

# Upper School



Curriculum  
Guide

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2024-2025

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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 responsibility and decision-making skills 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.





## 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.

- » **9th Grade:** All 9th graders will take a course in Math, World Language, PEP, Exposition and Argumentation, and Global Issues. Further, 9th graders begin exploring options in Fine Arts, Religious Studies, Tech, or other subject areas.
- » **10th Grade:** All 10th graders will take a course in Math, World Language, Biology, Introduction to Literary Analysis, and US History. Further, 10th graders continue exploring additional course work

in all options in Fine Arts, Religious Studies, Tech, or other subject areas.

- » **11th Grade:** 11th grade offers additional flexibility to take required courses (Math, American Studies, and Chemistry) while exploring additional options of curricular focus. Students will be advised to continue in Holland Hall's college preparatory coursework in World Languages and also continue work in Fine Arts and 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.
- » **Note: Independent Study (ND8099, ND8199, ND8299) may be taken as one of the five required departmental courses only if approved by the department chairs and Head of Upper School.**



## 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.



**Class of    Graduation Requirement Credits****2025****Total Graduation Credits=20.5****English:** 4**Math:** 3**Science:** 3 (PEP, Biology and one additional science course)**Social Studies:** 3**World Language:** 3**Fine Arts:** 1 (Credit fulfilled by either completing two 1/2 credit courses from 2 dif. arts disciplines OR three 1/2 credit courses in Music, Theatre, Dance or Visual Arts.)**Religious Studies:** 0.5**Athletics:** 3 (9<sup>th</sup> & 10<sup>th</sup> gr. must participate in at least 2 seasons each year, 11<sup>th</sup> & 12<sup>th</sup> must participate in 1 season each year.)**2026****Total Graduation Credits=21****English:** 4**Math:** 3**Science:** 3 (PEP, Biology and Chemistry)**Social Studies:** 3**World Language:** 3**Technology:** 0.5**Fine Arts:** 1 (Credit fulfilled by either completing two 1/2 credit courses from 2 dif. arts disciplines OR three 1/2 credit courses in Music, Theatre, Dance or Visual Arts.)**Religious Studies:** 0.5**Athletics:** 3 (9<sup>th</sup> & 10<sup>th</sup> gr. must participate in at least 2 seasons each year, 11<sup>th</sup> & 12<sup>th</sup> must participate in 1 season each year.)**2027****Total Graduation Credits=21.5****English:** 4**Math:** 3**Science:** 3 (PEP, Biology and Chemistry)**Social Studies:** 3**World Language:** 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 10<sup>th</sup> gr.)**Religious Studies:** 0.5**Athletics:** 3 (9<sup>th</sup> & 10<sup>th</sup> gr. must participate in at least 2 seasons each year, 11<sup>th</sup> & 12<sup>th</sup> must participate in 1 season each year.)**2028****Total Graduation Credits=21.5****English:** 4**Math:** 3**Science:** 3 (PEP, Biology and Chemistry)**Social Studies:** 3**World Language:** 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 10<sup>th</sup> gr.)**Religious Studies:** 0.5**Athletics:** 3 (9<sup>th</sup> & 10<sup>th</sup> gr. must participate in at least 2 seasons each year, 11<sup>th</sup> & 12<sup>th</sup> 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.**

Incoming 9<sup>th</sup> graders who are eligible to enroll in any level above level 1 of their language may be granted one year of credit towards their World Language graduation requirement.

**Science – Three credits.**

- » *Classes of 2024, 2025:* Physics and Engineering Principles, Biology, and one additional credit chosen from the remaining science offerings.
- » *Class of 2026 and beyond:* Physics and Engineering Principles, Biology, and 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:

- » Exposition and Argumentation (9<sup>th</sup>)
- » Intro to Literary Analysis (10<sup>th</sup>)
- » American Studies (11<sup>th</sup>)
- » Students complete the fourth credit requirement as

seniors by taking a Senior English elective in both fall and spring semesters.

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

- » Global Issues (9<sup>th</sup>)
- » United States History (10<sup>th</sup>)
- » American Studies (11<sup>th</sup>)

**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 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup>
- » Philosophy of Mindfulness in grade 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup>
- » History of Christianity in grade 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup>

**Technology – One-half credit.** Starting with the Class of 2026, students must earn the 1/2 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)
- » Journalism/Yearbook: News Writing-Photojournalism/Yrbk or Adv.News Writing-Photojournal/Yrbk, (10th – 12th, after prerequisite: Intro to Journalism/Yearbook)
- » Applied Technology Principles (9th – 12th)
- » Technical Theatre (9th – 12th)



- » New and Mixed Media Arts (9th – 12th, after prerequisite: any introductory level visual arts course, including Photographic Arts, An Introduction, Drawing I, or Ceramics I)

**Fine Arts – Beginning with the class of 2027 students must earn 1 1/2 credits.** This can be achieved by successfully completing any combination of three arts courses. All year-long courses receive 1/2 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 1/2 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.

**Graduation requirements for students in the classes of 2025 and 2026 are not changed from earlier years' requirements which read: "One credit.** The graduation requirements in the Arts can be achieved in two ways: 1) Students can fulfill their Fine Arts requirement by completing two ½-credit courses from two different arts disciplines as described in this guide (Music, Theatre, Dance, Visual Arts, Creative Writing, or Speech). 2) A student can also achieve the Fine Arts graduation requirement by completing three ½-credit courses in one

of these designated arts disciplines: Music, Theatre, Dance, or Visual Arts. For the purposes of a Fine Arts graduation requirement, the following offerings receive only ½ credit even though they are year-long courses: Concert Chorus, Holland Hall Singers, String Orchestra, Chamber Strings, Concert Band, Jazz Ensemble, Dance, Painting I/II, Advanced Art BC, and Advanced Acting & Performance I/II. **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 (grades 9 and 10, first semester)
- » College Seminar (grade 11, second semester)
- » Senior Intern Program (grade 12), and Senior Seminar (grade 12, second semester)

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





# Course Offerings 2024-2025



## WORLD LANGUAGE

<b>WL0010</b>	French I	<b>WL0050</b>	Spanish I	<b>WL0070</b>	Chinese I
<b>WL0012</b>	French II	<b>WL0052</b>	Spanish II	<b>WL0072</b>	Chinese II
<b>WL0014</b>	French III	<b>WL0054</b>	Spanish III	<b>WL0074</b>	Chinese III
<b>WL0019</b>	French IV H	<b>WL0060</b>	Spanish IV Honors	<b>WL0077</b>	Chinese IV H
<b>WL0021</b>	French V H	<b>WL0061</b>	Spanish V Honors	<b>WL0079</b>	Chinese V H
<b>WL0023</b>	French VI H	<b>WL0062</b>	Spanish VI Honors		

## SCIENCE

<b>SC1012</b>	Physics and Engineering Principles	<b>SC1065</b>	Physics Honors	<b>SC1190</b>	Chemical Analysis (S1)
<b>SC1020</b>	Biology	<b>SC1073</b>	Biotechnology and Bioethics H	<b>SC1231</b>	Electrical Design & Engineering (S2)
<b>SC1030</b>	Chemistry	<b>SC1075</b>	AP Chemistry	<b>SC1260</b>	Organic Chemistry H (S2)
<b>SC1040</b>	Physics	<b>SC1085H</b>	Human Anatomy & Physiology H	<b>SC1265</b>	Astronomy (S2)
<b>SC1050</b>	Geology	<b>SC1129</b>	Electricity and Magnetism H (S1)		

## MATHEMATICS

<b>MA2006</b>	Math Studies	<b>MA2030</b>	Algebra II	<b>MA2061</b>	AP Calculus BC
<b>MA2010</b>	Algebra I	<b>MA2031</b>	Algebra II H	<b>MA2071</b>	AP Statistics
<b>MA2013</b>	Math I: Algebra I	<b>MA2033</b>	Math III: Algebra II	<b>MA2101</b>	Intro to College Algebra
<b>MA2020</b>	Geometry	<b>MA2040</b>	Math Analysis	<b>MA2180</b>	Intro to Multivariable Calculus H
<b>MA2021</b>	Geometry H	<b>MA2041</b>	Math Analysis H	<b>MA2201</b>	Financial Literacy
<b>MA2023</b>	Math II: Geometry	<b>MA2051</b>	AP Calculus AB	<b>MA2202</b>	Intro to Statistics

## ENGLISH

<b>EN3012</b>	Exposition and Argumentation	<b>EN3118</b>	Mythology in the Mod. World: Iliad	<b>EN3216H</b>	Literature and Human Nature H
<b>EN3022</b>	Intro to Literary Analysis	<b>EN3118H</b>	Mythology in the Mod. World: Iliad H	<b>EN3217</b>	Dystopian Fiction
<b>EN3035</b>	American Studies – English	<b>EN3119</b>	Critical Approaches to Children's Lit	<b>EN3217H</b>	Dystopian Fiction H
<b>EN3056</b>	Intro to Journalism/Yearbook	<b>EN3119H</b>	Critical Approaches to Children's Lit H	<b>EN3220</b>	Mythology in the Mod. World: Odyssey
<b>EN3057</b>	News Writing-Photojournalism/Yrbk	<b>EN3145</b>	Music & American Literature	<b>EN3220H</b>	Mythology in the Mod. World: Odyssey H
<b>EN3058</b>	Adv. News Writing-Photojournal/Yrbk	<b>EN3145H</b>	Music & American Literature H	<b>EN3228</b>	Literature of the Supernatural
<b>EN3058H</b>	Adv. News Writing-Photojournal/Yrbk H	<b>EN3147</b>	Masculinity & Hegemony in Lit	<b>EN3228H</b>	Literature of the Supernatural H
<b>EN3060</b>	Intro to Journalism/Magazine	<b>EN3147H</b>	Masculinity & Hegemony in Lit H	<b>EN3234</b>	Playwriting
<b>EN3061</b>	News Writing-Photojournal/Magazine	<b>EN3148</b>	Creative Writing Trilogy	<b>EN3234H</b>	Playwriting H
<b>EN3062</b>	Adv. Writing-Photojournal/Magazine	<b>EN3148H</b>	Creative Writing Trilogy H	<b>EN3237</b>	Reader Response: Choose Adventure
<b>EN3062H</b>	Adv. Writing-Photojournal/Magazine H	<b>EN3212</b>	Modern.: Lit, Phil & Art (S2)	<b>EN3237H</b>	Reader Response: Choose Adventure H
<b>EN3112</b>	Think-Experience-Research Method	<b>EN3212H</b>	Modern.: Lit, Phil & Art (S2)	<b>EN3245</b>	Music & American Literature
<b>EN3112H</b>	Think-Experience-Res. Method H	<b>EN3216</b>	Literature and Human Nature	<b>EN3245H</b>	Music & American Literature H



## SOCIAL STUDIES

<b>SS4010</b>	Global Issues	<b>SS4159</b>	History of Domestic Terrorism in US	<b>SS4243H</b>	Hidden History: Natl. Security H (S2)
<b>SS4023</b>	United States History	<b>SS4159H</b>	Hist. of Domestic Terr. in US H (S1)	<b>SS4248</b>	African American Studies
<b>SS4035</b>	American Studies - History	<b>SS4161</b>	Cold War Era Anxiety	<b>SS4248H</b>	African American Studies H (S2)
<b>SS4124</b>	American Federal Government (S1)	<b>SS4161H</b>	Cold War Era Anxiety H	<b>SS4255</b>	Crisis and Presidential Leadership
<b>SS4124H</b>	American Federal Govt H (S1)	<b>SS4214</b>	Dust Bowl Dynamics (S2)	<b>SS4255H</b>	Crisis and Pres. Leadership H (S2)
<b>SS4125</b>	20th Cent Conf-Latin Am/Asia (S1)	<b>SS4214H</b>	Dust Bowl Dynamics H (S2)	<b>SS4256</b>	American Conspiracies: JFK
<b>SS4125H</b>	20th Cent Conf-Latin Am/AsiaH (S1)	<b>SS4215</b>	20th Cent Conf.-Africa/Europe (S2)	<b>SS4256H</b>	American Conspiracies: JFK H
<b>SS4126</b>	The American Civil War (S1)	<b>SS4215H</b>	20th Cent Conf-Africa/Europe H (S2)		
<b>SS4126H</b>	The American Civil War H (S1)	<b>SS4243</b>	Hidden History: National Security		

## RELIGIOUS STUDIES

<b>RS5110</b>	Comparative Religion	<b>RS5220</b>	Comparative Religion
<b>RS5180</b>	Philosophy of Mindfulness	<b>RS5250</b>	History of Christianity

## TECHNOLOGY

<b>CS6031</b>	AP Computer Science Principles	<b>CS6142</b>	Technical Theatre I-Tech	<b>CS6242</b>	Technical Theatre I-Tech
<b>CS6057</b>	News Writing-Photojournalism/Yrbk-Tech	<b>CS6145</b>	Technical Theatre II-Tech (S1)	<b>CS6243</b>	Technical Theatre II-Tech (S2)
<b>CS6058</b>	Adv.News Writing-Photojournal/Yrbk-Tech	<b>CS6146</b>	Technical Theatre III-Tech (S1)	<b>CS6244</b>	Technical Theatre III-Tech (S2)
<b>CS6110</b>	Applied Technology Principles	<b>CS6210</b>	Applied Technology Principles		
<b>CS6131</b>	New and Mixed-Media Arts-Tech	<b>CS6231</b>	New and Mixed-Media Arts-Tech		

## FINE ARTS (MUSIC)

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

## FINE ARTS (THEATRE)

<b>FA7018</b>	Advanced Acting & Performance I	<b>FA7144</b>	Technical Theatre III	<b>FA7243</b>	Technical Theatre II
<b>FA7019</b>	Advanced Acting & Performance II	<b>FA7149</b>	Creative Writing Trilogy	<b>FA7244</b>	Technical Theatre III
<b>FA7121</b>	Acting I	<b>FA7221</b>	Acting I	<b>Activity Credit (see also under Athletics)</b>	
<b>FA7122</b>	Acting II Improv for Ensemble Building	<b>FA7222</b>	Acting II Performance Studio	<b>FA7179</b>	Fall
<b>FA7142</b>	Technical Theatre I	<b>FA7224</b>	Playwriting	<b>FA7279</b>	Winter
<b>FA7143</b>	Technical Theatre II	<b>FA7242</b>	Technical Theatre I	<b>FA7379</b>	Spring

## FINE ARTS (DANCE)

<b>FA7025</b>	Modern Dance I	<b>FA7028</b>	Modern Dance IV
<b>FA7026</b>	Modern Dance II	<b>FA7126</b>	Choreography
<b>FA7027</b>	Modern Dance III	<b>FA7226</b>	Choreography

## FINE ARTS (VISUAL ARTS)

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

## FINE ARTS (CREATIVE WRITING)

<b>FA7149</b>	Creative Writing (Arts)
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**NON-DEPARTMENTAL**

<b>ND8051</b>	Freshman Wellness	<b>ND8149</b>	ACT Prep	<b>ND8242</b>	Advanced Composition III
<b>ND8112</b>	Speech and Oral Interpretation	<b>ND8152</b>	Sophomore Wellness	<b>ND8243</b>	Advanced Composition IV
<b>ND8140</b>	Advanced Composition I	<b>ND8170</b>	Driver and Safety Education (fall)	<b>ND8253</b>	Senior Seminar
<b>ND8141</b>	Advanced Composition II	<b>ND8225</b>	College Seminar	<b>ND8270</b>	Driver and Safety Education (spring)
<b>ND8142</b>	Advanced Composition III	<b>ND8240</b>	Advanced Composition I		
<b>ND8147</b>	Leadership	<b>ND8241</b>	Advanced Composition II		

**INTERDEPARTMENTAL/ADDITIONAL OFFERINGS**

<b>ND8099</b>	Independent Study	<b>ND8199</b>	Independent Study	<b>ND8299</b>	Independent Study
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**ATHLETIC DEPARTMENT (NON-COMPETITIVE ACTIVITIES BY SEASON)**

Coed	Fall	Winter	Spring
	<b>AT9105</b> Sports Video and Editing	<b>AT9217</b> Ultimate Frisbee	
	<b>AT9113</b> Yoga (Fall)	<b>AT9213</b> Yoga (Winter)	

**ATHLETIC DEPARTMENT (NON-COMPETITIVE SEMESTER ACTIVITIES)**

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

**ATHLETIC DEPARTMENT (COMPETITIVE SPORTS OFFERED BY SEASON)**

Girls	Fall	Winter	Spring
	<b>AT9135</b> Cheerleading (Fall)	<b>AT9235</b> Cheerleading (Winter)	<b>AT9344</b> Golf
	<b>AT9140</b> Cross Country	<b>AT9242</b> Basketball	<b>AT9352</b> Soccer
	<b>AT9150</b> Field Hockey	<b>AT9247</b> Wrestling	<b>AT9362</b> Tennis
	<b>AT9154</b> Softball	<b>AT9274</b> Sports Medicine (Winter)	<b>AT9369</b> Track and Field
	<b>AT9166</b> Volleyball		<b>AT9374</b> Sports Medicine (Spring)
	<b>AT9174</b> Sports Medicine (Fall)		
Boys	Fall	Winter	Spring
	<b>AT9135</b> Cheerleading (Fall)	<b>AT9235</b> Cheerleading (Winter)	<b>AT9345</b> Golf
	<b>AT9141</b> Cross Country	<b>AT9243</b> Basketball	<b>AT9353</b> Soccer
	<b>AT9171</b> Football	<b>AT9247</b> Wrestling	<b>AT9355</b> Baseball
	<b>AT9174</b> Sports Medicine (Fall)	<b>AT9274</b> Sports Medicine (Winter)	<b>AT9363</b> Tennis
			<b>AT9370</b> Track and Field
			<b>AT9374</b> Sports Medicine (Spring)

**ATHLETIC DEPARTMENT ALTERNATE COURSE AND EXEMPTION COURSES – PERMISSION REQUIRED**

Course	Fall Course #	Winter Course #	Spring Course #
Alternative Sports	<b>AT9103</b>	<b>AT9203</b>	<b>AT9303</b>
Medical Excuse	<b>AT9411</b>	<b>AT9412</b>	<b>AT9413</b>

**ACTIVITY CREDIT (SEE ALSO UNDER ARTS)**

Course	Fall Course #	Winter Course #	Spring Course #
Activity Credit	<b>FA7179</b>	<b>FA7279</b>	<b>FA7379</b>



## 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. **MA2xxx** = Math, **FA7xxx** = Fine Arts, etc.)
- » The 2nd digit indicates timing of the offering. For academic department courses, interpret 2nd course number digits as follows:
  - » **x0xx** = Year-long course
  - » **x1xx** = First-Semester course
  - » **x2xx** = Second-Semester course
- » PE/Athletic department offerings use the 2nd digit in the course number as follows:
  - » **x0xx** = Year-long course
  - » **x1xx** = Either a Fall season course OR a First-Semester course (most Dance for PE offerings are semester-long classes)
  - » **x2xx** = Either a Winter season course OR a Second-Semester course
  - » **x3xx** = 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 2024-2025





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.

**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. All students are expected to reach at least level 3 of the language they have chosen to study.

## **Students from Holland Hall Middle School:**

- » Incoming 9th graders who are eligible to enroll in any level above level 1 of their language will be granted one year of credit towards their World Language graduation requirement.
- » Note, this credit from the Middle School applies only to the world language graduation requirement and not on the student's transcript.
- » Two of the three language credits must be taken in 9th and 10th grade and in the same language.
- » 9th graders entering the Upper School in level 3 of any language MUST take level 4 in their Sophomore year in order to fulfill the graduation requirement.

## **Students matriculating into Holland Hall from another school:**

- » Previous study of a world language at another institution can be counted toward the three-year requirement, subject to departmental approval.
- » Students entering Holland Hall in the 9th grade from another institution with NO language study at all must complete three years in the same language in order to fulfill the graduation requirement.

**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 communicative activities to develop proficiency. Work involves paired/group practice, media, 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 used to reinforce language skills.

### **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 comfort and enthusiasm for using French. 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 and approaches. 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.

## 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 mechanics skills and self-expression. They write about themselves in different contexts such as email, blog posts, analysis or expository documents, make videos, and give 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 media, social issues, art, and architecture. 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. The course is aimed at developing language skills to a fluency level and familiarizing the student with French culture and society through the study of contemporary French television and film. Students will read and discuss texts, articles, and blogs in French while analyzing literature and media. The students will broaden their vocabulary while investigating the cultural significance of these works in French society and the cultural shifts they address. The means to reach these goals are 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.

## 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.

- » Classes of 2025: Physics and Engineering Principles, Biology, and one additional credit chosen from the remaining science offerings.
- » Class of 2026 and beyond: 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

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

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 practices and essential concepts of biology. These practices include scientific questioning, modeling, data collection and analysis, computational thinking, experimental design, scientific argumentation and scientific communication. 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)

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)

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.

## Geology

SC1050

- » **Semester:** Full-Year / One Credit
- » **Grade Level:** 12 (11 with departmental recommendation)
- » **Prerequisites:** Physics and Engineering Principles, Biology

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.

## Physics Honors

SC1065

- » **Semester:** Full-Year / One Credit
- » **Grade Level:** 11 – 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

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. Some 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.

## Biotechnology and Bioethics Honors

SC1073

- » **Semester:** Full year / One credit
- » **Grade level:** 11 – 12
- » **Prerequisites:** Physics and Engineering Principles, Biology, Chemistry. **Note:** If pre-enrollment requests exceed allowable class size, preference may be given to students who have also completed physics.

The field of biotechnology has exploded over the last few decades, and its reach extends into medicine, ecology, food sciences, genetics, and almost every discipline that involves or could involve living organisms. In this course we will focus primarily upon how our ability to understand and manipulate nucleic acids (DNA and RNA) provides us with tools that can be used to solve a wide variety of scientific and health related problems. This course will include deep dives into laboratory experiences that allow students to amplify, manipulate, sequence and analyze DNA in a variety of ways, genetically modify microorganisms, and edit bacterial genomes using the Nobel prize winning tool known as CRISPR-Cas9. The possibilities that exist due to the tools of biotechnology require us to thoughtfully consider a multitude of ethical implications, so bioethics will be a continual theme and conversation



throughout the semester. Students will also have an opportunity to investigate current topics in biotechnology and explore their own interests.

## Advanced Placement (AP) Chemistry

SC1075

- » **Semester:** Full-Year / One Credit
- » **Grade Level:** 11 – 12
- » **Prerequisites:** Chemistry, Physics or Physics Honors (completed or concurrent)

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.

## 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)

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)

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

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 sampling protocols, 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.

## SECOND-SEMESTER COURSES

### Electrical Design and Engineering

SC1231

- » **Semester:** One semester /  $\frac{1}{2}$  credit
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Physics and Engineering Principles, Geometry

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, troubleshooting 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 /  $\frac{1}{2}$  Credit
- » **Grade Level:** 11 – 12
- » **Prerequisite:** Chemistry, Physics or Physics Honors (may be taken concurrently)

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 AP Chemistry.

### Astronomy

SC1265

- » **Semester:** One Semester /  $\frac{1}{2}$  Credit
- » **Grade Level:** 11 – 12
- » **Prerequisite:** Physics and Engineering Principles, Biology

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 90<sup>th</sup> 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

### Math Studies

MA2006

- » **Semester:** Full-Year / One Credit\*
- » **Grade Level:** 9
- » **Prerequisites:** Departmental recommendation

Math Studies is a course designed to provide remediation and an opportunity to develop spatial reasoning and operational skills. The course will be tailored to fit the specific needs of the learners to improve their number sense, operational competence with rational numbers, technical construction of phrases and sentences, and build confidence prior to entering a comprehensive algebra course. \*Students in this course must complete Algebra I, Geometry, and Algebra II in their remaining three years in the Upper School.

### Algebra I

MA2010

- » **Semester:** Full-Year / One Credit
- » **Grade Level:** 9
- » **Prerequisites:** None

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

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

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
  - » Departmental recommendation

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

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

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
  - » Departmental recommendation

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

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
  - » Departmental recommendation

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
  - » Departmental recommendation

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
  - » Departmental recommendation

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
  - » Departmental recommendation

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
  - » Departmental recommendation

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/  $\frac{1}{2}$  Credit
- » **Grade Level:** 11 – 12
- » **Prerequisites:** Algebra II

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 algebra skills and learn the basics of trigonometry in anticipation of taking Math Analysis or College Algebra. Students will review and solidify their understanding of algebraic topics, including linear functions, polynomial functions, exponential functions, and logarithmic functions. Students will review and extend their understanding of trigonometric topics, including right triangles, sinusoidal functions, and analytic trigonometry. Preparation for the ACT and SAT math tests will be integrated into the curriculum.

### Introduction to Multivariable Calculus Honors

MA2180

- » **Semester:** One Semester/  $\frac{1}{2}$  Credit
- » **Grade Level:** 11 – 12
- » **Prerequisites:** AP Calculus BC and Departmental Recommendation

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/  $\frac{1}{2}$  Credit
- » **Grade Level:** 12
- » **Prerequisites:** Algebra II

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/  $\frac{1}{2}$  Credit
- » **Grade Level:** 11 – 12
- » **Prerequisites:** Algebra II

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, 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**

1. Students are required to complete all readings assigned by the department.
2. Credit for homework will be determined by each English instructor. Your advisor will be contacted after three zeros that occur within a unit of study. If you are absent due to illness, you get as many days to complete assignments as you had days sick. If you are on a school-related function (like music, sports, etc.), you should submit your work before you leave or make arrangements with your instructor and check online for all homework due when you return.
3. Students are required to type their own papers unless the teacher and student have made prior arrangements.
4. Eleventh graders may take Senior Electives with approval from their advisor and the English department chair; however, such enrollments do not count toward the fourth English credit requirement.
5. Rising 12<sup>th</sup> graders must rank ALL available electives in order of preference.

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

- » Exposition and Argumentation (9<sup>th</sup>)
- » Intro to Literary Analysis (10<sup>th</sup>)
- » American Studies (11<sup>th</sup>)
- » Students complete the fourth credit requirement as seniors by taking a Senior English elective in both fall and spring semesters.

## **Senior English Honors Credit: Overview**

The following applies to each senior elective designated with an honors designation (H): The English Department will issue invitations to eligible students. Eligible students have shown deep engagement with our four core

competencies: actively engaging in discussion, conducting research, actively engaging the text, and writing effectively. Then, those students may submit an Honors Credit Application. An Honors Credit allows a student to undertake work of a more complex and challenging nature.

## **Requirements For Honors Credit**

- » 2-mod extra meeting with the instructor every cycle
- » teaching a class and discussing the experience with the instructor
- » extra reading of approximately 250 pages
- » enrollment in Advanced Composition course (2 mods per cycle for an extra ½ credit)
- » 3 mods coaching in the writing center per cycle

## **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 an application after having received an invitation to apply.

## **Guidelines For Honors Credit**

- » Students must apply in the spring of their junior year in order to take either semester of honors English during senior year.
- » Students who intend to enroll in Creative Writing must submit a creative writing sample.

## **Deadline For Honors Credit**

Applications 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.

## **Decision Process For Honors Credit**

The decision to approve or deny enrollment will be made by the entire English department based upon the above criteria.

## FULL-YEAR COURSES

### Exposition and Argumentation

EN3012

- » **Semester:** Full-Year / One Credit
- » **Grade Level:** 9
- » **Prerequisites:** None. Required for all 9th grade students

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, collaboration, question posing, and creativity.

### Introduction to Literary Analysis

EN3022

- » **Semester:** Full-Year / One Credit
- » **Grade Level:** 10
- » **Prerequisites:** Exposition and Argumentation. Required of all 10th grade students

One of the main objectives of the Sophomore English: 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:** Introduction to Literary Analysis. Required of all 11th grade students

What is American Studies? 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.

## JOURNALISM: YEARBOOK – ENGLISH CREDIT

Scholastic journalism study through publishing the annual Eight Acres yearbook is open to all upper school students.

Using the “Missouri Method” of learning while doing, students will study storytelling using journalistic writing and photojournalism. These fundamental skills will be introduced during the first year of study and built upon each succeeding year. As students progress, they 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 manage a complex project with a significant budget and responsibilities, developing real world skills and competencies.

Students are responsible for many of the publication decisions under the supervision of the adviser and are responsible for all planning, coverage, creation and editing and layout between production-August 2024 and March 2025. This work will result in a book available for purchase by all students, delivered before the end of the spring 2025 school term.

The courses are divided into levels, allowing students to develop new skills in a logical progression. Students of all levels can expect to work outside of class time and school hours, with a steady increase as they proceed through the program. Students at the highest levels may be appointed to leadership positions by the adviser as they display successful habits, high quality work and the ability to serve as role models for less experienced students.

## Introduction to Journalism/Yearbook

EN3056

- » **Semester:** Full Year / One Credit – Pass/Fail, **No NCAA credit**
- » **Grade Level:** 9 – 12
- » **Prerequisites:** None; **does not fulfill grade-level English requirements**

## News Writing and Photojournalism/Yearbook

EN3057

- » **Semester:** Full Year / One Credit, **No NCAA credit**
  - » To designate this course as a Technology credit, please use CS3057.
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Introduction to Journalism/Yearbook or instructor permission based on mastery of Introduction to Journalism competencies; **does not fulfill grade-level English requirements**

## Adv. News Writing and Photojournalism/Yearbook

EN3058

- » **Semester:** Full year / One Credit, **No NCAA credit**
  - » To designate this course as a Technology credit, please use CS3058.
- » **Grade Level:** 11 – 12
- » **Prerequisites:** News Writing and Photojournalism/Yearbook or instructor permission; **does not fulfill 11th or 12th grade English requirement**

## Adv. News Writing and Photojournalism/Yearbook Honors

EN3058H

- » **Semester:** Full year/One Credit, **No NCAA credit**
  - » To designate this course as a Technology credit, please use CS3058H.
- » **Grade Level:** 12
- » **Prerequisites:** News Writing and Photojournalism/Yearbook and/or instructor permission, written English Department application, honors agreement and completion of honors requirements. **Can fulfill 12th grade English requirement for 12th grade students.**

## JOURNALISM: MAGAZINE – ENGLISH CREDIT

## Introduction to Journalism/Magazine

EN3060

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

EN3061

- » **Semester:** Full-Year/ One Credit, **No NCAA credit**
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Introduction to Journalism/Magazine and instructor permission; **does not fulfill grade-level English 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

EN3062

- » **Semester:** Full year/One Credit, No NCAA credit
- » **Grade Level:** 11 – 12
- » **Prerequisites:** News Writing and Photojournalism and/or instructor permission, written application;

## Adv. News Writing and Photojournalism/Magazine Honors

EN3062H

- » **Semester:** Full year/One Credit, No NCAA credit
- » **Grade Level:** 12
- » **Prerequisites:** News Writing and Photojournalism and/or instructor permission, written application, and for honors students, honors agreement and completion of honors requirements. Can fulfill the 12th grade English requirement for 12th grade students.

Students in the advanced courses will serve as the leadership team for Hallway magazine. They report to the instructor. Each student will be named to an editorial position and will lead groups of students as assigned.

- » Each editor will produce graded work as assigned by the instructor.
- » Students will be provided with a job description. Planning, scheduling and oversight will be required aspects of each position.

- » Editors will assist with honing the mission statement and leading their staff in adhering to core values.
- » Seniors choosing the honors designation will complete requirements similar to those of other seniors in English electives. These requirements are available on a document provided by the instructor.

## FIRST-SEMESTER COURSES

### Eng IV-Thinking to Experience: Research Methods (TERM)

EN3112

- » **Semester:** One Semester / ½ Credit

### Eng IV-Thinking to Experience: Research Methods (TERM) Honors

EN3112H

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

*The greatest discoveries have come from people who have looked at a standard situation and seen it differently.*

– Ira Erwin

TERM is an integrative course of inquiry, research, writing, project-design, and action that is designed to prepare students for college, engaged citizenship, and leadership. Students will develop an empathy-driven question that emerges from their own concerns about our world and future, explore that question, propose solutions, and initiate action that will make an impact. Texts include A More Beautiful Question: The Power of Inquiry to Spark Breakthrough Ideas by Warren Berger, and multiple research sources selected by each student in exploring their self-designed research question.

### Eng IV-Mythology in the Modern World: The World of the Iliad

EN3118

- » **Semester:** One Semester / ½ Credit



## Eng IV-Mythology in the Modern World: The World of the Iliad Honors

EN3118H

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

The Percy Jackson books. The Thor and Wonder Woman movie franchises. Xena: Warrior Princess and Hercules TV shows. Nike shoes. Venus razors. The atlas. What do all these have in common? They all stem from ancient Greek roots. While mythology may be ancient, these stories and characters continue to inform our present. The frequent appearance of mythological figures and motifs in all areas of popular culture speaks to the notion that mythologies, far from being relics of the past, continue to have significance in the contemporary world. Contemporary revisionings and reinterpretations of ancient mythological elements reflect the attitudes of current culture. Why are we still so fascinated by these stories of gods and humans from civilizations long past? What do they have to tell us about ourselves? There are many possible answers to this question, but surely one important answer is that these stories contain truths that are real for each historical iteration of their telling and retelling. Mythology in the Modern World: The World of The Iliad, then, is a deep dive into Homer's epic poem as well as a study of two modern adaptations, The Song of Achilles and A Thousand Ships.

## Eng IV-Critical Approaches to Children's Literature

EN3119

- » **Semester:** One Semester / ½ Credit

## Eng IV-Critical Approaches to Children's Literature Honors

EN3119H

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

Critical Approaches to Children's Literature introduces students to critical tools, processes, and questions that will allow us to delve deeper into children's literature. Using the same types of scholarly frameworks often applied to adult literature, as well as critical theories and analytical tools specific to children's books, we will unpack the deeper cultural, developmental, and literary meanings from fairy tales, to picture books, to novels written for young adults. We will write analytically, reflectively, and creatively; we will make podcasts, artworks, and share our thoughts with one another both in person and using various digital tools. We'll consider the role of childhood in the world, and the role of the world in childhood, including our own. We'll come away with a better understanding of literature, children,

ourselves, and the world around us.

## Eng IV-Music & American Literature

EN3145

- » **Semester:** One Semester / ½ Credit

## Eng IV-Music & American Literature Honors

EN3145H

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

In this course, we will study music from the turn of the 20<sup>th</sup> century onward and examine its influence upon American and world culture. Ideas such as authenticity, genre, and artistry will be discussed throughout the semester. The course will study ways in which music addresses and participates in social changes such as the civil rights movement, feminism, and anti war protests. Additionally, the course investigates how media technology advances in service to the popular music industry. We will look at popular music through close study of artists, critical listening of music and lyrics, and an examination of music industry practices. Furthermore, we will include scholarly literature, popular music journalism, press releases, advertising, and interviews with artists as supplementary texts.

## Eng IV-Masculinity and Hegemony in Literature

EN3147

- » **Semester:** One Semester / ½ Credit

## Eng IV-Masculinity and Hegemony in Literature Honors

EN3147H

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

This course will look at works of fiction that have influenced and/or represented the type of masculinity that pervades most of Western culture today. The literary canon is suffused with characters portraying the kind of male ego and entitlement that relegates other identities to the margins, and this course will use literature to explore and expose the problematic effects of stereotypical, patriarchal representations of masculinity. We will look at texts such as *The Sun Also Rises* by Ernest Hemingway, *Giovanni's Room* by

James Baldwin, as well as short fiction by authors such as Margaret Atwood, Chuck Pahluniuk, Charlotte Perkins Gilman, and John Updike. In addition to the podcast *Scene on Radio*, we will also examine the non-fiction of Judith Butler, Jared Yates Sexton, Rebecca Solnit and Roxanne Gay. We will also examine advertisements, songs, and films as select cultural artifacts. We will address the complexities of male socialization and pressure to conform, the role of competition in male friendships, the cultural consequences of male aggression, and the social construction of gender.

## Eng IV-Creative Writing Trilogy

EN3148

» **Semester:** One Semester / ½ Credit

## Eng IV-Creative Writing Trilogy Honors

EN3148H

» **Semester:** One Semester / ½ Credit

» To designate this course as a Fine Arts credit, please use FA7149.

» **Grade Level:** 11 (with approval) or 12

» **Prerequisites:** American Studies

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 the English or Fine Arts course number (EN3148 or FA7149) to indicate desired credit.

## SECOND-SEMESTER COURSES

## Eng IV-Modernism: Literature, Philosophy, and Art from 1890-1945

EN3212

» **Semester:** One Semester / ½ Credit

## Eng IV-Modernism: Literature, Philosophy, and Art from 1890-1945 Honors

EN3212H

» **Semester:** One Semester / ½ Credit

» **Grade Level:** 11 (with approval) or 12

» **Prerequisite:** American Studies

Modernism is a course that delves into the literature and art that acknowledged and attempted to create new forms of representation beginning in the late nineteenth century. Students will read from a variety of writers who defied traditional styles and values as they grappled with the disillusionment of the American Dream and the impersonal nature of urban existence. Students will also explore artists who rebelled against art elitism during a period of shifting attitudes toward race, gender, and class. Further, students will analyze the impact of transformative political movements on artistic expression by examining historical events relevant to the development of Modernism, such as First-Wave Feminism, World War I, the Russian Revolution, and the rise of Fascism. While studying the experimental works of writers and artists from a hundred years ago may seem irrelevant, at its best Modernism can offer us a glimpse into the medicinal power of art, music, drama, and literature when seeking understanding of some of humanity's most urgent problems and enduring questions.

## Eng IV-Literature and Human Nature

EN3216

» **Semester:** One Semester / ½ Credit

## Eng IV-Literature and Human Nature Honors

EN3216H

» **Semester:** One Semester / ½ Credit

» **Grade Level:** 11 (with approval) or 12

» **Prerequisites:** American Studies

This inquiry based course examines the self in its many parts: as an individual, in relation to intimate others, as a construct of society, as a product of the natural world. Through theoretical and personal inquiry, we will ask a lot of questions. What is the world? Who defines how we see it? What tensions exist between individuals and institutions? Who are we? Various experiences, such as writing, projects, reading, and dialogue will work to affirm, challenge and complicate our thinking. All of our roads will lead to you developing a question that you are "living," to borrow from Rilke, and you will find your way to an answer. Authors may include James Baldwin, Elie Wiesel, Marcus Aurelius, and Joy Harjo.

## Eng IV-Dystopian Fiction

EN3217

» **Semester:** One Semester / ½ Credit

## Eng IV-Dystopian Fiction Honors

EN3217H

» **Semester:** One Semester / ½ Credit

» **Grade Level:** 11 (with approval) or 12

» **Prerequisites:** American Studies

Dystopian Fiction will examine science fiction texts to explore the relationship between science fiction and political ideology. Science fiction, because of its hyperbolic scope, affords authors unique opportunities to experiment with various (sometimes extreme) political systems, often in an effort to ask questions about and/or criticize our own political systems. Students will read dystopian novels and a variety of short fiction, and watch dystopian films, which will require parental consent at the beginning of the semester. Reading and writing assignments will incorporate political theory into literary analysis; grapple with the interaction between science, culture, and fiction; probe the boundaries and definitions of science fiction as a genre; and challenge the exclusion of science fiction texts from the literary canon.

## Eng IV-Mythology in the Modern World: The World of the Odyssey

EN3220

» **Semester:** One Semester / ½ Credit

## Eng IV-Mythology in the Modern World: The World of the Odyssey Honors

EN3220H

» **Semester:** One Semester / ½ Credit

» **Grade Level:** 11 (with approval) or 12

» **Prerequisites:** American Studies

The Percy Jackson books. The Thor and Wonder Woman movie franchises. Xena: Warrior Princess and Hercules TV shows. Nike shoes. Venus razors. The atlas. What do all these have in common? They all stem from ancient Greek roots. While mythology may be ancient, these stories and characters continue to inform our present. The frequent appearance of mythological figures and motifs in all areas of popular culture speaks to the notion that mythologies, far from being relics of the past, continue to have significance in the contemporary world. Contemporary revisionings and reinterpretations of ancient mythological elements reflect the attitudes of current culture. Why are we still so fascinated by these stories of gods and humans from civilizations long past? What do they have to tell us about ourselves? There are many possible answers to this question, but surely one important answer is that these stories contain truths that are real for each historical iteration of their telling and retelling. Mythology in the Modern World: The World of The Odyssey, then, is a deep dive into Homer's epic poem as well as a study of two modern adaptations, The Penelopiad and Circe.

## Eng IV-The Literature of the Supernatural

EN3228

» **Semester:** One Semester / ½ Credit

## Eng IV-The Literature of the Supernatural Honors

EN3228H

» **Semester:** One Semester / ½ Credit

» **Grade Level:** 11 (with approval) or 12

» **Prerequisites:** American Studies

This course will investigate our simultaneous fascination with and fear of the supernatural, specifically with haunted people, places, and things. What makes a space liminal, a face uncanny, or an experience terrifying versus merely horrific? We will examine and discuss why supernatural stories captivate the reader as well as how cultural anxieties about family, religion, sexuality, parenthood, the unconscious mind--to mention a few topics--are represented in supernatural fiction. Students will analyze the relationship between reality and representation, as it pertains to fear; investigate the power of cultural norms as well as the desire to transgress them; and examine what truly makes us (as individuals and as a society) afraid and why we fear it. Texts include The Haunting of Hill House, The Shining, and The House

Next Door, as well as film viewings and short fiction by authors such as Stephen King, Ray Bradbury and Edgar Allen Poe.

## Eng IV-Playwriting

EN3234

» **Semester:** One Semester / ½ Credit

## Eng IV-Playwriting Honors

EN3234H

- » **Semester:** One Semester / ½ Credit
- » To designate this course as a Fine Arts credit, please use FA7224.
- » **Grade Level:** ONLY grade 12 can take as English credit
- » **Prerequisites:** American Studies

Playwriting is dedicated to process. Students learn to write plays through various writing assignments and by writing plays. The primary goal of the course is to encourage students to write quickly, fluidly, and fearlessly. The course will introduce the traditional approach to theatre which is rooted in character and narrative structure, with emphasis on a play's arc through its beginning, turning point, and ending. Students work individually and collaboratively on small writing projects, such as monologues and quick writes, to larger full scene scripts.

## Eng IV-Reader-Response Theory: Choose Your Own Adventure

EN3237

» **Semester:** One Semester / ½ Credit

## Eng IV-Reader-Response Theory: Choose Your Own Adventure Honors

EN3237H

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

Have you lost your love of reading? Do you long to choose what to read, without the fear that someone will make you analyze it to death? Then this class is for you! In this course, we will learn to use reading and writing as tools for exploration and discovery. We will use as our foundation two concepts: reader-response theory and the choose-your-own adventure novel. From reader-response theory, we take our central assumption: that reading is a transaction of meaning between the text and the reader; or, in simpler terms, that the text affects *you* just as much as you affect *the text*. From the choose-your-own-adventure novel, we take our approach to course design:

we ask a question and make a choice that moves us toward its answer, not knowing where it may lead. Thus, the purpose of this course is not to *read critically*; rather, we will *think of ourselves critically as readers*. You will read stories and books (mostly of your own choosing), and you will write reflections that depend on listening to the self within but also to what you are reading and experiencing. For the final project, you will create a mini-book, what is known as a chapbook, based on your reading experiences and personal reflections throughout the semester.

## Eng IV-Music & American Literature

EN3245

» **Semester:** One Semester / ½ Credit

## Eng IV-Music & American Literature Honors

EN3245H

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

In this course, we will study music from the turn of the 20<sup>th</sup> century onward and examine its influence upon American and world culture. Ideas such as authenticity, genre, and artistry will be discussed throughout the semester. The course will study ways in which music addresses and participates in social changes such as the civil rights movement, feminism, and anti-war protests. Additionally, the course investigates how media technology advances in service to the popular music industry. We will look at popular music through close study of artists, critical listening of music and lyrics, and an examination of music industry practices. Furthermore, we will include scholarly literature, popular music journalism, press releases, advertising, and interviews with artists as supplementary texts.

# 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 (9<sup>th</sup>)
- » United States History (10<sup>th</sup>)
- » American Studies (11<sup>th</sup>)
- » **Honors courses are for 12th graders only.**

## Social Studies Honors Credit

For each senior elective designated with an honors designation (H) in the Social Studies Department, invitations will be extended to eligible students. Upon receiving an invitation, students may choose to enroll in the elective of their choosing. 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 required to attend Honors Cohort Meetings once a month.
- » 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

- » 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 Social Studies course per semester may apply for only one Honors credit.
- » To be considered for Honors credit, the student must demonstrate significant growth 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

- » Students must apply in the spring of their junior year in order to take either semester of honors Social Studies during senior 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 of your senior year.
- » **DECISION PROCESS FOR HONORS CREDIT**
- » The decision to approve enrollment will be made by the entire Social Studies department based upon the above criteria.



## FULL-YEAR COURSES

### Global Issues

SS4010

- » **Semester:** Full-Year / One Credit
- » **Grade Level:** 9
- » **Prerequisites:** None. Required of all 9th-grade students

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:** None. Required of all 10th-grade students

Studying history is as much an adventure through your own beliefs as it is an inspection of the past. Noted historian William Appleman Williams wrote, "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." Thus, this course is designed to "see ourselves," beginning with our nation's origins and stretching to today. We will study American History from the pre-colonial era to the present, using chronological and thematic approaches. The academic goals of this course are to understand the major themes in American history, learn to analyze historical evidence, and to develop the ability to express historical understanding in writing. This course is discussion-driven and seeks to give students a college-level educational experience. 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

What is American Studies? 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

### American Federal Government

SS4124

- » **Semester:** One Semester / ½ Credit

### American Federal Government Honors

SS4124H

- » **Semester:** One Semester / ½ Credit (12th grade only)
- » **Grade Level:** 11 – 12
- » **Prerequisites:** None

This course aims to provide 12<sup>th</sup> 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 21<sup>st</sup> century.

## 20th Century Conflicts: Latin America and Asia

SS4125

» **Semester:** One Semester / ½ Credit

## 20th Century Conflicts: Latin America and Asia Honors

SS4125H

- » **Semester:** One Semester / ½ Credit (12th grade only)
- » **Grade Level:** 10 – 12
- » **Prerequisites:** None

In the 20<sup>th</sup> Century Conflicts course students will use historical skills to investigate and explore significant developments in Latin America and Asia. This will include the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources. The course will include a study of revolutions in Latin America, World War II in the Pacific Theater, the rise of Mao and communist China, and genocides.

## The American Civil War

SS4126

» **Semester:** One Semester / ½ Credit

## The American Civil War Honors

SS4126H

- » **Semester:** One Semester / ½ Credit (12th grade only)
- » **Grade Level:** 10 – 12
- » **Prerequisite:** None

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 History of Domestic Terrorism in the United States

SS4159

» **Semester:** One Semester / ½ Credit

## The History of Domestic Terrorism in the United States Honors

SS4159H

- » **Semester:** One Semester / ½ Credit (12th grade only)
- » **Grade Level:** 11 – 12, as well as grade 10 students with permission from the department.
- » **Prerequisites:** None

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.

## Cold War Era Anxiety

SS4161

» **Semester:** One Semester / ½ Credit

## Cold War Era Anxiety Honors

SS4161H

- » **Semester:** One Semester / ½ Credit (12th grade only)
- » **Grade Level:** 11 – 12
- » **Prerequisites:** None

This course will cover the anxiety associated with living during the Cold War era by inspecting literature and film. The advent of the Cold War coincided with the dawn of the Nuclear Age, capturing the imagination — and creating intense fear — in both East and West. From the 1950s onward, new technologies and nuclear weapons were ubiquitous in popular culture, even in the most childlike forms of entertainment. The threat of nuclear annihilation, the threat of technology, and the threat of foreign ideologies, were very much realities of everyday life. The conflict of the Cold War held space in American

lives everyday, in every aspect of their being, and the anxiety that came with this struggle was felt by Americans, Soviets, and citizens of countless other nations. In this class, we will read fiction, nonfiction, and view several films to understand the struggle between the Soviet Union and the United States as not only a military contest and conflict of ideologies, but as a struggle in the minds of people across the globe. This course is open to all juniors and seniors.

## SECOND-SEMESTER COURSES

### Dust Bowl Dynamics

SS4214

» **Semester:** One Semester / ½ Credit

### Dust Bowl Dynamics Honors

SS4214H

» **Semester:** One Semester / ½ Credit (12th grade only)

» **Grade Level:** 11 – 12

» **Prerequisites:** None

The Dust Bowl, an apocalyptic decade-long natural catastrophe, stands as a testament to the delicate balance between human activity and the environment. Widely regarded as the most severe man-made ecological disaster in American history, this event unfolded as a cautionary tale of humanity's push against nature, only to witness nature's formidable retaliation. In this course, we will embark on an exploratory journey into the heart of this event. Delving into the roots of the Dust Bowl, we seek to unravel the intricate web of factors that led to this ecological upheaval. Ultimately, our goal is to gain a profound understanding of the complex relationship between Americans and the land. The Dust Bowl serves as a stark reminder of the interconnectedness between human actions, economic pursuits, and the natural world. By navigating through its causes, grappling with its consequences, and engaging with artistic responses, we aim to absorb insights that resonate with contemporary environmental challenges, fostering a deeper appreciation for the delicate dance between human society and the Earth.

### 20th Century Conflicts: Africa and Europe

SS4215

» **Semester:** One Semester / ½ Credit

### 20th Century Conflicts: Africa and Europe Honors

SS4215H

» **Semester:** One Semester / ½ Credit (12th grade only)

» **Grade Level:** 10 – 12

» **Prerequisites:** None

In the 20<sup>th</sup> Century Conflicts course students will use historical skills to investigate and explore significant developments in Africa and Europe. This will include the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources. The course will include a study of apartheid in South Africa, decolonization of Africa, World War I, Russian Revolution, and the rise of the totalitarians in Stalinist Russia, WWII Germany and Italy. In Modern European History, students will investigate significant events, individuals, developments, and processes from approximately 1700 to the present. The course provides themes that students will explore to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. The course is designed to help students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change.

### Hidden History: National Security

SS4243

» **Semester:** One Semester / ½ Credit

### Hidden History: National Security Honors

SS4243H

» **Semester:** One Semester / ½ Credit (12th grade only)

» **Grade Level:** 11-12

» **Prerequisites:** None

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.

## African American Studies

SS4248

» **Semester:** One Semester / ½ Credit

## African American Studies Honors

SS4248H

» **Semester:** One Semester / ½ Credit (12th grade only)

» **Grade Level:** 10 – 12

» **Prerequisites:** None

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 10<sup>th</sup> grade students with permission from the department.

## Crisis and Presidential Leadership

SS4255

» **Semester:** One Semester / ½ Credit

## Crisis and Presidential Leadership Honors

SS4255H

» **Semester:** One Semester / ½ Credit (12th grade only)

» **Grade Level:** 10 – 12

» **Prerequisites:** None

This 20<sup>th</sup> Century American history elective is rooted in the lifetimes and presidencies of Franklin Delano Roosevelt and Lyndon Baines Johnson. Focusing on the histories of the Great Depression, WWII, and American society and foreign policy during the 1960s, Crisis and Presidential Leadership will take a deep dive into the ways in which the relationship between the American federal government and the American people was changed by the policies and leadership of both men. Topics of inquiry will include FDR's New Deal, America as a world leader, the civil rights and anti-poverty legislation of the Johnson administration, and the United States' involvement in Vietnam. This course is open to all sophomores, juniors, and seniors.

## American Conspiracies: The Kennedy Assassination

SS4256

» **Semester:** One Semester / ½ Credit

## American Conspiracies: The Kennedy Assassination Honors

SS4256H

» **Semester:** One Semester / ½ Credit (12th grade only)

» **Grade Level:** 11 – 12

» **Prerequisites:** None

The Kennedy Assassination is one of the most documented yet unsettled episodes in American History. It is a source of debate and conspiracy, continually being rewritten and updated. Likewise, conspiracy theories have become one of the postwar period's most durable entertainment genres, as the popularity of Sherlock Holmes, The Matrix, and The Da Vinci Code attest. They have also become an important expression of social anxieties and desires, and an important way to understand the relationship between the individual and the state. In this course we will look at the reality, the fiction, and the fantasy associated with the Kennedy Assassination, investigating historical sources, literature, and conspiracy theories in an effort to better understand this cultural phenomenon. Further, we will research other popularized American conspiracy theories that symbolize the growing friction between individuals and traditional power structures. Other topics covered include: 9/11, the Denver Airport, the Moon Landing, and the Coronavirus. This course is open to all juniors and seniors.

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 one semester course in religion.

## FIRST-SEMESTER COURSES

### Comparative Religion

RS5110

- » **Semester:** One Semester / ½ Credit
- » **Grade Level:** 9 – 11
- » **Prerequisites:** None

The aim of this course is to give students an appreciation of the beliefs and customs of major world religions and to introduce them to basic concepts, which will help them to respond thoughtfully and authentically to the challenge of living in a religiously pluralistic world.

### 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

The aim of this course is to give students an appreciation of the beliefs and customs of major world religions and to introduce them to basic concepts, which will help them to respond thoughtfully and authentically to the challenge of living in a religiously pluralistic world.

### History of Christianity

RS5250

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

This course looks at the diversity of the global Christian tradition from its beginnings in the gospel accounts of Jesus of Nazareth to the present day. Students will discover how Christianity impacted (and continues to impact) the world of religion, culture, the arts, philosophy and global politics. Students will study historical movements, figures, events, conflicts and thought patterns that have comprised the history of Christianity.

## Department of TECHNOLOGY

Students are faced with a rapidly changing and innovative technological landscape. The challenge for any educational institution is to provide an environment that will equip students with the mindset and competencies necessary to be able to navigate this evolving construct. The heart and drive of any innovation should be improving the human experience by devising solutions to tackle the challenges inherent in our world. The courses offered in the technology department seek to equip students with the competencies that will enable them to communicate effectively, build confidence, and devise design-thinking processes that connect their passions with the applications of technology in a real-world context. In this way the technology department serves to provide students with the opportunity to be future-ready, make positive connections, and fulfill their potential in service to others.

**Technology: One-half credit.** Starting with the Class of 2026, students must earn the 1/2 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)
- » Journalism/Yearbook: News Writing-Photojournalism/Yrbk or Adv.News Writing-Photojournal/Yrbk, (10th – 12th, after prerequisite: Intro to Journalism/Yearbook)
- » Applied Technology Principles (9th – 12th)
- » Technical Theatre (9th – 12th)
- » New and Mixed Media Arts (9th – 12th, after prerequisite: any introductory level visual arts course, including Photographic Arts, An Introduction, Drawing I, or Ceramics I)

### FULL-YEAR COURSES: JOURNALISM: YEARBOOK – TECHNOLOGY CREDIT

Scholastic journalism study through publishing the annual Eight Acres yearbook is open to all upper school students. Students may choose to take the second or third year of the progression as a tech course.

Using the “Missouri Method” of learning while doing, students will continue to study storytelling using journalistic writing and photojournalism. As students progress, they 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 manage a complex project with a significant budget and responsibilities, developing real world skills and competencies.

Students are responsible for many of the publication decisions under the supervision of the adviser and are responsible for all planning, coverage, creation and editing and layout between production-August 2024 and March 2025. This work will result in a book available for purchase by all students, delivered before the end of the spring 2025 school term.

The courses are divided into levels, allowing students to develop new skills in a logical progression. Students of all levels can expect to work outside of class time and school hours, with a steady increase as they proceed through the program. Students at the advanced levels may be appointed to leadership positions by the adviser as they display successful habits, high quality work and the ability to serve as role models for less experienced students.

## News Writing and Photojournalism/Yearbook

CS6057

- » **Semester:** Full Year / One Credit, No NCAA credit
- » To designate this course as an English credit, please

use EN3057.

- » **Grade Level:** 10 – 12
- » **Prerequisites:** Introduction to Journalism/Yearbook or instructor permission based on mastery of Introduction to Journalism competencies; does not fulfill grade-level English requirements

This course builds on the foundations laid in Introduction to Journalism. Students will continue to study the basics as well as adding advanced ideas such as leadership, critical and creative process, thinking and decision making, ethics and law, grammar, style and editorial policy policies. Students will be expected to participate in Adobe InDesign training, to include videos and classroom work sessions.

## Adv. News Writing and Photojournalism/Yearbook

CS6058

- » **Semester:** Full year / One Credit, No NCAA credit
  - » To designate this course as an English credit, please use EN3058.
- » **Grade Level:** 11 – 12
- » **Prerequisites:** News Writing and Photojournalism or instructor permission; does not fulfill 11th or 12th grade English requirement

## AP Computer Science Principles

CS6031

- » **Semester:** Full Year / 1 Credit
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Algebra I

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

CS6110

- » **Semester:** One Semester / ½ Credit
- » **Grade Level:** 9 – 12
- » **Prerequisites:** None

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 AI, augmented reality, and 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.

## New and Mixed-Media Arts-Tech

CS6131

- » **Semester:** One Semester / ½ Credit
  - » To designate this course as a Fine Arts credit, please use FA7131.
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Photographic Arts, An Introduction – OR – Drawing I – OR – Ceramics I

'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).

## Technical Theatre I-Tech

CS6142

- » **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 properties, 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

CS6145

- » **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 properties, as they pertain to staging a production. Students in Technical Theatre II will be required 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

CS6146

- » **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 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

### Applied Technology Principles

CS6210

- » **Semester:** One Semester / ½ Credit
- » **Grade Level:** 9 – 12
- » **Prerequisites:** None

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 AI, augmented reality, and 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.

## New and Mixed-Media Arts-Tech

CS6231

- » **Semester:** One Semester / ½ Credit
  - » To designate this course as a Fine Arts credit, please use FA7231.
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Photographic Arts, An Introduction – OR – Drawing I – OR – Ceramics I

'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).

## Technical Theatre I-Tech

CS6242

- » **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 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

CS6243

- » **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 required 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

CS6244

- » **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 required 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: Beginning with the class of 2027 students must earn 1 1/2 credits.** This can be achieved by successfully completing any combination of three arts courses. All year-long courses receive 1/2 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 1/2 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.

**Graduation requirements for students in the classes of 2025 and 2026 are not changed from earlier years' requirements which read: "One credit.** The graduation requirements in the Arts can be achieved in two ways: 1) Students can fulfill their Fine Arts requirement by completing two ½-credit courses from two different arts disciplines as described in this guide (Music, Theatre, Dance, Visual Arts, Creative Writing, or Speech). 2) A student can also achieve the Fine Arts graduation requirement by completing three ½-credit courses in one of these designated arts disciplines: Music, Theatre, Dance, or Visual Arts. For the purposes of a Fine Arts graduation requirement, the following offerings receive only ½ credit even though they are year-long courses: Concert Chorus, Holland Hall Singers, String Orchestra, Chamber Strings, Concert Band, Jazz Ensemble, Dance, Painting I/II, Advanced Art BC, and Advanced Acting & Performance I/II. **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.

### 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

## MUSIC: 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:

## 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

## MUSIC: 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:

## 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

## MUSIC: 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.

### 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

## MUSIC: 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 several major concerts during the school year including the Service of Lessons and Carols in December, the Baccalaureate Service in May, 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:

## 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

## MUSIC: 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:

## Holland Hall Singers I (Introductory)

FA7055

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



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

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

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.

## THEATRE: FIRST- SEMESTER COURSES

### Acting I

FA7121

- » **Semester:** One Semester/ ½ credit
- » **Grade Level:** 9 – 12
- » **Prerequisites:** None

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

Improvisational theatre is a fantastic tool in the drama classroom. It helps students learn to react and respond to unexpected situations, and builds confidence and creative abilities. We will explore the primary tools for creating improvised scenes and developing full characters. Students will be encouraged to make strong emotional and character choices. We will explore the primary tools for creating improvised scenes and developing full characters. Students will learn to play, to connect, and to heighten your awareness. Students will get outside their comfort zone and rediscover your natural spontaneity and flexibility. Students will learn how to create compelling theater just by being present in the moment with other performers.

### 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

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 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

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 required 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

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.

## THEATRE: SECOND-SEMESTER COURSES

### Acting I

FA7221

- » **Semester:** One Semester/ ½ Credit
- » **Grade Level:** 9 – 12
- » **Prerequisites:** None

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

Performance studio will be a collaborative process of actors and interested student directors to work in conjunction to study the nature of characterization, relationships, dramatic action and conflict in a script. Play production style, interpretation, technique, and actor-director dynamics become the key elements in directing scenes on a small scale for various productions including Theatre Night and, if invited, the Independent Schools Association of the Southwest Arts Festival.

### Playwriting

FA7224

- » **Semester:** One Semester/ ½ Credit
  - » To designate this course as an English credit, please use EN3234.
- » **Grade Level:** 10 – 12
- » **Prerequisites:** None

Playwriting is dedicated to process. Students learn to write plays through various writing assignments and by writing plays. The primary goal of the course is to encourage students to write quickly, fluidly, and fearlessly. The course will introduce the traditional approach to theatre which is rooted in character and narrative structure, with emphasis on a play's arc through its beginning, turning point, and ending. Students work individually and collaboratively on small writing projects, such as monologues and quick

writes, to larger full scene scripts.

**Note:** This course can be taken by seniors for an English elective credit. Students must choose whether they wish to take the class for Senior English Credit OR Fine Arts credit.

### 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

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 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

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 required 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

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.

## THEATRE ACTIVITY CREDIT: SCHOOL PLAY/MUSICAL PRODUCTION

(see also under Athletics Department)

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?

FA7179 (Fall) | FA7279 (Winter) | FA7379 (Spring)

- » **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. There are also opportunities to create their own work and collaborate with guest artists. All dancers will participate in a variety of performance opportunities throughout the year. Dancers are expected to attend the annual Independent Schools Association of the Southwest Arts Festival if invited.

While students must enroll in 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.

## DANCE: FULL-YEAR COURSES

### Modern Dance I

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 AT9225 (S2).
- » **Grade Level:** 9 – 12
- » **Prerequisites:** None

All students enrolling in Dance for the first time as a Holland Hall Upper School student should take Modern Dance I. The course will include basic modern dance technique with emphasis on continuous effort, proper skeletal alignment, and the accurate reproduction of movement sequences. Students will begin to develop performance skills for the stage and an enhanced intellectual understanding of dance through technique class, work with guest artists, and participation in required dance performances. Some

rehearsals outside of class time will be required in the preparation of these performances. Students will also study modern dance history and basic anatomy. The course may be repeated for credit.

## Modern Dance II

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 AT9227.
- » **Grade Level:** 9 – 12
- » **Prerequisites:** Modern Dance I or permission of instructor

The aim of Modern Dance II is to significantly improve movement technique, strength, and musicality. Students will continue to develop performance skills and enhance intellectual understanding of dance through technique class, work with guest artists, and participation in required dance performances. Some rehearsals outside of class time will be required in the preparation of these performances. The course may be repeated for credit.

## Modern Dance III

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 AT9229.
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Modern Dance II or permission of instructor

Participation in this intermediate-level class is designed to advance a dance student's technical abilities, consistency of execution, rhythmic acuity, performance dynamics, and artistic expression through technique class and choreography study. This class is designed to prepare students for lead roles in required dance performances and for college auditions. Some rehearsals outside of class time will be required in the preparation of these performances. The course may be repeated for credit.

## Modern Dance IV

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 AT9230.
- » **Grade Level:** 11 – 12
- » **Prerequisites:** Modern Dance III or permission of instructor

Level IV is an advanced dance class for technically proficient dancers who wish to improve their performance skills. The class will focus on the further development of artistic expression, stylistic nuance, and choreographic form through technique class, variation rehearsal, and study of contemporary choreographers. Dancers in Modern IV will perform lead and solo roles in required dance performances and continue to prepare for college auditions. Some rehearsals outside of class time will be required in the preparation of these performances. The course may be repeated for credit.

## DANCE: 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 in order to create movement that is personal, articulate, and theoretically sound. Outside rehearsals and performances may be required. The course may be repeated for credit.

## DANCE: 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 in order to create movement that



is personal, articulate, and theoretically sound. Outside rehearsals and performances 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.

## VISUAL ARTS: 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

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

FA7039 Advanced Art BC – Ceramics

FA7040 Advanced Art BC – Painting/Multimedia

FA7041 Advanced Art BC – Photography

- » **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.

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.

## VISUAL ARTS: FIRST-SEMESTER COURSES

### Photographic Arts, An Introduction

FA7127

- » **Semester:** One Semester / ½ Credit
- » **Grade Level:** 9 – 12
- » **Prerequisites:** None

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

'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
  - » To designate this course as a Technology credit,

please use CS6131.

- » **Grade Level:** 10 – 12
- » **Prerequisites:** Photographic Arts, An Introduction OR Drawing I OR Ceramics I

'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

This course is designed to develop skills and vocabulary in pencil and charcoal 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

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

Half of the semester will be devoted to working on the potter's wheel to learn the basic techniques of wheel throwing: centering, pulling, shaping and

trimming. The remainder of the semester students will work with techniques of hand building such as coiling or slab construction to create sculptural forms. Students will be introduced to both high-fire and low-fire glazing processes. Additional practice time will be required.

## Ceramics II

FA7152

- » **Semester:** One Semester / ½ Credit
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Ceramics I

This course will advance the techniques learned in Ceramics I. Students will continue to work on the wheel to improve technique, and assignments will be more advanced. Work will continue on hand building sculptural forms. This class will explore a variety of techniques of building and of surface decoration. Additional practice time will be required.

## Ceramics III

FA7153

- » **Semester:** One Semester / ½ Credit
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Ceramics II

In this class, students will choose their preference between hand building and wheel throwing to focus on improving their work in a more specific area. Students will be encouraged to use the materials in a more personal, expressive way. This class will examine the historical use of clay in sculpture and in functional vessels. Additional studio time will be required.

## Ceramics IV

FA7154

- » **Semester:** One Semester / ½ Credit
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Ceramics III

This class will build upon the techniques learned in the previous classes. Students will create a series of pieces to explore an idea of their choosing. Focus will be on self expression and creating a personal statement and style through one's work. Some outside research and writing will be required as well as additional time working in the studio each cycle. Slide presentations of historical and contemporary ceramic artists will be presented in this course.

## VISUAL ARTS: SECOND- SEMESTER COURSES

### Advanced Art A

FA7239 Advanced Art A – Ceramics

FA7240 Advanced Art A – Painting/Multimedia

FA7241 Advanced Art A – Photography

- » **Semester:** One Semester / ½ Credit
- » **Grade Level:** 11 – 12
- » **Prerequisites:** 1 credit in Visual Arts and/or departmental recommendation

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

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

'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
  - » To designate this course as a Technology credit, please use CS6231.
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Photographic Arts, An Introduction OR Drawing I OR Ceramics I

'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

This course is designed to develop skills and vocabulary in pencil and charcoal 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

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

Half of the semester will be devoted to working on the potter's wheel to learn the basic techniques of wheel throwing: centering, pulling, shaping and trimming. The remainder of the semester students will work with techniques of hand building such as coiling or slab construction to create sculptural forms. Students will be introduced to both high-fire and low-fire glazing processes. Additional practice time will be required.

## Ceramics II

FA7252

- » **Semester:** One Semester / ½ Credit
- » **Grade Level:** 9 – 12
- » **Prerequisites:** Ceramics I

This course will advance the techniques learned in Ceramics I. Students will continue to work on the wheel to improve technique, and assignments will be more advanced. Work will continue on hand building sculptural forms. This class will explore a variety of techniques of building and of surface decoration. Additional practice time will be required.

## Ceramics III

FA7253

- » **Semester:** One Semester / ½ Credit
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Ceramics II

In this class, students will choose their preference between hand building and wheel throwing to focus on improving their work in a more specific area. Students will be encouraged to use the materials in a more personal, expressive way. This class will examine the historical use of clay in sculpture and in functional vessels. Additional studio time will be required.

## Ceramics IV

FA7254

- » **Semester:** One Semester / ½ Credit
- » **Grade Level:** 10 – 12
- » **Prerequisites:** Ceramics III

This class will build upon the techniques learned in the previous classes. Students will create a series of pieces to explore an idea of their choosing. Focus will be on self expression and creating a personal statement and style

through one's work. Some outside research and writing will be required as well as additional time working in the studio each cycle. Slide presentations of historical and contemporary ceramic artists will be presented in this course.

## 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

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 9<sup>th</sup> 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

### Speech and Oral Interpretation

ND8112

- » **Semester:** One Semester / ½ Credit, **No NCAA credit**
- » **Grade Level:** 9 – 12
- » **Prerequisites:** None

Students are introduced to public speaking as an important component of their academic, work, and social lives. Students will study public speaking occasions and develop skills to be a better, more critical listener. Students in this class will study types of speeches (informative, persuasive, dramatic, and special occasion), read and listen to models of speeches, and prepare and present their own speeches to diverse audiences. Students learn to

choose speaking topics and adapt them for specific audiences, to research and support their ideas, and to benefit from listener feedback. Students also learn about the ethics of public speaking, the importance of voice and body language and techniques for managing communication anxiety. This graded course may be counted towards Minimum Course Load.

### Advanced Composition I

ND8140

- » **Semester:** One Semester / ½ Credit – Pass/Fail
- » **Grade Level:** 11 – 12
- » **Prerequisites:** Exposition and Argumentation, Introduction to Literary Analysis, and Instructor Approval

Advanced Composition I is an introduction to the philosophy and practice of working with student writers and an individualized study of composition and communication skills. Students who take this course will be new writing coaches in the Holland Hall Writing Center and will be required to work in the writing center for three consecutive mods per cycle. Students will begin by learning how to operate in the writing center space and understanding the writing coach's role as an ally for student writers. Individually and in pairs, they will learn how to talk about writing by examining and evaluating their own writing, identifying areas for improvement and learning strategies for strengthening their own grammar and writing skills. They will learn to support student writers of all learning styles in many different writing and research-related situations. As students work as writing coaches in the Holland Hall Writing Center, they will gain hands-on experience giving constructive feedback and guiding student writers to strategies for improving their own written work. Coursework will include goal setting, core readings, study and role-play of strategies for working with peer writers, collaborative observations, and written reflections. **This course is intended to be taken in conjunction with the first semester of working as a writing coach in the Holland Hall Writing Center.**

### Advanced Composition II

ND8141

- » **Semester:** One Semester / ½ Credit — Pass/Fail
- » **Grade Level:** 12
- » **Prerequisites:** Advanced Composition I and Instructor Approval

Advanced Composition II builds on the study and practice of Advanced



Composition I. This course is designed as a more intensive study of the best practices of writing center coaches and challenges students to refine their composition, research, and rhetorical skills. Students who take this course will be second-semester writing coaches in the Holland Hall Writing Center and will be required to work in the writing center for three consecutive mods per cycle. In this course, students will engage in collaborative study of best strategies and practices, synthesizing their prior and current experiences as writing coaches with a series of course readings and research. This dialogue will serve as a starting point and a foundation from which other scholarship will be explored, created, and contextualized. Coursework will include critical examination of prior experiences in the writing center, goal setting, core readings, mentorship of new writing coaches, written reflections, and an informational video about the philosophy, purpose, and practice of the Holland Hall Writing Center. At the end of this course, coaches will collaborate together to design and present new strategies for training and mentoring next semester's new writing center coaches. **This course is intended to be taken in conjunction with the second semester of working as a writing coach in the Holland Hall Writing Center.**

## Advanced Composition III

ND8142

- » **Semester:** One Semester / ½ Credit — Pass/Fail
- » **Grade Level:** 12
- » **Prerequisites:** Advanced Composition II and Instructor Approval

Advanced Composition III is a practical implementation of the study and practice of Advanced Composition I and II. As such, this course will require students to assume a leadership role in training new writing coaches, running the writing center, and strengthening the connection between the Holland Hall Writing Center and the wider community. Students who take this course will be third-semester writing coaches in the Holland Hall Writing Center and will be required to work in the writing center for three consecutive mods per cycle. Based on their prior experience working in the writing center, coaches in this class will research best practices of writing centers and writing coaches and design new strategies for training and mentoring new writing coaches. In this course, coaches will design and take on an additional role in the running of the writing center. Some examples of leadership roles are: communicating with teachers about their expectations for student writing, designing and hosting skills-based mini-classes in the Writing Center, working with Middle School and Upper School teachers to carry out a small-group writer's workshop in their classrooms, recruiting and mentoring new writing center coaches, or identifying a need to improve the writing center's space or practices and designing and implementing a solution. Coaches in this class may also have the opportunity to create a proposal for a presentation, panel, or poster about the Holland Hall Writing Center and submit it to a national conference for an organization such as the International Writing Centers Association, the National Conference on Peer Tutoring in Writing, or the Secondary School Writing Centers Association. At the end of this course, coaches will submit a portfolio documenting and evaluating their leadership role in the writing center and the results of their work. **This course is intended to be taken in conjunction with the third semester of working as a writing coach in the Holland Hall Writing Center.**

## Leadership

ND8147

- » **Semester:** One Semester / ½ Credit – Pass/Fail
- » **Grade Level:** 9 – 12
- » **Prerequisites:** None

The objectives of the course are to help students understand the qualities of leadership that they already possess and the qualities that can be learned to become a more well-rounded leader. Underpinning the teaching is the belief that all students possess the potential to become effective leaders. Students will have the opportunity to find a leadership context, either at Holland Hall or in the community, where they can begin to implement the skills they learn and/or acquire during the class. The course will meet two mods, two times per cycle.

## ACT Prep

ND8149

- » **Semester:** One Semester / No Credit – Pass/Fail
- » **Grade Level:** 11 – 12
- » **Prerequisites:**
  - » Completion of Algebra I and Geometry.
  - » Completion of Algebra II is preferred, but it may also be taken concurrently.

This course is designed to help students prepare for the ACT exam. The class will offer training in techniques for approaching the verbal, math, and science sections of the exam. Our lessons will include a review of essential math concepts, reading comprehension training, grammar practice, and test-taking tips. Students will practice throughout the course using actual ACT questions. Students will learn about the structure and timing of the ACT exam. Frequently tested concepts will be reviewed and practiced. Students will also learn test-taking techniques and strategies to reduce test anxiety.

## 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 files from various colleges.

## Driver and Safety Education

ND8170

- » **Semester:** One Semester / No Credit – Pass/Fail
- » **Grade Level:** 15 years of age on 1st day of class
- » **Fee:** \$410.00

Each student will receive 2 mods of instruction, plus 2 mods driving time per cycle, with a total of 10 classroom hours and 6 hours of driving. The goals include: to develop knowledge of those provisions of the Oklahoma Motor Vehicle Code and other state laws relating to the operation of motor vehicles; acceptance of personal responsibility in traffic; appreciation of the causes, seriousness, and consequences of traffic accidents; and development of the knowledge, attitudes, habits, and skills necessary for the safe operation of motor vehicles. Instruction will include, but not be limited to the following: (A) signs, signals, highway markings and design; (B) rules of the road, state laws, and local ordinances; (C) driving attitude toward motorcyclists, bicyclists and pedestrians; (D) basic driving maneuvers; (E) operation of motor vehicle on streets and expressways.

## 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.

### Advanced Composition I

ND8240

- » **Semester:** One Semester / ½ Credit — Pass/Fail
- » **Grade Level:** 11 – 12
- » **Prerequisites:** Exposition and Argumentation, Introduction to Literary Analysis, and Instructor Approval

Advanced Composition I is an introduction to the philosophy and practice of working with student writers and an individualized study of composition and communication skills. Students who take this course will be new writing

coaches in the Holland Hall Writing Center and will be required to work in the writing center for three consecutive mods per cycle. Students will begin by learning how to operate in the writing center space and understanding the writing coach's role as an ally for student writers. Individually and in pairs, they will learn how to talk about writing by examining and evaluating their own writing, identifying areas for improvement and learning strategies for strengthening their own grammar and writing skills. They will learn to support student writers of all learning styles in many different writing and research-related situations. As students work as writing coaches in the Holland Hall Writing Center, they will gain hands-on experience giving constructive feedback and guiding student writers to strategies for improving their own written work. Coursework will include goal setting, core readings, study and role-play of strategies for working with peer writers, collaborative observations, and written reflections. **This course is intended to be taken in conjunction with the first semester of working as a writing coach in the Holland Hall Writing Center.**

### Advanced Composition II

ND8241

- » **Semester:** One Semester / ½ Credit — Pass/Fail
- » **Grade Level:** 11 – 12
- » **Prerequisites:** Advanced Composition I and Instructor Approval

Advanced Composition II builds on the study and practice of Advanced Composition I. This course is designed as a more intensive study of the best practices of writing center coaches and challenges students to refine their composition, research, and rhetorical skills. Students who take this course will be second-semester writing coaches in the Holland Hall Writing Center and will be required to work in the writing center for three consecutive mods per cycle. In this course, students will engage in collaborative study of best strategies and practices, synthesizing their prior and current experiences as writing coaches with a series of course readings and research. This dialogue will serve as a starting point and a foundation from which other scholarship will be explored, created, and contextualized. Coursework will include critical examination of prior experiences in the writing center, goal setting, core readings, mentorship of new writing coaches, written reflections, and an informational video about the philosophy, purpose, and practice of the Holland Hall Writing Center. At the end of this course, coaches will collaborate together to design and present new strategies for training and mentoring next semester's new writing center coaches. **This course is intended to be taken in conjunction with the second semester of working as a writing coach in the Holland Hall Writing Center.**

### Advanced Composition III

ND8242

- » **Semester:** One Semester / ½ Credit — Pass/Fail
- » **Grade Level:** 12
- » **Prerequisites:** Advanced Composition II and Instructor Approval

Advanced Composition III is a practical implementation of the study and practice of Advanced Composition I and II. As such, this course will require students to assume a leadership role in training new writing coaches, running the writing center, and strengthening the connection between the Holland Hall Writing Center and the wider community. Students who take this course will be third-semester writing coaches in the Holland Hall Writing Center and will be required to work in the writing center for three consecutive mods per cycle. Based on their prior experience working in the writing center, coaches in this class will research best practices of writing centers and writing coaches and design new strategies for training and mentoring new writing coaches. In this course, coaches will design and take on an additional role in the running of the writing center. Some examples of leadership roles are: communicating with teachers about their expectations for student writing, designing and hosting skills-based mini-classes in the Writing Center, working with Middle School and Upper School teachers to carry out a small-group writer's workshop in their classrooms, recruiting and mentoring new writing center coaches, or identifying a need to improve the writing center's space or practices and designing and implementing a solution. Coaches in this class may also have the opportunity to create a proposal for a presentation, panel, or poster about the Holland Hall Writing Center and submit it to a national conference for an organization such as the International Writing Centers Association, the National Conference on Peer Tutoring in Writing, or the Secondary School Writing Centers Association. At the end of this course, coaches will submit a portfolio documenting and evaluating their leadership role in the writing center and the results of their work. **This course is intended to be taken in conjunction with the third semester of working as a writing coach in the Holland Hall Writing Center.**

## Advanced Composition IV

ND8243

- » **Semester:** One Semester / ½ Credit — Pass/Fail
- » **Grade Level:** 12
- » **Prerequisites:** Advanced Composition III and Instructor Approval

Advanced Composition IV is the culmination of the study, practice, and leadership of Advanced Composition I, II, and III. Students who take this course will be fourth-semester writing coaches in the Holland Hall Writing Center and will be required to work in the writing center for three consecutive mods per cycle. Coaches will have the opportunity to continue or modify the leadership role they fulfilled in Advanced Composition III. In this course, coaches will use their research and leadership experience to broaden the mission of the Holland Hall Writing Center by proposing and developing a plan that will widen the scope of the writing center's impact on the community. For example, students may create and moderate a resourceful webpage for the Holland Hall Writing Center, design a writing mentor program between Primary and Upper School students, partner with a school in the Tulsa community to create collaborative writing opportunities, or plan and host a writing conference for Tulsa area student writers. Projects will be proposed and implemented by individual or collaborative design. Coaches will submit a portfolio documenting and evaluating their project and its impact on the community and present the results of their project to the Holland Hall administration. At the end of this course, coaches will submit a plan for future writing center coaches to take on leadership of their projects. **This course is**

**intended to be taken in conjunction with the fourth semester of working as a writing coach in the Holland Hall Writing Center.**

## 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.

## Driver and Safety Education

ND8270

- » **Semester:** One Semester / No Credit – Pass/Fail
- » **Grade Level:** 15-years of age on 1st day of class
- » **Fee:** \$410.00

Each student will receive 2 mods of instruction, plus 2 mods driving time per cycle, with a total of 10 classroom hours and 6 hours of driving. The goals include: to develop knowledge of those provisions of the Oklahoma Motor Vehicle Code and other state laws relating to the operation of motor vehicles; acceptance of personal responsibility in traffic; appreciation of the causes, seriousness, and consequences of traffic accidents; and development of the knowledge, attitudes, habits, and skills necessary for the safe operation of motor vehicles. Instruction will include, but not be limited to the following: (A) signs, signals, highway markings and design; (B) rules of the road, state laws, and local ordinances; (C) driving attitude toward motorcyclists, bicyclists and pedestrians; (D) basic driving maneuvers; (E) operation of motor vehicle on streets and expressways.

# 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:** One 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)

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): Sept. 3rd – Oct. 23rd

AT9213 (Winter): Nov. 4th – Jan. 16th

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.

### Ultimate Frisbee

AT9217 (Winter): November 11th – Jan. 17th

This course offers students the opportunity to increase their fitness level by playing Ultimate Frisbee. The number of students participating will form coed teams each class period. The class will meet four days a week from 3:30-4:30 (60 minutes). Students are required to wear appropriate athletic shoes, shorts or warm-up pants, and t-shirts or sweatshirts.

## Sports Medicine

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

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.

## 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	AT9135 Cheerleading
	AT9140 Cross Country	AT9141 Cross Country
	AT9150 Field Hockey	AT9171 Football
	AT9154 Softball	AT9174 Sports Medicine***
	AT9166 Volleyball	
	AT9174 Sports Medicine***	
Winter	AT9235 Cheerleading	AT9235 Cheerleading
	AT9242 Basketball	AT9243 Basketball
	AT9247 Wrestling	AT9247 Wrestling
	AT9274 Sports Medicine***	AT9274 Sports Medicine**
Spring	AT9352 Soccer	AT9353 Soccer
	AT9362 Tennis	AT9355 Baseball
	AT9369 Track & Field	AT9363 Tennis
	AT9374 Sports Medicine***	AT9370 Track & Field
Semester-long, Co-ed		AT9374 Sports Medicine***
	AT9125 Modern Dance I – PE	AT9225 Modern Dance I – PE
	AT9127 Modern Dance II – PE	AT9227 Modern Dance II – PE
	AT9132 Modern Dance III – PE	AT9229 Modern Dance III – PE
	AT9133 Modern Dance IV – PE	AT9230 Modern Dance IV – PE

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

**\* 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
<b>Fall</b>	Sports Video & Editing Yoga Dance (fall semester)	Cheerleading Cross Country Field Hockey Softball Volleyball Sports Medicine
<b>Winter</b>	Ultimate Frisbee Yoga	Basketball Cheerleading Wrestling Sports Medicine
<b>Spring</b>	Dance (spring Semester)	Golf Soccer Tennis Track & Field Sports Medicine

  

BOYS	FITNESS	COMPETITIVE SPORTS
<b>Fall</b>	Sports Video & Editing Yoga Dance (fall semester)	Cheerleading Cross Country Football Sports Medicine
<b>Winter</b>	Ultimate Frisbee Yoga	Basketball Cheerleading Wrestling Sports Medicine
<b>Spring</b>	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 STUDENT'S CHOICE OF CREDIT TYPES:

Course Name	Department/Course Number (S1/S2)	Department/Course Number (S1/S2)
<b>News Writing-Photojournalism/Yrbk</b>	English/EN3057	Technology/CS3057
<b>Adv. News Writing-Photojourn/Yrbk</b>	English/EN3058	Technology/CS3058
<b>Creative Writing Trilogy</b>	English/EN3148	Fine Arts/FA7149
<b>Playwriting</b>	English/EN3234	Fine Arts/FA7224
<b>New &amp; Mixed Media Arts</b>	Fine Arts/FA7131/7231	Technology/CS6131/6231
<b>Technical Theatre I</b>	Fine Arts/FA7142/7242	Technology/CS6142/6242
<b>Technical Theatre II</b>	Fine Arts/FA7143/7243	Technology/CS6145/6243
<b>Technical Theatre III</b>	Fine Arts/FA7144/7244	Technology/CS6146/6244

# CHANGES

(dropped and added courses)

Curriculum Guide changes to course offerings and numbering as compared to 2023-24

## OLD (DROPPED) LISTINGS

<b>AT9173</b> Athletic Trainer (Fall)	<b>EN3114</b> Literature & Human Nature (S1)	<b>MA2272</b> Intro to Applied Statistics (S2)
<b>AT9273</b> Athletic Trainer (Winter)	<b>EN3114H</b> Literature & Human Nature H (S1)	<b>ND8151</b> Freshman Wellness (S1)
<b>AT9373</b> Athletic Trainer (Spring)	<b>EN3226</b> Research Methods (S2)	<b>SS4123</b> The Civil War and Industrial America (S1)
<b>AT9025</b> Modern Dance I – PE	<b>EN3226H</b> Research Methods H (S2)	<b>SS4162</b> 20th Century Conflicts (S1)
<b>AT9026</b> Modern Dance II – PE	<b>EN3275</b> Eng IV-Selected Shakespeare (S2)	<b>SS4242</b> The Modern Middle East (S2)
<b>AT9027</b> Modern Dance III – PE	<b>EN3275H</b> Eng IV-Selected Shakespeare H (S2)	<b>SS4242H</b> The Modern Middle East Honors (S2)
<b>AT9028</b> Modern Dance IV – PE	<b>MA2036</b> Adv. Algebra and Trigonometry	<b>SS4265</b> Modern European History (S2)
<b>CS6058H</b> Adv. News Writing & Photojournal./Yrbk H-Tech	<b>MA2173</b> Intro to Statistics (S1)	

## NEW COURSE LISTINGS FOR 2024-25

<b>AT9174</b> Sports Medicine (Fall)	<b>EN3216</b> Literature & Human Nature (S2)	<b>SS4126H</b> The American Civil War H (S1)
<b>AT9274</b> Sports Medicine (Winter)	<b>EN3216H</b> Literature & Human Nature H (S2)	<b>SS4159H</b> Hist. of Domestic Terrorism H (S1)
<b>AT9374</b> Sports Medicine (Spring)	<b>MA2101</b> Introduction to College Algebra (S1)	<b>SS4161H</b> Cold War Era Anxiety H (S1)
<b>CS6145</b> Technical Theatre II-Tech (S1)	<b>MA2201</b> Financial Literacy (S2)	<b>SS4214</b> Dust Bowl Dynamics (S2)
<b>CS6146</b> Technical Theatre III-Tech (S1)	<b>MA2202</b> Introduction to Statistics (S2)	<b>SS4214H</b> Dust Bowl Dynamics H (S2)
<b>CS6243</b> Technical Theatre II-Tech (S2)	<b>ND8051</b> Freshman Wellness	<b>SS4215</b> 20th Cent. Conf.-Africa-Europe (S2)
<b>CS6244</b> Technical Theatre III-Tech (S2)	<b>SS4124</b> American Federal Government (S1)	<b>SS4215H</b> 20th Cent. Conf.-Africa-Europe H (S2)
<b>EN3112</b> Research Methods (TERM) (S2)	<b>SS4124H</b> American Federal Government H (S1)	<b>SS4243H</b> Hidden History: National Security (S2)
<b>EN3112H</b> Research Methods (TERM) H (S2)	<b>SS4125</b> 20th Century Conf.-Latin Am/Asia (S1)	<b>SS4248H</b> African American Studies H (S2)
<b>EN3212</b> Modernism: Lit, Philosophy & Art (S2)	<b>SS4125H</b> 20th Century Conf.-Latin Am/Asia H (S1)	<b>SS4255H</b> Crisis & Presidential Leadership H (S2)
<b>EN3212H</b> Modernism: Lit, Philosophy & Art H (S2)	<b>SS4126</b> The American Civil War (S1)	<b>SS4256H</b> American Conspiracies: JFK H (S2)

## CURRICULUM GUIDE REVISED

<b>March 6, 2024 3 p.m.</b>	Modified course name for SS4215 and SS4215H to 20th Cent. Conf.-Africa/Europe on pg. 17.
<b>March 6, 2024 3 p.m.</b>	Modified course numbers and name for Athletic Trainer to Sports Medicine on pages 18, 74 & 75.
<b>March 7, 2024 11:25 am</b>	Dropped The Modern Middle East and The Modern Middle East Honors.
<b>March 25, 2024 1 p.m.</b>	Deleted Chemistry as a prerequisite and added Chemistry (SC1030) as a concurrent course for Physics Honors (SC1065).
<b>March 26, 2024 11:20 a.m.</b>	Modified SC1231 Electrical Design & Engineering to (S2) on pg. 16.



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