technical Theatre I	Fine Arts FA7142/ FA7242	TMD TM6142/ TM6242
Technical Theatre II	Fine Arts FA7143/ FA7243	TMD TM6145/ TM6243
Technical Theatre III	Fine Arts FA7144/ FA7244	TMD TM6146/ TM6244

CHANGES

(dropped and added courses)

Curriculum Guide changes to course offerings and numbering as compared to 2025-2026.

OLD (DROPPED) LISTINGS

CS6131 New & Mixed-Media Arts-Tech
CS6231 New & Mixed-Media Arts-Tech
EN3112 Think-Experience-Research Method
EN3112H Think-Experience-Res. Method H
EN3114 Literature and Human Nature
EN3114H Literature and Human Nature H
EN3119 Critical Approaches to Children's Lit
EN3119H Critical Approaches to Children's Lit H
EN3120 Women in Lit: The Unruly Woman
EN3120H Women in Lit: The Unruly Woman H
EN3132 American Short Story
EN3132H American Short Story
EN3145 Music & American Literature
EN3145H Music & American Literature H
EN3147 Masculinity & Hegemony in Lit
EN3147H Masculinity & Hegemony in Lit H
EN3148 Creative Writing Trilogy
EN3148H Creative Writing Trilogy H
EN3212 Modern.: Lit, Phil & Art (S2)
EN3212H Modern.: Lit, Phil & Art H (S2)
EN3217 Dystopian Fiction
EN3217H Dystopian Fiction H
EN3220 Mythology in the Mod. World: Odyssey
EN3220H Mythology in the Mod. World: Odyssey H
EN3226 Think-Experience-Research Method
EN3226H Think-Experience-Res. Method H
EN3228 Literature of the Supernatural
EN3228H Literature of the Supernatural H
EN3234 Playwriting
EN3234H Playwriting H
EN3237 Reader Response: Choose Adventure
EN3237H Reader Response: Choose Adventure H
EN3245 Music & American Literature
EN3245H Music & American Literature H
EN3216 Literature and Human Nature
EN3216H Literature and Human Nature H
FA7224 Playwriting
ND8112 Speech and Oral Interpretation
ND8140 Advanced Composition I
ND8141 Advanced Composition II
ND8142 Advanced Composition III
ND8143 Leadership: Taking Initiative (S1)
ND8240 Advanced Composition I
ND8241 Advanced Composition II
ND8242 Advanced Composition III
ND8243 Advanced Composition IV
ND8143 Leadership: Taking Initiative (S2)
RS5130 C. S. Lewis: Faith & Writings
SS4161 Cold War Anxiety
SS4161 Cold War Anxiety H
SS4262 Conspiracy Thinking
SS4262 Conspiracy Thinking H
CS6010 Intro to Journalism/Yearbook
CS6020 Photojournalism/Yearbook
CS6030 Advanced Yearbook
CS6040H Advanced Yearbook Honors
CS6060 Intro to Journalism/Magazine
CS6061 News Writing-Photojournalism/Magazine
CS6062 Adv. Writing-Photojournalism/Magazine
CS6031 AP Computer Science Principles
CS6110 Applied Technology Principles
CS6142 Technical Theatre I-Tech (S1)
CS6145 Technical Theatre II-Tech (S1)
CS6146 Technical Theatre III-Tech (S1)
CS6147 Robotics & Applied Engineer-Tech (S1)
CS6210 Applied Technology Principles
CS6242 Technical Theatre I-Tech (S2)
CS6243 Technical Theatre II-Tech (S2)
CS6244 Technical Theatre III-Tech (S2)

NEW COURSE LISTINGS FOR 2026-2027

AT9131 Off Season Training (Fall)
AT9231 Off Season Training (Winter)
CS6147 Robotics and Applied Engineering-Tech
EN3100 English IV (S1)
EN3100H English IVH (S1)
EN3200 English IV (S2)
EN3200H English IVH (S2)
RS5280 Philosophy of Mindfulness (S2)
SC1147 Robotics and Applied Engineering-Science
TM6010 Intro to Journalism/Yearbook
TM6020 Photojournalism/Yearbook
TM6030 Advanced Yearbook
TM6040H Advanced Yearbook Honors
TM6060 Intro to Journalism/Magazine
TM6061 News Writing-Photoj/Magazine
TM6062 Adv. Writing-Photoj/Magazine
TM6031 AP Computer Science Principles
TM6110 Applied Technology Principles
TM6142 Technical Theatre I-Tech (S1)
TM6145 Technical Theatre II-Tech (S1)
TM6146 Technical Theatre III-Tech (S1)
TM6147 Robotics & App. Engineer-Tech (S1)
TM6210 Applied Technology Principles
TM6242 Technical Theatre I-Tech (S2)
TM6243 Technical Theatre II-Tech (S2)
TM6244 Technical Theatre III-Tech (S2)

CURRICULUM GUIDE REVISED

February 3, 2026 10:16 a.m. Deleted course capacity for Intro to Journalism/Yearbook
February 3, 2026 10:16 a.m. Moved instructor permission from Grade Level to Prerequisites for Photojournalism/Yearbook
February 3, 2026 10:16 a.m. Added language regarding scheduling additional time to Photojournalism/Yearbook, Advanced Yearbook and Advanced Yearbook Honors
February 3, 2026 10:16 a.m. Clarified Fine Arts requirements
February 11, 2026 10:37 a.m. Deleted New and Mixed Media
February 12, 2026 2:55 p.m. Deleted duplicate sentence on Adv. Art A - Ceramics and Adv. Art A - Painting/Multimedia 61
February 25, 2026 8:30 a.m. Added World Language to the 11th gr. minimum course load
February 25, 2026 8:30 a.m. Clarified World Language Department Requirements1
March 5, 2026 11:45 a.m. Clarified Off Season Training (Fall) and (Winter) are for grades 9-12
March 9, 2026 1:47 a.m. Updated Physics Honors grade level to 10-12
March 25, 2026 3:30 p.m. Deleted Playwriting-Fine Arts
March 25, 2026 3:30 p.m. Deleted Cold War Anxiety and Cold War Anxiety H
March 25, 2026 3:30 p.m. Deleted Conspiracy Thinking and Conspiracy Thinking H
March 26, 2026 11:30 a.m. Added Philosophy of Mindfulness (S2)
May 13, 2026, 3:52 p.m. Deleted all levels of Advanced Composition courses
July 8, 2026, 4 p.m. English IV (S1) and (S2) replaces the following courses:

EN3114 Literature and Human Nature
EN3114H Literature and Human Nature H
EN3119 Critical Approaches to Children's Lit
EN3119H Critical Approaches to Children's Lit H
EN3120 Women in Lit: The Unruly Woman
EN3120H Women in Lit: The Unruly Woman H
EN3132 American Short Story
EN3132H American Short Story
EN3145 Music & American Literature
EN3145H Music & American Literature H
EN3147 Masculinity & Hegemony in Lit
EN3147H Masculinity & Hegemony in Lit H
EN3148 Creative Writing Trilogy
EN3148H Creative Writing Trilogy H
EN3212 Modern.: Lit, Phil & Art (S2)
EN3212H Modern.: Lit, Phil & Art H (S2)
EN3217 Dystopian Fiction
EN3217H Dystopian Fiction H
EN3220 Mythology in the Mod. World: Odyssey
EN3220H Mythology in the Mod. World: Odyssey H
EN3226 Think-Experience-Research Method
EN3226H Think-Experience-Res. Method H
EN3228 Literature of the Supernatural
EN3228H Literature of the Supernatural H
EN3234 Playwriting
EN3234H Playwriting H
EN3237 Reader Response: Choose Adventure
EN3237H Reader Response: Choose Adventure H
EN3245 Music & American Literature
EN3245H Music & American Literature H

July 31, 2026, 5:11 p.m. Deleted Leadership: Taking Initiative S1 and S2.
August 31, 2026 11:36 a.m. Updated course numbers for all Technology, Media & Design courses.

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REVISION DATE: 9/1/2026