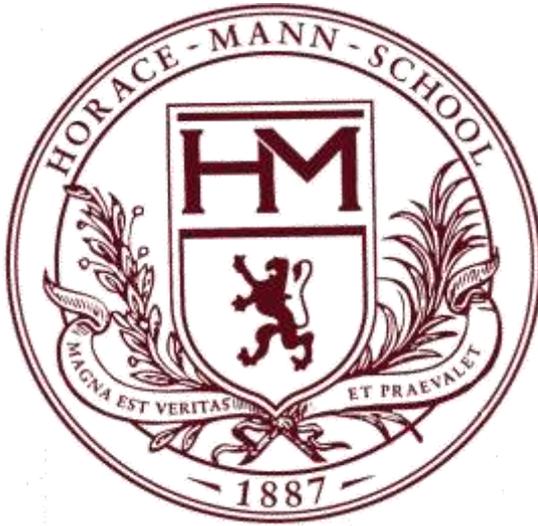


Horace Mann School



UPPER DIVISION

PROGRAM OF STUDIES

Academic Year 2019-2020

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Program Planning Schedule 2019-2020

<i>Program of Studies</i> distributed to students in advisory meetings	April 2 nd
Advising and Decision Making	April 2 nd – April 30 th
Students confer with advisors, deans, parents. Parents and advisors indicate their approval by signing Course Request Form	
Students' signed Course Request Forms handed in to advisors	April 30 th
Online Course Registration Opened	April 30 th – May 14 th
Online Course Registration Closed	May 14 th

Students receive schedules in August

Graduation Requirements

Eighteen full-credits in academic disciplines (see next page for departmental requirements)

Four years of Physical Education/team sports/approved out of school contract

Certification in CPR/AED

HMO (9th grade Counseling & Guidance requirement)

Health (Physical Education & Health requirement)

SOI (11th grade Interdisciplinary requirement)

Advisory

Service Learning

Department Requirements

This is a list of the minimum graduation requirements for each department. Please consult the “Grade-by-Grade Course Lists” for information about when these courses are usually taken. Consult individual department sections for detailed information about courses.

English	Continuous enrollment grades nine through twelve.
History	Atlantic World History United States History One non-AP elective
World Languages	Proficiency through Level III in Chinese, French, Japanese, Latin, or Spanish.
Science	Biology Chemistry or Physics
Mathematics	Geometry Algebra II and Trigonometry
Arts	A total of two credits in grades nine through twelve, minimum. All students must take at least one half-credit in studio/performance, and at least one half-credit in appreciation.
Physical Education & Health	Physical Education in grades nine through twelve, unless replaced by team membership or an approved Independent Out of School/Athletic Contract. Certification in CPR/AED for the Professional Rescuers & Health Care Providers. Health Education.
Computer Science & Robotics	One half-credit in grades nine through twelve.
Counseling & Guidance	HMO in grade nine.
Interdisciplinary	SOI in grade eleven.

Service-Learning

The Upper Division Service-Learning requirement consists of a combination of school-sponsored events, grade-wide activities, **Projects**, and **Reflection** opportunities.

The Requirement represents a minimum level of participation at each grade level. Many students participate in service-learning and other Center for Community Values and Action (CCVA) activities beyond the specific Project and Reflection requirements. Please visit www.hmccva.org or stop by the CCVA office for more information or to discuss your ideas.

Ninth grade students will be responsible for **participation in the annual Ninth Grade Service-Learning Day** (date to be announced). The Day is preceded by an Orientation session for all Ninth Grade students.

The Tenth Grade requirement includes one **Service-Learning Project** and two **Reflection** activities.

Specific requirements and deadline dates are/will be available on www.hmccva.org and in other communications.

Tenth Grade students must also engage in **two Reflection activities per year**. At least one of these must be a **group discussion**. These Reflection discussions will be scheduled regularly and frequently throughout the year. The second required Reflection may be a second group discussion, a written reflection, or an individually designed Reflection (for example, participating in a panel in an outside agency or on HM campus on their service Project, or contributing an article on the significance of their Project to an HM or outside publication).

Eleventh Grade requirements will build on the students' experiences in the previous two years. Students will be responsible for participation in one **Project** and two

Reflections at a level that reflects deepening engagement. Specific requirements and deadline dates will be available by the beginning of the 2019-2020 school year on www.hmccva.org

Twelfth Grade is the capstone year of the UD service-learning program. The requirement again consists of one **Project** and two **Reflections**. One of the required Reflections will be an end of the year opportunity for Seniors to integrate and summarize their Upper Division Service-Learning experience. Specific requirements and deadline dates will be/are available at the beginning of the 2019-2020 school year on www.hmccva.org and in other communications.

The Katz Library

The Katz Library is a central hub of student activity at Horace Mann School. Between making reading recommendations, helping with online databases, or assisting in finding books for specific projects, the librarians and staff are always available to students and faculty.

Because we believe that literacy skills should not be learned in a vacuum, but rather should be tied to curricula, librarians work closely with faculty and students to provide detailed instruction around specific assignments. To this end, the Library collects heavily in areas that will support the curriculum and, when necessary, we order multiple copies of titles.

The Library's collection houses more than 54,000 books, videos, DVDs, CDs, and audiobooks, as well as dozens of print magazines. In addition, the Katz Library subscribes to 47 subscription research databases that are available 24/7 through remote access with a student or faculty ID. The Library provides seating for 180 students, with soft seating areas for comfortable leisure reading and studying. Over 55 laptops are available for student use in the library, as well as 25 desktops. Seven group study rooms, located on both floors of the Library, allow students to work collaboratively. One of these rooms also serves as an Electronic Classroom where research classes meet to work with librarians and their teacher. Students may eat lunch and drink throughout the Library, but they are expected to keep the Library clean.

Throughout the school year, the Katz Library hosts a variety of special events, such as award-related book groups, author visits, holiday movie celebrations, and Library Spirit Day. One of our most popular programs is Literary Lunch Chat where students discuss books they are currently reading for pleasure and for school. The group discussions frequently focus on beloved books that have been made into movies. These movies sometimes are the spur for our book-related movie field trips.

Katz Library Hours

Monday-Friday: 8:15-5:50

Grade-by-Grade Course Lists

These are *likely* lists of courses. Naturally, not every ninth grader, for example, will have the same list as every other. But, for the most part, you will find here department requirements and likely lists for students in each grade. Specific questions may be addressed to the student's advisor or grade dean.

Grade Nine

Full-credit courses:

English 9

Atlantic World History

Biology

World Languages Usually level 2 or 2 Honors in their chosen language, depending on the level of previous preparation and/or placement exam. Students are welcome to begin a new language at level 1.

Geometry

Half-credit courses:

Physical Education & Health Students choose ONE: Concepts of Physical Fitness/Team and Life Sport, CPR/First Aid, Health or Dance Workshop PE.

Arts Half-credit course recommended of either type-studio/performance or appreciation.

Computer Science & Robotics Half-credit course recommended.

Additional requirements:

HMO

Advisory

Service Learning

Grade Ten

Full-credit courses:

English 10

United States History

World Languages Usually level 3 or 3 Honors in their chosen language. The successful completion of level 3 of the same language satisfies the graduation requirement in World Languages.

Chemistry Most students satisfy the science requirement with Biology and Chemistry.

Algebra II and
Trigonometry

Half-credit courses:

Physical Education & Health Students choose ONE: Concepts of Physical Fitness/Team and Life Sport, CPR/First Aid, Health or Dance Workshop PE or Varsity PE for two quarters. In the remaining two quarters Health will be assigned.

Arts Half-credit course recommended

Computer Science & Robotics Half-credit course recommended if not taken in ninth grade. If the requirement has been met, students may choose an elective course in this department.

Additional requirements:

Advisory

Service Learning

Grade Eleven

Note that student schedules will vary widely beginning this year, depending upon completion of graduation requirements and choice of elective courses.

Beginning with the class of 2022, the Upper Division is discontinuing our Advanced Placement program. We are replacing these courses with innovative, challenging classes that speak to our students' needs as twenty-first century learners. As rising ninth and tenth graders plan their courses, they should keep in mind that a variety of advanced upper level courses will be available within each discipline, but these courses will not be designated as AP courses, nor will they prepare students to take the AP exam. We will administer AP exams only as long as we offer AP courses. By the spring of 2022, no AP exams will be administered on our campus.

Full-credit courses:

English 11

3 or 4 other
full-credit
courses

By the end of 10th grade, most students have satisfied minimum course graduation requirements in the Departments of World Languages, Science and Mathematics. We recommend that students maintain a balanced program and that they not stop studying in a given discipline once they have satisfied the minimum requirement. The courses we list here are the next courses in the sequence; note that they may be *elective* courses at this point.

History

Class of 2020 and 2021: Students must take at least one non-AP History elective of their choice before graduation, in either junior or senior year. The History Department strongly recommends that one elective have a focus on geographic regions outside the United States and Europe. AP electives are open only to juniors and seniors and require departmental approval.

Class of 2022 and 2023: Students are required to take a third year of History in either grade 11 or 12.

World Languages Students usually take level 4, 4 Honors, AP Language & Culture, or the next course in their sequence of study. Students may elect to study a new world language.

Science Most students take Physics. Students who have completed Biology and Chemistry may take an elective course. Qualified students in the class of 2020 or 2021 may take an AP course.

Mathematics Most students take a precalculus course (3 levels). Qualified students in the class of 2020 or 2021 may also take AP Statistics concurrently with a precalculus course.

Half-credit courses:

Physical Education & Health Students choose ONE: Concepts of Physical Fitness/Team and Life Sport, Dance Workshop PE, Varsity PE or CPR/First Aid.

Arts Students continue to work on requirement or, if requirement has been met, students may choose an elective art course (AP and Honors courses are full credit).

Computer Science & Robotics Students should choose a half-credit course if one has not been taken in ninth or tenth grade. If the requirement has been met, students may choose an elective course in this department (AP courses are full credit).

Additional requirements:

Interdisciplinary SOI

Advisory

Service Learning

Grade Twelve

Note that student programs are certain to vary widely in Grade Twelve. See each departmental listing for the available courses and their prerequisite and selection procedures.

Beginning with the class of 2022, the Upper Division is discontinuing our Advanced Placement program. We will be replacing these courses with innovative, challenging classes that speak to our students' needs as twenty-first century learners. As rising ninth and tenth graders plan their courses, they should keep in mind that a variety of advanced upper level courses will be available within each discipline, but these courses will not be designated as AP courses, nor will they prepare students to take the AP exam. We will administer AP exams only as long as we offer AP courses. By the spring of 2022, no AP exams will be administered on our campus.

Full-credit courses:

English Students choose among semester electives or, with departmental permission, take AP English (class of 2020, 2021).

3 or 4 other full-credit courses By the end of 10th grade, most students have satisfied minimum graduation requirements in World Languages, Science, and Mathematics. We recommend that students maintain a balanced program and that they not stop studying in a given discipline once they have satisfied the minimum requirement.

The courses we list here are the next courses in the sequence; note that they are *elective* courses at this point.

History Class of 2020 and 2021: Students must take at least one non-AP History elective of their choice before graduation, in either junior or senior year. The History Department strongly recommends that one elective have a focus on geographic regions outside the United States and Europe. AP electives are open only to juniors and seniors and require departmental approval.

Class of 2022 and 2023: Students are required to take a third year of History in either grade 11 or 12.

World Languages Students usually take Level 5, 5 Honors, AP Language & Culture, a Seminar class or the next course in their sequence of study. Seniors are welcome to begin a new world language.

Science Students who have completed Biology and Chemistry may take an elective course. Qualified students in the class of 2020 or 2021 may take an AP course.

Mathematics Students may take a calculus course (three levels), a statistics course (two levels), Senior Math Electives, and/or Math Seminar.

Interdisciplinary Students may apply to do a full credit Independent Study.

Half credit courses:

Physical Education & Health Students choose ONE: Concepts of Physical Fitness/Team and Life Sport, Dance Workshop PE, Varsity PE or CPR/First Aid.

Art Students complete work on requirement or, if requirement has been met, student may choose an elective art course (AP and Honors courses are full credit)

Computer Science & Robotics A half-credit course is required if one has not been taken in ninth, tenth or eleventh grade. If the requirement has been met, students may choose any elective course in this department (AP courses are full credit).

Additional requirements:

Advisory

Service Learning

Activities

Athletics

Students at Horace Mann can play on any of a great number of teams. Interscholastic athletics is a significant commitment. Students who plan to play on teams should include this commitment when planning their schedules for coming years. Teams fielded by the Horace Mann Athletics Department include:

Fall

Boys' Cross-Country (JV,V)
Girls' Cross-Country (JV,V)
Girls' Field Hockey (V)
Boys' Football (JV,V)
Boys' Soccer (JV,V)
Girls' Soccer (JV,V)
Girls' Tennis (JV,V)
Girls' Volleyball (JV,V)
Water Polo (JV, V)

Winter

Boys' Basketball (JV,V)
Girls' Basketball (JV,V)
Boys' Fencing (JV,V)
Girls' Fencing (JV,V)
Boys' Skiing (V)
Girls' Skiing (V)
Girls' Squash(V)
Boys' Squash (V)
Boys' Swimming (JV,V)
Girls' Swimming (JV, V)
Table Tennis(V)
Boys' Indoor Track (JV,V)
Ultimate Frisbee (V)
Boys' Wrestling (JV,V)

Spring

Boys' Baseball (JV,V)
Boys' Crew (JV,V)
Girls' Crew (JV,V)
Boys' Golf (V)
Boys' Lacrosse (JV,V)
Girls' Lacrosse (JV,V)
Girls' Rugby(V)
Girls' Softball (JV,V)
Boys' Tennis (JV,V)
Boys' Track & Field (JV,V)
Girls' Track & Field (JV,V)
Girls' Indoor Track (JV,V)
Boys' Volleyball (V)

Publications

Publications are a prominent part of life at Horace Mann. More than half of our students write for one or more publications at some time during their years here. Each publication has a faculty advisor who works closely with student writers and editors. Publications that appeared in recent years include:

AgriMann
Artsphere
Bibliomann
Business Mann
Cinemann
ECO₂
Excelsior
FAD
Folio 51
For the Culture
For the Win

Framework
HM Eats
Innovation and Entrepreneurship
Literary Magazine
Mannikin
Manuscript
Mind
Monthly Mantra
OPUS
Pixelated
Prime
Spectrum

Soldiers' Stories
The Candide
The Devil's Advocate
The Horace Mann Review
The Linguist
The Mix
The Record
The Verdict
The Zodiac
Venture
Voyager

Clubs

Horace Mann offers a vast array of clubs for students who wish to pursue interests not addressed by course offerings. Each club is advised by a member of the Horace Mann faculty and is supported by all available school resources. Students are encouraged to join a club that meets their needs and interests. When planning a schedule, club membership should be taken into consideration. It is better to make a significant commitment to one or two clubs that are of great interest than to join an array of clubs and be active in none of them. Most of the HM clubs are listed here.

Alzheimer's Insight	Girls on the Run	Mock Trial
American Red Cross Club	Girls Who Code	Model United Nations
Animal Awareness Society	Green HM	Model Congress
Apsis Aero	Habitat for Humanity	Moneyball
Arts Club	HarMannics and HarManny	No Labels
Astro Parphy Club	Heart to Heart	Operation Prom
Automotive Engineering Club	Health Disparities Club	OutDorrs Club
Biology Olympiad	HM eSports	Parliamentary Debate
Cancer Awareness/Relay for Life	HM Health Club	Poetry Out Loud
Chemistry Olympiad	HM Lions Report	Programming Club
Club de Français	HM Stomps	Science Bowl
Classics Society	HM Ukes	Science Olympiad
Comedy Club	Horace Mann Business League	She's the First
Computational Linguistics Olympiad	Horace Mann Chefs United	Shoot your Shot
Debate Team	Horace Mann Dance Company	Spanish Club
East Wind West Wind	Horace Mann Music Outreach Club	Speech Team
Economists' Society	Horace Mann Social Impact Investment Club	STEAM on the Hill
Entrepreneurship Club	Horace Mann Theatre Company (HMTc)	Students for Students
Fashion Design Club	Horace Mann Trivia Team	Sunshine Mail of HM Teams
Feminist Students Association	Hospital Outreach	TED-Ed Club
F=ma	HuMann Rights	The Happiness Club
FRC Robotics	Improv Club	The Puppy Club
French Club	Innovation that Excites	The Union
FTC Robotics	Junior Statesmen of America (JSA)	Upper Division Math Team
Game Knights	Launch X	Wellness Initiative Club
Gender Sexuality Alliance (GSA)		Women in Biology and Medicine
		Woman in Business
		Women in Science and Engineering (WISE)

Additional Student Activities

Book Day Committee

Health Peer Leaders

Library Lunch Chat

Middle School Mentors

Peer Leaders

Pep Rally

Saturday Morning Music Program

Saturday Morning Tutoring

Science Associates

Senior Activities Committee

Student Ambassadors

The Service Learning Team

Approval for AP Courses

Each department is responsible for setting appropriate requirements for the AP courses that it offers. All AP courses require departmental approval. Students who wish to apply for AP courses should discuss their current work with the appropriate teachers and department chair. Students in all advanced placement courses are required to take the Advanced Placement Examination. Entry into all Advanced Placement courses requires that the student be a trustworthy and respectful school citizen.

Beginning with the class of 2022, the Upper Division is discontinuing our Advanced Placement program. We are replacing these courses with innovative, challenging classes that speak to our students' needs as twenty-first century learners. As rising ninth and tenth graders plan their courses, they should keep in mind that a variety of advanced upper level courses will be available within each discipline, but these courses will not be designated as AP courses, nor will they prepare students to take the AP exam. We will administer AP exams only as long as we offer AP courses. By the spring of 2022, no AP exams will be administered on our campus.

These are the requirements for admission to AP courses:

Arts

AP Music Theory

Open to juniors and seniors. Admission to AP Music Theory requires excellent work in previous music theory courses or other demonstration of preparedness and an interview with the Chair of the Music Department or course instructor.

AP Art History

Open to juniors and seniors. Any student who has performed adequately in at least one Introduction to Art History course will be accepted into the course. Students who have not taken an art history course are eligible for the class with departmental approval.

AP Studio Art (Drawing & Painting and Photography)

Departmental approval required. Open to seniors. Most students will have completed the 1, 2 & 3 sequence courses.

Computer Science & Robotics

AP Computer Science A

Students need to have earned a B+ or better in Computer Science II to be considered. Departmental approval required.

Counseling & Guidance

AP Psychology

Admission to Advanced Placement Psychology has a prerequisite of Introduction to Psychology and departmental approval required.

English

AP English

The department offers one section of Advanced Placement each year. Admission is competitive, and it requires grades in English that average closer to an A- than to a B+, if not higher, a writing sample and departmental approval required.

World Languages

Advanced Placement courses in French, Japanese, Latin and Spanish are continuations of 3 Honors and 4 Honors courses. Students who maintain a minimum grade of a B+ in these honors courses are eligible to apply for Advanced Placement. The average of the two semester grades and progression in performance throughout the entire year will be taken into account. An additional assessment may be required to determine eligibility.

History

Admission to AP United States and AP European History is open only to juniors and seniors, and will be determined by (a) successful completion of History surveys for grades 9 and 10; (b) departmental approval required, based on the following criteria: History grades that average A- or higher for all years and class citizenship. Students with History averages higher than B+, but not A-, will be considered on an individual basis. For rising seniors who apply, more weight will be given to grade averages in years 10 and 11. For admission to AP Economics, please see page 73.

Mathematics

AP Calculus AB

Prerequisite: A minimum grade of an exact B+ or higher when averaging both semester grades in Precalculus AB (0441) or a minimum grade of an exact A in Precalculus (0440). (An exact B+ is a 7 on the 10 point scale, and an exact A is a 9 on the 10 point scale.) Highly motivated students with a high B in Precalculus AB, or a high A- in Precalculus, may request to take a diagnostic test administered at the end of the school year that may result in approval for this course. Departmental approval required.

AP Statistics

Prerequisite: A minimum grade of an exact B+ or higher when averaging both semester grades in Precalculus (0440); or a minimum grade of an exact B in Precalculus AB (0441); or a minimum grade of an exact B- in Precalculus BC Honors (0442). (An exact B+ is a 7 on the 10 point scale, an exact B is a 6, and an exact B- is a 5.) In certain circumstances, students who have successfully completed Algebra II and Trigonometry (0430) with a minimum grade of A-, or Algebra II and Trigonometry Honors (0431) with a minimum grade of B+, may be considered for approval for this course if taken concurrently with either Precalculus AB (0441) or Precalculus BC Honors (0442). In all cases, departmental approval required.

AP Calculus BC

Prerequisite: A successful year in Precalculus BC Honors (0442), which for most students is indicated by a year-end grade of a B or higher. Students earning a year-end grade lower than a B in Precalculus BC Honors must have departmental approval. In certain circumstances, students with consistently and exceptionally high achievement in Precalculus AB (0441) may be considered for this course. Departmental approval required.

Science

Admission to all AP science courses requires departmental approval. Generally, students need to have earned grades of B+ or better in Biology, Chemistry, and Physics to be considered, although more recent grades may be given more weight. Particularly outstanding and interested students may be admitted to Physics and an AP science course (except AP Physics) concurrently. Generally, approval is not given to take two AP Science courses concurrently.

Grades in mathematics courses will also be considered based on the demands of the particular AP science course. For AP Chemistry students must be enrolled in or have completed Precalculus, and for AP Physics students must be enrolled in or have completed AP Calculus AB or AP Calculus BC at Horace Mann or have earned a 4 or 5 on the AP Calculus BC exam.

Students interested in taking an AP science course should meet with their current science teacher to discuss their program choices before submitting their Course Request Sheet.

Arts

Graduation Requirement:

A total of two credits in grades nine through twelve. All students must take at least one half-credit in studio/performance, and at least one half-credit in appreciation.

Courses

Music full-credit courses

- AP Music Theory
- Topics in Music History

Music half-credit courses

- History of Music (Bach to Stravinsky)
- Music Seminar
- Great Music of Modern Times
- History of Jazz
- Music Theory
- Studio Technology
- Advanced Studio Production
- Orchestra
- String Sinfonietta
- Glee Club
- Concert Glee Club
- Treble Choir
- Jazz Combo
- Wind Ensemble
- Chamber Winds
- Steel Drum Ensemble

Theatre, Dance, Film half-credit courses

- Theatre: Living Through History
- History of American Musical Theatre
- The Art of Film
- Film Studies
- Dance in Historical and Cultural Perspective
- Acting I
- Acting II
- Musical Theatre Performance
- Performance Workshop
- Acting for the Camera
- Playwriting and Production
- Stagecraft in School – Period H Crew

- Theatre Design and Production
- Design Production Workshop
- Dance Workshop for Arts credit or for PE credit
- Dance Performance for Arts credit or for PE credit
- The Art of Mindfulness Yoga

Theatre, Dance, Film one-third credit courses

- Performance in Major Theatre and Dance Productions
- Stagecraft (Crew) (after school)

Art History full-credit courses

- AP Art History

Art History half-credit courses

- Introduction to Art History: The Ancient World
- Introduction to Art History: The Renaissance
- Introduction to Art History: History of Contemporary Art
- Introduction to Art History: Global Architecture
- Studies in Art History: What is a Masterpiece?

Visual Arts half-credit courses

- Ceramics I
- Ceramics II
- Drawing & Painting I
- Drawing & Painting II
- Photography I
- Photography II
- Printmaking I
- Printmaking II
- Sculpture I
- Sculpture II
- Ceramics III
- Ceramics IV
- Drawing & Painting III
- Drawing & Painting IV
- Photography III
- Photography IV
- Printmaking III
- Printmaking IV
- Sculpture III
- Sculpture IV
- Filmmaking I
- Filmmaking II
- Filmmaking III
- Filmmaking IV

Visual Arts full-credit courses

- Honors Ceramics
- Honors in Ceramics II
- Honors in Drawing & Painting
- Honors in Drawing & Painting II
- AP Studio Art: Drawing & Painting
- Honors Photography
- Honors Photography II
- AP Studio Art: Photography
- Honors in Printmaking
- Honors in Printmaking II
- Honors in Sculpture
- Honors in Sculpture II

Arts

The Arts curriculum balances performance and practice with careful academic study and analysis. Whether in Music, Theater/Dance/Film Studies, or Visual Arts, students are challenged to use their intellectual, emotional and physical intelligence to create meaningful work, exhibitions and performances. Instructors encourage students to take the risks necessary to explore, create and grow as artists, while providing for them the framework for understanding how their endeavors relate to the larger artistic world.

Graduation Requirement:

A total of two credits in grades nine through twelve. All students must take at least one half-credit in studio/performance, and at least one half-credit in appreciation.

Private Music Lessons

Lessons meet once per week and do not fulfill graduation requirements in Arts.

Arranged through the Music Department office, Private Music lessons are available to students in all grades. Lessons are given once a week by professional musicians on the staff of the department and are available on all instruments, including voice. All students taking private lessons are expected to practice diligently and come to their lessons prepared. Students pay an annual fee of \$1,500.00.

Music

FULL-CREDIT COURSES

AP Music Theory (0851) (APMU)

Prerequisite: Departmental approval required.

Appreciation

Grades 11-12

Meets every day

This course is designed to develop a student's ability to recognize and understand the architecture of music. Through analysis of form and structures, composition, aural recognition, sight singing, writing and dictation, the student will gain a much deeper understanding of both the art and the craft of musical composition and a greater understanding of musical analysis.

Topics in Music History (0832) (TIMH)

Prerequisite: Departmental approval required.

Appreciation

Grades 11-12

This course in listening and analysis explores musical styles of various eras and cultures. Class discussions, listening sessions, and reading assignments are occasionally supplemented by field trips to open rehearsals and other musical events in New York City. A basic knowledge of music is essential in addition to a genuine desire to learn about and enjoy many styles of music.

HALF-CREDIT COURSES

History of Music (Bach to Stravinsky) (0830) (HSMU)

Appreciation

This course is designed for students who desire to become aware of the role music has played in the formation of Western civilization. We emphasize the evolution of musical styles and concepts in relation to the cultures in which the composers lived. Students are required to listen to music outside class. No previous musical training required.

Music Seminar (0833) (MUSM)

Prerequisite: Departmental approval required.

Appreciation

Grades 11-12

This course in listening and analysis explores musical styles of various eras. Past areas of concentration have included: *Mahler and*

Symphonies, Verdi's Sacred Works, and The Concerto. Students need to be well organized and self-motivated.

Great Music of Modern Times (o841) (GMMT)

Appreciation

We all love listening to music, but why do we like some artists and not others? Why do some recordings stand up to repeat listening, while others turn out to be passing fads? From Mahler and Bernstein to Jimi Hendrix and Radiohead, there are common elements that have added to the rich, fertile musical soil we know today. In this course you will learn how to listen more deeply into music to search for answers to these questions. Along the way, we'll explore select examples of many different genres and expand our knowledge and awareness of contemporary music.

History of Jazz (o840) (HJAZ)

Appreciation

The course focuses on the development of jazz in America as it has manifested itself in cities such as New Orleans, Kansas City, Chicago, and New York. Tracing jazz's roots through ragtime, big band, be-bop, and fusion, the class also covers such legendary performers as Louis Armstrong, Count Basie, Duke Ellington, and Miles Davis. The course utilizes detailed texts and listening materials to help students gain the skills necessary to understand and evaluate jazz music and the way it has made its way through the 20th century. Students should expect occasional guest performances in class, as well as attending one live jazz event as a class.

Music Theory (o850) (MTH1)

Appreciation

This course focuses on studying, writing and analyzing basic tonal harmony and musical form. Beginning with a survey of music terminology and concepts, students will examine the evolution of harmonic vocabulary while being exposed to a wide range of musical styles and works.

Studio Technology (o856) (STUT)

Prerequisite: Departmental approval required.

Studio/Performance

Grades 10-12

This course is a hands-on study of modern music creation utilizing Horace Mann's Pro Tools equipped recording studio. Students will study the nature of sound and vibrating bodies, sound generating devices, as

well as how to record, manipulate, mix, and master music. Previous experience in a performing group or private music lessons, strong computer skills and Music Theory (0850) are strongly recommended.

Advanced Studio Production (0857) (ASP)

Prerequisite: Successful completion of Music Technology (0856), the ability to play an instrument, sing or compose music and permission of the instructor.

Studio/Performance

Grades 11-12

The Advanced Studio Production course provides a highly in-depth and hands-on study of recording, mixing and mastering techniques. While the instructor determines the course's scope and sequence, individual student talents and interests will help to shape the course's content and breadth. Topics covered will include multi-tracking, pitch correction, compiling alternate takes to create a polished product, the subtleties of microphone types, microphone techniques, and creating lead sheets and rhythm charts for studio musicians.

Orchestra (0822) (ORCH)

Open to all string players grades 9-12.

Prerequisite: Audition and approval of the instructor.

Studio/Performance

The orchestra rehearses and performs masterpieces from the Baroque, Classical, Romantic, and Contemporary eras, and its members experience first-hand some of the great musical compositions of Western culture. Concerts throughout the year enable students to share the joy of music making both on campus and with audiences in Manhattan. Participation in all dress rehearsals and concerts is required.

String Sinfonietta (0823) (SINF)

Co-requisite: Orchestra

Prerequisite: Audition and approval of the instructor.

Studio/Performance

The String Sinfonietta is a select ensemble that performs advanced string repertoire from a wide variety of eras and musical traditions, with special attention given to works composed in the last one hundred years. In addition, members of Sinfonietta are expected to serve as musical leaders of the HM Orchestra community, and to actively contribute to the well being of both UD and MD ensembles. The ensemble performs a minimum of four times a year, both on and off campus. Private music lessons are expected and attendance at all dress rehearsals and concerts is mandatory.

Glee Club (o801) (GLEE)

Prerequisite: Audition and approval of the instructor.

Studio/Performance

The Horace Mann Glee Club has a long tradition of performing choral masterworks, as well as a wide range of choral music from varying countries and traditions. The curriculum focuses on group vocal production, choral blend, lyric diction, phrasing, standard performance practices and developing a love for group singing. The ensemble performs three to five times a year, and every member is required to participate in all scheduled dress rehearsals and concerts. Students in all grades may audition for Glee Club.

Concert Glee Club (o803) (CONC)

Prerequisite: Audition and approval of the instructor.

Studio/Performance

Grades 10-12

The Concert Glee Club is a select ensemble open to students in grades 10, 11, and 12 that performs advanced choral literature from both Western and non-Western traditions, vocal jazz, and pop. The ensemble performs four to eight times a year, both on and off campus. Students are expected to take private lessons while in this ensemble. Participation in all dress rehearsals and concerts is required.

Treble Choir (o805) (TREB)

Prerequisite: Audition and approval of the instructor.

Studio/Performance

Grades 10-12

The Treble Choir is a select ensemble open to treble singers in grades 10, 11, and 12 that performs advanced choral literature from a large range of musical traditions. The ensemble performs four to eight times a year both on and off campus. Students are expected to take private lessons while in this ensemble. Participation in all dress rehearsals and concerts is required.

Chamber Winds (o812) (CHWD)

Prerequisite: Audition and approval of the instructor.

Performance/Studio

Chamber Winds is an advanced wind and percussion group that will focus on classic and contemporary works for chamber ensemble. This select ensemble performs at least 4 times per year, with additional opportunities available. Throughout the year, we will explore the fine details of ensemble playing, including tone production, technique, and an understanding of each part within the complete texture. Additionally, Chamber Winds members will be expected to study

privately on their instrument and serve as musical leaders in UD and MD ensembles. Every student is required to participate in all dress rehearsals and concerts.

Jazz Combo (0813) (JAZC)

Prerequisite: Audition and approval of the instructor.

Co-requisite: Enrollment in Wind Ensemble

Studio/Performance

This course is for students serious about studying and rehearsing both traditional and contemporary jazz music. The ensemble prepares for numerous performances and serves as a colloquium on the varied performing styles in jazz. Students are expected to take private lessons while in the ensemble. Participation in all dress rehearsals and concerts is required.

Wind Ensemble (0811) (WDEN)

Prerequisite: Audition and approval of the instructor.

Studio/Performance

The Wind Ensemble performs both new and standard wind band works. The group performs three major concerts throughout the school year. Advanced members of the Wind Ensemble may be invited to perform additional concerts and repertoire with chamber ensembles.

Steel Drum Ensemble (0815) (SDRM)

Studio/Performance

This ensemble is designed to expose students to steel drum band works from a variety of musical styles. Students will develop the skills necessary to perform musical works from genres such as samba, calypso, pop and reggae. Some class time will be devoted to exploring the history and social relevance of the steel band movement. The ability to read music is not required, but is helpful, as students will be reading from sheet music. Students are required to perform in three evening concerts during the course of the year.

Theatre, Dance, and Film Studies

HALF-CREDIT COURSES

Theatre: Living Through History (o868) (TLTH)

Appreciation

[Course not offered 2019-2020]

This course is a history of theatre performance and production from the modern era to the present day. While we will be spending most of our time examining the theatre in its current and most accessible forms, students will be given a brief history of the art form from as far back as Ancient Greece, speeding through to the Elizabethan era and slowing down in the Modern Age to focus our lens on the more subtle changes in the world of theatre. Is theatre a catalyst for change or is it a reactionary art, a mirror to reflect the thoughts and ideals of its time? Or is it both? We will come to our own conclusions as we explore the work of major playwrights, designers, directors, and actors. We will take our investigation as close to the present as possible, reading and attending to the work of artists who are alive and well, and living in New York City. Attending performances outside of Horace Mann in addition to school productions is a requirement of the course.

History of American Musical Theatre (o878) (HAMT)

Appreciation

Examining musical theatre as a commercial product, an agent for cultural change, and as a chronicle of our times this course is an historical survey of the American musical. We will look at the musical's development from its origins in minstrel shows, light opera, and vaudeville; to its contemporary form with a focus on the changing views of audiences and in the context of American and world culture. The class will attend selected representative performances during the course of the year. Attendance at Horace Mann musical theatre events is also expected.

The Art of Film (o88o) (AFLM)

Appreciation

This course looks at the evolution of film as an art form, concentrating on visual meaning and its eventual conjunction with sound. The contributions of directors, producers, actors, cinematographers, art directors, costume designers, editors, and special-effects people are all

examined both through scene study and sometimes through watching an entire film. In addition, the development of a grammar of film and the emergence of genres such as the western, film noir and science fiction are studied. Quizzes and homework complement the class work; there are occasional in-class essays.

Film Studies (0879) (FMST)

Prerequisite: The Art of Film or by approval of the instructor.

Appreciation

Grades 10-12

Building on the foundation of Art of the Film, Film Studies investigates selected, more advanced topics dealing with various aspects of cinema. Each semester concentrates on three areas of study:

- Semester I: Cinematic grammar and style
 The art of film and *auteur* theory
 Image and text

- Semester II: The soundscape of motion pictures
 Actors, characterization and dialogue
 A final research project for each student

Functioning as a seminar, the course assesses students' contributions to class discussion, presentations, and in-class essays as a basis for a grade. Co-operative learning is emphasized.

Dance in Historical and Cultural Perspective (0881) (DHCP)

Appreciation

This course looks at dancing as it exists in a variety of world cultures – including our own - as social activity, as an expression of religious beliefs, as popular entertainment, and as high art. Through a combination of visual materials, readings, discussion, and in-class essays, the students ask and answer such questions as “What is dancing?” “Why do we dance?” “Why are there enemies of dance?” “Where does choreography come from?” and “How has dance evolved over the course of history?” In addition to the class work, there are sessions in the dance studio where we try out what we’ve been studying, from social dances of various eras to ballet, modern dance, jazz and even recent film choreography. Quizzes and homework assignments complement the classwork and studio sessions.



Acting I (0870) (ACT1)

Studio/Performance

Grades 9-12

Acting I is for students who are interested in the history and the fundamentals of Acting. Skills covered include physical behavior, stage movement, voice and speech, character development, improvisation, and historical or period drama. Using the work of contemporary and classical playwrights, students will begin to develop their own technique. We will open our studio to the school community for in-class performances at least once per semester. Attending performances outside of Horace Mann in addition to all school productions is a requirement of the course. Students who take this course are prepared for *Acting II*.

Acting II (0876) (ACT2)

Prerequisite: Acting I or by approval of the instructor.

Studio/Performance

Grades 10-12

Students participate in an intense study of various acting techniques. The first part of the course concentrates on an actor's tools through sense and emotion memory, improvisation and basic acting exercises. Scene study and technique as well as text analysis are then studied in depth with individual critique and coaching by the instructor. Readings by Stanislavski, Boleslavsky, and experimental companies are covered throughout the course. During the year, students perform original solo work, scenes and, occasionally, short plays. Attending performances outside of Horace Mann in addition to all school productions is a requirement of the course. Students who take Acting II are prepared for Performance Workshop.

Performance Workshop (o865) (PERW)

Prerequisite: Acting I and Acting II or by approval of the instructor.

Studio/Performance

Grades 11-12

Performance Workshop gives students the opportunity to explore all aspects of live theatrical performance and production culminating in final performances. Students will work together to choose text and stories to develop into staged performances. Experiments in acting, movement, voice and story-building will be used to create original performance material. All performance disciplines (acting, directing, movement, music and design) will be incorporated into our studies based on what the students bring to the process. Performance Workshop is an immersive, hands on, student-centered, and student-motivated course designed for curious theatre makers with a grounding in the principles of performance.

Musical Theatre Performance (o859) (MTHP)

Prerequisite: At least 1 credit (2 half credits) in any combination of Acting I, Acting II, Performance Workshop, Dance Workshop, Dance Performance, Glee Club, Concert Glee Club, Treble Choir, or successful participation in school sponsored theatrical productions.

Studio/Performance

Grades 11-12

Through individualized instruction and small group work, students will identify areas of artistic growth and work with their instructors to select and learn material from the Musical Theatre. Students will have time in-class to prepare and perform their pieces in a studio setting. In this course students will approach the works of the Musical Theatre from the perspective of both actors and musicians. Students will work together and independently to create a book of repertoire that is representative of the world of musical theatre, their personality, and skill set. Performances showcasing this work will be open to the greater school community.

Auditions for this class will be held in the Spring for the following Fall.

Acting for the Camera (o869) (ACCA)

Prerequisite: Acting I or by approval of the instructor.

Studio/Performance

Grades 10-12

This course provides practical instruction for acting on camera. The fundamental techniques covered in Acting I are applied to performances in a variety of formats, including film, web content, commercial and

television. Actors will experiment with a range of styles and genres using both original and produced text. This course is specifically geared to the 10th-12th grade actor, but is open to anyone with an interest in developing confidence and skills on camera.

Playwriting and Production (o877) (PWPR)

Prerequisite: Submission of a short scene and approval of the instructor Studio/Performance.

Grades 10-12

Students begin reading plays by influential playwrights, to learn to understand and analyze great writing. Scene writing and guided exercises provide the basis for experimenting with elements of structure, character, rhythm and style. The group collaborates to learn about drafting through performing each other's work, followed by revising and re-writing. All class members are expected to act in readings and participate in lively discussions on writing techniques. The final project is the writing of a one-act play that may be submitted to the One-Act Play Festival. While selected plays are produced every other year in this festival, the course culminates annually in staged readings of each writer's work.

Stagecraft in School – Period H Crew (o860) (CREW)

Studio/Performance

This is a full-year, half-credit course which meets during a regularly scheduled period during the school day. In it students learn how to safely use tools in construction of set pieces, how to hang, focus, and circuit lights, and a variety of other skills related to theatrical scenic technology. Those in this course do not attend after-school classes and are not expected to run the back stage activities for the season's productions.

Theatre Design and Production (o866) (THDP)

Studio/Performance

Theatre Production Design introduces Upper Division students to the tools and techniques necessary to the process of designing for the theatre as well as designing in other related fields such as interior architecture and themed environments. Areas that will be studied include drafting of plans and elevations, scale model making, color rendering, CAD lighting plots and architectural sketching. Students will work in a variety of media as they explore set, lighting and costume design for the theatre. Emphasis will be placed on the tools needed to communicate one's design concepts using standards common in both the theatre and architecture industries. Completion of the course allows

students to be eligible to design for the Horace Mann Theatre Company's season.

Design Production Workshop (0867) (DPWK)

"Theatre Design and Production B"

Prerequisite: Theatre Design and Production

Studio/Performance

Grades 10-12

This class is a continuation of concepts studied in Theatre Design and Production. Students will work on further refining their skills in drafting, model making and color rendering. This course allows for more in-depth discussions of design production and text. Collaborative design thinking processes are the basis of this course. Areas of study will include performance design, architectural, and themed environments. Students will also have the opportunity to develop designs for Horace Mann School main stage productions in theatre and dance.

Dance Workshop (0883) (DNWK) for Arts credit or (0957) (D1PE) for PE credit

Studio/Performance

May be taken for Performing Arts credit OR Physical Education credit – meets 5 days out of the 10-day cycle for the entire year. Participation in after-school sports does not exempt students from Dance Workshop.

There are multiple sections of Dance Workshop. Students are placed not by grade level but according to skill level as assessed by the dance teachers. Placement is also dependent on fitting the section assignment into one's schedule. Although a student may move from a primary to an intermediate level of dance, it will not be indicated by a separate course number. The transcript will simply show continuing participation in Dance Workshop.

Dance Workshop emphasizes the development of a strong technical base in Ballet, Pilates, Yoga, Modern Dance, Jazz, Tap, Hip-Hop and an awareness of other world dance influences. Training includes warm-up, improvisation, alignment, stretching exercises, and traveling combinations. Rhythmic awareness and the relationship of music to dance is stressed throughout.

Dance Performance (0885)(DNPF) for Arts credit or (0959)(D3PE) for PE credit

Prerequisite: Approval of the instructor

Studio/Performance

Grades 10-12

May be taken for Performing Arts credit OR Physical Education credit – meets 5 days out of the 10-day cycle for the entire year. Participation in

after-school sports does not exempt students from Dance Performance. This course builds upon the foundations established in Dance Workshop and finally places the emphasis on performance. The course culminates in presentations for Book Day and various assemblies.

The Art of Mindfulness Yoga (0884) (YOGA) for Arts Credit

Studio/Performance

Grades 9-12

A regular yoga practice increases mental clarity, boosts memory, reduces stress and improves overall health and well-being. This full-year, half-credit course will consist of three main components:

- Breathing Exercises to calm, energize or focus the body/mind, and to create greater communication between the two brain hemispheres
- Yogic Postures (asanas) to build strength, balance, and flexibility
- Mindfulness Meditation to relax the nervous system, increase concentration and improve decision making

Yoga and mindfulness have also been known to build confidence and support foundational skills in actors, singers, dancers and public speakers.

ONE-THIRD CREDIT COURSES

Performance in Major Theatre and Dance Productions

Full participation in a play or dance concert is required to receive a third-credit. Meets Mondays, Wednesdays and Fridays from end of school until 5:45pm.

Studio/Performance

Three fully-staged productions of important examples of world theatre are undertaken each year. Through them, students explore the art of theatre in all of its complexity. The Horace Mann Theatre Company aims to create the most professional productions possible. Actors learn style, interpretive skills, movement, vocal production, and gain experience in making commitments and meeting deadlines.

The goal of the Horace Mann Dance Company is to inspire and guide students in all elements of dance, choreography, and performance skills. The dance concert consists of faculty-generated choreography, providing dancers with an optimum rehearsal and performance experience.

Stagecraft (Crew) (after school)

Studio/Performance

Active participation for a trimester is required to receive a third-credit. Meets Tuesdays and Thursdays from end of school until 5:45pm.

Four fully-staged productions of important examples of world theatre are undertaken each year. Through them, students explore the art of theatre in all of its complexity. The Horace Mann Theatre Company aims to create the most professional productions possible. Students learn technical skills such as carpentry, painting, sound engineering, and theatrical lighting, and gain experience in making commitments and meeting deadlines. To take this course, the student must simply go to crew on one of the first three crew days in a trimester and commit to the Technical Crew for that trimester. The faculty will register the members of the class at the end of the second week of meetings.

Visual Arts

History of Art

FULL-CREDIT COURSES

AP Art History (0719) (APAH)

Appreciation

Grades 11-12

Prerequisite: Departmental approval required.

Meets every day

This course is for students in grades eleven and twelve. Any student who has performed adequately in at least one Introduction to Art History Course will be accepted into the course. Students who have not taken an Art History Course are eligible for the class based on departmental approval.

This course is largely based on the standards set by the College Board as well as the typical college art history 101 course. However, students must expect supplemental projects and experiences that take advantage of the museum and gallery resources of New York City. The course will consider art beginning with the Ancient Near East and will end with a discussion of early 21st century digital art. Topics will include art and culture both from the European tradition and beyond the European tradition. Of special interest students will serve as docents in the Metropolitan Museum of Art, guiding our entire 8th grade through the East Asian Collection of Hindu and Buddhist Art.

HALF-CREDIT COURSES

Introduction to Art History: The Ancient World (0701) (AHAW)

Appreciation

[Course not offered 2019-2020]

This course covers architecture, sculpture, and painting as well as the decorative arts in the western world from Prehistoric Europe, the Ancient Near East, Greece, and Rome. There is also a consideration of the art from Meso-America, China, Africa and the Indian Subcontinent. This course also focuses on the changing intellectual, literary, social, historical and political climates surrounding these works of art. Students gain an understanding of the various possibilities involved in weaving a historical narrative and acquire the tools of visual analysis that will allow them to intelligently approach and understand works of art are a vital and exciting portion of this course.

Introduction to Art History: The Renaissance (0702) (AHTR)

Appreciation

This course is designed to provide a foundational knowledge of artists, genres, techniques, works, and comprehensive context(s) of the Renaissance in both Southern and Northern Europe. Seminal works of art will be explored in depth and students will be given the opportunity to ponder canonic images by artists such as Raphael, Michelangelo, Leonardo, Hieronymus Bosch, and Pieter Bruegel the Elder. Along with a greater understanding of history, students will gain the ability to “read” Renaissance images. Architecture and museum assignments are a vital and exciting portion of this course.

Introduction to Art History: History of Contemporary Art (0703) (AHCA)

Appreciation

This course introduces students to architecture, painting, sculpture, and other media created by artists from the 19th century to the present. The course provides an in-depth study of the origins of Modernism, and allows students to explore works by artists such as Edouard Manet, Claude Monet, Mary Cassat, Vincent Van Gogh, Pablo Picasso, Jackson Pollock, Frank Lloyd Wright, Donald Judd, Barbara Kruger, and many others. Works are placed in the social, political and cultural context of their production, offering students an understanding of modern history in addition to the crucial skills of formal analysis. Museum, and various NYC site visits are an exciting requirement of this course.

Introduction to Art History: Global Architecture (0705) (AHGA)

Appreciation

This course is designed to provide a foundational knowledge of global architecture, both sacred and secular. Ultimately, students will be able to think critically about why buildings appear as they do, and even have opportunities to design their own dream structures. The first semester is titled **Sacred Spaces**. Students will discuss various belief systems from around the globe and learn about architectural forms built to support/further/facilitate rituals for those beliefs. Students will be exposed to architectural forms from around the world, thinking critically, for instance, about why a Hindu temple appears and is experienced differently from a Christian basilica. The second semester is called **Modernism, Materials, and Machines**. During this half of the year students will explore the changes that nineteenth century building materials created in architectural forms. They will consider the use of iron, steel, and glass, and move through the modern world of architecture to the machine age. Finally, students will study contemporary architecture and the use of computers to plan structures that cease to look inhabitable or functional and yet are built.

Throughout the course, students will explore the balance between utility and aesthetics. What function does architecture serve beyond the practical? The year will end with students designing their own spaces with the use of some very basic computer design programs and perhaps physical models of buildings.

Studies in Art History: What is a Masterpiece? (0710) (SIAH)

Appreciation

Prerequisite: Successful completion of 2 Introduction to Art History classes OR AP Art History OR departmental approval required.

The Starry Night; Mona Lisa; the Eiffel Tower; the Great Wave, these works are often described as masterpieces, yet what is it about these pieces that makes them intrinsically so? This course will encourage students to think about and engage in critical discussion of the visual arts while attempting to define what qualifies as a "masterpiece." We will discuss the perceived differences between "high" and "low" art and between craft and concept. Students will confront a series of works that are considered masterpieces and think about why they have been qualified as such either in the time of creation or later in history. Ultimately, students will be asked to consider the very definition of art and its place in the world. Works discussed will span historical periods and geographies, allowing us to balance formal qualities with contexts of creation, while thinking about the universality of art.

Studio Art

The Studio Arts at Horace Mann School offers students intensive and comprehensive instruction in several major disciplines of art. Each studio discipline is designed with a specific, formal sequence of courses, from the Foundation level to the Advanced level, thereby insuring an appropriate level of mastery at every stage of a student's program of study.

All Studio Arts courses should begin with the Foundation level. Foundation I and Foundation II courses are Prerequisite for all the Advanced, Honors, and AP level courses. Disciplines can be crossed only by returning to the Foundation level course, in the newly chosen discipline. Exceptions to the sequence can be granted by departmental approval. But such students must demonstrate an appropriate level of mastery through an interview process and portfolio presentation.

The Studio Arts strongly encourages interdisciplinary work among its students, enriching a core study sequence with the philosophy, mediums, methods, and technologies of related and disparate artistic disciplines, the sciences, and the humanities.

FULL-CREDIT COURSES

The Honors level courses demand of students the highest standards of critical thinking, creative process and assured technique in their respective fields of study. Students who were enrolled in Honors during their junior year may continue their work by enrolling in the Honors II course.

Prerequisite: Departmental approval required.

Studio/Performance

Grades 11 & 12 only

AP Level: Department approval and advanced standing are required. Most students will have completed the 1, 2 & 3 sequence of courses.

Honors Ceramics (0737) (HCER)

Honors Ceramics II (0738) (HCR2)

Honors in Drawing & Painting (0757) (HDP)

Honors in Drawing & Painting II (0758) (HDP2)

AP Studio Art: Drawing & Painting (0759) (APDP)

Honors Photography (0767) (HPTO)

Honors Photography II (0768) (HPT2)

AP Studio Art: Photography (0769) (APPO)

Honors in Printmaking (0777) (HPRT)

Honors in Printmaking II (0778) (HPR2)

Honors in Sculpture (0787) (HSCL)

Honors in Sculpture II (0788) (HSC2)

HALF-CREDIT COURSES

Foundation Level I & II

All studio courses above Level I require departmental approval.

Ceramics I (0731) (CER1)

Studio/Performance

This course is an introduction to ceramics. Basic clay forming techniques will be explored, including pinch, coil, slab construction, and the potter's wheel. Students will learn the basics of using clay as a vehicle for self-expression, focusing on utilitarian and sculptural forms. Students will acquire the basic skills and technical knowledge needed to gain an understanding of the nature of working in the ceramics medium.

Ceramics II (0732) (CER2)

Prerequisite: Ceramics I

Studio/Performance

“Wheel Throwing”

This course is an introduction to the potter's wheel and will build upon the knowledge gained in Ceramics I. Functional and sculptural wheel thrown pottery will be explored, as well as glazes, slips, and other decoration techniques. This course focuses on technique and skill-building while leaving room for the student's own creative input.

Drawing & Painting I (0751) (DP1)

Studio/Performance

An introduction to the fundamentals of art, this course develops "visual literacy" through the study of basic design concepts: line, shape, color, etc. Along with learning traditional conventions of representation, students are encouraged to develop the confidence and ability to express their individual and unique perceptions. Course work includes studio and out-of-class assignments. The boundaries of materials and techniques are open and can include varieties of approaches such as drawing with string or painting with light; or perhaps, even wind.

Drawing & Painting II (0752) (DP2)

Prerequisite: Drawing & Painting I

Studio/Performance

Lessons in visual perception, communication and expression through pictures, from world historical traditions to contemporary practices.

This course is designed to acquaint students with universal principles and cultural specifics of the pictorial arts. Sequential lessons will tell the story of our shared pictorial heritage, with an emphasis on concepts, history, themes and selected mediums. Students will create artwork that illustrates and enhances the ideas covered in class. Attention to artistic scholarship, fine craft and skill development will be emphasized.

The artwork produced will of course be reflective of each student's personality and special interests and strengths. However, this is not a course of personal expression for the sake of expression alone. In this class students will be expected to learn specific approaches and techniques in the spirit of artistic inquiry; through that discipline, creative individuality will come.

Photography I (0761) (PT1)

Studio/Performance

Photography 1 is the introductory photography course. Students are taught the fundamentals of composition, capturing light, shooting in manual modes, and experimenting with innovative approaches. 35mm SLR cameras are introduced along with learning how to roll, develop, and print traditional black & white film.

Photography II (0762) (PT2)

Prerequisite: Photography I

Studio/Performance

Photography II is an intermediate photo course that reinforces the skills learned in Photo 1 while expanding visual development via digital photography. An emphasis will be placed on portraiture as students learn how to connect with their subjects, shape available light, use studio lighting, light on location, do portrait retouching, Adobe Photoshop, and Lightroom.

Printmaking I (0771) (PNT1)

Studio/Performance

This course is an introduction to the printmaking medium. Students will explore traditional printmaking techniques including, woodcuts, etching, rubbing, silkscreen, and photographic silkscreen through a series of challenging assignments. Students will develop their drawing skills, study concepts in composition, learn new techniques, and explore their imaginations in an exciting art studio environment.

Printmaking II (0772) (PNT2)

Prerequisite: Printmaking I

Studio/Performance

In this course students will continue to develop their skills and will focus on specific printmaking techniques. Etching techniques such as aquatint, sugar lift, spit bite, and crayon transfer with multicolor etching may be explored. In silkscreen, students may explore four-color processes in photo-silkscreen. And with woodcut, multi-block printing, cut blocks, and airbrushing with stencil prints are explored. Conceptual development, self-expression, meaning/message, an understanding of composition are emphasized.

Sculpture I (0781) (SCL1)

Studio/Performance

In this course students will explore the elements of three-dimensional design. Traditional sculpture techniques will be explored along with non-traditional and experimental processes. Students will learn to cast, mold, fabricate, and carve a variety of materials including corrugate board construction, paper/paper-pulp, gelatin cast, and working with clay, wood and plaster. Students will develop their technical and conceptual art-making skills within a supportive and creative environment.

Sculpture II (0782) (SCL2)

Prerequisite: Sculpture I

Studio/Performance

Students will learn to further explore three-dimensional space through the use of mixed media, sound, light, and movement. Students will develop a stronger understanding of the concepts of sculpture and will continue to develop technical skills in casting, carving, and fabricating a wide variety of materials.

Filmmaking I (0793) (FLM1)

“Video Production 1”

Studio/Performance

Filmmaking I is an introductory course in digital filmmaking. It provides the conceptual, artistic, and technical tools needed for students to create original videos across multiple genres. Students will learn camera, audio, and lighting equipment, along with the editing software Adobe Premiere Pro. Workshops in screenwriting, storyboarding, shooting, and editing will aid students in achieving their unique visions. Projects completed throughout the year will explore narrative, documentary, and experimental approaches to filmmaking. Students will work either individually or in crews. This course requires no previous knowledge or skills in the medium.

Filmmaking II (0794) (FLM2)

Prerequisite: 1 year of Video Production or permission of the department.

Studio/Performance

This course provides the conceptual, artistic, and technical tools needed for students to create original videos across multiple genres. Students will learn camera, audio, and lighting equipment, along with the editing software Adobe Premiere Pro. Workshops in screenwriting, storyboarding, shooting, and editing will aid students in achieving their unique visions. Projects completed throughout the year will explore narrative, documentary, and experimental approaches to filmmaking. Students will work either individually or in crews.

Advanced Level Studio Art Courses

Prerequisite: Foundation Levels I & II or departmental approval required, based on portfolio review.

Grades 11 & 12 only

Ceramics III (0733) (CER3)

“Topics in Ceramics”

Prerequisite: Foundation level courses

Studio/Performance

Each year students will engage in activities that focus on specific aspects of working in the ceramics medium. Topics will vary and rotate from year to year. Possible topics may include: Multimedia Ceramics, Ceramics and the Printed Image, Mold Making & Casting, Tableware, Ceramic Sculpture, 2D Ceramics, Glaze Formulation, Alternative Firing Techniques, Site Specific Sculpture, or Architectural Ceramics.

Ceramics IV (0734) (CER4)

“Advanced Ceramics”

Prerequisite: Ceramics III

Studio/Performance

Advanced Ceramics IV students work on an independent-study basis. Through research and consultation, students will develop their own series of assignments and projects. Creative problem-solving and self-expression are paramount. This course requires students to be self-motivated and seek out answers to their own questions. Students will develop, discuss, and exhibit their artwork throughout the school year.

Drawing & Painting III (0753) (DP3)

Prerequisite: Foundation level courses

Studio/Performance

This is an advanced course in the techniques and media of drawing and painting. This course is for students seriously interested in developing their abilities. This course allows students the opportunity to concentrate on individual projects in preparation for the AP level.

Drawing & Painting IV (0754) (DP4)

Prerequisite: Drawing & Painting III

Studio/Performance (for seniors who wish to continue in a half-credit course)

Drawing and Painting IV allows the advanced student to continue working on personal vision projects. The instructor will be available for advice and technical help in the realization of this vision; however, the student is responsible for the design of the projects undertaken. The student will share the work on a regular basis with other classes working in the same discipline. The personal projects will be shown as part of the end-of-the-year show, and are also eligible for application to juried shows during the year.

Photography III (0763) (PT3)

Prerequisite: Foundation Level courses

Studio/Performance

Photography III is an advanced class for capable photographers. In this course, students will become art directors and art dealers as we explore the worlds of fine-art and commercial image making. Students will enhance their knowledge of Photoshop, produce a fashion shoot, learn Capture One Pro, contemporary industry retouching techniques, medium format film photography, and large-scale printing in the darkroom.

Photography IV (0764) (PT4)

Prerequisite: Photography III

Studio/Performance

Photography IV is an advanced photo course designed to help students define their personal visual language while creating technically proficient, and critically conceived imagery derived from years of photographic instruction, and life experiences. Projects can include large-scale collage work, an advertising campaign, abstract photography, a time capsule and more.

Printmaking III (0773) (PNT3)

Prerequisite: Foundation Level courses

Studio/Performance

This course provides advanced students with the opportunity to develop their expertise in an area of printmaking which they choose (e.g. woodcut, etching, silk-screen). Methods of making viscosity prints are also introduced. Students are encouraged to explore a particular technique and material in order to express their personal artistic statements. Creative freedom and self-expression are paramount.

Printmaking IV (0774) (PNT4)

Prerequisite: Printmaking III

Studio/Performance

Printmaking IV allows the advanced student to continue working on personal vision projects. The instructor will be available for advice and technical help in the realization of this vision; however, the student is responsible for the design of the projects undertaken. The student will share the work on a regular basis with other classes working in the same discipline. The personal projects will be shown as part of the end-of-the-year show, and are also eligible for application to juried shows during the year.

Sculpture III (0784) (SCL3) IV(0785) (SC4)

Prerequisite: Foundation Level courses

Studio/Performance

Sculpture III and Sculpture IV allow the advanced student to continue working on a personal vision project. The instructor will be available for advice and technical help in the realization of this vision: however, the student is responsible for the design of the projects undertaken. The student will share the work on a regular basis with other classes working in the same discipline. The personal projects will be shown as part of the end-of-the-year show, and are also eligible for application to juried shows during the year.

Filmmaking III (0795) (FLM3)

Prerequisite: 2 years of Video Production or permission of the department.

Studio/Performance

This intermediate-to-advanced filmmaking course builds upon the conceptual, artistic, and technical skills learned in Filmmaking I & II. Throughout the year, students will continue to hone their camera, audio, and lighting skills, and will continue to learn the ins and outs of the editing software Adobe Premiere Pro. Advanced lectures and

workshops will promote moving image literacy with topics such as “Creating Meaning through Shot Juxtaposition” and “Experiments in Tone and Music.” Students will work in crews and/or as individuals to create multiple videos throughout the year. Some assignment prompt examples are INTERNET PORTRAIT—How do you use screen-capture and found internet footage to create a “portrait” of your generation?; and SHOW DON’T TELL—a project focused on mise-enscène and the art of telling a story without dialogue.

Filmmaking IV (0796) (FLM4)

Prerequisite: 3 years of Video Production or permission of the department.

Studio/Performance

This intermediate-to-advanced filmmaking course builds upon the conceptual, artistic, and technical skills learned in Filmmaking I-III. Throughout the year, students will continue to hone their camera, audio, and lighting skills, and will continue to learn the ins and outs of the editing software Adobe Premiere Pro. Advanced lectures and workshops will promote moving image literacy with topics such as “Creating Meaning through Shot Juxtaposition” and “Experiments in Tone and Music.” Students will work in crews and/or as individuals to create multiple videos throughout the year. Some assignment prompt examples are INTERNET PORTRAIT—How do you use screencapture and found internet footage to create a “portrait” of your generation?; and SHOW DON’T TELL—a project focused on mise-enscène and the art of telling a story without dialogue.

Computer Science & Robotics

Requirements:

One half-credit course in grades 9-12

Courses

Half-credit courses

- Introduction to Computer Science
- Introduction to Engineering and Robotics
- Computer Science II

Full-credit courses

- AP Computer Science A

Computer Science & Robotics

At a time when technology in the modern world is rapidly evolving, the curriculum in the Department of Computer Science & Robotics fosters the technical proficiency that will enable our students to use and produce applications effectively. To this purpose, the sequence of courses is continuously adapted in accordance with current advances in technology. The primary focus of the curriculum remains the development of skills and habits of thought that will enable our students to put forth theory and application in an effective, precise, and ethical manner. Students will be able to experience an introduction to the intellectual enterprises of computer science and the art of programming.

The Department of Computer Science & Robotics offers a range of introductory and advanced opportunities in the field of computer technology. These courses cover topics ranging from desktop publishing, web design, programming, robotics and engineering.

Requirement:

One half-credit course in grades nine through twelve.

HALF-CREDIT COURSES

Introduction to Computer Science (0620) (CPS1)

The FUNdamentals of Computer Science takes you beyond being just a user of technology. You become the producer by studying the insides of the computer from hardware to software. In this course students will learn about the principles of computer science in a hands-on environment that includes plenty of time to explore and create. Topics will include Internet security and safety, data representation, exposure to principles (using drag-drop and text-based programming languages and open-source electronic prototyping platforms). Using computers is easy when you've got the basics, but this course will teach you the magic that goes on in the box.

Introduction to Engineering and Robotics (0619) (ENGR)

Prerequisite: Departmental approval required for 9th graders.

This course encourages creativity and celebrates ingenious solutions to engineering and mechanical problems through design and construction of purpose built computer devices and robots. Students in this course will utilize the facilities of our Robotics Innovations Lab, where they will learn to apply research design, construction, programming, and electronics.

This course would be an appropriate entry point for a ninth grader interested in joining the robotics team. The team participates in regional and national competitions such as F.I.R.S.T. (For Inspiration and Recognition of Science and Technology).

Computer Science II (0621) (CPS2)

Prerequisite: Introduction to Computer Science or departmental approval required.

In this intermediate-level course students will learn about object-oriented design, one and two dimensional data structures, and recursion while exploring the history of the user-interface from console driven keyboard programs to modern day event driven devices. Projects may involve creating arcade games, making a social media application, drawing fractals and making a hand-held device application.

FULL-CREDIT COURSES

AP Computer Science A (0623) (APCS)

Prerequisite: Computer Science II and departmental approval required.

Meets every day

AP Computer Science prepares students for the College Board Computer Science A exam, and in addition teaches content consistent with most college and university courses. The course focuses on more complex studies of algorithms and data structures including linked lists, sets, maps, queues, stacks, trees, and hash tables. Seminar topics are discussed and debated on current issues of Big Data and Computer Ethics. The course is taught using the Java programming language. Students are required to take the AP exam at the end of the year.

Counseling & Guidance

Requirements:

Grade 9 HMO

Elective Courses

- Introduction to Psychology
- AP Psychology
- Ethics in School and Society

Horace Mann Orientation (HMO) – Grade 9

HMO is a required, weekly orientation program for 9th grade students in the 1st semester. Co-taught by HM faculty members and 11th & 12th grade HMO Peer Leaders, this course supports 9th grade students in their adjustment to the Upper Division. It fosters connections between 9th grade students and their 11th & 12th grade Peer Leaders, who share information about HM clubs & publications, service learning, athletics, study skills, time management, and the balance between academics, social interests and extracurricular activities. HMO teachers include grade-level deans and faculty from various departments, including the Department of Counseling & Guidance.

Introduction to Psychology (0900) (IPSY)

Grades 11-12

This year long course is a survey of the field of psychology including the theories, research, and applications central to the discipline. The goal is to engage students in exploration of the science of psychology and applications to everyday life. Psychology offers the opportunity to better understand our thoughts, feelings, and behaviors. Topics covered include: history of psychology, research methods, biological bases of behavior, human development, memory and learning, social psychology, psychopathology, and clinical treatment. The topics will be studied through a textbook, supplementary readings, media, lecture, presentations, and creative projects.

AP Psychology (0901) (APPY)

Prerequisite: Introduction to Psychology and departmental approval required.

Grade 12

Meets every day

This course builds upon Introduction to Psychology by examining more complex psychological concepts at a college level. Students will study various psychological orientations, research methods and statistics, neuroscience, development, memory and cognition, abnormal psychology and therapeutic approaches, and social psychology. In addition, this course presents new topics not covered in the introduction class including multicultural theories, career guidance, stress and health, and psychology of intimate relationships. A strong emphasis is placed on understanding and conducting research, with an independent research study on a topic of the students' choice. Students are required to take the AP Psychology exam at the end of the course.

Ethics in School and Society (0903) (ETES)

What is a good life? What is the purpose of education? How do we understand inequality? Are people naturally selfish, or altruistic? Questions like these are just the beginning of a study of ethics. Should there be a military draft? Should abortion remain legal? Should grading be abolished? Should the legal drinking age be changed? All of these issues have major ethical components.

This full-credit elective course will serve as a year-long journey through the theory and practice of ethics in school and society. Students will gain a basic understanding of systems of ethics in history, as well as current controversies in ethical thought and action. Along with readings and lectures, classes will include discussion, debates, field trips, video and audio presentations, guest speakers, and an emphasis on student-directed inquiry. In addition, the class will include a service-learning component. We will engage in individual and group projects, at school and in the wider community, in order to act, learn, and reflect on central ethical and moral issues.

English

Requirements:

Grade 9 English 9

Grade 10 English 10

Grade 11 English 11

Grade 12 Senior Electives, Seminar in Literary Studies (SLS),
The New Community Project (NewComm), or AP English

English

Horace Mann's Department of English trains students to be good readers: of texts, of the world around them, and, ultimately, of themselves. From ninth grade on our students develop their analytical skills through the study of a broad range of challenging texts, lively and probing seminar style discussions, and focused, challenging critical and creative writing assignments.

“Show don't tell” is a familiar refrain in our classrooms, shorthand for our emphasis on working from particulars to a general theory. In that sense, we foster a culture of evidence rooted in close reading. We assign fewer texts in order to emphasize attention to the details that give a work of literary art its richness and complexity. Seminar style classes put students' critical engagement with the texts at the center of our practice. Such an approach also fosters our students' ability to empathize with, and truly listen to, a diversity of voices beyond their own. Furthermore, the department's continuing partnership with the Royal Shakespeare Company offers students opportunities each year to engage in rehearsal room techniques that revitalize their understanding of the ways in which their own lived experiences are intrinsically connected to human lives from across the centuries.

Grades nine, ten, and eleven have set curricula with specific texts determined by each teacher. Senior electives, including intensive one-semester and year-long courses carefully designed by faculty, culminate the study of English at Horace Mann. In addition, we offer one section of English AP. Admission is competitive.

Requirement:

Continuous enrollment in English, grades nine through twelve.

English Nine, Ten, and Eleven

In grades nine through eleven, the course of study in English is organized around the major literary genres: poetry, drama, and prose fiction. In their senior year, students take semester electives focused on authors, literary movements and themes, or creative writing. In the year-long courses freshman through junior year, individual faculty members develop their own curriculum at each grade level and for each genre,

with an eye to including a diversity of literary voices from a broad range of literary traditions, time periods, and cultures. This approach not only expands students' awareness of literature's multifarious scope, but it also helps students identify connections between complex, seemingly disparate works.

In the past, students have studied Shakespeare's *The Tempest* in tandem with Aime Cesaire's *A Tempest*, Genesis with *The Odyssey*, and *Frankenstein* with *The Turn of the Screw* and *Benito Cereno*. These juxtapositions broaden our awareness of the shared concerns and different approaches across different literary traditions. Exposure to multiple traditions also presents students with multiple ways of defining and engaging with a literary canon.

English 9 (0012) (E09)

All ninth graders begin their work in English with a structured writing unit that serves to welcome them into the vigor and vivacity of the English language. Students write every day, in class and at home, and in a variety of styles, ranging from dialogues to poems, detailed descriptions to longer personal narratives. Daily writing is accompanied by daily feedback. We teach writing as a continual process. The writing unit is ungraded—taken pass/fail—a practice which allows us both to keep the focus on the students' work and the teacher's feedback, and to give students the space to take risks and experiment with writing and revision. The rest of the year involves the close reading and analysis of literary texts—*Frankenstein*, *Annie John*, *Purple Hibiscus*, and *Julius Caesar* are but a few examples—and the study of grammar.

English 10 (0014) (E10)

Students in tenth grade continue their literary studies in courses designed by their teacher. Tenth graders experience greater independence in their engagement with texts, a fact reflected in the kinds of critical and imaginative writing expected of them during their tenth grade year. All tenth grade students study drama, poetry, and prose fiction and continue our grammar curriculum.

English 11 (0016) (E11)

In English 11, genre study intensifies with extensive units on poetry, drama, and prose fiction. All English 11 students complete a major research paper that brings together skills they have been working on since ninth grade: close reading, building from evidence to argument,

comparative analysis, and independent critical thinking. Depending on the class, research engages students in comparative literary-critical analysis, individual author studies, or *New Yorker*-style profile pieces. Regardless of the project, students work step by step, from searching for, sorting, and synthesizing a range of primary and secondary sources to developing an extended critical-analytical study of their own from that material.

Senior Electives (0018) (E12)

With the exception of those students enrolled in our Advanced Placement English course, all seniors take either two semester-long electives, one year-long elective, or The New Community Project course, which combines literary study and analysis with real-world service opportunities. With the permission of the Department, senior electives may be taken by eleventh grade students in addition to English 11.

Students have a good deal of freedom in choosing their electives. The offerings each semester cover a broad range of literary periods, themes, and genres. Some courses stress expository or analytic writing; others engage students in writing original poems or short stories. The Department varies electives in response to its own evolving interests and to the needs of our students.

Semester-long senior electives recently offered:

Man's Search for Meaning
Cultural Perspectives in Literature
Psychological Realism: George Eliot and Virginia Woolf
How to Do Things with Books
Intro to Translation Studies
Toni Morrison
Satire
Short Masterpieces of Russian Literature
Shakespeare On Its Feet
British Romanticism: Visions and Revisions
Money in American Literature
Short Fiction: A Writing Workshop
Emily Dickinson
Reading Chang Rae Lee
Melville's *Moby Dick*

Writing Nature, Writing Ourselves
The Serious Pleasures of Detective Fiction
The Poetics of Hip-Hop
Poets of Moment: Billy Collins, Pablo Neruda, and Naomi Shihab Nye
Americas: Other Voices in American Fiction
Literature and Film: the Art of Redemption
Bad Girls: Exploring Female Misbehavior
Youth in Revolt: Social, Cultural, and Political Resistance in American Fiction
Posthumanism: Freaks and Cyborgs

Seminar in Literary Studies (0019) (SLS)

Seminar in Literary Studies is a year-long senior elective open to all seniors interested in an *intensive* study of literature and literary scholarship. SLS is designed with the most inquisitive English student in mind, the reader for whom extended, year-long study of a particular period or genre of literature appears as a thrillingly liberating prospect rather than as a graduation requirement to be satisfied.

Some distinctive aspects of every SLS course include, but are not limited to, the following:

- *Year-long immersion in the literary field/s of a teacher’s choosing;
- *Four essays (at least two of 5+ pages) and one longer presentation required *per semester*;
- *Required reading of literary criticism and/or theory.

For the 2019-2020 school year, SLS will be offering “La La Lit: Los Angeles, California, and the American Imagination.”

The New Community Project (0017) (NEWC)

The New Community Project is a year-long social justice course that uses the study of literature as the foundation for understanding, analyzing, and making meaningful impact for our local communities. Specifically, we will partner with a local non-profit organization that addresses a pressing community need and analyze them as a “living text.” We will ask: *What are our non-profit partner’s passions, motivations, and ambitions? Who are their main characters? Who is the antagonist? In what ways does setting impact the conflict? Does the story have a clear resolution? Where do we see the intersectionality of race, class, gender, religion, sexuality etc?* We will also read traditional texts

(novels, short stories, poetry, films, & songs) with themes that are relevant to our partner. By having “living texts” in conversation with traditional texts, we will practice the language of empathy for the complex human concerns that shape and continue to shape the spaces around us. At the end of this process, we will propose and develop tangible projects that will aid our partner non-profit organization’s mission. In this way, this course hopes to inspire and empower young people to tangibly impact their communities through critical thinking, mindful collaboration, and meaningful action.

AP English (0020) (APE)

The department offers one section of Advanced Placement each year. Admission is competitive. For consideration, students should have grades in English which average closer to an A- than to a B+, as well as the permission of the department. Applicants are also required to provide a writing sample.

Meets every day

The curriculum of AP English consists of readings in poetry, Shakespearean drama, the essay, and prose fiction. Works considered in the current school year include *The Turn of the Screw*, *The Tempest*, *Heart of Darkness*, *To The Lighthouse*, *Beloved*, *King Lear*, and *Waiting for Godot*, among other works. Major units cover satire in its various forms and contemporary critical theory. Extensive written work accompanies the texts and emphasizes analysis of literary themes, styles, and techniques. Students in AP English are required to take the AP English Literature exam.

History

Requirements:

Grade 9: Atlantic World History

Grade 10: United States History

Grade 11 or 12: Class of 2020 and 2021: One non-AP elective
Class of 2022 and 2023: Students are required to take a third year of History in either grade 11 or 12.

Elective Courses

- Classical World Civilizations
- Topics in Political Philosophy
- The Global Cold War
- Comparative Race and Ethnicity
- Religion in History
- East Asian History
- Latin American History
- Africa and Asia, 1945–Present
- Contemporary U.S. History, 1945 to the present
- United States Legal History
- History through the Lens
- Global Environmental History (Equivalent to an AP course)
- AP European History
- AP United States History
- AP Economics

History

The Department aims to equip students to examine their own lives and the development, goals, and values of their society. Designed to convey a basic understanding of both Western and non-Western history from the pre-modern world to the present, the curriculum emphasizes economic and social forces as well as political and cultural factors. Throughout the curriculum, students are asked to grapple with the complexity of historical causality, to analyze and discuss primary and secondary sources, and to construct sophisticated historical arguments.

The History Department strongly recommends that before graduation students take at least one course with a focus on geographic regions outside the United States and Europe.

Requirements:

Grade 9: Atlantic World History

Grade 10: United States History

Grade 11 or 12: Class of 2020 and 2021: One non-AP elective

Class of 2022 and 2023: Students are required to take a third year of History in either grade 11 or 12.

History Department Sequencing

Typical Sequence



Admission to AP History electives is based on the permission of the History Department and the specific criteria listed under each AP course. Students who applied to an AP elective and were not admitted for the current year are still eligible to apply for next year. But the Department will expect to see significant improvement in a non-AP history elective during the student's junior year. Students in ninth and tenth grade may not enroll in AP History electives, which are open to juniors and seniors only.

Required Courses

Grade 9: Atlantic World History (0105) (AWH)

Atlantic history is the study of the world created by the interaction of peoples in Africa, Europe, and the Americas. This course will examine the migration (both voluntary and involuntary) of people and the exchange of goods, ideas, and practices across and around the Atlantic Ocean. Major themes include the transatlantic slave trade, the rise of colonial societies and Atlantic labor systems, the transformation of Europe through exploration and expansion, the spread of revolutionary ideas, the rise and fall of imperialism in Africa, and the crises of a new global age. Students will be asked to investigate the Atlantic world from the various perspectives of those who experienced it and to analyze how historians have interpreted the Atlantic past in different ways. Over the course of the year, students will learn how to weigh evidence and balance these multiple perspectives to develop historical arguments and interpretations. Students will complete research and writing assessments during the year.

Grade 10: United States History (0108) (USH)

This course surveys the United States' past from the colonial period through the modern era. The curriculum examines the physical, demographic and bureaucratic growth of the nation alongside the development of its political, social, economic and cultural institutions and traditions. Students consider the changing roles that gender, race and class have played throughout American history. Exams evaluate conceptual skills as well as analytical abilities and mastery of historical content. Students will complete research and writing assessments during the year.

Elective Courses

Classical World Civilizations (0146) (CCIV)

Prerequisite: Successful completion of history surveys for grades 9 and 10. This course on Classical World Civilizations will focus on some of the greatest ancient civilizations of the world. Topics will include the following:

- 1) Fifth-Century Greece
- 2) The Egyptian and Near Eastern Empires of the Hellenistic World
- 3) The Mauryan and Gupta Empires of India
- 4) The Roman Republic and the Empire through Nero
- 5) The Zhou, Qin, and Han dynasties of China

The course will then cover a number of important regions across the globe, and will highlight many of the unique features that account for the greatness of these civilizations. Indeed, within each major civilization we will explore the traditional aspects of historical study – the political, economic and diplomatic. However, there will also be an examination of social and cultural themes to give a more full and thorough examination of these civilizations. So while textbooks and other traditional historical readings will be used for this type of coverage, we'll use primary sources, art, and literature as well.

Topics in Political Philosophy (0147) (POPH)

Prerequisite: Successful completion of history surveys for grades 9 and 10. In his *Republic*, Plato begins his discussion of the ideal state by asking a question: what is justice? In one way or another, every political system must deal with that question; at heart, political philosophy ponders the definitions of right and wrong. In other words, political philosophy is a branch of moral philosophy, one with a specific focus. Fundamentally, political philosophy is concerned with the relationship between the individual and society; more narrowly, it is concerned with the relationship between the individual and the state, and with the design of that state. This course will deal with the basic questions of political philosophy as they have been asked throughout Western history. What is the nature of justice? What are the rights of the individual, and on what are they founded? What are the responsibilities of the individual? Is there such a thing as natural law and natural morality? What are the responsibilities of the government? What is the legitimate source of political authority? How are goods distributed in a just society? When, if ever, should the common good take precedence over individual liberty? The course will follow the historical dialogue, from the time of Plato to the present day; the aim of the course is to teach students how to think philosophically about political issues. Students will read the work of thinkers such as Plato, Aristotle, More, Hobbes, Rousseau, Locke, Freud, Marx, Thoreau, and Wollstonecraft.

The Global Cold War (0150) (COLD)

Prerequisite: Successful completion of history surveys for grades 9 and 10. While the Cold War is often depicted as a struggle between the U.S. and USSR mainly over control of Europe, this course takes into consideration more recent scholarship which argues that the most important centers of conflict and the struggle of ideas occurred in the rest of the world, particularly in those nations just gaining their independence in the wake of World War II. We will expand beyond the traditional focus on Europe then, to take into consideration the role

race and the history of colonization played in the development of the Cold War.

This course will focus on direct engagement by the superpowers in Europe, in European colonies, and newly independent nations, and it will also focus on indirect confrontations (proxy wars). We will also study other factors such as political alliances, diplomacy, the nuclear arms race, espionage, cultural programs, activism by ordinary people, theories of modernization—and popular culture, including film, music, and literature. Lastly, the course will weigh political theories that were tested throughout the Cold War, such as capitalism, democracy, socialism, and communism.

A major goal of the course will be to help students understand the world as it developed from the end of World War II to the present day using the Cold War as a lens through which to grasp the momentous changes that occurred during this period. Over the course of the year we will link events and ideas from the Cold War to present day international issues and crises that help us make sense out of our present-day world.

This course will be run seminar-style. Students will be have the opportunity to work collaboratively, make class presentations, conduct historical research, and participate actively in class discussion.

Comparative Race and Ethnicity (0151) (CRAE)

Prerequisite: Successful completion of history surveys for grades 9 and 10.

This course examines race and ethnic relations in the United States and in other contemporary multiethnic/multiracial societies in the Americas (Brazil, Canada, the Caribbean), Asia, and Africa. It will also emphasize how to analyze current events with a deeper historical grounding.

Our approach to the topic begins with the examination of some basic concepts, such as ethnicity and race, racism and ethnocentrism, racial and ethnic stratification, prejudice and discrimination, and the theoretical models of race relations—i.e., assimilation and pluralism. From these introductory sessions, the course will move to specific group studies. We will examine the role of ethnicity and race in shaping collective and personal identities in the United States. We will then consider patterns of race and ethnic relations in other heterogeneous societies while adopting a comparative perspective—vis-à-vis the American (U.S.) case. Our global approach will emphasize the prevalence of intergroup conflict in the modern world. A major component will also be examining current events as they relate to our study.

Religion in History (0144) (RELG)

Prerequisite: Successful completion of history surveys for grades 9 and 10.

This course will examine major topics in the history of religion and will consider a variety of religious traditions including: Hinduism, Buddhism, Taoism, Native American belief systems, Judaism, Christianity, and Islam. Students will be asked to think critically and historically about the various human phenomena that we call “religious.”

The goal is to examine religious traditions and their development and growth throughout history, with as much objectivity as possible. We will consider the historical development of the faiths we discuss, how a particular religion spread and interacted in different regions and throughout different eras. Students will read articles and essays about religion in history, as well as consider essential religious texts ranging from the *Old and New Testaments* to the *Tao Te Ching* to *The Qur’an* to *The Bhagavad-Gita* to *Zen Stories*.

East Asian History (0154) (EASN)

Prerequisite: Successful completion of history surveys for grades 9 and 10.

Globalization. It’s a term we frequently hear in reference to present-day China, Korea, and Japan. Why is that? And how does our current focus on the growth of international networks obscure the central role that East Asia has played in the much longer history of globalization? The rise of East Asia’s geopolitical power will very likely be among the most important structural changes of the twenty-first century. To understand this monumental shift, we need to know when it started, how it happened, and why this development was neither inevitable nor unprecedented; after all, East Asia has been a geopolitical center before. Part of our task in this course will be to understand the three regions of East Asia—China, Korea, and Japan—as interconnected cultures with shared social, economic, religious, and political traditions. At the same time, we’ll investigate how each region stood apart from the others, with unique characteristics that flourished inside national borders.

We’ll begin the year with a study of East Asia before the rise of western imperialism. Our goal will be to identify dramatic changes in East Asia that occurred without any significant influence from Europe or the United States. Next, we’ll examine how that dynamic gradually shifted, when during the nineteenth and twentieth centuries the power of industrialized western states increased and the imperial order that had defined East Asia for centuries collapsed. And lastly, to establish a framework for understanding contemporary East Asia, we’ll discuss the wrenching—and often traumatic—impact of World War II, which realigned the status quo and ushered in a period of rapid and startling

change: the emergence of a communist China and North Korea , a demilitarized Japan, and a democratic South Korea. We'll end the year with a survey of popular culture in East Asia—from *Godzilla* to *Gangnam Style*.

Students will have multiple opportunities to pursue independent research on topics of their choice, including those related to immigration and the Asian American experience. Papers, projects, and presentations will enable students to develop a number of analytical and communication skills. Because the course does not rely on a traditional textbook, we'll have the freedom to explore a greater variety of primary, secondary, visual, and online sources. Active participation in daily class discussions will be a key feature of the course.

Latin American History (0181) (LNHI)

Prerequisite: Successful completion of history surveys for grades 9 and 10. The United States and Latin America are, and have always been, intimately connected. On a regular day, in fact, the average Horace Mann student comes into contact with Latin American culture in a myriad of ways. At first, students may be inclined to think that their only exposure to Latin America happens in the classroom, primarily through lessons on language, history, and culture. However, upon further reflection students will realize that all members of the Horace Mann community witness first-hand the hard work and ceaseless dedication of Latinx staff, faculty, and fellow students on a daily basis. Outside of school, many students are exposed to Latin American culture through smartphones, streaming sports and popular music, news articles, and hit movies and television shows. Still, as students unplug and look beyond their screens, they'll also notice that New York City comes to life every day, largely as a result of the labor of Latinx immigrants and families. With this in mind, this course aims to help students make meaningful connections between their own encounters with Latin American culture and the region's past, present, and future. This class is structured as a survey course covering historical material from the late 1400's to the present day, thus linking directly with Horace Mann's ninth-grade Atlantic World History course. Over the course of two semesters, students will learn about the rise and fall of multiracial colonial empires, the emergence of modern nation states, the rise of popular revolutionary movements, and Latin America's pivotal role in the global Cold War. Moreover, through in-class discussion and research assignments, students will develop the knowledge and skills necessary to understand historical problems and current debates in the following topics:

- Power, Identity, and Resistance
- Race and Ethnicity
- Gender and Patriarchy
- Activism and Revolution
- Nationalism and Religion
- Foreign Relations and Economic Inequality
- Emigration and Immigration

This course will push students to move beyond traditional methods of writing and studying history. Instead, many of our assignments will challenge students to rigorously examine the historical narratives frequently produced in the realm of “public history,” or history geared toward public consumption— e.g., museum exhibits, documentaries, tourism campaigns. journalistic pieces, film, music, art, television, etc. Throughout the year, we will raise major questions about how to conceptualize “Latin America,” both as a real place *and* as an idea designed by activists, politicians, and academics— a concept created not only to unify and empower, but also to racialize and discriminate. Furthermore, the course will urge students to think of the region not as a distant, fantastical place of foreign and exotic “others,” but rather as a living human reality with intimate links to both the United States and the rest of the world.

Africa and Asia, 1945 to the present (0157) (AFAA)

Prerequisite: Successful completion of history surveys for grades 9 and 10. Imperialism, colonialism, and revolution have affected every corner of the modern world. In 9th grade you learned about how these forces affected Europe and the Americas over the last 500 years. What about the rest of the world? This course covers revolution and its aftermath in several African and Asian countries. We’ll look at the history of colonialism and independence from the perspectives of colonized people. The people’s movements for decolonization – largely successful after World War II – resulted in a mixture of political and economic development, radical social ideologies, endemic poverty, and sporadic conflict. We’ll specifically look at the history of these states from cultural (e.g., ethnic, racial, and religious diversity), social (e.g., class structure, education, and economic development), and political (e.g., communism, dictatorship, democracy, and war) perspectives. And our story will come right up to the present day. Students will engage with theoretical approaches to imperialism and colonialism, the psychology of colonialism, and patterns of decolonization and postcolonial development, all while broadening global perspectives and challenging engrained stereotypes. Beyond the history, our goal is

to increase cultural competency and to develop and appreciation for global citizenship.

This is a course in 20th and 21st-century history. We'll begin with theories of colonialism (e.g., Frantz Fanon) in order to better understand the social, political, and psychological dynamics of the colonial world. We'll then move to the development, growth, and ultimately the success of several national anti-colonial movements in Asia and Africa (including India, Vietnam, Indonesia, Nigeria, Kenya, Ghana, and South Africa). Next we'll study the evolution of the postcolonial world, including the Partition of India and the writing of the Indian constitution, Communist government and the war for independence in Vietnam, the first generation of postcolonial leaders in Sub-Saharan Africa, the Nigerian Civil War, and the creation and later dismantling of the Apartheid regime in South Africa. Finally, we'll look at the current political, social, and economic state of several Asian and African countries, and we'll ask what lessons we can draw about the contemporary world from our new historical understanding.

Africa and Asia is a seminar, and student involvement is central to its success. In addition to active engagement in discussion, students will refine skills in research, presentation, critical reading, and analytical writing. We'll look at primary and secondary sources, maps, video, and other multi-media resources, and we'll keep an eye at all times on current events unfolding in postcolonial settings. We seek to understand the past on its own terms, and we aim for a deeper and more expansive understanding of today's world.

Contemporary U.S. History, 1945 to the present (0160) (CONT)

Prerequisite: Successful completion of history surveys for grades 9 and 10. This course will examine the major influences on American life from the end of World War II until the present. Drawing on scholarly writings, essays, fiction, music, films, and web sites, students will learn about the major factors that helped make America what it is today, economically, socially, politically, and culturally. We will look at the intersection of politics, culture, and society in recent American history. Topics covered will include Cold War politics and culture, the rise and fall of New Deal liberalism, and social movements on the Right and the Left. Students are expected to complete the course with a sense of how these events shaped the nation and the world in which they live now.

United States Legal History (0152) (USLH)

Prerequisite: Successful completion of history surveys for grades 9 and 10. As times change, so does our conception of right and wrong, justice, enforcing morality, and protecting liberty. These struggles are also reflected in the changing nature of the law. In fact, the former Supreme Court Justice Oliver Wendell Holmes once said that the law was a “Magic Mirror” that reflected the values, conflicts, hopes and fears of our society.

We can see this today as we struggle to turn to the law to cope with the important issues of the day. In this course, we will explore the historical context of the law and of legal decisions in American History. This class will, of course, cover the law, but it is not a class on the law. Rather, this class will take a look at the law through an historical lens. There will be an emphasis on the development of constitutional law – particularly through an analysis of Supreme Court decisions – but other aspects of the law will be explored. We will cover the following topics:

- 1) Theories of Law and Justice
- 2) The making of the Constitution
- 3) The early Republic and the Marshall Court
- 4) The Dred Scott Decision
- 5) The Reconstruction Amendments
- 6) Property, Regulation, and the rise of the Corporation
- 7) Civil Liberties and the Warren Court
- 8) Theory and Practice of Criminal Law
- 9) Privacy, technology and surveillance
- 10) Contemporary issues involving Civil Rights and Civil Liberties

The readings will be a mix of cases, assigned texts, and scholarly articles. Moreover, because the law is imbedded in our society and culture, we will also have opportunities to examine the law in literature, art, drama, movies, TV, and the media.

History Through the Lens—Movies and American Culture (0159) (HTTL)

Prerequisite: Successful completion of history surveys for grades 9 and 10. What would a historian in 2065 say about American society in 2014 based on the year’s top-selling movies, all adapted from comic books or fantasy stories? How could movies from the 1950s about a corporate office worker, a New Jersey longshoreman, or a cowboy in the Old West, tell us about identity and conformity in that decade? This class asks and tries to answer those questions.

This class does **not** focus on the “art” of movies. Instead, it explores the evolving conversation that movies have with significant historical and cultural moments—from the Great Depression and World War II to the 1960s and the Age of Reagan.

Students will learn to understand movies: (1) as a reflection of the society in which they were made; (2) as interpreters of history; (3) as shapers of history; (4) as products of a particular business, the movie industry, and the relationships among these categories.

After close examination of films and reading in primary and secondary works, students will write regular movie responses, longer analytical papers, and do research on topics raised throughout the year.

History of the Islamic World (0155) (HISW)

[Course not offered 2019-2020]

Prerequisite: Successful completion of history surveys for grades 9 and 10.

For nearly the entire life of a Horace Mann student, the United States has been at war in the Islamic world. And yet, outside of violent images of revolution and fundamentalists that we see in the media, many of us know very little about the people and culture of a region that we are so intertwined with. This course seeks to explore the history of the Middle East and Islamic World so that we may better understand the complexities of one of the world’s most important civilizations.

The culture and religion of Islam have acted as a unifying force across large sections of Africa, Asia, and Europe, creating essentially a single world-system that included West Africa, the Middle East, and India, as well as parts of Europe and China. The shared religion of Islam, which often carried with it a shared priority on literacy and education, created the basis for a level of cultural exchange and technological development unprecedented in world history. This class will examine the Islamic world system in three distinct periods in its history: the rise of Islam and the development of Islamic Empires; the eighteenth and nineteenth centuries, when empires such as the Ottomans faced external political and intellectual challenges from a rising Europe as well as from internal reform movements; and finally the rise of nation-states after World War I. The spread of Islam brought new ideas in art and architecture, revived and expanded on Greek philosophy, and introduced an unprecedented level of religious tolerance to the medieval world. The latter two sections will also lead us to examine topics that students have been exposed to before—the Enlightenment, absolutism and constitutionalism, gender relations, colonialism, nationalism, and socialism – but we will study them in a new context.

We will also explore new topics such as economics and world trade (the Suez Canal and oil), Cold War alliances, and Islamic politics and fundamentalism.

Voices of Protest: The Progressives to the Present (0161) (VOPP)

[Course not offered 2019-2020]

Prerequisite: Successful completion of history surveys for grades 9 and 10. Throughout American history, protest movements have challenged Americans to live up to their professed ideals. Voices of Protest studies the last century through those protest movements, analyzing how citizens have attacked the status quo and formulated new alternatives. The class will consider the ways dissent is articulated and its complex influence on society—from the Suffragists through today's Tea Party. The course is organized around six broad protest movements of the 20th century. We will analyze and engage with the history of various protest movements—as well as the responses to them—through a variety of sources, some rarely considered in history classes: portions of novels, short stories, even plays and poetry. Using different forms of literature to probe history incorporates an interdisciplinary approach to the class; however, more traditional primary and secondary sources (essays, articles, manifestos, speeches, and images) will be a key component of the assigned readings and discussions.

Students will write responses to readings, as well as complete research projects in areas of personal interest. We will move through the material thematically and chronologically, and address the following six units:

- (1) Capitalism's Discontents: from Industrialization to a “Fight for a \$15 Minimum Wage”
- (2) Civil Rights: from the New Negro to “Black Lives Matter”
- (3) War Protests: from World War I to Drone Warfare
- (4) Women's Rights: from Suffragism to “I Need Feminism Because”
- (5) Gay Rights: from Pre-Stonewall to LGBTQ
- (6) Environmentalism: from the Disappearing West to Climate Change

History Research Seminar (0149) (HSEM)

[Course not offered 2019-2020]

Prerequisite: Successful completion of history surveys for grades 9 and 10.

What is the difference between popular history and scholarly history? Between the History Channel and a PBS documentary? Does it matter? That's part of what this seminar will explore—defining a culture of truth, determining its function in America today, and asking why we should care. The primary objective of History Research Seminar is for students to learn how to practice the craft of history. By engaging in a thoughtful and thorough research process, students will write several research papers on topics of their choice, especially those topics not currently covered in the standard curriculum. Examples of recent topics have included ancient Egypt, the First Crusade, Buddhist influence in the Han Dynasty, the destruction of Pompeii, the fall of the Roman Empire, third party movements in the United States, intelligence operations in Spain during World War II, the gulag in the Soviet Union, the political history of contemporary Iran, and political humor from Mark Twain to Mort Sahl. Students will be expected to present their research results in both oral presentations and written papers. They should also be prepared to respond to comments and suggestions when revising and rewriting early drafts. By the end of the year, students will have completed a number of independent research projects, demonstrating their command of the subject matter that interests them most and participating in the hands-on experience of historical discovery.

Global Conflict and Global Security: World War to Cold War to Now (0143) (GCON)

[Course not offered 2019-2020]

Prerequisite: Successful completion of history surveys for grades 9 and 10.

This course covers global conflict from 1919 to the present. The course begins with the creation of the Soviet Union and ends with the current international situation and threats to global security – threats posed by international terrorism (ISIS and Al-Qaeda), the civil war in Syria, Iran, and North Korea. Breaking news in foreign and security affairs will be considered as it occurs. The course will concentrate on these topics: *The Rise and Fall of the Soviet Union and the Russian Aftermath*. The nature, development and ultimate collapse of the Soviet Union, as well as Russia since 1991 and its drift back to authoritarianism under Putin, as well as Putin's actions in Ukraine.

The Rise and Fall of Nazi Germany. The rise and appeal of Hitler; the nature and fate of the Nazi state, its geopolitical aims and plans for expansion, and the Holocaust.

World War II in Europe and Asia. The crisis of appeasement and the outbreak of World War II in Europe, the fall of France, the Battle of Britain, and the course of World War II in Europe. Japan's attempt to conquer China and control Asia, and World War II in the Pacific.

The Cold War. The origins of the Cold War, the division of Europe, and the role of NATO. The Korean War. The strategic military balance between the United States and Soviet Union. The end of Soviet domination of Eastern Europe, and the reunification of Germany.

The History of Nuclear Weapons. The development of nuclear weapons from the Manhattan Project to the present, how nuclear weapons work, the use of atomic weapons to end World War II, and the problem of nuclear proliferation. The Iranian and North Korean nuclear and missile programs and the threat they represent.

China. The rise of China as a major power and the implications of that on the balance of power in Asia.

International Terrorism and Cyberwarfare. The activities of ISIS and Al-Qaeda, and the threat of cyberwarfare (the use of the internet and information technology as weapons of war).

In studying the history of global conflicts, the course aims to understand *why* things happened the way they did, and what was at stake. This approach will also be used in the ongoing analysis of *current* international situations. Extensive class discussion and video material are important elements of the course.

Global Environmental History (0182) (ENVH)

Please note: this course is equivalent to an AP course.

Prerequisite: (a) Successful completion of history surveys for grades 9 and 10 (b) Departmental approval required, based on the following criteria: History grades that average A- or higher for all years and class citizenship. Students with History averages higher than B+, but not A-, will be considered on an individual basis. For rising seniors who apply, more weight will be given to grade averages in years 10 and 11. Open to juniors and seniors only.

Meets every day

Global Environmental History surveys the history of the human relationship with non-human nature, beginning with fire-wielding hunter gatherers and ending with present-day concerns about global climate change and debates about the "Anthropocene era" (the claim that anthropogenic, or human made, climate change constitutes a new geologic era). The course will raise major questions about the human role in changing the environment on a global scale *and* the

environment's role in shaping human societies and culture. It is structured around four major turning points in human interaction with non-human nature: the transition to agro-ecology (around 10,000 BCE); the reconnection and exchange between Afro-Eurasia and the Americas (1492 CE and thereafter); the industrial revolution and the fossil fuel economy (~1750 CE and thereafter); and the dawn of the nuclear era (1945 CE and thereafter). Focusing on such themes as agro-ecology, transecological exchange, the role of disease, energy sources and use, urbanization, empire, global conflict, the commodification of nature, climate change, and sustainability, the course emphasizes new global perspectives on environmental history in an effort to investigate the environmental past and help us plan for our shared future. In addition to exploring these themes through current events, simulations of environmental debates where students will take the roles of various stakeholders, and short analytical writing assignments, students will also have the opportunity to explore a topic relevant to the course and of particular interest to the student in a year-long research paper.

AP European History (0107) (APEU)

Prerequisite: (a) Successful completion of history surveys for grades 9 and 10 (b) Departmental approval required, based on the following criteria: History grades that average A- or higher for all years and class citizenship. Students with History averages higher than B+, but not A-, will be considered on an individual basis. For rising seniors who apply, more weight will be given to grade averages in years 10 and 11. Open to juniors and seniors only.

Meets every day

AP European History covers the social, political, and cultural development of Europe from 1450 to the present. Students should be prepared to engage in lively debates and discussions that consider not only the events of the past, but also the different ways in which historians have understood those events. Historiographical trends (*Annales*, gender, culture) will thus comprise a significant aspect of the course. Students will hone their research and presentation skills with group or individual research projects and can expect guidance from the instructor as well as a generous amount of room for exploration. Because of the emphasis on writing, students should be ready to devote significant time to the crafting and refining of arguments in essays and papers. We will prepare for the AP exam thoroughly, but test preparation is not the main focus of the course. Rather, we will seek to develop a rich and robust understanding of the

social, political, and cultural development of Europe in the modern period. This development was fraught with contradiction and conflict, while at the same time reflecting the courage and ingenuity of individuals. In addition to our historiographical work, we'll establish a broad familiarity with the artists, writers, and thinkers of the modern era. The classes are conducted in a seminar-style format, so active class participation is both encouraged and expected.

AP United States History (0110) (APUS)

Prerequisite: (a) Successful completion of history surveys for grades 9 and 10 (b) Departmental approval required, based on the following criteria: History grades that average A- or higher for all years and class citizenship. Students with History averages higher than B+, but not A- will be considered on an individual basis. For rising seniors who apply, more weight will be given to grade averages in years 10 and 11. Open to juniors and seniors only.

Meets every day

This course is designed to provide students with the analytical skills and factual knowledge to deal critically with problems and materials in American history. Students deal with primary sources, are introduced to American historiography, and read numerous scholarly articles and monographs. Emphasis is given to writing historical essays, and students are expected to submit short essays and reports. Students may also have the opportunity to produce a major research paper based on their individual interest in any area of American history. Major themes include the following: the paradoxical growth of freedom and slavery in the American colonies; interaction with Native Americans; republicanism; liberalism and the significance of ideology; expansionism; religion; economic development; sectionalism and patterns of segregation; race, class and gender; reform; political party development; significant issues in diplomacy; the impact of war on American society; contemporary issues in American society; and the growth and development of a democratic culture.

AP Economics (0114) (APEC)

Prerequisite: (a) Successful completion of history surveys for grades 9 and 10 (b) Departmental approval required, based on grade averages in History, Science and Math for all years; and class citizenship. More weight will be given to grade averages in years 10 and 11. Open to seniors only. Economics (0112) is not required as a prerequisite. Students who have already completed Economics (0112) may not apply for AP Economics.

Meets every day

This is a college-level course in modern economics. The course is devoted to the analysis of economic situations and economic

problems. Major topics include the nature of markets, the structure of the American economy, product, labor and resource markets, the organization of American industry, government regulation of business and antitrust laws, taxation, the monetary system, inflation, business cycles, and government policies to achieve full employment and encourage economic growth. Much attention will also be given to the global economy and international economics, international finance and trade, to the role of the United States in the world economy, and to issues of American productivity and competitiveness.

The course has a strong public policy orientation, and current economic problems—including the problems of poverty, increasing income inequality, environmental pollution, and resource use (and overuse)—will be explored. World economic development and issues of globalization, including its effect on labor markets, will also be discussed. Since most contemporary problems have economic roots, the course will provide students with the economic understanding to address these problems. Some attention will be paid to the recent recession and financial crisis, how these came about, what is being done by the Federal Reserve and the Treasury to address them, and the slow recovery from the recession, and how recent changes in the U.S. labor market have complicated matters.

Contrary to what many people believe, economics is not essentially about money or wealth or even markets. Rather, it is about the use of limited resources to satisfy unlimited wants. Economic thinking requires *choices*. That means that the tools of “economic” thinking can be applied to many situations in everyday life and to how people make decisions. (Should I do this or that? How much time should I spend on this or that? How can I make both you *and* me better off?) This wider view of economics, which applies “economic” principles to wider human behavior and social cooperation, will also be a focus of the course, and game theory will be one of the tools used.

This is an economic training course, a course that stresses economic reasoning and application. Economics is not simply a subject to study. It is something you *do*.

Independent Study Opportunities

Independent Interdisciplinary Research Seminar (0902) (INST)

Prerequisite: Approval of IIRS director

Successful IIRS participants earn one full-credit

The Independent Interdisciplinary Research Seminar allows motivated, responsible students to study topics not included in the Horace Mann curriculum or to continue research on a topic covered in a previous course. Each student in the IIRS designs a research project and pursues it through independent study guided by a faculty mentor. Students meet with their mentors at least once per week and with the seminar director once every other week. IIRS members also convene twice per week for an interdisciplinary seminar.

All participants keep journals in which they record their research. Each semester they must produce two projects as evidence of their work, usually a research paper, a literary or artistic work, a scientific experiment, or a performance. The project's content determines the form of the final result. Project grades are commensurate with the Horace Mann grading policy and comprise two-thirds of the semester grade.

During seminar sessions students teach each other about the knowledge acquired through their independent work. They also discuss a limited number of common readings. The grade for the seminar constitutes one-half of the semester grade.

Interdisciplinary Studies

Identity, Gender and Sexuality (0908) (PHLI)

[Course not offered 2019-2020]

Half-credit course

Grades 11-12

This course aims to provide an introduction to the field of gender and sexuality studies. Central themes of the course will come from modern philosophers. We will use these ideas to inform our understanding of selected literature, film, art, current events, music and pop culture. We will also draw from the expertise of faculty members to explore questions like: How is gender and sexuality expressed and interpreted in different cultures? What role does biology play in examining gender and sexuality? How do race and gender or sexuality intersect? How does language influence identity, or the reverse? Is there a history of sexuality? If so, what is it? Students will leave the course with a framework for understanding how gender and sexuality shape identity.

Seminar on Identity (SOI) – Grade 11

This course is a required, weekly seminar for 11th graders. It provides 11th graders with an opportunity to explore identity development broadly and consider the ways in which their own identities can provide them with the agency to affect positive change in their lives and in their communities. The course examines the relationship between identity and power and how institutionalized systems may advantage some and create inequities for others.

The course aims to develop greater self-awareness, deepen critical analysis of societal constructions, ask challenging questions about identity and power, and strengthen the recognition of the students' own and others' valid lived experiences. Students delve into identity and power as seen through the lens of socio-economic status. Students also have the opportunity to examine the intersections of different social identifiers and power through readings, film screenings, activities, and open dialogue. The Office for Identity, Culture, and Institutional Equity (ICIE) coordinates the curriculum for SOI and seminars are facilitated by UD faculty.

Mathematics

Requirements:

Geometry or Geometry and Problem Solving or Geometry Honors
Algebra II and Trigonometry or Algebra II and Trigonometry Honors

Elective Courses

- Precalculus
- Precalculus AB
- Precalculus BC Honors
- Contemporary Calculus
- AP Calculus AB
- AP Calculus BC Honors
- Introduction to Statistics and Probability
- AP Statistics
- Senior Math Electives
- Math Seminar

Mathematics

The Mathematics Department believes that problem-solving skills-analysis of a problem, plan for solution, completion, review and extension of solution-are essential to critical, logical thinking in all disciplines. Our program, therefore, presents students with opportunities to develop these skills along with basic mathematical concepts. Using various approaches, including the use of graphing calculators and our mobile lab laptop computers, the Department strives to develop students' curiosity, initiative, confidence, responsibility, enjoyment, and satisfaction in dealing with mathematics. While the required sequence ends with *Algebra II and Trigonometry*, nearly all students continue the traditional sequence through precalculus and calculus courses.

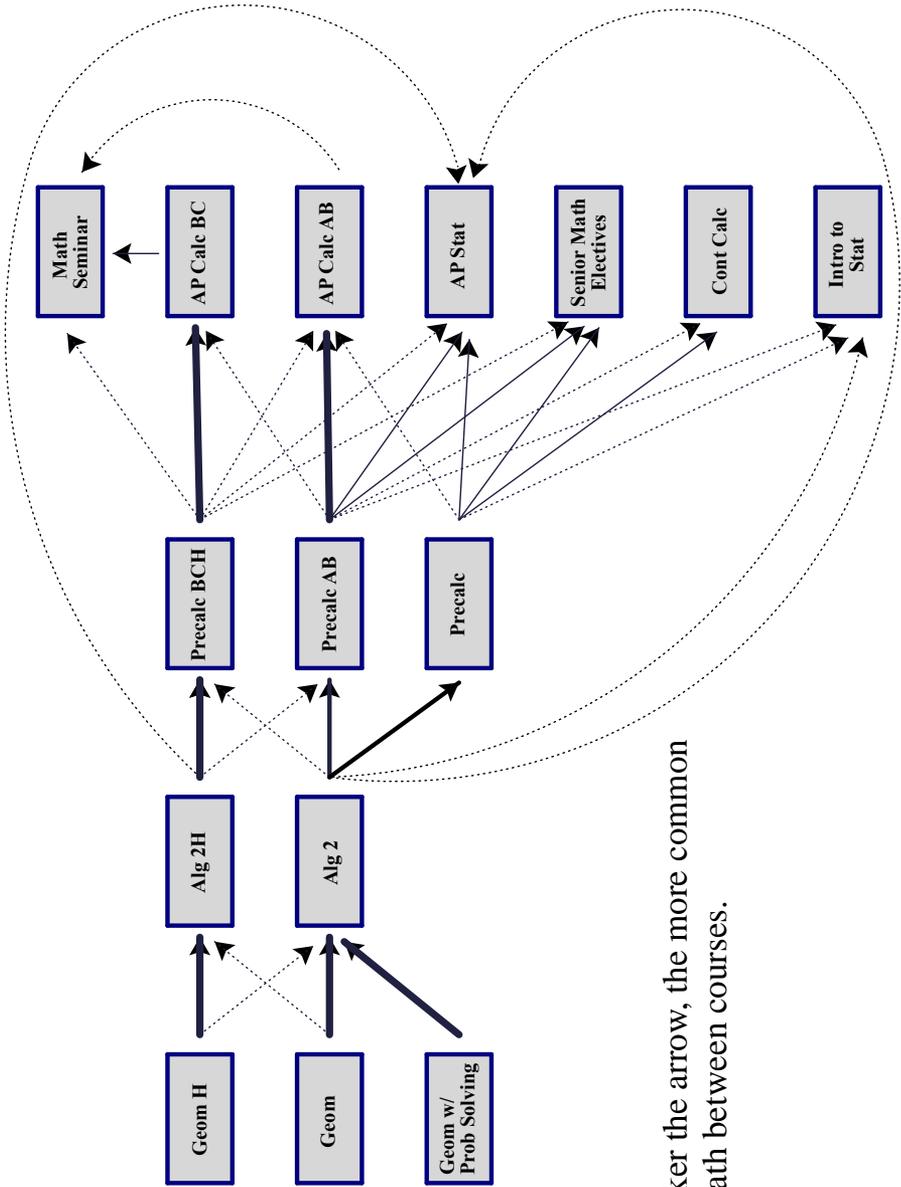
Requirements:

Geometry

Algebra II and Trigonometry

Many of the elective courses and honors courses have special prerequisites. For specific details, please refer to the italicized information that follows each course name.

A diagram indicating the pathway between mathematics courses is provided on the next page:



Key: the darker the arrow, the more common the student path between courses.

Required Courses

Geometry and Problem Solving (0424) (GPRS)

Prerequisite: full-year Algebra I credit in the Middle Division or at another school.

Meets every day

This geometry course is designed to serve students who have completed an Algebra I course, often the Algebra IB course in our Middle Division, and who need more work with algebra skills and more attention to individual learning needs. Like Geometry (0420), this course conveys an appreciation of geometry as a deductive system and covers the traditional relationships between points, lines, triangles, polygons and circles in the plane. There is an emphasis on problem-solving techniques common to all studies of mathematics. Successful completion of this course leads to enrollment in Algebra II and Trigonometry (0430) in the following year.

Geometry (0420) (GEOM)

Prerequisite: Algebra I

The course is designed to convey an appreciation of geometry as a deductive system. Starting with undefined terms, postulates, and definitions, the students follow the progressive development of theorems and their proofs to create a mathematical structure with rich aesthetic and practical value. In building this axiomatic structure, they improve their ability to recognize and organize the various relationships among points, lines, triangles, polygons, and circles in the plane. Throughout the year, students will engage in a series of guided explorations using the dynamic software program, *Geometer's Sketchpad*.

Geometry Honors (0421) (GEOH)

Prerequisite: Algebra I and departmental approval required.

In addition to the major topics of Geometry, the Honors sections study the advanced geometry of the triangle. After using the dynamic geometry software *Geometer's Sketchpad* to conjecture relationships in triangles, students prove theorems associated with the orthocenter, incenter, circumcenter and centroid. Throughout the course great emphasis is placed on proof and the skills associated with effective communication of complex ideas. The year culminates in a final project in which pairs of students present the proof of a "great" theorem during a full class period.

Algebra II & Trigonometry (0430) (ALG2)

Prerequisite: Geometry or Geometry and Problem Solving

The thematic thread that ties this course together is the mathematical concept of a function. Students learn to interpret functions algebraically and graphically, as well as how to connect the two. Functions of particular interest are the sine, cosine, exponential, logarithmic, linear, quadratic, and absolute value. There is a substantial treatment of trigonometry and complex numbers. The course is presented in a spirit of investigation, facilitated by the use of the graphing calculator. Skill-building is emphasized as students learn to attack problems with a toolbox of acquired algorithms. Of equal importance, students encounter open-ended problem-solving in which they learn how to devise their own strategies for tackling non-routine problems.

Algebra II & Trigonometry Honors (0431) (AL2H)

Prerequisite: A successful year in Honors Geometry, which for most students is indicated by a year-end grade of a B or higher. Students earning a year-end grade lower than a B in Honors Geometry must have departmental approval. In addition, in the spring, very high performing students in Geometry (0420) who have been identified by their teachers as candidates for the jump to this course will be asked to sit for a non-routine problem-solving test to help gauge their readiness. In every case, departmental approval required.

This Honors course covers the topics in Algebra II & Trigonometry in greater depth and serves as a rigorous introduction to higher mathematics. The course begins with abstract set theory and branches off to cover areas of mathematical modeling with functions, geometric and analytic trigonometry, and advanced analytic geometry. This is a demanding course, requiring a high level of abstraction and mathematical maturity. Students will be expected to stretch themselves intellectually and to grapple with exciting, difficult material throughout the year. Time permitting, we may also cover abstract topics such as cardinality, group and field theory, basic number theory, and non-Euclidean metrics.

Elective Courses (Grades 11 and 12)

Precalculus Options

To accommodate the interests and abilities of individual students, the Department offers three levels of precalculus to those who have earned at least a C- in *Algebra II & Trigonometry (0430)*. Students who

wish to continue their study of traditional mathematics should elect a precalculus course to be taken in the year after *Algebra II & Trigonometry*. These courses may lead to a math elective in the senior year.

Precalculus (0440) (PREC)

Prerequisite: Algebra II and Trigonometry (0430)

One of the major goals of this course is to improve the problem-solving skills of our students. The course begins with a review of trigonometric functions, their graphs, and their inverses. This is followed by a comprehensive study of the Law of Sines and the Law of Cosines that culminates in an in-depth unit on TI-84 programming. The year continues with units covering the conic sections, combinatorics, and probability. The year concludes with a study of exponential growth and decay with specific applications to finance and medicine.

Precalculus AB (0441) (PRAB)

Prerequisite: A minimum grade of an exact B+ or higher when averaging both semester grades in Algebra II and Trigonometry (0430) and departmental approval required. (An exact B+ is a 7 on the 10 point scale.)

This course lays the foundation for a college-level course of Advanced Placement Calculus AB. The central theme is a combination of theoretical study and practical applications of the elementary functions, including trigonometric, polynomial, exponential, logarithmic, and sequential functions. In addition, the course includes an extended unit on combinatorics and probability.

Precalculus BC Honors (0442) (PRBC)

Prerequisite: A successful year in Algebra II and Trigonometry Honors (0431), which for most students is indicated by a year-end grade of a B or higher. Students earning a year-end grade lower than a B in Algebra II and Trigonometry Honors must have departmental approval. In certain circumstances, students with consistently and exceptionally high achievement in Algebra II (0430) may be considered for approval for this course. In every case, departmental approval required.

This course involves a highly theoretical, rigorous approach to the mathematics of precalculus. Topics include vector analysis, modeling with parametric equations, combinatorics and probability, sequences and series, recursion, polar coordinates, and an introduction to differential calculus. Graphing calculators and computer apps are used for exploration.

Contemporary Calculus (0450) (COCA)

Prerequisite: A minimum grade of C in any Precalculus course.

This calculus course is paced to allow both depth and exploration. The graphing calculator is used as a tool to examine the topics included in a traditional introductory calculus course: functions and their graphs; limits; the derivative and its applications; definite and indefinite integrals; and logarithmic, exponential, and trigonometric functions. In addition, students study topics not usually accessible in traditional calculus courses. Through calculator exercises students take advantage of numerical methods to analyze problems, discover underlying concepts, and gain insight into the relationship between the geometric and algebraic representation of the central ideas.

AP Calculus AB (0451) (APAB)

Prerequisite: A minimum grade of an exact B+ or higher when averaging both semester grades in Precalculus AB (0441) or a minimum grade of an exact A in Precalculus (0440). (An exact B+ is a 7 on the 10 point scale, and an exact A is a 9 on the 10 point scale.) Highly motivated students with a high B in Precalculus AB, or a high A- in Precalculus, may request to take a diagnostic test administered at the end of the school year that may result in approval for this course. In addition, departmental approval required.

Meets every day

A rigorous introduction to calculus, this course covers the concepts of differentiation and integration, with applications to rates of change, optimization, area, and volume. One semester of college calculus credit may be earned from this course. This course culminates in the AP Calculus AB exam in the spring.

AP Calculus BC Honors (0452) (APBC)

Prerequisite: A successful year in Precalculus BC Honors (0442), which for most students is indicated by a year-end grade of a B or higher. Students earning a year-end grade lower than a B in Precalculus BC Honors must have departmental approval. In certain circumstances students with consistently and exceptionally high achievement in Precalculus AB (0441) may be considered for this course.

Departmental approval required.

Meets every day

The culmination of the honors sequence in mathematics, this course is taken in preparation for the AP Calculus BC exam in the Spring. All of the work covered in Calculus AB is included as well as additional topics in special methods of integration, infinite series, polar coordinates, arc lengths, and vectors and parametric equations. Two semesters of college calculus credit may be earned from this course.

Introduction to Statistics and Probability (0460) (STAT)

Prerequisite: Algebra II and Trigonometry (0430)

This course is a statistics workshop in which students explore data, combinatorics and probability through activities, lab exercises, discussion and research. This class makes extensive use of dynamic statistical data analysis software. Additionally, students learn to interpret the various statistical representations that we encounter in our daily lives.

AP Statistics (0462) (APST)

Prerequisite: A minimum grade of an exact B+ or higher when averaging both semester grades in Precalculus (0440); or a minimum grade of an exact B in Precalculus AB (0441); or a minimum grade of an exact B- in Precalculus BC Honors (0442). (An exact B+ is a 7 on the 10 point scale, an exact B is a 6, and an exact B- is a 5.) In certain circumstances, students who have successfully completed Algebra II and Trigonometry (0430) with a minimum grade of A-, or Algebra II and Trigonometry Honors (0431) with a minimum grade of B+, may be considered for approval for this course if taken concurrently with either Precalculus AB (0441) or Precalculus BC Honors (0442). In all cases, departmental approval required.

Meets every day

This course is an introductory statistics course similar to those required for college majors in the social sciences, health sciences, and business. In preparation for the Advanced Placement Statistics exam in the Spring, this course introduces the major concepts and tools for collecting, analyzing, and drawing conclusions from data. One semester of college statistics credit may be earned from this course.

Senior Math Electives (0466) (SMAE)

Prerequisite: Satisfactory completion of any level of precalculus and departmental approval required.

Senior Math Electives is a full-year, full-credit course designed to give students the opportunity to study engaging mathematical fields that are outside of the traditional high school syllabus. Project-based “learning by doing” will be an integral part of the experience. Students will be evaluated through their work on problem sets and projects. The course is divided into two distinct semesters, sometimes taught by two different teachers. Topics may change year-to-year, but past offerings are:

The Analysis of Games: In this semester course, we examine what mathematicians call *combinatorial game theory*. This field studies games like Tic-Tac-Toe, Checkers, or Dots and Boxes, in which there is no random chance and no hidden information. We play a lot of games,

think about them, talk about them, and write about them, with an eye towards developing “best” and “worst” strategies from the ground up.

An Introduction to Discrete Mathematics: This semester course explores topics in discrete mathematics, computational linear algebra, and provide an introduction to approximation theory.

Math Seminar (0470) (MSEM)

Prerequisite: A demonstrated passion for mathematics, a minimum grade of A- in Precalculus BC Honors (0442) and departmental approval required. In certain exceptional circumstances, a student who has completed Precalculus AB (0441) may be considered for approval for this course. Students may take Math Seminar and Advanced Placement Calculus concurrently.

This is a full-credit course designed for students with a serious interest in pursuing higher mathematics. The course is problem-set based to give students the experience of working through complex material in an independent setting. The special topics offered vary from year to year and have, to date, included number theory, inversive geometry, linear algebra, multivariable calculus, finite calculus, continued fractions, game theory, and advanced problem-solving.

Physical Education & Health

Requirements:

Grade 9: Concepts of Physical Fitness/Team and Life Sport, Health, CPR/First Aid or Dance Workshop for PE credit

Grade 10: Concepts of Physical Fitness/Team and Life Sport, Health, CPR/First Aid or Dance Workshop/Dance Performance for PE credit or Varsity PE or Out-of-School/Independent Athletic Contracts

Grade 11: Concepts of Physical Fitness/Team and Life Sport, CPR/First Aid or Dance Workshop/Dance Performance for PE credit or Varsity PE or Out-of-School/Independent Athletic Contracts

Grade 12: Concepts of Physical Fitness/Team and Life Sport, CPR/First Aid or Dance Workshop/Dance Performance for PE credit or Varsity PE or Out-of-School/Independent Athletic Contracts

Certification in CPR/AED for the Professional Rescuers & Health Care Providers and First Aid is a requirement for graduation.

Physical Education & Health

The Physical Education Program is designed to instruct students in sports and fitness activities, while ensuring all students are prepared in professional lifesaving skills through our CPR/AED for the Professional Rescuers & Health Care Providers and First Aid class. While serving the diverse needs of our students, the purposes of basic instruction are to develop a commitment to lifelong physical activity, to guide students toward fitness and health, and to provide an environment in which students enjoy participating in physical activity.

Requirements:

Physical Education in grades nine through twelve, unless replaced by team membership or an approved Independent Out of School/Athletic contract. Certification in CPR/AED for the Professional Rescuers & Health Care Providers. Health Education in grades 9 or 10.

The physical education program recognizes the wide range of abilities and interests of its students and seeks to offer choice and flexibility in its offerings while maintaining optimal standards and requirements. Students will choose *Concepts of Physical Fitness/Team and Life Sport*, *Dance Workshop PE*, or *Varsity PE* when planning their schedules for the coming year. Registration for particular activities within the unit selected will be conducted each quarter within the Department of Physical Education. Registration will take place on the first day of scheduled classes each quarter. Registration in the department is for these purposes: (1) for credit to be conferred for team participation; (2) for approval of an Independent Out of School/Athletic contract; and/or, (3) selection for CPR/AED for the Professional Rescuers & Health Care Providers and First Aid.

Concepts of Physical Fitness/Team and Life Sport (0955) (PE)

Students will participate in a program that provides the most up-to-date information on strength-development/conditioning regimens and activities that develop personal living skills, integrate physical skills, and lead toward the objective of selecting appealing physical activities available outside of class.

In the *weight-training* component, students will be taught the proper use of equipment as well as the effects of its use on the body. The *cardiovascular fitness* component will begin with the identification of each student's target heart rate zone and allow students to achieve it through various endurance and muscle-toning workouts. Students will

be “tested out” periodically in order to assess progress, general knowledge of the human anatomy and the equipment used to work specific muscle groups.

In the *team and life sport* component, students will participate in both individual and team sport activities. Students will learn the rules of play of each sport or activity and the fundamental skills necessary for the enjoyment of each. Seasonal offerings include: field hockey, soccer, floor hockey, tennis, golf, horseshoe, bocce, jogging, flag football, volleyball, basketball, softball, speedball, team handball, ultimate frisbee, and childhood playground games.

In the aquatics unit students will be exposed to comprehensive water safety policies, learning safe ways to participate in aquatic activities and recreation. The curriculum includes water safety knowledge, instruction in swimming (learn to swim and skill advancement), fitness swimming, standup paddle-boarding, recreational aquatic games, snorkeling and Boga fit and Boga yoga.

Dance Workshop (0883) (DNW) for Arts credit or (0957) (D1PE) for PE credit

Grades 9-12

May be taken for Physical Education credit OR Performing Arts credit -- meets 5 days out of the 10-day cycle for the entire year. Participation in after-school sports does not exempt students from Dance Workshop.

There are multiple sections of Dance Workshop. Students are placed not by grade level but according to skill level as assessed by the dance teachers. Placement is also dependent on fitting the section assignment into one’s schedule. Although a student may move from a primary to an intermediate level of dance, it will not be indicated by a separate course number. The transcript will simply show continuing participation in Dance Workshop.

Dance Workshop emphasizes the development of a strong technical base in Ballet, Pilates, Yoga, Modern Dance, Jazz, Tap, Hip-Hop and an awareness of other world dance influences. Training includes warm-up, improvisation, alignment, stretching exercises, and traveling combinations. Rhythmic awareness and the relationship of music to dance is stressed throughout.

Dance Performance (0885) (DNPF) for Arts credit or (0959) (D3PE) for PE credit

Prerequisite: Approval of the instructor

Studio/Performance

Grades 10-12

May be taken for Performing Arts credit OR Physical Education credit – meets 5 days out of the 10-day cycle for the entire year. Participation in after-school sports does not exempt students from Dance Performance.

This course builds upon the foundations established in Dance Workshop and finally places the emphasis on performance. The course culminates in presentations for Book Day and various assemblies.

Health Education

The Health Education curriculum provides an interactive forum with students, teachers, and Upper Division Peer Leaders to understand health issues. As students acquire knowledge and obtain skills, they gain the self-confidence and sense of responsibility necessary for making decisions that affect their quality of life. Health Education includes lectures, research, role-playing, guest speakers, written and oral reports, movies, hands on activities and interactive group discussions. The skills students learn form a basis for exploration in areas such as health and wellness, behavior change, substance use and misuse, sexuality and sexual health, relationships, stress, sleep, mental health, nutrition, and disease risk reduction.

Varsity PE (0956) (VPE)

Departmental approval required.

Grades 10-12

Students who participate in after-school sports, for a minimum of 2 seasons, may request to take Physical Education during the last period of the day in order to avoid early dismissal conflicts. Varsity PE is not guaranteed however, due to constraints of scheduling. **Students not in-season will be expected to participate in a regularly scheduled physical education class.**

Certification in CPR/AED for the Professional Rescuers & Health Care Providers

Graduation Requirement

Students will learn how to provide first aid in emergencies. This certification course integrates the lifesaving skills of rescue breathing, first aid for choking, CPR with AED and water safety skills. If a scheduling conflict occurs, American Red Cross classes are offered outside of school. Please contact the Physical Education department if a conflict should arise.

Out-of-School/Independent Athletic Contracts

Departmental approval required.

Grades 10-12

Students may be permitted to use out-of school activities for physical education credit. Students will be limited to activities not offered by the school at any time or meet minimum athletic team standards equal to those offered at school. A contract will be allowed only one quarter per school year. An athletic contract request for a sport in season is not permitted.

- ❖ Contract forms must be submitted on or before the first day of class each quarter. Athletic contracts can be found on the physical education Haiku page. (Not the athletics' website). **Late submissions will not be accepted!**

Science

Requirements:

Biology (0520) (BIO)

**Chemistry (0530) (CHEM) or Physics (0540) (PHYS) or
Physics Honors (0541) (PHYH)**

Upper-level Electives

- Biotechnology
- Advanced Topics in Biology
- Human Anatomy and Physiology
- AP Biology
- AP Environmental Science
- Experiments in Physics and Chemistry
- AP Chemistry
- Organic Chemistry and its Applications in Biochemistry
- Selected Topics in Physics
- AP Physics with Calculus
- Science Research

Science

The Science Department believes (as Carl Sagan said) that science is more than a body of knowledge; it is a way of thinking and of skeptically interrogating the universe. The science curriculum is designed to build an understanding of science by doing science. Students learn to make observations through experiments, and they develop conceptual and analytical reasoning skills by relating observations to theories and by solving problems. We believe students should not only be knowledgeable about the ideas of science, but also have an understanding and appreciation of how we know what we know. Three introductory courses — Biology, Chemistry, and Physics — are all taken by most students. These courses provide an overview of the core topics in each discipline, and emphasize developing the scientific literacy that is important for all students. All three introductory courses are required to take any of the college-level (AP) electives. A variety of other upper-level electives allows students to explore topics of interest in more depth in both classroom and laboratory settings.

In laboratory courses, one of the class meetings each week is a double laboratory period.

Requirements:

Biology

Chemistry, Physics, or Physics Honors

Introductory Courses

Biology (0520) (BIO)

Usually taken in Grade 9.

Laboratory Course

The course provides a survey of the major areas of inquiry in biology including molecular biology, genetics, physiology, evolution, and ecology. Students design and test hypotheses, collect and analyze data, and draw conclusions during double laboratory periods every week to support their understanding of biological phenomena. Students also explore current research including cutting edge discoveries through reading, debate, and discussion.

Chemistry (0530) (CHEM)

Usually taken in Grade 10.

Laboratory Course

Meets every day

Chemistry concerns the composition and properties of matter. The topics discussed in the classroom are explored through demonstrations and reinforced through weekly laboratories. Topics include atomic and electronic structure, bonding, reactions, stoichiometry, gas laws, states of matter, solutions, reaction kinetics, thermodynamics, equilibrium, acid/base chemistry, electrochemistry and nuclear chemistry.

Physics (0540) (PHYS)

Prerequisite: Biology (Chemistry recommended). Students who have not completed Algebra II and Trigonometry will require permission from the department - please consult with your advisor, your current science teacher and/or the Department Chair about whether this is a suitable program choice. Students who elect to enroll in Physics before or in place of Chemistry must have completed Algebra II and Trigonometry. Usually taken in Grade 11.

Laboratory Course

Meets every day

Physics is an introductory algebra-based course covering Newtonian mechanics, conservation of momentum and energy, thermodynamics, electricity and magnetism, simple circuits, waves, optics, and modern physics. This course focuses on developing both a conceptual understanding of the basic principles of physics and problem-solving skills. Weekly laboratory work provides an opportunity for students to explore the concepts learned in class and gain experience in designing and conducting experiments.

Physics Honors (0541) (PHYH)

Departmental approval required. Generally, students need to have earned grades of A- or better in all science and mathematics courses to be considered. All interested students must also complete a placement exercise in May, which is designed to assess the readiness of students for this course. Interested students are encouraged to talk with their current science teacher and/or the Department Chair prior to requesting Physics Honors. Given the significant demands of Physics Honors, the department does not generally give permission for concurrent enrollment in Physics Honors and an AP Science; students who are interested in doing so must discuss this with their current science teacher and the Department Chair before submitting their Course Request Sheet. Physics Honors may not be taken by students who have completed Physics (0540).

Laboratory Course

Meets every day

Physics Honors is an introductory algebra-based college-level physics course. Topics are studied in greater depth than in Physics (0540), and some additional topics, which vary from year to year, are covered. The concepts developed in this course are applied in a broad range of contexts, and the problem solving is designed to encourage creativity and to challenge students' conceptual and analytical reasoning abilities. Extensive use is made of advanced mathematical methods and students are expected to solve challenging problems with a high degree of independence. The laboratory work places a greater emphasis on independent work, projects, and computer modeling.

Upper-level Electives

Biotechnology (0522) (BOTC)

Prerequisite: Biology and Chemistry

Laboratory Course

This is an upper-level course in biology that introduces students to the cutting-edge techniques used in contemporary molecular biology research. As well as emphasizing hands-on laboratory experience, students are challenged to consider the bioethical issues associated with advancing technology. This course builds on foundational biology and chemistry concepts learned in the 9th and 10th grades to further understand the molecular biology of infectious disease and immunology, antibiotic resistance, genetically modified organisms, advances in cancer biology, and human evolution. Students will learn important techniques in molecular biology including gel electrophoresis, restriction enzyme digests, primer design, DNA amplification by polymerase chain reaction, nucleic acid extraction and purification, genetic engineering, bacterial/yeast transformations, DNA sequencing, protein isolation, protein purification and visualization, and enzyme-linked immunoassays. Students will plan, conduct, analyze, and write reports on their own experiments. Through the reading of primary research papers and discussion, students will explore the historical, technical, and social issues influenced by advances in biotechnology, and will write papers and make presentations to the class on these issues.

Advanced Topics in Biology (0523) (TPBO)

Prerequisite: Biology and Chemistry

Laboratory Course

This is a second course in biology for students who wish to explore some topics in biology in greater detail and with greater freedom than in a traditional textbook-oriented course. A majority of class time will be spent in laboratory experiments, discussion, and presentations, rather than lecture. Students will design and conduct experiments and lead discussions on scientific articles, while incorporating aspects of other areas of study, such as engineering, ecology, physiology, physics, chemistry, and history. The course will focus on various topics of interest in biology, which will vary from year to year. Past topics include: the biology of food; biomimicry; urban ecology and biodiversity; exercise physiology; and bacteriology and microbiology.

Human Anatomy and Physiology (0524) (ANAT)

Prerequisite: Biology and Chemistry

Laboratory Course

This upper-level course in biology examines the structures and functions of cells, tissues, organs, and organ systems found in the human body. The class will go through the complexity of many features found in body systems, such as the microscopic anatomy of bones in the skeletal system, the sliding filament model of the muscular system, action potential propagation in the nervous system, and the cardiac cycle of the cardiovascular system. The class will emphasize the relationship between the physiological aspects of the organ systems to one another. Additionally, students will complete research projects and presentations, where they will be able to focus on a specific topic, disorder, disease, treatment, or surgery related to the body systems discussed in class. Possible research topics include common skin disorders, knee replacement surgery, muscular dystrophy, and the impact of specific drugs on neurons. Laboratory investigations will include performing a variety of dissections, measuring bodily activity, and modeling physiological processes.

AP Biology (0525) (APBO)

Prerequisite: Biology, Chemistry, and Physics or Physics Honors, Departmental approval required. Particularly outstanding and interested students may be permitted to take Physics concurrently.

Laboratory Course

Meets every day

The AP Biology course places a strong emphasis on overarching themes in biology, and is organized into a conceptual framework consisting of four big ideas. They are: 1) Evolution drives the diversity of life; 2)

Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; 3) Living systems store, retrieve, transmit, and respond to information; and 4) Biological systems interact with each other and with the environment. To bring these concepts to life we study detailed examples taken from human and plant physiology, molecular and cellular biology, genetics, ecology, and evolution. Class discussions incorporate the analysis and interpretation of primary data, and emphasize current areas of scientific research. Inquiry driven labs are used to support student learning. Many of these labs are multi-week and allow students the freedom to design an experiment within the context of the investigation, while learning a variety of techniques used in biological research. Students are required to take the AP Biology exam at the conclusion of the course.

AP Environmental Science (0570) (APEV)

Prerequisite: Biology, Chemistry, and Physics. Departmental approval required. Particularly outstanding and interested students may be permitted to take Physics concurrently.

Laboratory Course

Meets every day

AP Environmental Science investigates the interconnectivity of the natural world and human activity, and is equivalent to a one-semester college course. Interdisciplinary in nature, students will learn to incorporate elements from an array of disciplines including ecology, geology, social sciences, chemistry, and physics to understand and evaluate environmental problems and solutions using scientific principles. Field and laboratory work, projects, presentations, and field trips are all integral aspects of this course. Pressing issues of today—global climate change, loss of biodiversity, overpopulation, overfishing, and water supply— will all be discussed. This course both prepares students for advanced study in the many fields of environmental science as well as provides a foundation in scientific and environmental literacy to understand the impact of humans on the environment and the complexity of the world around us. Students are required to take the AP Environmental Science exam at the conclusion of the course.

Experiments in Physics and Chemistry (0532) (EXPC)

Prerequisite: Biology and Chemistry

Laboratory Course

This course is designed for those students who are interested in exploring topics in Chemistry and Physics from an experimental perspective. This elective explores topics in a way that encourages

independent thought and provides direct experience with scientific investigation. It also stresses presenting scientific findings in oral and written form. The course consists of five to seven units investigating topics such as analytical chemistry; chemical synthesis; organic chemistry; forensics; novel materials; mechanics; waves, sound, and light; analog and digital circuits; energy; and atmospheric science. In the second semester, students will pursue an independent project on a subject of interest to the student, selected in consultation with the teacher. Although some library-based research will be involved, the major emphasis of the course will be explorations that involve data collection and analysis in the chemistry and physics labs.

AP Chemistry (0535) (APCM)

Prerequisite: Biology, Chemistry, and Physics or Physics Honors. Departmental approval required. Particularly outstanding and interested students may be permitted to take Physics concurrently. Students must be enrolled in or have completed Precalculus.

Laboratory Course

Meets every day

This course is comparable to an introductory college course in general chemistry. Considerable emphasis is placed on the quantitative aspects of chemistry, the conceptual understanding of how compounds and molecules interact, and how to design and execute sophisticated experiments that support that understanding. The topics of Chemistry (0530) are revisited here at a significantly deeper level and at a faster pace. Topics include chemical bonding, stoichiometry, gas laws, solutions, atomic chemistry, thermodynamics, reaction kinetics, chemical equilibrium, acid-base equilibrium, and electrochemistry. The laboratory portion of the course incorporates a variety of techniques supported by analytical equipment and allows for the opportunity to practice and improve scientific writing skills. Strong problem-solving skills are needed to master this course. Students are required to take the AP Chemistry examination at the conclusion of the course.

Organic Chemistry and its Applications in Biochemistry (0536) (OCBI)

Prerequisite: Biology, Chemistry, and Physics. Departmental approval required. Particularly outstanding and interested students may be permitted to take Physics concurrently.

Laboratory Course

This advanced elective course focuses on chemistry that bridges the fundamentals of carbon-based chemistry and biological applications. Students will have the opportunity to engage with advanced organic and biochemistry material in a collaborative environment and be challenged to think independently and creatively. The first semester

will focus on building a foundation in Lewis acid-base theory, organic nomenclature, stereochemistry, and reaction mechanisms. In the second semester, students will apply their understanding of organic chemistry to biological systems, focusing on how form and function are related. Many of the laboratory experiments are multi-week projects and require students to think critically while introducing essential organic chemistry and biochemistry laboratory skills

Selected Topics in Physics (0543) (TPHY)

Prerequisite: Biology and Chemistry

Each semester, students will explore one or more paired themes – a foundational one followed by a broader application to something more wide-ranging, which may include social, political, or even philosophical aspects. The class is intended to work as a seminar, emphasizing cooperative and collaborative learning as a means of carrying out research. Thus, there are no tests or quizzes except as diagnostic exercises. Assessment is based on contributions to class discussion as well as presentations and projects, individually and in small groups throughout the year. Some examples of thematic combinations are: Light and Cosmology, Sound and Music, Energy and Climate Change, Information Theory and Art, Magnetism and Big Data, Chaos Theory and Predictability. Students are encouraged to pursue topics within these themes that matter to them. Emphasis is on sincere learning rather than grades. The informal tone of the course therefore demands a genuine interest in and dedication to both the material and the seminar dynamic. This course does not fulfill the Physics prerequisite for AP Science courses.

AP Physics with Calculus [AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism] (0545) (APPH)

Prerequisite: Biology, Chemistry, and Physics or Physics Honors. Departmental approval required. Students must be enrolled in or have completed AP Calculus AB (0451) or AP Calculus BC (0452) or have earned a score of 4 or 5 on the AP Calculus BC exam.

Laboratory Course

Meets every day

AP Physics is a calculus-based treatment of physics concepts in mechanics and in electricity and magnetism. All calculus techniques are discussed before they are applied. Topics discussed include Newton's laws, conservation of energy, momentum and angular momentum, gravitation, rotational dynamics, oscillations, electric and magnetic fields (including Gauss's law and Ampere's law), static and moving charges, circuits, and electromagnetism (including Faraday's law). Ideas from

introductory physics are amplified and more broadly applied, and new ideas are introduced. Laboratory investigations involve a variety of experimental techniques and methods of data analysis. Analysis of experimental error is emphasized and formal laboratory reports are required periodically. Students have substantial freedom in designing their own experiments, and many experiments are carried out over several weeks. Students are required to take the AP Physics C exams in Mechanics and in Electricity and Magnetism at the conclusion of the course. A final project may be assigned.

Science Research (0550) (SRES) for half-credit or (0552) (SRE1) for full-credit

Open to students in Grades 10, 11, and 12. Selection is at the discretion of the department. Interested students must meet with the Science Research Coordinator to discuss possible projects, before submitting their Course Request sheet. Students signing up for the full-credit course must have their projects approved in advance.

This is not a “course” in the usual sense of the word; it is an opportunity for students interested in designing and executing their own research projects. What students will do will depend on their needs and interests:

- Students who are pondering a project for the first time will design and complete small-scale projects that they may complete at school or at home.
- Others may already be working on a research project, either independently or in a research lab. They will continue that work and will prepare for various local and national science fairs or competitions such as the Intel ISCEF science competition.

Some common activities range from project presentations during class as well as readings from the scientific literature on topics related to individual projects. All students must present their research at SciTech, a science and technology celebration, which is held in mid-April at Horace Mann.

World Languages

Requirements:

Sequential study through at least the third level of a full-credit language offering available in Chinese, French, Japanese, Latin, and Spanish.

Courses

Full-credit courses

- Chinese I
- Chinese II
- Chinese III
- Chinese IV
- Chinese V Language and Culture

- French I
- French II
- French II Honors
- French III
- French III Honors
- French IV
- French IV Honors
- AP French Language and Culture
- French V
- French V Honors
- French Seminar

- Japanese I
- Japanese II
- Japanese III
- Japanese III Honors
- Japanese IV
- Japanese IV Honors
- AP Japanese Language and Culture
- Japanese V
- Japanese V Honors
- Japanese VI
- Japanese VI Honors

- Latin I
- Latin II
- Latin III
- Latin III Honors
- Latin IV
- Latin IV Honors
- AP Latin
- Latin Seminar
- Latin VI

- Spanish I for Beginners
- Spanish I for Advanced Beginners
- Spanish II
- Spanish II Honors
- Spanish III
- Spanish III Honors
- Spanish IV
- Spanish IV Honors
- AP Spanish Language and Culture
- Spanish through Film
- Seminar: The Hispanic World

Half-credit courses

- Ancient Greek A
- Ancient Greek B
- Ancient Greek C

- Latin A
- Latin B
- Latin C
- Latin D
- Latin E
- Latin F

World Languages

We teach languages, not only as basic tools of communication in an increasingly interdependent world, but also as a central and distinctive feature of human life. By stressing four basic skills—listening, speaking, reading, and writing—we aim to impart a love and respect for languages, and for the cultures and communities that speak them. Through art, film, authentic texts—both literary and other—and a wide array of sources available on the Internet, students not only learn the languages but also become acquainted with the culture, geography and history of the countries where they are spoken.

Graduation Requirement:

Sequential study through at least the third level of a full-credit language offering available in Chinese, French, Japanese, Latin, and Spanish. A minimum grade of C- is required to move to the next level of study. The grade of D in any language course gives the student credit for the course, but prohibits the student from continuing to the next level in the sequence of study. Students are encouraged to continue with language study throughout their four years in the Upper Division.

Requirements for Honors Courses:

Honors Courses are offered to students whose language proficiency is at the highest end of the range for their level, and demonstrate consistent interest in the study of the language. This designation is available at level 2 in French and Spanish and at level 3 in other languages. To remain in the honors track, students must maintain a minimum grade of B+. Students who wish to move from a regular track to an honors level must achieve a grade of at least A- in the regular track course, and demonstrate class citizenship. The average of the two semester grades and progression in performance throughout the entire year will be taken into account. An additional assessment may be required to determine eligibility

Special Case Placement

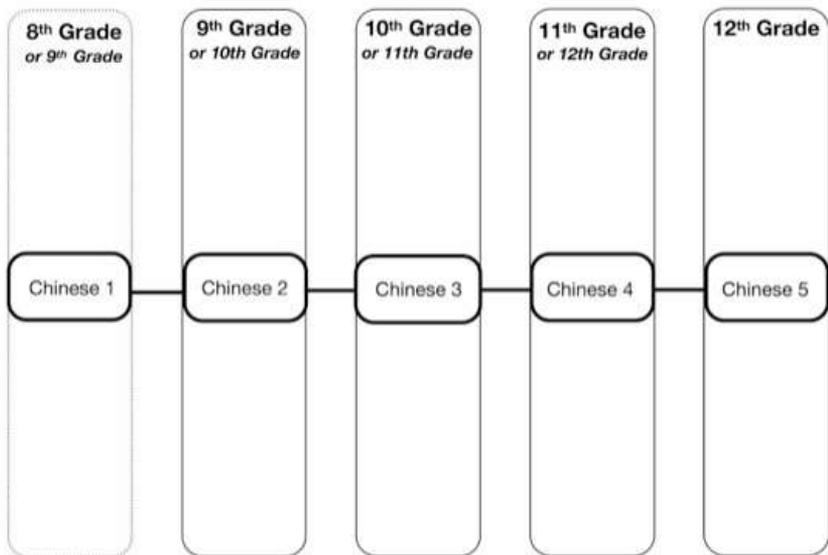
For students who wish to study a language in which they have previous experience (e.g. spoken at home, studied in another school), the department requires a placement exam. Students must contact the Department Chair **prior to registration** to schedule an evaluation.

Note on Arts Requirement

Students committed to studying one language as a full credit and another as a half-credit for all four years may be exempted from one half-credit arts class. That is, if a student stays with half-credit Latin or Greek throughout their years in the Upper Division, along with another language, they will be asked to complete 1.5 credits of arts to graduate, rather than 2.0. Each case will be evaluated by the student's Grade Dean and the Head of Upper Division.

Chinese

Chinese Sequence



Chinese I (0285) (CHI1)

Meets every day

This course for beginners emphasizes the fundamental elements of spoken and written Mandarin Chinese. Functional language is emphasized as language skill acquisition goes hand-in-hand with cultural exposure. The tone system, phonetic transcription, word order, grammar, and the basics of writing Chinese characters are important features of this class. Both simplified characters and traditional characters are used.

Chinese II (0287) (CHI2)

Prerequisite: Chinese 1 or placement exam

The second-level Mandarin Chinese language course will build on the basic skills acquired in Chinese I. There is an emphasis on colloquial usage, self-expression (both in speech and in writing), and Chinese culture, such as Chinese Lunar New Year and the Mid-Autumn Festival. Both simplified characters and traditional characters are used.

Chinese III (0289) (CHI3)

Prerequisite: Chinese II or placement exam

The third-level Mandarin Chinese language course is a continuation of Chinese II. The course continues to build upon the four skills of listening, reading, speaking and writing with increased focus on short compositions. Both simplified characters and traditional characters are used, and cultural topics are emphasized.

Chinese IV (0291) (CHI4)

Prerequisite: Chinese III or placement exam

The fourth-level Mandarin Chinese language course includes a review of basic and intermediate structures within a culture related context. The four language skills of listening, speaking, reading and writing are developed within a variety of classroom activities. Instruction progresses to more extensive practice with advanced grammatical elements, idiomatic expressions, and practical vocabulary. Students are asked to incorporate grammar and vocabulary elements to compose short compositions on designated topics and give multiple oral presentations. This course is conducted primarily in Chinese.

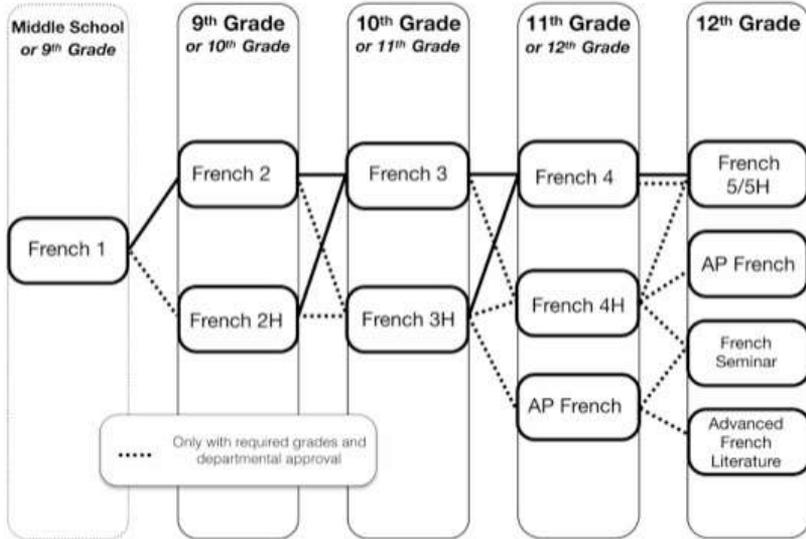
Chinese V Language and Culture (0295) (CHI5)

Pre-requisite: Chinese IV or placement exam

This course is designed to further develop oral and written proficiency through texts and discussions of socio-cultural topics related to modern China. Students learn to incorporate formal usage of the language to supplement their understanding of the colloquial form. They acquire complex vocabulary and grammatical patterns needed to conduct discussions through selected Chinese films and literature (poetry, essays, short stories, etc.). Student progress is assessed through self-created dialogues, essays, presentations and comprehension quizzes. This class is conducted entirely in Chinese.

French

French Sequence



French I (0201) (FRN1)

Meets every day

This is an introductory course designed for students with no prior experience studying French. Students learn to express meaning through collaborative projects and tasks with an observable outcome. They mobilize basic language structures through activities with a communicative purpose, talking about themselves, requesting and giving information about people, expressing likes, dislikes, needs and obligations. Using authentic sources drawn from a variety of media, students develop all three modes of communication: interpretive, interpersonal and presentational while learning about the cultures of the francophone world.

French II (0203) (FRN2)

Prerequisite: French I, placement exam for new students

Conducted primarily in French, this course is a continuation of the work begun in Middle School or French I. It leads students to communicate directly in a meaningful way to engage critically with authentic listening and reading materials. The course focuses on solidifying previously covered language structures and expanding students' proficiency in French as a vehicle for self-expression and for navigating and accomplishing tasks related to everyday life. To stimulate students' expression and sharpen their ability to communicate, we use a variety of contemporary French sources in a variety of media. Students compare their own experiences and culture to contemporary francophone cultures in North America, the Caribbean, Europe, and Africa.

French II Honors (0204) (FR2H)

Prerequisite: Middle Division Accelerated French I and departmental approval required; placement exam for new students.

Also conducted primarily in French, this course parallels French II. The course distinguishes itself by devoting significantly less time to solidifying previously covered language structures and instead focusing on expanding students' proficiency in French as a vehicle for self-expression and for navigating and accomplishing tasks related to everyday life. Sources are selected to challenge students to expand their level of proficiency.

French III (0205) (FRN3)

Prerequisite: French II

This course continues the work of French II and is conducted entirely in French. While placing the same emphasis on meaningful communication and authentic materials as French II, French III focuses on solidifying previously covered language structures and expanding students' proficiency in French. Students move from accomplishing tasks related to everyday life to those concerning their community. To stimulate students' expression and sharpen their ability to communicate, we use a wide range of contemporary French sources in a variety of media. Students compare their own experiences and culture to contemporary francophone cultures in North America, the Caribbean, Europe, and Africa.

French III Honors (0206) (FR3H)

Prerequisite: French II Honors or French II and departmental approval required.

Also conducted entirely in French, this course parallels French III, but devotes significantly less time to solidifying previously covered language structures. Instead it focuses predominantly on expanding students' proficiency in French as a vehicle for self-expression and for accomplishing tasks related to interactions with the community. Students also complete more specialized tasks (such as writing a professional email or soliciting or interpreting specialized information). Students are asked on occasion to accomplish tasks involving abstract ideas. Sources are selected to challenge students to expand their level of proficiency.

French IV (0207) (FRN4)

Prerequisite: French III

This course continues the work of French III and is conducted entirely in French. Students learn to communicate directly and meaningfully, while addressing abstract ideas from a variety of sources. The course focuses on solidifying previously covered language structures and expanding students' proficiency in French as a vehicle for self-expression and the accomplishment of tasks related to their community, and to salient global issues. Students create several filmed performances, as well as write both analytically and creatively. Emphasis is placed on oral engagement. To stimulate students' expression and to sharpen their ability to communicate, we use a variety of contemporary francophone sources such as: websites, novellas, poems, fables, films, articles, book excerpts and chapters, songs, and comics. Students compare their own experiences and culture to contemporary francophone cultures in North America, the Caribbean, Europe, and Africa.

French IV Honors (0208) (FR4H)

Prerequisite: French III Honors or French III and departmental approval required.

Conducted entirely in French, this course continues the work of French III honors with intensive practice of all four skills: listening, speaking, reading and writing. Through literary readings, current events, audio-visual exercises and grammar review, this course of study prepares students who wish to continue their studies in the AP French Language and Culture course.

AP French Language and Culture (0213) (APFR)

Prerequisite: French III Honors with departmental approval required and additional skills based assessment if warranted.

Meets every day

Tailored to reflect the expectations of a 3rd-year college course, this class introduces students to a wide range of authentic French-language texts, articles, podcasts, poems, songs, films and art, in order to deepen their knowledge of French and francophone cultures and to familiarize them with the six major themes of the AP program: Global Challenges, Personal and Public Identities, Contemporary Life, Science and Technology, Beauty and Esthetics, and Families and Communities. Students refine their French language skills and extend their command of the language, developing content knowledge through research, discussion, and debate. They also analyze and compare issues from their own cultural perspective and those of francophone cultures through the completion of tasks such as writing a formal email, conducting a phone call with a native speaker, comparing and contrasting their own culture and a francophone one, and writing a persuasive essay. This course prepares students to perform strongly on the AP Exam in May and to become a global citizen and a lifelong learner and speaker of French.

French V (0209) (FRN5)

Prerequisite: French IV Honors or French IV and departmental approval required.

This course continues the work of French IV and is conducted entirely in French. It focuses on solidifying previously covered language structures and expanding student's proficiency in French as a vehicle for self-expression and for engaging with a variety of spoken and written texts from the Francophone world. In this course students deepen their knowledge of Francophone cultures and refine their language use through the study of a range of authentic texts. Students' reading of literary excerpts, newspaper articles, blogs and comic books, and their viewing of a range of French films allow them to discuss and write about these texts in a precise and clear fashion. A strong emphasis is placed on robust verbal engagement and student-driven conversation.

French V Honors (0210) (FR5H)

Prerequisite: French IV Honors or French IV and departmental approval required.

This course continues the work of French IV. Also conducted entirely in French, this course parallels French V but devotes significantly less time to solidifying previously covered language structures. Instead it focuses predominantly on the pursuit of precise, clear and increasingly complex

expression in writing and speaking. A similarly strong emphasis is placed on robust verbal engagement and, in addition, students are expected to drive class discussions. Sources are selected to challenge students to expand their level of proficiency.

French Seminar (0216) (FRSM)

Prerequisite: A minimum grade of B+ in AP French Language or A- in French IV Honors and departmental approval required.

Conducted entirely in French, this course is designed for students who have had significant previous study and who are able to function independently in a French environment. Students at this level demonstrate a high level of proficiency in speaking and writing. The students will attain a broader appreciation of French culture and literature through film, articles, short literary works, and other audio-visual components. The class takes a discussion style format as students debate, inquire and make connections to better understand French culture. The course includes topics such as: Gastronomy and French cuisine; Education; Introduction to the francophone world; Immigration; French cinema; French philosophers; Introduction to French literature and theater. Assessment for this class is based on formal and informal expression, both written and spoken, and consists primarily of class projects, essays and oral participation in class.

Ancient Greek (*half-credit*)

Ancient Greek A (0350) (GRKA)

This entry-level half-credit course covers the fundamentals of the language of the ancient Greeks and conveys a synopsis of their mythology, religion and culture. The class combines a thematic, story-based approach with structured grammar. Besides mastering basic forms of grammar and vocabulary, students will come to understand the relevance and scope of Greek derivation in contemporary English. Students will deepen their acquaintance with the classical world as they explore how art, mythology, philosophy and science, and art have jointly helped shape the foundations of our civilization.

Ancient Greek B (0351) (GRKB)

Prerequisite: Ancient Greek A or placement evaluation

In this half-credit course students complete the study of grammar and vocabulary essential for moving on to reading authentic Greek: to start, some of Herodotus' most compelling stories in the *Histories* about both mythical and historical protagonists of the Greco-Persian wars. The cultural emphasis of these readings rests on the early history and mythology of the ancient Greeks. Following student preference (and time permitting), the class will read selected passages from Homer's *Iliad*.

Ancient Greek C (0352) (GRKC)

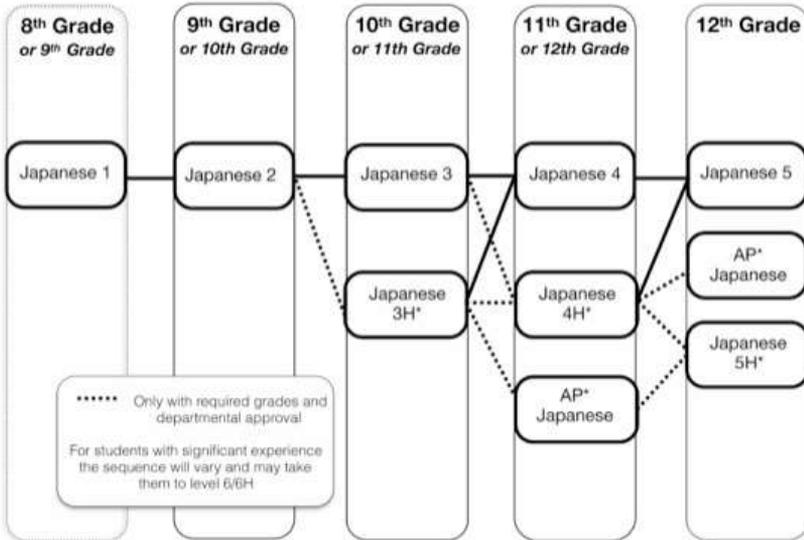
Prerequisite: Ancient Greek B or placement evaluation

In Ancient Greek C we continue the study of Ancient Greek and deepen our understanding of the Classical world. The third year of study will be devoted to reading a diverse array of seminal texts that trace Greek history and storytelling from the cradle of Western civilization to the historic events of the Peloponnesian war. Readings include Herodotus' story of King Croesus; Plato's reflection on the immortality of the soul in *Phaedo*; poems from Hesiod's *Theogony*; selections from Homer's *Iliad*; and, depending on student interest, and time permitting, scenes from tragedies by Sophocles and Euripides. Along the way, we will continue to expand our focus on linguistic and cultural vestiges of the ancient Greeks in our civilization.

Sequential levels of Ancient Greek will be added in subsequent years as warranted.

Japanese

Japanese Sequence



Japanese I (0260) (JPN1)

Meets every day

This course introduces students to modern Japanese, building the foundations for understanding, speaking, reading and writing the language. The spoken language is emphasized through grammar and vocabulary lessons, interactive dialogues, reading of short texts, and writing short journals in Japanese. Since language and culture go hand-in-hand, elements of Japanese culture are introduced. Students are offered opportunities to experience Japanese cuisine, games, songs and calligraphy. The students also participate in Japan Day and a Japanese tea ceremony.

Japanese II (0261) (JPN2)

Prerequisite: Japanese I or placement exam

In this course, students build on the skills acquired in Japanese I with a continued focus on the spoken language, basic grammatical forms and Kanji writing. Students do more frequent journal writing and complete two major projects. In these projects, students participate in a Japanese play and study cultural topics. Students participate in Japan Day as well as a variety of other cultural and experiential learning activities.

Japanese III (0263) (JPN3) and Japanese III Honors (0264) (JP3H)

Prerequisite: Japanese II or placement exam and departmental approval required.

In this course, students continue building their competence in written and spoken Japanese and mastering a number of complex grammatical forms. Reading comprehension of literary passages, essay and haiku writings, and some Japanese films are used to expose students to the language in authentic and natural contexts. This course emphasizes practical communication skills and the rudiments of the formal language, both written and spoken. The students participate in Japan Day and complete projects on cultural topics.

Japanese IV (0265) (JPN4) and Japanese IV Honors (0266) (JP4H)

Prerequisite: Japanese III or placement exam and departmental approval required.

This course emphasizes developing fluency in Japanese. It is also a preparatory course for AP classes in Japanese. The course includes a comprehensive grammar review, the writing of essays and poetry, and the reading of simple literary texts. Students plan and perform a play and participate in other cultural events. The writing of Japanese on a word processor is encouraged. This course is conducted primarily in Japanese.

AP Japanese Language and Culture (0271) (APJP)

Prerequisite: Japanese III Honors, IV Honors or placement exam and departmental approval required.

Meets every day

Conducted entirely in Japanese, this course is designed to prepare the students for the Advanced Placement examination in Japanese Language and Culture. This course aims to foster oral and written proficiency in language and culture. Students will develop the productive, receptive and cultural skills necessary to communicate with native speakers of Japanese. Oral Japanese is stressed and perfected through class discussions, auditory practice, films and frequent reading and writing assignments. Students write expository essays in Japanese and analyze some literary works. Grammar and Kanji are reviewed thoroughly.

Japanese V (0267) (JPN5) and Japanese V Honors (0268) (JP5H)

Prerequisite: AP Japanese, Japanese IV or IV Honors or placement exam and departmental approval required.

This course is designed for students with a solid background in Japanese and for the students who have completed AP Japanese. Students learn to use honorifics, humble and polite language, increase their study of Chinese characters (Kanji), and read literary texts in Japanese. They are encouraged to participate in speech contests and other events. The class is conducted completely in Japanese.

Japanese VI (0269) (JPN6) and Japanese VI Honors (0270) (JP6H)

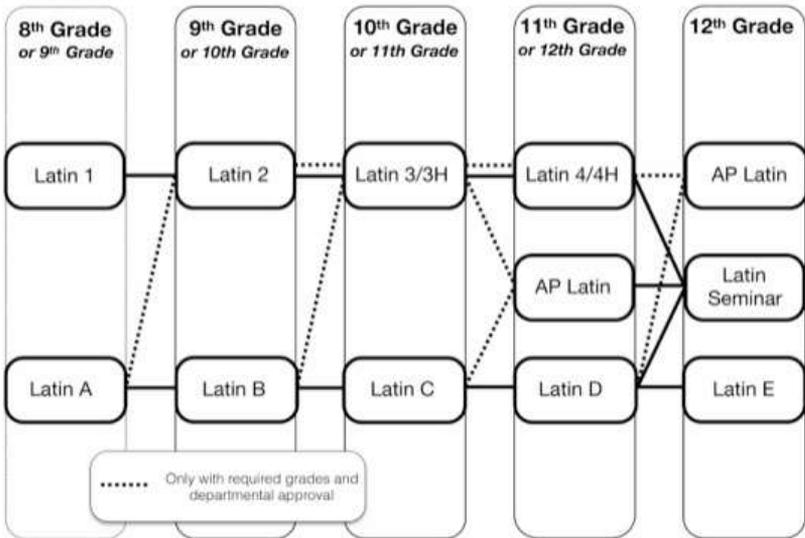
Prerequisite: Japanese V or V Honors

A continuation of Japanese V and V honors, these courses are for students with advanced skills who have completed all previous course offerings in Japanese. Students are encouraged to complete independent projects that reflect their interests and abilities. The class is conducted completely in Japanese.

Latin

As depicted in the graph below, the Department of World Languages offers Latin both in a sequence of full-credit classes and in a sequence of half-credit classes, in order to provide students with the option to (continue to) study Latin alongside a modern language. With regard to the mastery of declensions, conjugations, and the grammatical structures of the Latin sentence, the half-credit course sequence operates at levels roughly equivalent to those of the full-credit course sequence, a parallel that allows students options to progress from a half-credit course to the next level full-credit course [e.g., from Latin C in 10th grade to Latin 4, 4 Honors, or Latin AP in 11th grade] if they elect to transition from the half to the full-credit Latin sequence. Students committed to studying one language as a full credit and another as a half-credit for all four years may be exempted from one half-credit arts class. That is, if a student stays with half-credit Latin or Greek throughout their years in the Upper Division, along with another language, they will be asked to complete 1.5 credits of arts to graduate, rather than 2.0. Each case will be evaluated by the student's Grade Dean and the Head of Upper Division.

Latin Sequence



Latin I (0301) (LATI)

Meets every day

Latin I lays the groundwork for understanding Latin, the language of the ancient Romans and a foundational language of a number of modern languages and cultures. The primary course focus rests on building solid skill sets for reading and enjoying classical works of literature: prose, epic and lyric poetry, oratory, historiography. Students are introduced to core concepts of grammar and develop basic reading vocabulary. As they acquire the skills to read stories from Roman mythology and history, students will become acquainted with the classical world, the Roman way of life, and Roman culture, as seen through the eyes of the great storytellers of Rome. Along the way, the class will explore the traces, both in the English language and in literature, left by the Latin language and by the stories Romans loved to hear, about their gods, their heroes, and their ancestors.

Latin A (0302) (LATA)

Half-credit course

Latin A is a half-credit course at the introductory level, designed for students who want to start studying Latin alongside a full-credit modern language. The primary course focus rests on building a solid foundation for reading and enjoying classical works through mastery of vocabulary and the grammatical structures of the Latin sentence. As they acquire the skills to read stories from Roman mythology and history, students will become acquainted with the classical world, the Roman way of life, and Roman culture, as seen through the eyes of the great storytellers of Rome. Along the way, the class will explore the traces, both in the English language and in literature, left by the Latin language and by the stories Romans loved to hear, about their gods, their heroes, and their ancestors. Students will learn to understand Latin as a foundational language of a number of modern languages.

Latin II (0303) (LAT2)

Prerequisite: MD Classics, Latin I, Latin A, or placement exam with departmental approval required.

In Latin II students continue to expand and augment their reading skills, strengthening their grasp of core concepts of grammar and syntax, and enlarging their vocabulary. They develop a more nuanced understanding of Latin modes of expression. Along the way the class transitions from reading adapted Latin to reading authentic Latin, starting with Caesar's account of the Gallic Wars in *De Bello Gallico*. In addition to solidifying their reading skills, students will develop a capacity for analysis and interpretation. Readings are balanced with descriptions of Caesar's character by his biographers, and will be viewed in the context of major

political events of the Republic in the first century BCE. Time permitting; the class will study epistolary narrative in the letters of Pliny.

Latin B (0304) (LATB)

Half-credit course

Prerequisite: MD Classics, Latin A, or placement exam with departmental approval required.

Latin B is designed for students with one year (or equivalent) of prior Latin instruction. The primary course focus rests on mastery of declensions and conjugations, and of the most common grammatical structures governing the Latin sentence. Students continue to expand their knowledge of vocabulary and augment their reading skills, strengthening their grasp of core concepts of grammar and syntax. They develop a more nuanced understanding of Latin modes of expression. Along the way the class transitions from reading adapted Latin to reading authentic Latin, starting with Caesar's account of the Gallic Wars in *De Bello Gallico*. In addition to solidifying their reading skills, students will develop a capacity for analysis and interpretation. Readings are balanced with descriptions of Caesar's character by his biographers, and will be viewed in the context of major political events of the Republic in the first century BCE.

Latin III (0305) (LAT3) and Latin III Honors (0307) (LT3H)

Prerequisite: Latin II, Latin B, or placement exam with departmental approval required.

The core curriculum of third-year Latin embraces major authors of the late Republic and early Empire. As students learn to read the narratives of Cicero and Sallust, among others, they will solidify their reading skills and broaden their capacity for analysis and nuanced interpretation. A secondary objective of this course is to provide historiography and oratory of the Late Republic with historical and political contexts. Students explore the stylistic and literary diversity of classical authors as they draw before the reader some of the most memorable political scenes of the Late Republic.

Latin C (0306) (LATC)

Half-credit course

Prerequisite: Latin B or placement exam with departmental approval required.

The core curriculum of third-year Latin embraces major authors of the late Republic and early Empire. As students explore the writings of Cicero and Sallust, among others, they will solidify their reading skills and broaden their capacity for analysis and nuanced interpretation. Other objectives of this course are to provide historiography and

oratory of the Late Republic with historical and political contexts. Students explore the stylistic and literary diversity of classical authors as the latter evoke in vivid detail some of the most memorable political scenes of the Late Republic. Upon successful completion of this course, students may continue with Latin D, Latin IV, Latin 4 Honors, or Latin AP.

Latin IV (0308) (LAT4) and Latin IV Honors (0309) (LA4H)

Prerequisite: Latin III, Latin III Honors, Latin C, or placement exam with departmental approval required.

Fourth-year Latin is centered on epic poetry, with a focus on the works of Ovid and Vergil. The objective of this course is to introduce students to some of the most moving passages from Ovid's *Metamorphoses* and Vergil's *Aeneid*, with ample attention for their shared theme: the establishment of order in the human universe. Students work toward producing expressive and nuanced translations as they explore the lyrical eloquence of a narrative perspective expressed through dactylic hexameter. The course starts off with brief explorations of passages from the earliest extant epic narratives, Ennius' *Annales* and Lucretius' *De Rerum Naturae*. Ample attention will be paid to the influences of ancient Greek myths and philosophy on the ways in which order is conceived, and to how these works resonate against the political, cultural, and historical background in which the epics were created. Latin 4 and Latin 4 Honors offer alternatives to students who do not wish to take the Latin AP exam.

Latin D (0310) (LATD)

Half-credit course

Prerequisite: Latin C or placement exam with departmental approval required.

Fourth-year Latin is centered on epic poetry, with a focus on the works of Ovid and Vergil. The objective of this course is to introduce students to some of the most moving passages from Ovid's *Metamorphoses* and Vergil's *Aeneid*, with ample attention for their shared theme: the establishment of order in the human universe. Students work toward producing expressive and nuanced translations as they explore the lyrical eloquence of a narrative perspective expressed through dactylic hexameter. The course starts off with brief explorations of passages from the earliest extant epic narratives, Ennius' *Annales* and Lucretius' *De Rerum Naturae*. Ample attention will be paid to influences of ancient Greek myths and philosophy on the ways in which order is conceived, and to how the narrative voice resonates against the political, cultural, and historical background in which these epics were conceived. Latin D offers an alternative to students who do not wish to take the Latin AP exam.

AP Latin (0317) (APLT)

Prerequisite: Latin III, Latin III Honors, Latin C or D and departmental approval required.

Meets daily

In this course, students read considerable selections of Vergil's *Aeneid* (epic poetry) and Caesar's *Bellum Gallicum* (prose) in Latin. A thorough knowledge of the plot of the remaining portions of each work will be read in English so that significant themes, central characters, and key ideas may be fully explored. This course emphasizes an appreciation of both works as important examples of their respective genres, with special attention paid to literary style, critical interpretation, and the workings of hexameter verse. The political, historical, and cultural environment that gave rise to the figures of Caesar and Augustus will be explored in detail.

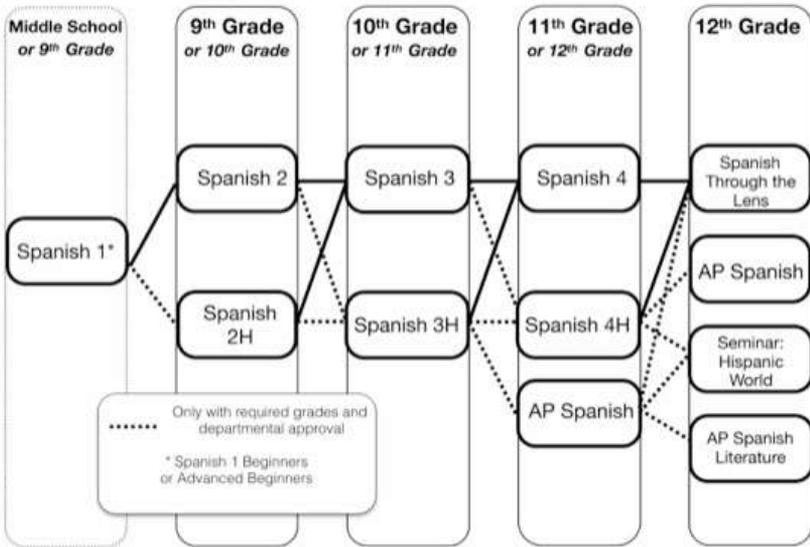
Latin Seminar (0319) (LATS), Latin VI (0314) (LAT6) and Latin E (0318) (LATE)

Prerequisite: Latin IV, Latin IV Honors, Latin AP, or Latin D and departmental approval required.

In Latin Seminar students continue their Latin studies beyond the AP. The objectives of this seminar are to explore the influential writings of major Roman authors from the Golden and Silver Ages of Latin literature, thus allowing students to continue their study beyond the AP level. Reading selections will draw from both prose and poetry and may include the following authors: Catullus, Horace, Ovid, Martial, Livy, Tacitus, and epigraphic sources. In addition to developing a greater understanding of the nuances of the language, the class will pay significant attention to the historical period of the authors, the historical references within the works, syntactical constructions, and poetic styles.

Spanish

Spanish Sequence



Spanish I for Beginners (0320) (SPN1)

Meets every day

This is an introductory course designed for students with no prior experience studying Spanish. Students learn to express their own meaning through collaborative projects and tasks with an observable outcome. They manipulate basic language structures through activities with a communicative purpose, talking about themselves, requesting and giving information about people, expressing likes, dislikes, needs and obligations. Through authentic sources from different parts of the Spanish speaking world, in a variety of media, students develop all three modes of communication: interpretive, interpersonal and presentational while learning about contemporary culture and history of Latin America and Spain. This course prepares students for continued success in Spanish 2 the following academic year.

Spanish I for Advanced Beginners (0343) (SP1AB)

Prerequisite: Placement exam for students with 1 - 2 years of Middle School Spanish

This course provides students with limited previous experience studying Spanish the opportunity to review basic skills of communication before proceeding to more complex uses of the language. Students manipulate basic language structures through activities with a communicative purpose, talking about themselves, requesting and giving information about people, expressing likes, dislikes, needs and obligations. Through authentic sources from different parts of Spanish speaking world, in a variety of media, students develop all three modes of communication: interpretive, interpersonal and presentational while learning about contemporary culture and history of Latin America and Spain. This course prepares students for success in Spanish 2 in the following academic year.

Spanish II (0321) (SPN2)

Prerequisite: Spanish I; placement exam for new students

A continuation of the work begun in Middle School or Spanish I, this course aims to increase students' mastery of the oral and written language. Students will increase their grammar and vocabulary knowledge with a focus on bettering their comprehension and fluency. To this end, the reading and written assignments of this class will be more complex and students will be asked to begin to synthesize their knowledge of the language by giving short oral presentations and writing short compositions.

Spanish II Honors (0322) (SP2H)

Prerequisite: Middle Division Accelerated Spanish I and departmental approval required; placement exam for new students.

Conducted almost entirely in Spanish, this course parallels Spanish II. It distinguishes itself by focusing on expanding students' proficiency in Spanish. At this level, students activate new language structures through activities with a communicative purpose, describing and comparing places, relating biographical and autobiographical data, and talking about health. Authentic Spanish sources are selected to challenge students to expand their level of proficiency.

Spanish III (0323) (SPN3)

Prerequisite: Spanish II

Conducted primarily in Spanish, this course continues the work done in Spanish II. The course works on solidifying previously covered language

structures and expanding students' proficiency and accuracy in Spanish. Tasks and collaborative projects help students to talk about

their communities and consider global issues. They practice narrating in different time frames and debating and justifying their opinions with arguments. Authentic sources from different parts of the Spanish speaking world, in a variety of media, are used to develop all three modes of communication: interpretive, interpersonal and presentational, and assessments will emphasize proficiency. Students learn about contemporary culture and history of Latin America and Spain, and compare it with their own.

Spanish III Honors (0324) (SP3H)

Prerequisite: Spanish II Honors or Spanish II and departmental approval required.

Parallel to Spanish III, this course focuses on expanding students' proficiency in the language. It is conducted entirely in Spanish. Tasks and collaborative projects help students to talk about their communities and consider global issues. They practice narrating in different time frames and debating and justifying their opinions with arguments. Authentic Spanish sources are selected to challenge students to expand their level of proficiency, including literary selections by Spanish and Latin American authors.

Spanish IV (0325) (SPN4)

Prerequisite: Spanish III or Spanish III Honors

Students continue to develop their proficiency in Spanish IV, by recycling linguistic resources learned previously and building up new ones. A balance between accuracy and fluency is achieved by accomplishing tasks and collaborative, communicative projects, that further connection between form and meanings, and the use of forms in context. Students work on topics related to Spanish and Latin American cultural, social, and historical life, developing critical thinking and fostering cultural competence.

In Spanish IV, students develop a collaborative, year-long project on a topic of their choice related to the Spanish speaking world: they write a blog throughout the year, and present about it at the end of semester. The project is a great opportunity for the students to showcase their acquired abilities in Spanish, to cultivate their cultural competence and to encourage them to become life-long learners of Spanish.

Spanish IV Honors (0326) (SP4H)

Prerequisite: Spanish III Honors or Spanish III and departmental approval required.

In this course, conducted entirely in Spanish, students further refine their proficiency in all three modes of communication: interpretive, presentational and interpersonal.

They engage with a wide range of authentic written and audio-visual materials, including various literary genres, periodicals, and film in order to stimulate extensive classroom discussion, oral presentations, and both formal and informal writing.

AP Spanish Language and Culture (0329) (APSL)

Prerequisite: a minimum grade of B+ in Spanish III Honors or Spanish IV Honors and departmental approval required.

Meets every day

In this college level course, students will develop and refine their proficiency in Spanish. After successful completion of the course, students will be able to communicate fluently in Spanish in the three modes; to use confidently and with precision the language structures to support their communicative abilities; to understand Spanish written for native speakers, in a variety of discourses, topics, styles, registers and regional variations; to produce written and spoken Spanish comprehensible to native speakers in a variety of discourses, topics, styles, registers and regional variations; to acquire information in Spanish from authentic sources; to understand different aspects of the Latin American and Spanish cultures, and to make connections between them and different disciplines; to make comparisons between their own language and culture and the Spanish language and the cultures of the Spanish speaking world; and to be well informed in the six major themes of the AP program: Global Challenges, Personal and Public Identities, Contemporary Live, Science and Technology, Beauty and Esthetics, and Families and Communities. A wide range of authentic written and audio-visual materials, including Hispanic texts and movies, are the basis for class activities, which include: extensive classroom discussion, oral presentations, and both formal and informal writing. All activities will serve to prepare students for the Advanced Placement examination in Spanish Language and Culture, to become a global citizen and a lifelong learner and speaker of Spanish.

Spanish through Film (0333) (SPFM)

Prerequisite: Spanish IV or IV Honors and departmental approval required.

Students continue to develop their language skills through the study and analysis of award winning Hispanic films. During this course of study, conducted exclusively in Spanish, students view and discuss films, research related historical contexts, make presentations, and produce short movies inspired by the films they analyze in class, among other tasks. Themes reflected in these notable films include immigration, daily challenges Hispanic families face in various regions, and the role of women, for example. Feature length films and documentaries explore such topics as the impact of the Mexican justice system, life in Cuba under Castro, the Bolivian water war, the Chilean dictatorship and the Spanish Civil War. Through this course students deepen their understanding of the realities of the Spanish speaking world.

Spanish Seminar: The Hispanic World (0332) (SSHW)

Prerequisite: a minimum grade of B+ in AP Spanish Language or A- in Spanish IV Honors and departmental approval required.

Conducted entirely in Spanish, this full-year elective course is a topical study of different cultural elements and moments in history relating to the Hispanic World. Using film, articles, short literary works, and other audio-visual components, the class will take a discussion style format as students debate, inquire, compare, and make connections to better understand the very diverse cultures of Spanish-speaking countries. The course will look at Spain, Latin America, and the Hispanic and Latino communities in the United States. Topics that may be covered include flamenco , the bull fight, the drastic changes that have occurred in Spain since the end of Francisco Franco's dictatorial rule, the Spanish conquest of the Americas, Latin American revolutions and independence, US intervention in Latin America, magical-realism, gastronomy, art, and immigration. Assessment for this class is based on formal and informal expression, both written and spoken, and consists primarily of: class participation, oral presentations, essays, and quizzes.

Summer School at Horace Mann

Students entering grades 9-12 in the fall should think seriously about the opportunities afforded them by opting to take summer courses. Students may want to take a half-credit course in Computer Science & Robotics to fulfill their graduation requirement. Or they may want to take a half-credit course in Art Appreciation to help fulfill part of their graduation requirement in the arts. In addition there are courses in math, science, and physical education that may help you achieve your overall academic goals.

All course offerings are listed on the Horace Mann homepage under Academic Life – Summer Programs – Summer School.

These academic courses will be offered for credit Summer 2019:

Chemistry	Introduction to Computer Science
Physics	Introduction to Engineering
Algebra I	Global Architecture
Algebra II & Trig.	History of the American Musical Theatre
Geometry	Health
Pre-Calculus	Lifeguarding Certification/CPR

We will again provide an SAT or ACT prep course to rising 10th & 11th graders. The course will run June 17-21. We are offering our second Horace Mann Summer Film Institute from June 17-July 12, and a new course, Diversity NYC, that will explore the city through photography, from July 8-July 26. All three of these courses are offered free of charge. The link to sign up for each course is on the Summer School web page under the link for Non-Credit-bearing Programs.

Summer School for HM Upper Division Students

Summer School Frequently Asked Questions

1) If I'm currently in the 8th grade and would like to take a Summer School course, what courses are available to me?

a) **Introduction to Computer Science**

Current 8th graders can enroll in this half credit course. Successful completion of the course with a passing grade fulfills the HM graduation requirement for our Computer Science and Robotics Department. Students completing this course also have the option of moving up to Computer Science II in the fall. This course runs for the full day for three weeks.

b) **Introduction to Engineering & Robotics**

Current 8th graders can enroll in this half credit course. Successful completion of the course with a passing grade fulfills the HM graduation requirement for our Computer Science and Robotics Department. This course runs for a full day for three weeks

c) **Introduction to Art History: Global Architecture (Art Appreciation)**

Students may opt to take this appreciation course in the Visual Arts for credit. The course features day-long visits to numerous architectural sites around the city. This course fulfills credit completion for one half credit in art appreciation.

d) **History of American Musical Theatre (Art Appreciation)**

Students may want to spend their summer learning the history of this distinctly American art-form. The course includes weekly musical matinees, and fulfills one half-credit in art appreciation.

Students could take two three-week courses for a total of six weeks by taking an art appreciation course in Session I, followed by Introduction to Computer Science in Session II.

In addition, current 8th grade students, especially those who might see themselves participating in sports all three seasons or who might want to pursue the Dance PE option in the Upper Division could also sign up for **Health**, a one week course that fulfills the graduation requirement for health education. Students would not be able to sign up for Health AND any of the courses in Session I of the Three Week

courses as they run concurrently. They could, however, sign up for Health and Session II of the Three Week courses.

2) Can I use Summer School as a way to accelerate in math?

Horace Mann students *may not* use Summer School to “get ahead” in math. They may only enroll if they are currently off track with the majority of their peers. For a few current 10th graders, this will mean taking Geometry this Summer if a student moved directly from Algebra I into Algebra II & Trigonometry while bypassing Geometry.

If a student is currently an 11th grader who is in Algebra II & Trigonometry, the student may enroll in Pre-Calculus in the summer if they have at least a B+ in Algebra II & Trigonometry.

3) I would like to take Chemistry in the summer after 9th grade. Is this an option?

Students sometimes choose to take this course in the summer so that they may move into Physics during their 10th grade academic year or to create space in their schedule for another elective course (options for which are quite limited). However, the Science Department believes that not all students will be ready to take Physics in 10th grade. In particular, students who wish to take Physics concurrently with Algebra II & Trigonometry will need departmental approval to take Physics, and this approval generally requires a high level of achievement in Biology, Chemistry, and Math. You should discuss your plan for your schedule in detail with your grade dean before applying.

4) I hear about many students taking Physics over the summer. When is this a good option?

As with any Summer School course, the first question for all students is: how does this fit with my overall academic objectives? Most students take Summer School Physics for one of three reasons: to create an opportunity to take an advanced science course in 11th grade without dropping another subject; to be able to drop science in 11th grade to make time for another interest; or to be able to concentrate on Physics without having to fit it into an already demanding 11th grade year. All students considering Summer Physics need to understand the intensive nature of this course, and be committed to doing the required daily work. For students with a strong interest in science, taking Summer Physics and doing well in it allows them to fulfill basic requirements for advanced science courses before 11th grade. Students considering this should consult with their grade dean and think about how this fits into

their overall academic plans for 11th and 12th grade. Students should also consult with their current science teacher to discuss the likelihood of their being admitted to an advanced science course in 11th grade. Students who wish to take Summer Physics so they can focus on it at a time when there are fewer conflicting demands often find that Summer School provides an environment in which they can be very successful. Frequently, students remain for 2 hours after classes officially end at 2:00 pm to work on problem sets with others, to get individual help from the teaching assistants and student assistants, and to meet with their teachers. The environment of the course is supportive, and students bond over lab work and problem sets in a way that is not often possible during the regular academic year.

5) If I took Chemistry in the summer, should I take Physics in the summer, too?

The answer to this question depends on the academic program of the individual student. It may or may not be a good idea. You should consult with your dean, advisor, science teacher, and also with the College Counseling office.

6) Is there a way to lighten my schedule if I am a three-season athlete or take Dance PE?

Because many three-season athletes and students who enroll in Dance PE must also double up for two quarters and take Health and at some point also fulfill their CPR requirement, students find that they may experience a portion of the year with very few free periods. This summer students could use one week to complete either Health or Lifeguarding Certification (Lifeguarding also fulfills the CPR requirement). They would need to sign up for only one of these, as they are running concurrently, but this would free time in the student's schedule every other day for two quarters. Students who take the lifeguarding course will be fully certified at the end if they complete all of the requirements.

7) I'm worried that I won't be able to keep up. Is Summer School right for me?

The pace of Summer School isn't for everyone. One day is the equivalent of an entire week of regular classes and, in the case of the science courses each day is a week plus a lab period. To aid students in dealing with this fast-paced environment teachers enlist a variety

of methods to help students get through the day. There are break periods, snack moments, homework sessions in the middle of the morning or afternoon sessions to break up the pattern of lectures and classes, and a very deep commitment on the part of the teachers to help you get through your course. Help is always available from your teachers and your fellow students, and the Summer School office door is always open.

8) How do I sign up for Summer School?

Applications are available on the Summer Programs Summer School link on the HM Home Page by clicking on the desired course. Students MUST have the approval of their grade deans and parents to take any course for credit.

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