

HOLDERNESS

**HOLDERNESS SCHOOL
CURRICULUM &
REGISTRATION GUIDE**

**A Guide for Students,
Families, Faculty, and Staff**

2023–2024 Edition

WELCOME

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From the Dean of Academic Affairs

Dear Holderness Families,

I am thrilled to work with our new and returning families in my first year as the Academic Dean at Holderness. Time spent as a Holderness teacher and member of our Academic Committee has provided me countless opportunities to witness the excellent instruction and support that your children will receive from the best faculty in boarding schools.

Families new to our community, welcome to Holderness School! This letter is intended to help you select and sign up for correct courses via the [myHOLDERNESS Portal](#) (please see our instructions on page 5). I suggest familiarizing yourselves with the Portal, as it will be the key source of information throughout the year. **Returning families**, your children have already selected courses with the help of their advisors, but we welcome you to discuss and ponder their choices. There is certainly time to make changes before the school year begins, and you will find that we have added courses and revised our curriculum as we do each year.

Ninth Graders, please note that you will all enroll in the school's Foundations of Language and Literature course (for the year). Ninth graders are also required to take Foundations of Modern Society, a semester-length history course, as well as an introductory-level Performing or Visual Arts course. We will do our best to balance semesters and assign art courses with student preference in mind.

Tenth graders, please note that you will be required to take a year of US History. Most students will opt to take US History 1 in the fall semester and then select a seminar from the US History 2 options in the spring. All of these options are outlined in the Curriculum Guide and within the Course Requests. Tenth graders are also required to take one quarter of Human Development, a course that requires no homework but is essential in addressing our students' developmental needs.

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

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



Jordan Graham, Dean of Academic Affairs

COURSE REQUIREMENTS

Clarifying Levels of Courses

Beginning with the class of 2025 transcripts at Holderness will list “Course Codes” which will include a Departmental Code (i.e. HIST for history and MATH for math) and a number between 100-699. The first digit corresponds with the level of the course which is further explained below, the second digit signifies an honors class if it is above 50 and the third digit is simply a course identifier and does not indicate a specific “level”. We believe this will further support our students in the college admissions process to clarify their courses. It also allows us to demonstrate the rigor of a course without the term A.P; this may be particularly useful for a course such as Linear Algebra—a post AP Calculus BC course—or Post-War Intellectual History, a semester-elective often taken by students as a follow-up to AP Euro.

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

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

Guidelines

SUBJECT AREA	REQUIREMENT
English	Four years
World Language	Two consecutive years of the same language
History	Two years, including Foundations of Modern Society as a 9th grader and either US History 1&2 OR Advanced History of the West
Science	Two years, including one year of life science and one year of physical science
Mathematics	Three years, including Geometry and Algebra 2
Fine Arts	Two semesters
Human Development	One quarter; required for 10 th graders (students who enroll after 10 th grade are exempt)
Theology & Religious Studies	One semester
Capstone	Full year required for 12th graders (full credit)

Students are required to take five full-credit courses during any year or term. This requirement applies to all students in all years, even when students have repeated a year of high school. A course in the Fine Arts counts as a full-credit course, with the exception of Vocal Ensemble or Music Ensemble, which may be taken as a sixth course. Human Development is also taken as a sixth course. Students who feel that the five-course load is too burdensome during any particular term must submit their request to the Academic Committee to carry a four-course load for that term. Requests will be considered only for students in extreme circumstances. Interested in AP classes? Please see the [AP Program section](#).

Students considering application to selective colleges should plan to take:

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

COURSE OFFERINGS

English

CODE	COURSE	LENGTH	NOTES
ENG 101	Foundations of Language and Literature (formerly English 9)	Year	9 th grade requirement
ENG 201	Global Literature (formerly English 10)	Year	10 th grade requirement
ENG 401	AES: Creative Non-Fiction	Semester	
ENG/THEO 403	AES: The Bible as Literature	Semester	Co-listed in Theology
ENG 404	AES: The Good Life: Literature as a Guide to Life's Big Questions	Semester	
ENG 405	AES: The Novella	Semester	
ENG 408	AES: Creative Writing	Semester	
ENG 411	AES: Unreal Books: Magical Realism in Contemporary Literature	Semester	
ENG/THEO 413	AES: The Spiritual Memoir	Semester	Co-listed in Theology
ENG 415	AES: Asian and Asian-American Short Fiction	Semester	
ENG/ART 417	AES: Playwriting	Semester	Co-listed in Art
ENG 418	AES: Posthumanism: Robots, Cyborgs, and AI	Semester	
ENG 501	AP English Language & Composition	Year	Open to qualified 11 th & 12 th graders; see AP reqs
ENG 601	AP English Literature & Composition	Year	Open to qualified 12 th graders; see AP reqs

** AES stands for Advanced English Seminar

French

CODE	COURSE	LENGTH	NOTES
LANG 101	French 1	Year	
LANG 201	French 2	Year	
LANG 301	French 3	Year	
LANG 401	French 4	Semester / Year	12th graders have the option of taking this as a semester or full-year course.
LANG 501	AP French Language & Culture	Year	See AP requirements
LANG 502	Movements in French Literature	Semester / Year	12th graders have the option of taking this as a semester or full-year course.

Mandarin Chinese

CODE	COURSE	LENGTH	NOTES
LANG 202	Mandarin Chinese 2	Year	
LANG 302	Mandarin Chinese 3	Year	
LANG 402	Mandarin Chinese 4	Semester / Year	12th graders have the option of taking this as a semester or full-year course.
LANG 552	Mandarin Chinese 5	Year	Honors-level course

Spanish

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

History

CODE	COURSE	LENGTH	NOTES
HIST 101	Foundations of Modern Society	Semester	9th grade requirement
HIST 201	US History 1	Semester	
HIST 202	US History 2: 20 th Century Conflicts	Semester	Prerequisite: US History 1
HIST 203	US History 2: A Bigger Government: The Great Depression & The New Deal	Semester	Prerequisite: US History 1
HIST 206	US History 2: An African American History for Today	Semester	Prerequisite: US History 1
HIST/THEO 207	US History 2: History of Christianity in America	Semester	Prerequisite: US History 1 Co-listed in Theology
HIST 301	Ancient Greece	Semester	
HIST 302	Intro to Philosophy	Semester	
HIST 401	Perspectives in Psychology (formerly Psych 1)	Semester	
HIST 403	The Modern Middle East	Semester	
HIST 501	AP US/AP European History: Advanced History of the West 1	Year	See AP requirements
HIST 502	AP US/AP European History: Advanced History of the West 2	Year	See AP requirements
HIST 503	AP Economics	Year	History credit; Staffed by Math depart.; see AP reqs
HIST 505	Biological and Developmental Psychology	Semester	Prerequisite: Perspectives in Psych
HIST 506	Post-War Intellectual History	Semester	
HIST 552	AP US Government and Politics	Year	See AP requirements
HIST 601	AP Comparative Government & Politics	Year	See AP requirements

Science

CODE	COURSE	LENGTH	NOTES
SCI 101	Biology	Year	
SCI 201	Chemistry	Year	
SCI 251	Honors Chemistry	Year	Recommended only for students who are very strong in math and science
SCI 301	Physics	Year	Recommended for students who are at the Precalculus level of math or above
MATH/SCI 305	STEM Robotics 1	Semester	Must have completed Biology; Co-listed in Math
SCI 451	Honors Physics	Year	Recommended for students who are at the Precalculus level of math or above
SCI 401	Environmental Science	Year	Must have completed Biology & Chemistry
SCI 402	Exercise Physiology	Semester	Must have completed Biology & Chemistry
SCI 404	Nutrition	Semester	Must have completed Biology & Chemistry
MATH/SCI 405	STEM Robotics 2	Semester	Must have completed STEM Robotics 1; Co-listed in Math
SCI 501	AP Biology	Year	See AP requirements
SCI 502	AP Environmental Science	Year	See AP requirements
SCI 503	AP Physics C: Mechanics	Year	Must have completed Physics & AP Calculus; see AP requirements
SCI 601	AP Physics C: Electricity & Magnetism	Year	Must have completed AP Physics C: Mechanics; see AP requirements

Mathematics

CODE	COURSE	LENGTH	NOTES
MATH 101	Algebra 1	Year	
MATH 151	Geometry	Year	
MATH 201	Algebra 2	Year	Must have completed Geometry
MATH 251	Honors Algebra 2	Year	
MATH 301	Precalculus	Year	Must have completed Geometry & Algebra 2
MATH/SCI 305	STEM Robotics 1	Semester	Must have completed Biology & Chemistry; Co-listed in Science
MATH 351	Honors Precalculus	Year	
MATH 352	Advanced Precalculus	Year	
MATH 401	Topics in Mathematics	Year	Must have completed Algebra 2
MATH / SCI 405	STEM Robotics 2	Semester	Must have completed STEM Robotics 1; Co-listed in Math
MATH 421	Calculus	Year	Must have completed Precalculus
MATH 501	AP Calculus AB	Year	See AP requirements
MATH 502	AP Statistics	Year	See AP requirements
MATH 503	AP Computer Science A	Year	Must have completed Geometry & Algebra 2; see AP requirements
HIST 503	AP Economics	Year	Counts as History credit; Staffed by Math depart.; see AP requirements
MATH 551	AP Calculus BC (Semester)	Semester	See AP requirements
MATH 552	AP Calculus BC (Full-Year)	Year	See AP requirements
MATH 601	Differential Equations	Semester	Offered on a rotating basis with MATH 602 - offered in 2023-24
MATH 602	Linear Algebra	Semester	Offered on a rotating basis with MATH 601 - not offered in 2023-24

Performing Arts

CODE	COURSE	LENGTH	NOTES
ART 101	Vocal Ensemble 1	Semester	
ART 102	Music Ensemble 1	Semester	
ART 103	Guitar 1	Semester	
ART 104	Intro to Acting	Semester	
ART 105	Intro to Theater	Semester	
ART 201	Vocal Ensemble 2	Semester	
ART 202	Music Ensemble 2	Semester	
ART 203	Guitar 2	Semester	
ART 204	Creative Movement	Semester	
ART 301	Vocal Ensemble 3	Semester	
ART 302	Music Ensemble 3	Semester	
ART 303	Music Production	Semester	
ART 304	Acting & Scene Study	Semester	
ART 402	Advanced Music Ensemble	Semester/ Year	
ENG/ART 417	Advanced English Seminar: Playwriting	Semester	Co-listed in English

Visual Arts

CODE	COURSE	LENGTH	NOTES
ART 106	Studio Practices 1	Semester	
ART 107	2D Digital Design	Semester	
ART 108	3D Foundations	Semester	
ART 109	Photography 1	Semester	
ART 110	Filmmaking 1	Semester	
ART 111	Experiprint: Transferring Imagery	Semester	
ART 112	Fabric & Fibers in 2D & 3D	Semester	
ART 206	Studio Practices 2	Semester	
ART 208	Ceramics 2	Semester	Must have completed 3D Foundations
ART 209	Photography 2	Semester	
ART 210	Filmmaking 2	Semester	
ART 306	Studio Practices 3	Semester	
ART 308	Ceramics 3	Semester	
ART 309	Photography 3	Semester	
ART 310	Filmmaking 3	Semester	

Theology & Religious Studies

CODE	COURSE	LENGTH	NOTES
THEO 201	World Religions	Semester	
HIST/THEO 207	US History 2: History of Christianity in America	Semester	Co-listed in History
ENG/THEO 403	AES: The Bible as Literature	Semester	Co-listed in English
ENG/THEO 413	AES: Spiritual Memoir	Semester	Co-listed in English

*AES = Advanced English Seminar

Human Development

CODE	COURSE	LENGTH	NOTES
HEALTH 201	Human Development	Quarter	See below

Human Development is offered as a quarter course, required only for 10th grade students. This course may be taken as a sixth course for one quarter of the 10th grade year. Students who have taken a very similar course at another school in 9th or 10th grade may petition to have their course accepted in lieu of Human Development. Health courses prior to 9th grade may not replace Health 201.

Capstone

CODE	COURSE	LENGTH	NOTES
CAPSTONE 501	Capstone	Year	See below

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

COURSE PROGRESSION

Suggested Courses for Grade 9

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

SUBJECT	CODE	COURSE
English	ENG 101	Foundations of Language & Literature (formerly English 9)
World Language	LANG 101 or 201 LANG 202 LANG 103 or 203	French 1 or French 2 Mandarin Chinese 2 Spanish 1 or Spanish 2
History	HIST 101	Foundations of Modern Society
Science	SCI 101	Biology
Math	MATH 101 MATH 150	Algebra 1 Geometry
Arts	ART 101 ART 102 ART 103 ART 104 ART 105 ART 106 ART 107 ART 108 ART 109 ART 110 ART 111 ART 112	Vocal Ensemble 1 (<i>may be taken as sixth course</i>) Music Ensemble 1 (<i>may be taken as sixth course</i>) Guitar 1 Intro to Acting Intro to Theater Studio Practices 1 2D Digital Design 3D Foundations Photography 1 Filmmaking 1 Experiprint: Transferring Imagery Fabric & Fibers in 2D & 3D

Suggested Courses for Grade 10

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

SUBJECT	CODE	COURSE
English	ENG 201	Global Literature (formerly English 10)
World Language	LANG 201 or 301 LANG 202 or 302 LANG 203 or 303	French 2 or French 3 Mandarin Chinese 2 or Mandarin Chinese 3 Spanish 2 or Spanish 3
History	HIST 201 & 202-207; OR HIST 501	US History 1 AND US History 2 Seminar; OR AP US/AP European History: Advanced History of the West 1*
Science	SCI 201 SCI 251	Chemistry (<i>must have completed Biology</i>) Honors Chemistry (<i>must be strong in math & science</i>)
Math	MATH 201 MATH 251 MATH 301 or 351	Algebra 2 (<i>must have completed Geometry</i>) Honors Algebra 2 (<i>must be strong in math</i>) Precalculus or Honors Precalculus (<i>must be very strong in math</i>)
Theology & Religious Studies	THEO 201 HIST/THEO 207	World Religions US History 2: History of Christianity in America
Other	HEALTH 201	Human Development (<i>required quarter course</i>)
Arts	Any entry-level course (100s); ART 201 ART 202 ART 203 ART 204 ART 206 ART 208 ART 209 ART 210	See Suggested 9th grade offerings; Vocal Ensemble 2 Music Ensemble 2 Guitar 2 Creative Movement Studio Practices 2 Ceramics 2 Photography 2 Filmmaking 2

Suggested Courses for Grade 11

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

SUBJECT	CODE	COURSE
English	ENG 401-440 ENG 501	Advanced English Seminars AP English Language & Composition*
World Language	LANG 301, 401 or 501 LANG 302, 402 or 552 LANG 303, 403 or 503	French 3, French 4, or AP French Language & Culture* Mandarin 3, Mandarin 4, or Honors Mandarin 5 Spanish 3, Spanish 4, or AP Spanish Language*
History	HIST 301 HIST 302 HIST 401 HIST 403 HIST 501 HIST 503 HIST 505 HIST 506 HIST 552 HIST 601	Ancient Greece Intro to Philosophy Perspectives in Psychology (formerly Psych 1) The Modern Middle East AP US/AP European History: Advanced History of the West 1* AP Economics* (staffed by Math department) Biological and Developmental Psychology Post-War Intellectual History AP US Government and Politics* AP Comparative Government & Politics*
Science	SCI 201 or 251 SCI 301 or 451 MATH/SCI 305 SCI 401 SCI 402 SCI 404 SCI 501 SCI 503	Chemistry or Honors Chemistry Physics or Honors Physics STEM Robotics 1 Environmental Science or AP Environmental Science* Exercise Physiology Nutrition AP Biology* AP Physics C: Mechanics*
Math	MATH 201 or 251 MATH 301, 351 or 352 MATH/SCI 305 MATH 401 MATH 421 MATH 501 MATH 502 MATH 503 MATH or 551 or 552 MATH 601 or 602	Algebra 2 or Honors Algebra 2 Precalculus, Honors Precalculus or Advanced Precalculus STEM Robotics 1 Topics in Mathematics Calculus AP Calculus AB* AP Statistics* AP Computer Science A* AP Calculus BC* (semester or full-year) Differential Equations or Linear Equations
Theology & Religious Studies	ENG/THEO 403 ENG/THEO 413	Advanced English Seminar: The Bible as Literature Advanced English Seminar: Spiritual Memoir
Arts		<i>All courses are available to 11th grade students</i>

Suggested Courses for Grade 12

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

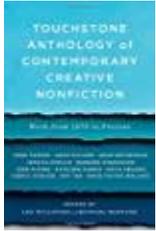
SUBJECT	CODE	COURSE
English	ENG 401-440 ENG 501 or 601	Advanced English Seminars AP English Lang & Comp*, or AP English Lit & Comp*
World Language	LANG 401, 501 or 502 LANG 402 or 552 LANG 403, 503 or 603	French 4, AP French Language & Culture*, Movements in French Literature Mandarin 4 or Honors Mandarin 5 Spanish 4 or AP Spanish Language* or AP Spanish Literature*
History	HIST 301 HIST 302 HIST 401 HIST 403 HIST 502 HIST 503 HIST 505 HIST 506 HIST 552 HIST 601	Ancient Greece Intro to Philosophy Perspectives in Psychology (formerly Psych 1) The Modern Middle East AP US/AP European History: Advanced History of the West 2* AP Economics* (staffed by Math department) Biological and Developmental Psychology Post-War Intellectual History AP US Government and Politics* AP Comparative Government & Politics*
Science	SCI 301 or 451 MATH/SCI 305 or 405 SCI 401 SCI 402 SCI 404 SCI 501 SCI 503 SCI 601	Physics or Honors Physics STEM Robotics 1 or STEM Robotics 2 Environmental Science or AP Environmental Science* Exercise Physiology Nutrition AP Biology* AP Physics C: Mechanics* AP Physics C: Electricity & Magnetism*
Math	MATH 301, 351 or 352 MATH/SCI 305 or 405 MATH 401 MATH 421 MATH 501 MATH 502 MATH 503 MATH 551 or 552 MATH 601 or 602	Precalculus, Honors Precalculus or Advanced Precalculus STEM Robotics 1 or STEM Robotics 2 Topics in Mathematics Calculus AP Calculus AB* AP Statistics* AP Computer Science A* AP Calculus BC* (semester or full-year) Differential Equations or Linear Equations
Theology & Religious Studies	ENG/THEO 403 ENG/THEO 413	Advanced English Seminar: The Bible as Literature Advanced English Seminar: Spiritual Memoir
Arts		<i>All courses are available to 12th grade students</i>
Other	CAPSTONE 501	Capstone (<i>required year-long course</i>)

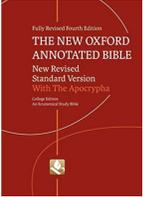
COURSE DESCRIPTIONS

English Department

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

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

<p>ENG 101 FOUNDATIONS OF LANGUAGE AND LITERATURE (formerly English 9)</p>	<p>TEXTBOOK(S)</p>
<ul style="list-style-type: none"> • This year-long course introduces students to literary study through interdisciplinary lenses. • Focus is on developing essential and multisensory reading, writing, collaboration, critical thinking, and habits of mind. • Students draw connections between their English study and their service learning during their March Experience, Project Outreach. 	<p><i>Coming soon.</i></p>
<p>ENG 201 GLOBAL LITERATURE (formerly English 10)</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> • This course presents literary study through global, social, and cultural contexts. Students engage in a keen exploration of themselves and our world through writing, literature, and discussion. They will read a variety of texts, write often and in a variety of modes, and participate through discussion, presentations, and creative endeavors. Students are expected to reflect on their own learning and be active participants in their development. 	
<p>ENG 401 ADVANCED ENGLISH SEMINAR: CREATIVE NON-FICTION</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> • In this class students will practice many forms of creative nonfiction from personal narratives to fact based persuasive essays. Each class starts with a writing exercise designed to tap creativity, prompt further writing, and create a culture of free expression. Students will learn literary techniques and develop their own writing process. In addition to writing, students will also read creative non-fiction about the writing process. 	

<p>ENG/THEO 403 ADVANCED ENGLISH SEMINAR: THE BIBLE AS LITERATURE</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> • Is there a Bible on your shelf somewhere but you’ve never really read it? Did you know the Bible is more of a library than a book? Are the readings in chapel a total mystery to you? Have you ever encountered a biblical reference in another book and wished you knew more? Are you or a loved one named after a figure in the Bible but know little about the namesake? Do you wish to call yourself well read? These are just some of the questions that might lead you to consider taking this course. In The Bible as Literature, we will consider the ways the Bible animates historical and contemporary political rhetoric, and how it serves as an example of graceful and dramatic writing and storytelling, the influence of which is felt in ways we often take for granted. • The Bible as Literature is an upper-level semester course which provides an additional choice for students seeking to satisfy the graduation requirement in Theology & Religious Studies. 	
<p>ENG 404 ADVANCED ENGLISH SEMINAR: THE GOOD LIFE: LITERATURE AS A GUIDE TO LIFE’S BIG QUESTIONS</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> • Although we read and write fiction for all sorts of reasons—as a reprieve from everyday life, as an academic exercise, as sheer entertainment—one of the most powerful explanations has been put forth by the writer Joan Didion, who tells us that “we tell ourselves stories in order to live.” This course takes that notion and uses it as a lens through which to approach both classic and contemporary works of fiction. Students will read a number of famous and lesser known novels and short stories, as well as watch a selection of TedEx talks and other public pronouncements, in order to answer the question of what it means to live a good life. In doing so, they will learn how to approach fiction in a more philosophical and moral fashion. Ultimately, they will be tasked with using this evidence and their own experiences to produce a statement of their own personal philosophy as to what exactly a meaningful life looks like for them. 	<p><i>Coming soon.</i></p>
<p>ENG 405 ADVANCED ENGLISH SEMINAR: THE NOVELLA</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> • Every November, more than half a million people participate in National Novel Writing Month (NaNoWriMo), a challenge in which individuals from all walks of life attempt to produce a complete rough draft of a novel in just thirty days. Taking inspiration from that idea and the numerous high schools across the country that participate in the project, this writing-focused class is designed to give students the skills, time, and support needed to produce their own Holderness version of NaNoWriMo: a complete rough draft of a novella (shorter than a novel) over the course of not a month but an entire semester. In doing so, 	<p><i>No textbook required.</i></p>

<p>students will learn how to structure narratives, create plots, develop characters, and produce sustained creative writing habits on their way to producing a lengthy work of creative fiction.</p>	
<p>ENG 408 ADVANCED ENGLISH SEMINAR: CREATIVE WRITING</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> • Creative Writing Workshop is a course that encourages students to engage with their own creative process and to provide constructive feedback to their peers. The course promotes good writing habits with a rigorous writing and revision schedule. The class also provides space for students to read and engage with literature, both published and drafted by their peers, and to think about and deliver conscientious criticism. Over the semester, we'll consider questions such as, "What makes a good narrative?"; "Where are the lines between poems, stories, and nonfiction?"; "How can we learn from each other in order to write more compelling work?" 	<p><i>Exact texts will be determined by the teacher with plenty of time to purchase them in advance.</i></p>
<p>ENG 411 ADVANCED ENGLISH SEMINAR: UNREAL BOOKS: MAGICAL REALISM IN CONTEMPORARY LITERATURE</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> • What is the role of magical realism in literature? Where are the lines between fantasy, fiction, and reality? In "Unreal Books," students will explore the role of magic and folklore in foundational literary works. We'll use the lens of magical realism to read a diverse range of authors and discuss symbolism and narrative tradition. We will dig into a sampling of texts, both canonical and contemporary. Readings may include <i>Song of Solomon</i>, <i>The Underground Railroad</i>, <i>Bunny</i>, <i>Gods Without Men</i>, and short stories by Franz Kafka, Gabriel Garcia Marquez, Kelly Link, and Raphael Bob-Waksburg. 	<p><i>Exact texts will be determined by the teacher with plenty of time to purchase them in advance.</i></p>
<p>ENG/THEO 413 ADVANCED ENGLISH SEMINAR: THE SPIRITUAL MEMOIR</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> • The Spiritual Memoir class will examine how people have processed topics related to faith and spirituality through the art of memoir. The class will read a variety of best-selling memoirists, such as Anne Lamott, C.S. Lewis, Simone Weil, Brian McClaren, Shauna Niequist, and Kate Braestrup, and consider how they processed the experiences of leaving or finding their faith community, traumatic events, or just everyday life. We will look at how their faith or spirituality helped them – or didn't help them – through these experiences and how their concept of God changed as they did. Students will also personally engage with the authors' central questions: Who/what/where is God? How do we make sense of unthinkable tragedy? What does it mean to live a "good life"? Who am I and where do I belong? This dual credit English and Theology course offers students the opportunity to not only read compelling literature, but also to wrestle with questions about the divine and 	<p><i>Exact texts will be determined by the teacher with plenty of time to purchase them in advance.</i></p>

<p>reflect on their own life through practicing some memoir writing of their own.</p> <ul style="list-style-type: none"> The Spiritual Memoir is an upper-level semester course which provides an additional choice for students seeking to satisfy the graduation requirement in Theology & Religious Studies. Cross-listed in the Theology and English departments. 	
<p>ENG 415 ADVANCED ENGLISH SEMINAR: ASIAN AND ASIAN-AMERICAN SHORT FICTION</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> This course will read works, mostly of short fiction, written by writers from (or descending from) China, Vietnam, Japan, Thailand, and South Korea. With each new book, we will cover an overview of history, geography, culture, and history of the country. Short writing exercises will be woven into the curriculum, as well as three longer, revised essays. 	<p><i>Coming soon.</i></p>
<p>ENG/ART 417 ADVANCED ENGLISH SEMINAR: PLAYWRITING</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> This advanced semester-long elective provides students an opportunity to create work in playwriting. Students will acquire and develop skills for dramatic writing while increasing their comfort level with storytelling on the stage. Through the writing of monologues, scenes, and short plays, students will examine the techniques a playwright uses to develop a story through plot and character. Instruction will focus on the craft basics: plot, character, conflict, structure, setting, dialogue, and formatting. Students will also analyze and critique existing plays through readings and viewings to gain context and understanding. Playwriting is an upper-level semester course and is cross-listed in the Arts and English departments. 	<p><i>Exact texts will be determined by the teacher with plenty of time to purchase them in advance.</i></p>
<p>ENG 418 ADVANCED ENGLISH SEMINAR: POSTHUMANISM: ROBOTS, CYBORGS, AND AI</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> What is literature about when it passes beyond the realm of the human? What themes and characteristics connect texts about robots, cyborgs, and other human-made entities? In Posthumanism, we'll explore narratives surrounding creation, technology, and the potential consciousness of beings beyond human. In examining these works, we'll seek to ask and answer big questions about the future of humanity, and whatever might come next. Readings may include <i>Frankenstein</i>, <i>The Vegetarian</i>, <i>Pygmalion</i>, <i>Point Omega</i>, <i>Oryx and Crake</i>, <i>Do Androids Dream of Electric Sheep?</i>, and <i>Cyborg Manifesto</i>. Film selection may include <i>Metropolis</i>, <i>Ex Machina</i>, and <i>Mad Max: Fury Road</i>. 	<p><i>Exact texts will be determined by the teacher with plenty of time to purchase them in advance.</i></p>

<p>ENG 501 AP ENGLISH LANGUAGE & COMPOSITION*</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> • The course aims to further student understanding and appreciation of the English language, particularly language used to argue and persuade. The class will study the logic of English usage, learn new words, and read writing that exemplifies precision and rhetorical force. In the first semester, content and assignments in the course will center on understanding and clarifying personal values, and weighing these against accepted societal values. The second semester will explore specific means of persuasion employed in American society. Articulate, deliberate, precise language will be encouraged and reinforced in writing assignments, oral reports, and class discussions. • Our curriculum is designed with two factors in mind. First, it is intended to further the language development fostered in earlier grades of our school’s English curriculum and prepare students (those juniors enrolled in the class) for their final year of secondary school. Second, it capitalizes on the specific goals of the Advanced Placement curriculum. The demands of the AP program diverge from our school’s traditional curriculum—among them the focus of specific rhetorical techniques and language and the development of image analysis skills—require our enrolled students to be especially dedicated and diligent. 	<p><i>For now, please hold off on ordering books, as required texts may vary by teacher. Texts could include <u>50 Essays</u>, <u>The Moon is Down</u>, and <u>Between the World and Me</u>, among others.</i></p>
<p>ENG 601 AP ENGLISH LITERATURE & COMPOSITION*</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> • AP Literature & Composition focuses on the study of language used for artistic purposes. Students develop their analytical skills by reading poetry, novels, short stories, and plays. In addition to teaching students to appreciate the skillful use of rich, complex, evocative language, the class aims at developing students’ writing skills. Most of the writing in AP Literature is analytic in nature, although some time is devoted to the college essay in September. The course is open to 12th graders and culminates in the taking of the Advanced Placement examination in May. 	

History Department

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

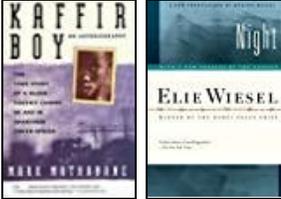
All ninth grade students are required to take “HIST: 101: Foundations of Modern Society,” a one–semester course, and all tenth grade students must take a year of US History. After these introductory courses, students are well positioned to embrace our upper-level electives. The history requirement is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

HISTORY: Path to Graduation			
2 Years of History is required; Must include 1 year of US History			
9th	<ul style="list-style-type: none"> •Foundations of Modern Society (semester-length course) <p><i>Required for all 9th graders</i></p>		
10th	<p>US History</p> <p><i>One year required for graduation</i></p>		
	<p><u>Full Year - AP Coursework</u></p> <ul style="list-style-type: none"> •Advanced History of the West 1* <p><i>A 2-year course, which combines AP United States and AP European History. AHOW 1 is the only advanced history course available for 10th graders. AHOW 2 is for 11th graders only.</i></p>	<p><u>1st Semester</u></p> <p>US History 1</p>	<p><u>2nd Semester</u></p> <p>US History 2 Seminar</p> <ul style="list-style-type: none"> •20th Century Conflicts •A Bigger Government: The Great Depression and the New Deal •An African American History for Today •History of Christianity in America
11th & 12th	<p>Non-US History</p> <p><i>At least 1 semester required to graduate</i></p>		
	<p><u>Full Year - AP Coursework</u></p> <ul style="list-style-type: none"> •Adv. History of the West 1 & 2* •AP US Government and Politics* •AP Comparative Government* •AP Economics* 	<p><u>1st Semester</u></p> <ul style="list-style-type: none"> •Intro to Philosophy •Perspectives in Psychology •Modern Middle East 	<p><u>2nd Semester</u></p> <ul style="list-style-type: none"> •Ancient Greece •Biological & Developmental Psychology •Post-War Intellectual History

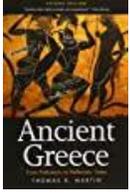
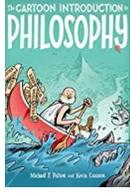
*[See AP requirements](#)

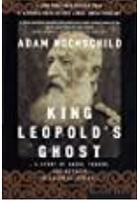
The following pages contain descriptions of our History Department courses. An * indicates special requirements—please see the [Advanced Placement Program section](#). To order textbooks, click on the

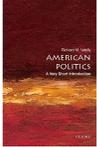
image of the book(s) next to the course description for direct purchasing options. If you would like to find the books through another vendor, be sure to take note of the exact ISBN numbers so you/your child has the correct book for class.

HIST 101 FOUNDATIONS OF MODERN SOCIETY	TEXTBOOKS
<ul style="list-style-type: none"> All ninth grade students are required to take Foundations of Modern Society, a one-semester course. Emphasizing fundamental historical thinking skills through diverse case studies, this course serves as a unifying academic experience for the students and is a foundation for their future studies in history. It is intentionally broad in scope and teachers employ 3-4 diverse content areas to grapple with the essential question: What are the forces that lead to conflict? While the specific units vary from year to year and teacher to teacher, there is a special focus on the transitions of power and authority, the way perception of the “other” can form a group, and the way an idea can develop a group identity. There is an explicit focus on developing in each student an understanding that every source, primary or secondary, is an interpretation. Current topics include, World War I and World War II, The Holocaust, and South African Apartheid. 	
HIST 201 US HISTORY 1	TEXTBOOK
<ul style="list-style-type: none"> This semester-length required US History course will be the starting point for all future historical inquiry at Holderness. The course will focus on the development of the Constitution and the Reconstruction eras. These foundational topics will introduce themes of a variety of civil liberties, but notably freedom of speech and suffrage. The essential question will be: What does it mean to be a US citizen? 	
HIST 202 US HISTORY 2: 20TH CENTURY CONFLICTS	TEXTBOOK(S)
<ul style="list-style-type: none"> In complement to the fall semester of US History 1, this spring semester course will take an in-depth look at the major conflicts of the 20th century, examining the involvement of the American people and government. Through close readings of primary and secondary sources, students will further sharpen their own understanding of the content by engaging with their peers in daily class discussions. The course will place special emphasis on writing by continuing the skills progression initiated in US History 1. Conflicts to be considered most likely include: World War I and II, the Cold War, the Civil Rights Movement, and the Vietnam War. 	<p><i>No textbook required.</i></p>
HIST 203 US HISTORY 2: A BIGGER GOVERNMENT: THE GREAT DEPRESSION AND THE NEW DEAL	TEXTBOOK
<ul style="list-style-type: none"> Every facet of American society was rapidly changing at the turn of the 20th century and the modern American Identity was beginning to take shape. This semester elective will focus on the time period of 1900- 	<p><i>No textbook required.</i></p>

<p>1945, primarily focusing on how America got itself into the Great Depression and then how the Second World War pulled America out of the Great Depression.</p> <ul style="list-style-type: none"> We will look not only at the economic impacts of Depression but also the social and political impacts. Through primary and secondary source analysis, students will be forced to confirm and complicate the documents to further develop their own understandings of the time period. Lastly, we will also make connections to the 2008 Recession, the largest economic recession, since the Great Depression. 	
<p>HIST 206 US HISTORY 2: AN AFRICAN AMERICAN HISTORY FOR TODAY</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> This course will consider what it means to be both African and American in today's United States by considering often overlooked African-American voices of our past and present. By using such touchstone moments as the arrival of the first Africans to the British colonies, early slave rebellions, the American Revolution, the Civil War, Reconstruction, the Civil Rights Era, the Obama Presidency, and the Black Lives Matter movement, students will discover a new, richer history that predates the Founding Fathers. 	<p><i>No textbook required.</i></p>
<p>HIST/THEO 207 US HISTORY 2: HISTORY OF CHRISTIANITY IN AMERICA</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> This dual credit History and Theology course takes a deep dive into the evolution of the Christian faith since its arrival on American soil. The course will examine how Christian theology and social movements have reciprocally impacted each other and how this has shaped American identity, values, and culture. We will look at major events such as: colonization, The Great Awakening, Slavery and the Civil War, the Great Revival, the ordinations of women, the emergence of the black church, and The Civil Rights Movement. Throughout the semester students will engage in a variety of primary sources and learn how to extract theological claims and arguments. Students will also have an opportunity to research a topic of their own choosing, exploring the religious landscape throughout American history not limited to the Christian faith. The class will culminate with a look into modern American Christian culture and theology, and its challenges and opportunities. While the class is focused on the history of the Christian faith, students only need a sense of intellectual curiosity and a commitment to learning in order to do well and develop valuable skills. 	<p><i>No textbook required.</i></p>

<p>HIST 301 ANCIENT GREECE</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> In this survey course (with a thematic approach), students will learn the history of ancient Greece. Topics covered in this course include Greek warfare, the Trojan War, Greek mythology, the origins of democracy, the Golden Age of Athens, Sparta, The Persian Wars, The Peloponnesian War, and Alexander the Great. Students will learn how the ancient Greeks influenced modern society and how they left behind a rich cultural and political legacy that still affects us today. 	
<p>HIST 302 INTRO TO PHILOSOPHY</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> What do I know? Why do I exist? Where does evil come from? These are just some of the questions this course attempts to answer. Introduction to philosophy aims to teach students how philosophy emerged in ancient times, from the presocratics like Thales of Miletus, to more established and recognized ancient philosophers like Socrates and Aristotle, and how they influenced later thinkers like Hypatia and Seneca. Besides covering famous philosophers, this course attempts to introduce students to life's most riveting questions using both ancient and modern philosophy, and philosophy in today's popular media like Star Wars. 	
<p>HIST 401 PERSPECTIVES IN PSYCHOLOGY (formerly Psychology 1)</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> Perspectives in Psychology concentrates on the scientific study of the human mind and human behavior. It is broken down into five major domains: The History of Psychology, as well as an introduction to Biological, Developmental Cognitive, and Social Psychology. The course is designed to give students a foundation of psychology and lead them to an interest in further study of psychology. Regardless of how far students go with their study of psychology, students will have a better understanding of the human mind and reasoning behind human behavior after this introductory course. 	<p><i>Coming soon.</i></p>
<p>HIST 403 THE MODERN MIDDLE EAST</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> Open to 11th and 12th graders, this semester-long elective explores the complexity of one of the most paradoxical regions in the world. The Middle East encompasses some of the richest and poorest countries. It is the geographic foundation of the three largest world religions and is perhaps one of the most turbulent regions of the twenty-first century. This course examines the sources of today's socio-political problems, including twentieth century imperialism, the Balfour Declaration, the Cold War, and globalization. This course seeks to determine what needs to change in order to create a viable peace in the Middle East. 	<p><i>No textbook required.</i></p>

<p>HIST 501 & 502 AP US/AP EUROPEAN HISTORY: ADVANCED HISTORY OF THE WEST 1 & 2*</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> ● <i>Application required</i> ● This two year course, beginning in the 10th or 11th grade year, will prepare students for both the Advanced Placement European History Exam and the Advanced Placement US History Exam. Students must submit an application and will be vetted for admission. This course will employ a broader lens to explore historical phenomena on both sides of the Atlantic embracing the globalized approach of modern historical research. Study of the American constitution, for example, will be endowed with prior study of the Enlightenment. Students will be expected to engage in a project in the summer between the two years of the course. Students will take both exams, but may petition to take only one at the end of their second year of the course (in their junior or senior year). This course will be team taught (either two teachers ½ time, or two teachers full time) for the first iteration of the course. 	<p>Year 1 Texts</p>  <p>Year 2 Text</p> 
<p>HIST 503 AP ECONOMICS*</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> ● This course counts as a History course and is staffed by the Math department. ● A year-long course which is broken into two parts AP Macroeconomics in the first semester and AP Microeconomics in the second semester. Macroeconomics will give students an understanding of the economy as a whole. Students will look at what is happening at a national level. This course allows the student to think more about theory and abstract ideas in economics. Students will learn about the national debt, GDP in different countries, international economics, and an economy's growth. Microeconomics will give the students an understanding of the basic principles of economics based on what consumers and producers do as individuals in an economy. Microeconomics consists of more math concepts, for example, using the supply and demand graphs. We will look at specifics in an economy rather than the whole economy. Students will learn the basic concepts of microeconomics, different product markets and how they work, supply and demand, and the role of the government. 	<p><i>No textbook required.</i></p>
<p>HIST 505 BIOLOGICAL AND DEVELOPMENTAL PSYCHOLOGY</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> ● Prerequisite: Perspectives in Psychology (formerly Psychology 1) ● Description coming soon. 	<p><i>Coming soon.</i></p>

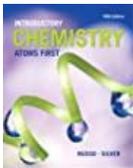
HIST 506 POST-WAR INTELLECTUAL HISTORY	TEXTBOOKS
<ul style="list-style-type: none"> This course is designed to give students access to the great historically-inclined intellectual works of post-World War II America. In particular, these works demonstrate modern intellectual reactions against mass movements. Through an international lens, the works would especially look at concerns surrounding the rise of both communism and fascism leading up to, including, and following the Second World War. Additionally, the works will take many of these global apprehensions and apply them to growth of massive organizations and materialism in America itself. This reaction gave birth to American movement that prized individuality over the group. Authors: Hannah Arendt, <i>The Origins of Totalitarianism</i>, Reinhold Niebuhr, <i>The Children of Light and the Children of Darkness</i>, Eric Hoffer, William Whyte, John Updike, David Brooks. 	<p><i>Coming soon.</i></p>
HIST 552 AP US GOVERNMENT AND POLITICS*	TEXTBOOKS
<ul style="list-style-type: none"> AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. 	<p>Summer Reading:</p>  <p>Textbook:</p> 
HIST 601 AP COMPARATIVE GOVERNMENT & POLITICS*	TEXTBOOKS
<ul style="list-style-type: none"> This year-long course prepares students for the AP Comparative Government and Politics exam. The course uses a comparative approach to examine the political structures, policies, and challenges of six core countries: the United Kingdom, China, Mexico, Russia, Nigeria, and Iran. In addition to the democratic and authoritarian nations listed above, the course will reach to include India and North Korea - notable exceptions from the AP curriculum. 	<p><i>No textbook required.</i></p>

Science Department

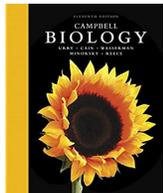
The science faculty cultivates an appreciation for the role of science in society while providing foundations in the disciplines of Environmental Science, Biology, Chemistry and Physics. Teachers emphasize the scientific method as a process for problem-solving in their course work, which includes a lab component. Students of science are guided toward an understanding of the need for both discipline and imagination in their pursuit of a greater mastery of course constructs.

The faculty is also dedicated to raising student awareness of the way that humans interact with the natural environment and the role that the sciences play in those interactions. We hope that our students will leave their courses better prepared to make intelligent choices as voters and consumers.

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

<p>SCI 101 BIOLOGY</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> This course introduces students to essential principles of biology: cells, chemistry of life, genetics, evolutionary theory, biological diversity, and organism structure and function. Human anatomy and physiology are emphasized. Students use the framework of the scientific method to explore the living world in laboratory investigations. They are challenged to learn highly detailed material in order to gain greater appreciation for the diversity of life on earth, to understand prevailing thinking on the origin and evolution of living things, and to develop a clear sense of how Homo sapiens fit into this intricate web. 	<p>Students will rent the <i>2019 Miller & Levine Biology</i> text from the school. The cost is \$56/year. Students will sign this agreement when they receive their text.</p>
<p>SCI 201 CHEMISTRY</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> This course is designed to explore the fundamental nature of matter and study its physical and chemical characteristics. Students engage in laboratory activities that reinforce the scientific method, apply knowledge to real-world applications, and integrate technology in the science classroom. The honors course differs from regular chemistry in its more strenuous mathematical component, complexity, and depth of theory studied. 	
<p>SCI 251 HONORS CHEMISTRY</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> Though this is a demanding college preparatory course, the teachers encourage an appreciation of the role chemistry plays in our daily lives outside of the classroom. Simply stated, chemistry is the study of matter and the changes it undergoes. This course is designed to challenge students' problem-solving skills while covering the concepts of a 	<p>No textbook required.</p>

<p>traditional introductory college preparatory course. Students are given the opportunity to explore the world around them through lab work, class discussions, and activities including an in-depth look at the chemistry of the food we eat and a study of the gasses in our atmosphere.</p>	
<p>SCI 301 PHYSICS</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> Physics examines four basic areas of study: mechanics, electricity and magnetism, thermal energy, and modern physics. The objective of this course is to provide students with the opportunity to identify four unifying themes of science: scale, models (physical, mathematical, or conceptual), constancy and change, and systems. 	<p><i>No textbook required.</i></p>
<p>MATH/SCI 305 STEM ROBOTICS 1</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> As an introductory course in robotics the students will learn JAVA computer programming as well as problem solving strategies. This course will involve students in the development, building and programming of a Tetrix robot. Working in teams they design, build, program and document their progress. Topics include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robots will be programmed to compete in a variety of autonomous and remote controlled challenges. 	<p><i>No textbook required.</i></p>
<p>SCI 401 ENVIRONMENTAL SCIENCE</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> Students enrolled in the Environmental Science course are assumed to possess a broad background in biology and chemistry. Students are provided with experience in advanced field work, laboratory techniques, and laboratory investigation reporting techniques through activities focusing on local ecosystems. Students pursue, from both scientific and social scientific perspectives, the effect of human societies on the natural world. The course stresses students' responsibility for determining the quality of the environment and, consequently, their own lives. Sustainability principles are given special emphasis. Students are trained to identify and seek solutions to environmental problems. In addition to local environmental issues, students investigate the global trends of overpopulation, ecosystem degradation, atmospheric change, and loss of biodiversity. 	
<p>SCI 402 EXERCISE PHYSIOLOGY</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> In this course, students will study acute and chronic physiological responses to exercise. Muscle, environmental physiology, practical physiology testing, energy metabolism, and cardiovascular function in response to exercise training will be emphasized in the classroom and applied to laboratory activities. Objectives: Students who successfully complete the requirements for this course will: 	<p><i>Textbooks will be assigned in class.</i></p>

<ul style="list-style-type: none"> ○ Have a foundational understanding of the complex nature of the human organism from a physiological perspective. ○ Understand the muscular and energy physiological demands from an inactive state to an active state. ○ Understand the acute physiological responses to exercise. ○ Understand the chronic physiological adaptations to exercise. ○ Have mastered basic physiological laboratory experiments and procedures. 	
<p>SCI 404 NUTRITION</p>	<p>TEXTBOOK(S)</p>
<ul style="list-style-type: none"> ● This is an introductory course in nutrition. The focus of the course will be placed on evidence-based nutritional strategies to meet the nutrient and energy demands of basic life functions, physical activity, exercise and athletic performance. Scientific literature will be used to evaluate nutritional information found in the media, claims for dietary supplements and popular diets. 	<p><i>Coming soon.</i></p>
<p>MATH/SCI 405 STEM ROBOTICS 2</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> ● The STEM Robotics II course builds upon the skills students learned in STEM Robotics I. Working in teams, students will design, build, and program Tetrax robots which must complete more complex and more precise tasks with less margin for error than the projects in STEM Robotics I. 	<p><i>No textbook required.</i></p>
<p>SCI 451 HONORS PHYSICS</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> ● The Honors Physics course is a rigorous, math-intensive introduction to the subject. The bulk of the course is devoted to the study of mechanics, or the behavior of particles subject to systems of forces, and includes topics such as one- and two-dimensional kinematics, Newton’s Laws, momentum, mechanical energy, rotational motion, gravitation, and oscillations. During the final quarter of the year students examine a variety of modern topics, particularly electricity and magnetism. The course emphasizes collaborative work and problem-solving techniques and involves frequent lab work. The course is designed to develop a solid foundation for college-level physics and to instill an appreciation for and curiosity about the complexity of the universe. 	<p><i>No textbook required.</i></p>
<p>SCI 501 AP BIOLOGY*</p>	<p>TEXTBOOK(S)</p>
<ul style="list-style-type: none"> ● The AP Biology course covers the entire Advanced Placement curriculum, fully preparing students for the AP exam. There is a comprehensive laboratory component to the course, which includes applications of recombinant DNA technologies and experience using modern lab techniques and equipment. The AP Biology course assists students in organizing biological concepts and topics into a coherent conceptual framework, helps students internalize and effectively utilize the processes of scientific reasoning, and helps them develop or enhance their interest in biology and gain a sense of the subject’s relevance to their everyday lives. Students are expected to take the AP exam in May. 	

<p>SCI 502 AP ENVIRONMENTAL SCIENCE*</p>	<p>TEXTBOOK(S)</p>
<ul style="list-style-type: none"> The goal of the Advanced Placement Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study (e.g. biology, chemistry, earth science, geography), yet there are several major unifying themes that cut across the many topics included in the study of environmental science. The course takes advantage of the environs surrounding our campus for firsthand research. Students are expected to take the AP exam in May. 	
<p>SCI 503 AP PHYSICS C: MECHANICS*</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> AP Physics C is a demanding college-level course that requires the use of calculus. The course emphasizes collaborative work and problem-solving techniques. The course aims at covering Mechanics (one of the two Physics C AP examinations). Instruction includes video lectures and computer applets. In class, students will engage in problem sets and labs. Labs – both virtual and real – will be done on a weekly basis. This course is designed to replace introductory college physics courses designed for physics and engineering majors. 	<p><i>No textbook required.</i></p>
<p>SCI 601 AP PHYSICS C: ELECTRICITY AND MAGNETISM*</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> AP Physics C-E&M is a second-year AP physics class that is intended to replace a college-level introductory course in electricity and magnetism. The course makes extensive use of calculus techniques in the exploration of topics such as electric fields, electric potential, capacitance, circuits, magnetic fields, and electromagnetic induction. Students are required to work well both independently and in small groups, and labs involve long-term, independent projects. Due to the sophisticated conceptual material and mathematical techniques involved, it is strongly recommended that students complete AP calculus and AP physics C-M before taking the course. 	<p><i>No textbook required.</i></p>

Mathematics Department

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

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

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

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

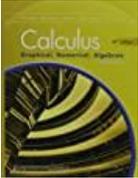
Additional Notes on Summer Courses:

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

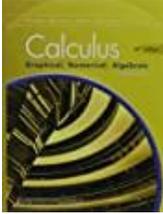
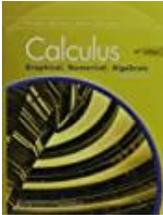
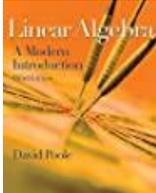
The following pages contain descriptions of our Mathematics Department courses. An * indicates special requirements— please see the [Advanced Placement Program section](#). To order textbooks, click on the image of the book(s) next to the course description for direct purchasing options. If you would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

MATH 101 ALGEBRA 1	TEXTBOOK
<ul style="list-style-type: none"> • This is a cornerstone course designed to prepare students to investigate and master more complex, but related, concepts studied over the balance of the mathematics curriculum. Students review the language of algebra, real number operations, and approaches used to solve linear equations before engaging in an expanded study of function graphing, linear analysis, methods of solving linear inequalities, and systems of both inequalities and linear equations. Multiplication of polynomials, factoring, and solving quadratic and exponential functions, together with simplification and evaluation of radical expressions, constitute the remainder of the course. 	<p><i>A TI-84 Plus calculator is required. No textbook required.</i></p>
MATH 151 GEOMETRY	TEXTBOOK
<ul style="list-style-type: none"> • This course covers the fundamental concepts of geometry, with algebra and discrete mathematical topics woven into the curriculum. Topics include reasoning and proof, building blocks of geometric shapes, congruence and similarity, right triangles and trigonometry, transformations of figures and equations, and surface area and volume. 	<p><i>A TI-84 Plus calculator is required. No textbook required.</i></p>
MATH 201 ALGEBRA 2	TEXTBOOK
<ul style="list-style-type: none"> • In this course, students continue the study of concepts introduced in Algebra I and Geometry. The concept of function is introduced and families of functions are introduced as important tools to explore, analyze, and make conjectures as we further develop mathematical problem-solving skills. Using real-world examples, students explore quadratic equations, polynomials, and operations of functions. Students also examine properties, applications, and graphs of absolute value, exponential, logarithmic, power, and radical functions. 	<p><i>A TI-84 Plus calculator is required. No textbook required.</i></p>
MATH 251 HONORS ALGEBRA 2	TEXTBOOK
<ul style="list-style-type: none"> • In this honors course, students continue the study of concepts introduced in Algebra I and Geometry. Concepts such as families of functions, transformation of functions, and modeling, and systems of 	<p><i>Coming soon.</i></p>

<p>equations are introduced as important tools to explore, analyze, and make conjectures as we further develop mathematical problem-solving skills. Using real-world examples, students explore quadratic equations, polynomials, and operations of functions. Students also examine properties, applications, and graphs of absolute value, exponential, logarithmic, power and radical functions.</p>	
<p>MATH 301 PRECALCULUS</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> This course offers a more rigorous approach to the study of functions and to the topics needed for calculus. The emphasis of this course is on analysis through formal mathematical notation and the relation of mathematical concepts to real world scenarios. Major topics include linear, exponential, and logarithmic functions; trigonometric functions; polynomials; radical functions; mathematical limits; composition of functions; and inverses of functions. 	 <p><i>*Students: email Ms. Wolf before buying the book—she has several copies available to borrow for the year. A used book is acceptable & encouraged. A TI-84 Plus calculator is required. Click here for a free electronic copy.</i></p>
<p>MATH/SCI 305 STEM ROBOTICS 1</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> As an introductory course in robotics the students will learn Arduino computer programming as well as problem solving strategies. This course will involve students in the development, building and programming of a Tetrix robot. Working in teams they design, build, program and document their progress. Topics include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robots will be programmed to compete in a variety of autonomous and remote controlled challenges. 	<p><i>No textbook required.</i></p>
<p>MATH 351 HONORS PRECALCULUS</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> This course is designed for students who have completed Honors Algebra 2. Honors Precalculus covers all of the topics studied in the regular pre-calculus course; however, the pace is slightly faster than regular pre-calculus so that the students will be able to cover more trigonometry and topics that will prepare them for AP Calculus. By the end of the class the students will not only be introduced to topics that are vital to understanding Calculus, such as continuity and limits, but they will also be introduced to the derivative through the limit definition. 	 <p><i>*Students: email Ms. Wolf before buying the book—she has several copies available to borrow. A used book is acceptable & encouraged. A TI-84 Plus calculator is required. Click here for a free electronic copy.</i></p>

<p>MATH 352 ADVANCED PRECALCULUS</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> This course is designed for students who have done very well in Algebra II. Advanced Precalculus covers all of the topics studied in the regular pre-calculus course; however, the pace is slightly faster than regular pre-calculus so that the students will be able to cover more trigonometry and topics that will prepare them for AP Calculus. By the end of the class the students will not only be introduced to topics that are vital to understanding Calculus, such as continuity and limits, but they will also be introduced to the derivative through the limit definition as well as basic derivative rules. 	<p><i>A TI-84 Plus calculator is required. No textbook required.</i></p>
<p>MATH 401 TOPICS IN MATHEMATICS</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> In this year-long course, students study mathematics in contexts and develop their abilities to problem solve, reason, and communicate. Real world situations provide the contexts for mathematical investigation. The topics include but are not limited to: logic, numeration, statistics, financial mathematics, history of mathematics, and functions. 	<p><i>A TI-84 Plus calculator is required. No textbook required.</i></p>
<p>MATH/SCI 405 STEM ROBOTICS 2</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> The STEM Robotics II course builds upon the skills students learned in STEM Robotics I. Working in teams, students will design, build, and program Tetrix robots which must complete more complex and more precise tasks with less margin for error than the projects in STEM Robotics I. 	<p><i>No textbook required.</i></p>
<p>MATH 421 CALCULUS</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> Calculus begins with a thorough review of standard high school mathematics in preparation for Calculus and the SAT. The class is designed to introduce students to important Calculus topics and to prepare them for college Calculus. The course will cover the conceptual basis of Calculus including the limit definition of the derivative and Riemann Sums. It will also cover in great detail the rules for differentiation and introduce the integral. By the end of the class students will be exposed to the applications of Calculus with Related Rate and Optimization problems. 	 <p><i>A used book is acceptable & encouraged. A TI-84 Plus calculator is required.</i></p>
<p>MATH 501 AP CALCULUS AB*</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> AP Calculus is primarily concerned with developing a student's understanding of the concepts of calculus through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students are expected to take the AP exam in May. 	 <p><i>A used book is acceptable & encouraged. A TI-84 Plus calculator is required.</i></p>

MATH 502 AP STATISTICS*	TEXTBOOK
<ul style="list-style-type: none"> This is the high school equivalent of a one-semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data, with a focus on univariate and bivariate data. Simulations and probability aid students in constructing models for chance phenomena and lead to the study of inference, where students learn to complete confidence intervals and hypothesis tests. Students use technology, such as the Ti calculator, Fathom, and online applets, to strengthen their understanding of statistical concepts. Throughout the year, students apply statistical skills learned in class to analyze data from a variety of sources, including data from our athletic teams, student-generated data, and online sources. The coursework culminates with an AP exam in May. 	<p><i>Textbook information coming soon. A TI-84 Plus calculator is required.</i></p>
MATH 503 AP COMPUTER SCIENCE A	TEXTBOOK
<ul style="list-style-type: none"> AP Computer Science A is a year-long course that introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. The course is designed For 11th and 12th grade students who have completed Algebra 2 with a grade of B or higher. 	<p><i>The textbook is online and access will be provided the first day of class.</i></p>
HIST 503 AP ECONOMICS*	TEXTBOOK
<ul style="list-style-type: none"> This course counts as a History course and is staffed by the Math department. A year-long course which is broken into two parts AP Macroeconomics in the first semester and AP Microeconomics in the second semester. Macroeconomics will give students an understanding of the economy as a whole. Students will look at what is happening at a national level. This course allows the student to think more about theory and abstract ideas in economics. Students will learn about the national debt, GDP in different countries, international economics, and an economy's growth. Microeconomics will give the students an understanding of the basic principles of economics based on what consumers and producers do as individuals in an economy. Microeconomics consists of more math concepts, for example, using the supply and demand graphs. We will look at specifics in an economy rather than the whole economy. Students will learn the basic concepts of microeconomics, different product markets and how they work, supply and demand, and the role of the government. 	<p><i>No textbook required.</i></p>

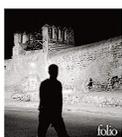
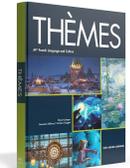
<p>MATH 551 AP CALCULUS BC* (SEMESTER)</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> AP Calculus BC is a semester course designed for students who have completed AP Calculus AB. The course is a continuation of Calculus AB and emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The course will cover advanced integration, differential equations, sequences and series, (including Taylor Series and Maclaurin Series), polar functions, and parametric functions. Students are expected to take the AP Calculus BC exam in May. 	 <p>A used book is acceptable & encouraged. A TI-84 Plus calculator is required.</p>
<p>MATH 552 AP CALCULUS BC* (FULL-YEAR)</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> Prerequisite: Advanced Precalculus at Holderness or permission by the department chair. AP Calculus is primarily concerned with developing a student’s understanding of the concepts of calculus through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students are expected to take the AP exam in May. 	 <p>A used book is acceptable & encouraged. A TI-84 Plus calculator is required.</p>
<p>MATH 601 DIFFERENTIAL EQUATIONS</p>	<p>TEXTBOOK(S)</p>
<ul style="list-style-type: none"> Differential Equations is a semester-long course for students who have completed AP Calculus AB and/or BC. Students will study ways to solve differential equations graphically, numerically, and algebraically. Students will also study the real world applications of these equations. 	<p>A TI-84 Plus calculator is required. No textbook required.</p>
<p>MATH 602 LINEAR ALGEBRA</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> Not offered in 2023-24; Linear Algebra is a semester course for students who have completed AP Calculus AB and/or BC. There are widespread applications of Linear Algebra to business, engineering, and higher level mathematics. The main topics covered are systems of linear equations, matrices, Gaussian elimination, Gram-Schmidt orthogonalization, determinants, vector spaces, eigenvalues, and eigenvectors. Students explore a wide range of applications and may use computer software. 	 <p>*Students: email Ms. Wolf before buying the book—she has several copies available to borrow for the year</p> <p>A TI-84 Plus calculator is required.</p>

World Languages Department

The Holderness World Languages Department encourages students to achieve comprehension and mastery of a language other than their native tongue. Knowledge of at least one culture different from our own is essential in today’s world. To this end, the school requires two years of study in one language and students are urged to continue beyond this minimal requirement. No single method or theory of language instruction is exclusively advocated by the department. Thoroughness of learning is the common emphasis. Students improve their ability to speak, listen, read, and write by using the language in the classroom as much as possible.

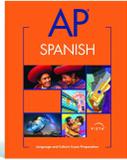
The following pages contain descriptions of our World Languages Department courses. An * indicates special requirements— please see the [Advanced Placement Program section](#). To order textbooks, click on the image of the book(s) next to the course description for direct purchasing options. If you would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

LANG 101 FRENCH 1	TEXTBOOK
<ul style="list-style-type: none"> The goals of the first two years of French are to develop concurrently the basic skills of reading, writing, speaking, and listening comprehension, and to expose the student to the culture of the francophone world. At the more advanced levels, the department emphasizes the development of reading and writing skills through the study of literature and current cultural texts, while continuing to provide grammar review. An Advanced Placement course is offered to qualified students with the permission of the department and the Dean of Academic Affairs. 	<p>Teachers will help you purchase the correct textbook and VHL access codes on the first day of class.</p>
LANG 201 FRENCH 2	TEXTBOOK
<ul style="list-style-type: none"> The goals of the first two years of French are to develop concurrently the basic skills of reading, writing, speaking, and listening comprehension, and to expose the student to the culture of the francophone world. At the more advanced levels, the department emphasizes the development of reading and writing skills through the study of literature and current cultural texts, while continuing to provide grammar review. An Advanced Placement course is offered to qualified students with the permission of the department and the Dean of Academic Affairs. 	<p>Teachers will help you purchase the correct textbook and VHL access codes on the first day of class.</p>
LANG 301 FRENCH 3	TEXTBOOK
<ul style="list-style-type: none"> French 3 is an intermediate course in French language and culture, bridging the levels of beginning language to advanced study. During the year, students continue their study of French grammar and become more proficient at interpreting, reading, speaking and writing directly in the language. Students also continue their study of French and francophone cultures around the world. 	<div style="text-align: center;">  <p>Level 3</p> <p>Without textbook: 978-1-54338-802-2</p> <p>OR</p> <p>With textbook: 978-1-54339-453-5</p> </div>

<p>LANG 401 FRENCH 4</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> French 4 continues the study of French language and serves as the preparatory semester for Advanced Placement French Language and Culture. Students develop greater proficiency in the details of French language through the study of advanced grammar, readings, discussion, and composition. The goals of the course are to develop the ability to discuss one's ideas coherently and logically in spoken and written French and to deepen one's knowledge and understanding of French civilization and francophone culture through readings in French and francophone literature. Seniors (only) have the option of taking French 4 as a first-semester course or as a full-year course. 	<p>3rd Edition</p>  <p>with loose leaf textbook & Supersite 978-1-54332-003-9</p> <p>AND</p> <p>Albert Camus L'étranger</p> 
<p>LANG 501 AP FRENCH LANGUAGE AND CULTURE*</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> The AP French Language and Culture course emphasizes continued language acquisition, communication skills, and cultural knowledge and understanding. The course will be conducted exclusively in French, and students will practice on a daily basis their interpersonal, interpretive and presentational modes of communication and expression. The course organizes the study of literature, current events, and cultural topics under the umbrella of the six College Board designated themes: Science and Technology, Contemporary Life, Global Challenges, Aesthetics and Beauty, Family and Communities, and Private and Public Identities. Students are required to take the AP exam in May. 	<p>2nd Edition</p>  <p>With textbook: 978-1-54334-717-3 OR Without textbook: 978-1-54334-413-4</p>
<p>LANG 502 MOVEMENTS IN FRENCH LITERATURE</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> This course attempts to present examples of French literature from key moments in history, giving students a formative experience of classic authors and movements. The course will include important works from the medieval period, the renaissance, enlightenment, romanticism, realism, modern francophone literature, and negritude. Works will include poetry, plays, novels, and larger written works, and some films to accompany the readings. The course is not to be construed as a formal survey of literary history, but rather as an introduction to representative works of prose, poetry, and drama from different periods. Students should, however, be aware and will be informed of the cultural context of the works read. They will also acquire the basic concepts and terminology of textual analysis. By learning to identify and interpret the various elements that enter into the composition of a literary text and to perceive their relationships, students acquire a fuller understanding and appreciation of the art and significance of literature. 	

<ul style="list-style-type: none"> The content of this course is modeled off of the past AP French literature class established by the college board. This course is intended for more advanced French learners and would be taken by those who have completed French 4 or AP French Language and Culture. 	
<p>LANG 202 MANDARIN CHINESE 2</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> The goals of the Mandarin Chinese program are to develop basic skills of reading, writing, speaking, and listening comprehension, and to expose students to Chinese culture. Students enrolled in Mandarin Chinese 2 will spend time focusing on vocabulary and syntax building. Each successive course builds on the work done in previous years, leading to linguistic and cultural proficiency in the high novice level course. 	
<p>LANG 302 MANDARIN CHINESE 3</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> The goals of the Mandarin Chinese program are to develop skills of reading, writing, speaking, and listening comprehension, and to develop students' understanding of Chinese culture. Students enrolled in Mandarin Chinese 3 will spend time focusing on daily conversation topics. Each successive course builds on the work done in previous years, leading to linguistic and cultural proficiency in the low intermediate level course. 	
<p>LANG 402 MANDARIN CHINESE 4</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> The goals of the Mandarin Chinese program are to develop skills of reading, writing, speaking, and listening comprehension, and to develop students' understanding of Chinese culture. Students enrolled in Mandarin Chinese 4 will spend time focusing on daily conversation topics. Each successive course builds on the work done in previous years, leading to linguistic and cultural proficiency in the medium intermediate level course. Seniors (only) have the option of taking Mandarin 4 as a first-semester course or as a full-year course. 	
<p>LANG 552 HONORS MANDARIN CHINESE 5</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> Mandarin Chinese 5 is an honors-level course. The goals of the Mandarin Chinese program are to develop skills of reading, writing, speaking, and listening comprehension, and to develop students' understanding of Chinese culture. Students enrolled in Mandarin Chinese 5 will spend time focusing on writing and speaking fluency in deeper and more complicated topics. Successfully completing this course will help students prepare for higher level Chinese courses in college. 	

<p>LANG 103 SPANISH 1</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> The aim of the first two years of Spanish is to help students achieve a mastery of basic written and spoken language, and to introduce Spanish and Hispanic history and culture. The Spanish 1 and Spanish 2 courses stress vocabulary, grammar, syntax, and pronunciation. Students and teachers use internet sources alongside the textbook to engage with real-life situations, current events and to look at the cultural differences and similarities between what we study and the students' own experiences. 	<p>Teachers will help you purchase the correct textbook and VHL access codes on the first day of class.</p>
<p>LANG 203 SPANISH 2</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> The aim of the first two years of Spanish is to help students achieve a mastery of basic written and spoken language, and to introduce Spanish and Hispanic history and culture. The Spanish 1 and Spanish 2 courses stress vocabulary, grammar, syntax, and pronunciation. Students and teachers use internet sources alongside the textbook to engage with real-life situations, current events and to look at the cultural differences and similarities between what we study and the students' own experiences. 	<p>Teachers will help you purchase the correct textbook and VHL access codes on the first day of class.</p>
<p>LANG 303 SPANISH 3</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> In the third and fourth years, students continue to expand their working vocabularies and grammatical understanding, and focus on writing and speaking with fluidity and idiomatic language. Students will study not only literary selections in Spanish, but will also use current events, pop culture, art and historical events to practice the language and increase their cultural understanding of the many Spanish-speaking regions of the world. These courses are conducted almost exclusively in Spanish. 	<p>Teachers will help you purchase the correct textbook and VHL access codes on the first day of class.</p>
<p>LANG 403 SPANISH 4</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> In the third and fourth years, students continue to expand their working vocabularies and grammatical understanding, and focus on writing and speaking with fluidity and idiomatic language. Students will study not only literary selections in Spanish, but will also use current events, pop culture, art and historical events to practice the language and increase their cultural understanding of the many Spanish-speaking regions of the world. These courses are conducted almost exclusively in Spanish. Seniors (only) have the option of taking French 4 as a first-semester course or as a full-year course. 	<p>5th Edition</p>  <p>With loose leaf text: 978-1-54337-433-9 OR Without textbook: 978-1-54336-816-1</p>

<p>LANG 503 AP SPANISH LANGUAGE*</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> The AP Spanish Language and Culture course emphasizes continued language acquisition, communication skills, and cultural knowledge and understanding. The course will be conducted exclusively in Spanish, and students will practice on a daily basis their interpersonal, interpretive and presentational modes of communication and expression. The course organizes the study of literature, current events, and cultural topics under the umbrella of the six College Board designated themes: Science and Technology, Contemporary Life, Global Challenges, Aesthetics and Beauty, Family and Communities, and Private and Public Identities. Students are required to take the AP exam in May. 	<p>3rd Edition</p>  <p>978-1-54339-500-6</p>
<p>LANG 603 AP SPANISH LITERATURE*</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> The AP Spanish Literature and Culture course is a survey of Spanish and Hispanic literary works ranging from the 13th century to the 21st century. Students read and analyze poetry, prose, essays and theater pieces from several time periods, including such notable works as Cervantes' El ingenioso hidalgo don Quijote de la Mancha (excerpts), Lorca's La casa de Bernarda Alba, and poetry by Sor Juana Ines de la Cruz. Students refine their analytical writing skills through comparative essays and shorter, interpretive pieces. Much of the class time is spent discussing the readings; students thus hone their speaking skills as well. The class is conducted exclusively in Spanish. Students are required to take the AP exam in May. 	 <p><i>If you purchase a used textbook, make sure there is no writing in it.</i></p>

Art Department - Performing Arts

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

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

PERFORMING ARTS: Offerings & Progression			
	Introductory Courses (9-12)	Intermediate Courses (10-12 with prerequisites OR approval)	Advanced Courses (10-12 with prerequisites)
Theater / Dance Courses	• Introduction to Acting	➔ • Acting & Scene Study	• Playwriting (x-listed in English; may be taken without other acting courses)
	• Introduction to Theater		
	• Creative Movement		
Music Courses	• Music Ensemble 1	➔ • Music Ensemble 2	➔ • Music Ensemble 3
	• Vocal Performance 1	➔ • Vocal Performance 2	➔ • Vocal Performance 3
	• Guitar 1	➔ • Guitar 2 • Music Production	➔ • Advanced Music Ensemble

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

ART 101, 201 & 301 VOCAL ENSEMBLE	TEXTBOOK(S)
<ul style="list-style-type: none"> Vocal Ensemble will work on a variety of pieces written for mixed voice group singing, with the opportunity for solo and group work. The aim of each semester will be to expose students to the extensive world of vocal performance. Student performance opportunities include: chapel, assembly, open mic and winter and spring concerts. 	<i>Coming soon.</i>

ART 102, 202 & 302 MUSIC ENSEMBLE	TEXTBOOK(S)
<ul style="list-style-type: none"> • Open to students with some experience playing an instrument. May need teacher approval. • Students will play a variety of genres of music based on the abilities and instruments provided in the group as it varies year to year. The aim of each semester will be to expose students to a breadth of music, work on playing as an ensemble, solo/improvisation work, basic music comprehension and performing. 	<p><i>No textbook required.</i></p>
ART 103 GUITAR 1	TEXTBOOK
<ul style="list-style-type: none"> • Guitar 1 is a class for students who want to learn to play the guitar or further develop their guitar skills. The Guitar 1 curriculum provides a framework for students to learn a wide range of musical genres and styles while learning or mastering the fundamentals of playing the guitar. The course was developed primarily with beginners in mind, but whether you are new to the guitar or have been playing for years, all are welcome. During this semester-long course, students will learn and reinforce proper playing techniques, how to read traditional notation, how to play songs both in small and larger group contexts, music theory, improvisation, as well as major scales, minor scales, pentatonic scales and blues scales. Ultimately the key to improvement on a musical instrument is through one's dedication to daily practice. Although each student in the class usually has different levels of musical experience, with hard work and practice both in and outside of class, everyone in this class should see considerable musical growth throughout the semester. Guitar 1 is a fun and challenging class that introduces students to the joy of playing the guitar. 	<p><i>No textbook required.</i></p>
ART 104 INTRO TO ACTING	TEXTBOOK
<ul style="list-style-type: none"> • This semester-length course covers the foundations of acting: action, objective, emotions, motivation, movement, and voice. Through coursework focused on the history of drama and influential acting teachers and their methods, students will understand the context of this craft. Students will also develop essential skills such as focus, imagination, attention, observation, memorization, teamwork, and problem-solving through exercises, activities, and scene work. This course serves to strengthen students' skills and confidence on stage. 	<p><i>No textbook required.</i></p>
ART 105 INTRO TO THEATER	TEXTBOOK
<ul style="list-style-type: none"> • This introductory study of theater as an art form explores how a dramatic text transforms into a stage production. From audition to performance, this course takes the student through the creative process of staging a play. Depending on the season, the students serve as the production staff for the school play and are responsible for the significant aspects of the show. After participating in auditions, the students also build and design sets, costumes, and playbills. The students also study the fundamentals of acting, musical theater, and storytelling during the course. 	<p><i>No textbook required.</i></p>

ART 203 GUITAR 2	TEXTBOOK
<ul style="list-style-type: none"> Building on the foundation built in Guitar 1, Guitar 2 offers an elevated and more advanced experience in learning to play the guitar. Moving beyond the open position, students will explore playing scales in multiple positions on the guitar neck, reading in 2nd and 5th position on the guitar, learning the Minor Pentatonic Scale comprehensively all over the neck, as well as explore more sophisticated chords, barre chords, and wide use of a capo. Students will also explore classical style fingerstyle guitar, jazz styles, blues guitar, rock guitar, and self-expression through improvisation on the guitar. Students will also engage in self-directed independent projects which allows each student to explore their own specific musical interest under the mentorship of the instructor. This class will also focus on various forms of music making from solo to large ensemble pieces. Guitar 2 provides students with an exciting opportunity to continue their guitar studies at Holderness, while taking their playing to new levels of musical and instrumental artistry. 	<p><i>No textbook required.</i></p>
ART 204 CREATIVE MOVEMENT	TEXTBOOK(S)
<ul style="list-style-type: none"> Creative Movement is an active performance-based course that enhances overall fitness, movement range, and creativity. Techniques and skills are at levels appropriate to each student's dance experience. Students learn the four core elements of dance: basic dance steps, combinations, theories & contexts, and performance through daily class warm-ups, exercises, practice, and individual and group work. The emphasis is on fusing physical techniques and creative collaboration with social, cultural, and historical contexts. Classes include flow-through warm-ups designed to highlight strength and flexibility, movement across the floor ranging from basic locomotor to choreographed phrases, and exercises to develop motor learning by exploring the elements of movement - space, time, force, and shape. Students will develop an individual movement language. This course is for students and athletes alike. Through Creative Movement, they will understand the importance of using a variety of muscles and body parts, improving their overall athleticism, creativity, and flexibility on and off the field. 	<p><i>Coming soon.</i></p>
ART 303 MUSIC PRODUCTION	TEXTBOOK
<ul style="list-style-type: none"> This course is an introduction to music performance, composition, and appreciation. Students will be introduced to the work of prominent experimental musicians and explore their creative methods. Fundamental musical concepts will be explored including: perceptions of time, harmony, melody as spoken language, naturally occurring and man made music (ambient music vs. popular song forms), etc. Concepts will be incorporated during lab style creative projects, where discoveries are documented and shared as part of the peer learning process. Improvisation and various styles of notation are part of experiencing musical concepts. This is an ideal environment to begin creating music or continue a musical practice. 	<p><i>Textbooks will be assigned in class.</i></p>

ART 304 ACTING & SCENE STUDY	TEXTBOOK(S)
<ul style="list-style-type: none"> ● Acting experience either in the productions or Intro to Acting course required. Special exceptions may be requested from the teacher. ● Acting & Scene Study is a semester-long elective designed to allow students to create advanced work in acting. Students acquire and develop advanced skills for acting while increasing their comfort level with performing on stage. Through monologues, scene work, and exercises, students will examine an actor's techniques to develop a character. Activities include movement, sense memory, personalization, objective, beat work, and text analysis. This course will also provide opportunities to analyze, critique, and construct meanings from informal and formal theater, video, and film. 	<p><i>Coming soon.</i></p>
ART 402 ADVANCED MUSIC ENSEMBLE	TEXTBOOK(S)
<ul style="list-style-type: none"> ● Prerequisite Vocal Ensemble 3 or Music Ensemble 3 ● The Performance Ensemble is a collective of advanced instrumentalists and vocalists focused on performing and recording the music of living artists. Projects include off campus performances and collaborations with professionals, as well as regular features at school events. Students are encouraged to develop original work and share it with the ensemble during monthly studio classes. This is a supportive and challenging course ideal for students interested in continuing their musical growth beyond high school. 	<p><i>Coming soon.</i></p>
ENG/ART 417 ADVANCED ENGLISH SEMINAR: PLAYWRITING	TEXTBOOK
<ul style="list-style-type: none"> ● This advanced semester-long elective provides students an opportunity to create work in playwriting and dramatic works. Students will acquire and develop skills for dramatic writing while increasing their comfort level with storytelling created for the stage. Through the writing of monologues, scenes, and short plays, students will examine the techniques a playwright uses to develop a story through plot and character. In this course, instruction will focus on the craft basics: structure, plot, character, conflict, setting, dialogue, and formatting. Students will also analyze and critique existing plays through readings and viewings to gain context and understanding. Playwrights and their works will include August Wilson, Lynn Nottage, Yasmina Reza, Tarell Alvin McCraney, and Martin McDonagh. ● Playwriting is an upper-level semester course and is cross-listed in the Arts and English departments. 	<p><i>Exact texts will be determined by the teacher with plenty of time to purchase them in advance.</i></p>

Art Department - Visual Arts

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

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

VISUAL ARTS: Offerings & Progression					
	Introductory Courses (9-12)		Intermediate Courses (10-12 with prerequisites OR approval)		Advanced Courses (10-12 with prerequisites)
Studio / Design Courses	• Studio Practices 1	➔	• Studio Practices 2	➔	• Studio Practices 3
	• Experiprint				
	• Fabric & Fiber in 2D & 3D				
	• 3D Foundations	➔	• Ceramics 2	➔	• Ceramics 3
Photo / Film Courses	• Photography 1	➔	• Photography 2	➔	• Photography 3
	• Filmmaking 1	➔	• Filmmaking 2	➔	• Filmmaking 3
	• 2D Digital Design				

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

ART 106 STUDIO PRACTICES 1	TEXTBOOK
<ul style="list-style-type: none"> Student artists in the Studio Practices course will experiment with a variety of media to create visual art. The elements of art (line, shape, space, color, value, texture, and form) are applied in two-dimensional drawing, painting and design lessons. Students will begin to apply the principles of design, (rhythm/ movement, balance, proportion/ scale, variety/ unity, emphasis, contrast and repetition) in their art expression. The development and application of artistic techniques and skills are emphasized. 	<p><i>No textbook required.</i></p>

<ul style="list-style-type: none"> Students will express their ideas by using art as a form of communication and will develop the confidence and ability to evaluate and discuss their own work and the work of others. As students work toward an appreciation and understanding of art, they will relate visual arts to various historical and cultural traditions. Students will learn to respect their own ideas and artistic expressions and those of others as they analyze and evaluate works of art. 	
<p>ART 107 2D DIGITAL DESIGN</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> This course places an emphasis on graphic communication. Students will develop their creative process through brainstorming and sketching, explore design principles and elements, and practice digital image manipulation. Assignments include: personal branding, logo, business card & letterhead design. Depending on student interest, potential projects include infographic, package, sticker, poster, album, and t-shirt design. The goals of this course are for students to develop their creative process, learn and practice the foundations of design, discover how design permeates other areas of study, and explore potential career paths. 	<p><i>No textbook required.</i></p>
<p>ART 108 3D FOUNDATIONS</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> Student artists in the 3D Foundations course will experiment with a variety of media to create visual art during this semester long course. The elements of art (line, shape, form, space, color, value, and texture) are applied in two and three-dimensional design lessons. Students will apply the principles of design, (movement, balance, proportion/ scale, variety, unity, emphasis, contrast, figure/ground relationships and rhythm/ repetition) with their artistic expression. The development and application of artistic techniques and skills are emphasized. Students will express their ideas by using art as a form of communication. A wide range of mediums are used in this course including, but not limited to pencils, paper, cardboard, wire, clay, found materials and mixed media. Students will develop the confidence and ability to evaluate and discuss their own work and the work of others. As students work toward an appreciation and understanding of art, they will relate visual arts to various historical and cultural traditions. Students will learn to respect their own ideas and artistic expressions and those of others as they analyze and evaluate works of art. Students will develop ePortfolios that will be assessed after each lesson and at the end of the semester. 	<p><i>No textbook required.</i></p>
<p>ART 109 PHOTOGRAPHY 1</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> Photography 1 will establish a solid photographic foundation in a hands-on teaching environment by introducing students to the magic and craft of digital photography. Students will learn basic photographic techniques using professional digital cameras in manual exposure mode. Students will work individually as well as collaboratively in groups while discussing the photographic merits of particular places and shooting at different times of day. 	<p><i>Media Literacy Required Reading: Students will be required to regularly read one of several mainstream news outlets, such as</i></p>

<ul style="list-style-type: none"> • Students will learn how to see and recognize the quality of light, color and tone when making photographs as well as how to compose an image, and how to capture a photographic moment. They will also be introduced to studio lighting, Adobe Photoshop, and the process of printing professional quality photographs. • Students will also experience the analog traditional darkroom and make their own pin-hole cameras. In short, students will learn diverse photographic techniques with an emphasis on how to see and create meaningful and powerful photographs. 	<p><i>the New York Times or the Wall Street Journal for class discussions about news and culture.</i></p>
<p>ART 110 FILMMAKING I</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> • Students will be introduced to the technical and fundamental skills needed to create short films using digital video cameras and Adobe Premiere Pro. They will study conceptual aspects of narrative storytelling in documentary and fiction. The class will emphasize creativity, personal vision and collaboration. We will view many films and scenes from various genres as creative examples for both technique and inspiration. Students will be challenged to consider the images and videos we make and view in order to improve visual literacy in the fast-paced visual culture we live in. The course will involve hands-on training while working towards a final project. 	<p><i>No textbook required.</i></p>
<p>ART 111 EXPERIPRINT: TRANSFERRING IMAGERY</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> • This semester-long course introduces students to the elements and principles of two-dimensional art while learning five different printmaking techniques: relief, etching, monotype, silkscreen, and cyanotype. Some of these techniques are used to create multiples, and some produce unique works. All of the printmaking techniques involve practicing a process, some of which produce more immediate results than others. Understanding processes is a transferable skill that allows students the chance to think and plan ahead to get to a desired result. Students will be encouraged to experiment with all techniques, while learning to carve into lino-cut to create multicolored prints, etch into plastic sheets using an etching tool, develop numerous monotype techniques, screen-print onto fabric and clothing, and use the sun to develop cyan onto various substrates. 	<p><i>Coming soon.</i></p>
<p>ART 112 FABRIC & FIBERS IN 2D & 3D</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> • This semester-long course will introduce students to two-dimensional and three-dimensional forms, using fabric and handmade paper. Students will learn how to sew by hand, operate a sewing machine, as well as how to make paper from recycled pulp. Projects will include functional (think handbags, simple clothing, and books) as well as sculptural works. Students will learn how to follow a sewing pattern, and improvise based on their own ideas. Embellishments using embroidery, beads and more will be explored. Experimentation with recycled material will be encouraged. 	<p><i>Coming soon.</i></p>

ART 206 STUDIO PRACTICES 2	TEXTBOOK
<ul style="list-style-type: none"> ● This advanced course is a study of the principles and elements of art using a variety of studio media to explore compositional possibilities on a two-dimensional surface or three-dimensional space. The elements of design are like a palette of possibilities that artists use to express themselves. The principles of design help guide artists in making decisions about how to organize the elements on a picture plane or in physical space in order to communicate content. In order to think critically about visual design, this course will begin with a practical approach to solving visual problems while introducing the vocabulary of visual terms and visual analysis. ● Through structured studio experiences, students in intermediate studio courses will learn the intrinsic qualities of various media and develop an understanding of compositional strategies, technical skills and design processes. The importance of good craftsmanship and a professional approach to studio practices will be emphasized along with the experimental and imaginative manipulation of form and content. Increasing emphasis will be placed on subjectivity, content and conceptual development in student work. ● Students will develop digital portfolios that will be assessed after each lesson and at the end of the semester with the guidance of specific grading rubrics and group critiques. 	<p><i>No textbook required.</i></p>
ART 208 CERAMICS 2	TEXTBOOK
<ul style="list-style-type: none"> ● This semester-long course builds on skills and ideas learned in 3D Foundations. Ceramics 2 focuses on the technique of wheel-throwing to create functional and sculptural clay forms. Students will gain familiarity with the tools and equipment used in throwing clay while increasing their technical proficiency, exploring a diversity of forms, and employing a variety of glazing techniques. Students learn terms and definitions in order to become more familiar with the technical aspects of ceramics. ● Through structured studio experiences, students in advanced ceramics courses will learn the intrinsic qualities of clay and develop an understanding of compositional strategies, technical skills and design processes. The importance of good craftsmanship and a professional approach to studio practices will be emphasized along with the experimental and imaginative manipulation of form and content. Increasing emphasis will be placed on subjectivity, content and conceptual development in student work. ● Students will develop digital portfolios that will be assessed after each lesson and at the end of the semester with the guidance of specific grading rubrics and group critiques. 	<p><i>Learning resources to be provided in class.</i></p>
ART 209 PHOTOGRAPHY 2	TEXTBOOK
<ul style="list-style-type: none"> ● Photography 2 begins where Photography 1 left off. Students will continue using professional digital cameras and learn additional Adobe Photoshop techniques. Emphasis will be placed on further developing talent, artistic expression and documentary communication in a hands-on environment. Students will be exposed to modern and contemporary photography and will study the work of influential photographers. We will often work together 	<p><i>Media Literacy Required Reading: Students will be required to regularly read</i></p>

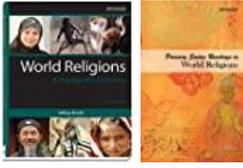
<p>shooting as a group while discussing the photographic merits of particular places, quality of light and shooting at different times of day. Students will also have access to professional lighting equipment they can use in the studio as well as out on location.</p> <ul style="list-style-type: none"> ● Students will also take part in meaningful group critiques of their work and consider standards and ethics in art and documentary practice. The class will have an emphasis on creativity and diverse interpretation of assignments as well as a personal project of the students' choosing. ● The class will also look at photography that illustrates diverse cultures at home and abroad as well as photography that takes an activist approach. Students will learn how to present photographs in murals, print portfolios, on the web and mounted on a wall. 	<p><i>one of several mainstream news outlets, such as the New York Times or the Wall Street Journal for class discussions about news and culture.</i></p>
<p>ART 210 FILMMAKING 2</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> ● Students will continue their filmmaking education with an emphasis on narrative storytelling and self-expression in documentary and fiction. Students will work to develop their personal vision in a hands-on creative environment individually as well as collaboratively in groups. Craft and creating compelling films with emotional impact are of principal importance in this class. Students will shoot with professional grade DSLR cameras and audio equipment as they fulfill creative, enjoyable and gratifying assignments while working towards a final project. Students enrolled in this course will gain more experience with writing screenplays and creating storyboards for film projects. We will also view films and regularly have constructive group discussions and critiques. Filmmaking 1, or equivalent, is required to sign-up for this course. ● During the course each student will be taught: <ul style="list-style-type: none"> · How to tell an impactful and emotive story · Expand their knowledge of composition and lighting · To develop editing techniques in Adobe Premier Pro 	<p><i>No textbook required.</i></p>
<p>ART 306 STUDIO PRACTICES 3</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> ● This advanced course is a study of the principles and elements of art using a variety of studio media to explore compositional possibilities on a two-dimensional surface or three-dimensional space. The elements of design are like a palette of possibilities that artists use to express themselves. The principles of design help guide artists in making decisions about how to organize the elements on a picture plane or in physical space in order to communicate content. In order to think critically about visual design, this course will begin with a practical approach to solving visual problems while introducing the vocabulary of visual terms and visual analysis. ● Through structured studio experiences, students in intermediate studio courses will learn the intrinsic qualities of various media and develop an understanding of compositional strategies, technical skills and design processes. The importance of good craftsmanship and a professional approach to studio practices will be emphasized along with the experimental and imaginative manipulation of form and content. Increasing emphasis will be placed on subjectivity, content and conceptual development in student work. 	<p><i>No textbook required.</i></p>

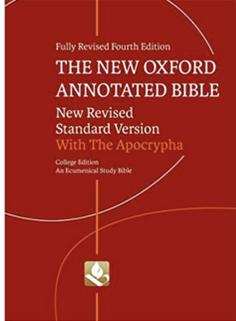
<ul style="list-style-type: none"> Students will develop digital portfolios that will be assessed after each lesson and at the end of the semester with the guidance of specific grading rubrics and group critiques. 	
<p>ART 308 CERAMICS 3</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> Ceramics 3 allows students to build on skills and ideas learned in 3D Foundations and Ceramics 2. Assignments are tailored to each student, focusing on individual interests, while experimenting with conceptual ideas, and techniques in building and glazing work. Through structured studio experiences, students in advanced ceramics courses will learn the intrinsic qualities of clay and develop an understanding of compositional strategies, technical skills and design processes. The importance of good craftsmanship and a professional approach to studio practices will be emphasized along with the experimental and imaginative manipulation of form and content. Increasing emphasis will be placed on subjectivity, content and conceptual development in student work. Students will develop digital portfolios that will be assessed after each lesson and at the end of the semester with the guidance of specific grading rubrics and group critiques. 	<p><i>Learning resources to be provided in class.</i></p>
<p>ART 309 PHOTOGRAPHY 3</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> Photography 3 is for advanced photographers who wish to immerse themselves further into photographic practice. The curriculum is geared towards a student's interest: whether it be abstraction, portraiture, documentary, landscape, digital or traditional film and darkroom techniques. Emphasis is placed on creating personal work and spending time deeply involved in longer-term projects using photography to create a series of images that work together. Students will regularly view classic and contemporary photography and take part in group discussions and critiques. They will be required to present their long-term project(s) in either book form, murals, alternative techniques, print portfolio, on the web or mounted on a wall. 	
<p>ART 310 FILMMAKING 3</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> This course is designed for more advanced filmmakers who wish to immerse themselves further in the medium of film and cinema. The curriculum is geared towards students' interest; whether it be narrative fiction or documentary. Strong emphasis is placed on creating personal work, exploration of a theme and spending time deeply involved in a long-term film project in an experiential learning environment. Students will regularly share their work as it is in progress, view films and film scenes and be expected to participate in group discussions and critiques. They will be required to present their long-term film project(s) at the end of the semester. 	<p><i>No textbook required.</i></p>

Theology & Religious Studies Department

The Holderness Theology & Religious Studies Department promotes a pedagogical partnership between a student's academic learning and personal reflection in the pursuit of meaningful engagement with religious traditions. In addition to the historical and critical examination of material from primary and secondary sources in religious studies, all coursework also contains a self-reflective component designed to cultivate thinking on spiritual themes. Topics relate to spiritual dimensions of life that are often universal to human experience. This provides an opportunity for students to explore and develop themselves spiritually, even as they grow intellectually in their understanding of major religious traditions. Students are required to take one course in the Theology & Religious Studies Department in order to graduate.

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

<p>THEO 201 WORLD RELIGIONS</p>	<p>TEXTBOOKS</p>
<ul style="list-style-type: none"> The one-semester World Religions course cultivates students' cultural and analytical reasoning, expands their capacities for empathy and creative imagination, develops their reflective and moral sensibilities, and builds foundational knowledge of Judaism, Christianity, Islam, Hinduism, and Buddhism. 	
<p>HIST/THEO 207 US HISTORY 2: HISTORY OF CHRISTIANITY IN AMERICA</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> This dual credit History and Theology course takes a deep dive into the evolution of the Christian faith since its arrival on American soil. The course will examine how Christian theology and social movements have reciprocally impacted each other and how this has shaped American identity, values, and culture. We will look at major events such as: colonization, The Great Awakening, Slavery and the Civil War, the Great Revival, the ordinations of women, the emergence of the black church, and The Civil Rights Movement. Throughout the semester students will engage in a variety of primary sources and learn how to extract theological claims and arguments. Students will also have an opportunity to research a topic of their own choosing, exploring the religious landscape throughout American history not limited to the Christian faith. The class will culminate with a look into modern American Christian culture and theology, and its challenges and opportunities. While the class is focused on the history of the Christian faith, students only need a sense of intellectual curiosity and a commitment to learning in order to do well and develop valuable skills. 	<p><i>Coming soon.</i></p>

<p>ENG/THEO 403 ADVANCED ENGLISH SEMINAR: THE BIBLE AS LITERATURE</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> • Is there a Bible on your shelf somewhere but you’ve never really read it? Did you know the Bible is more of a library than a book? Are the readings in chapel a total mystery to you? Have you ever encountered a biblical reference in another book and wished you knew more? Are you or a loved one named after a figure in the Bible but know little about the namesake? Do you wish to call yourself well read? These are just some of the questions that might lead you to consider taking this course. In <i>The Bible as Literature</i>, we will consider the ways the Bible animates historical and contemporary political rhetoric, and how it serves as an example of graceful and dramatic writing and storytelling, the influence of which is felt in ways we often take for granted. • <i>The Bible as Literature</i> is an upper-level semester course which provides an additional choice for students seeking to satisfy the graduation requirement in Theology & Religious Studies. Cross-listed in the Theology and English departments. 	
<p>ENG/THEO 413 ADVANCED ENGLISH SEMINAR: THE SPIRITUAL MEMOIR</p>	<p>TEXTBOOK</p>
<ul style="list-style-type: none"> • The <i>Spiritual Memoir</i> class will examine how people have processed topics related to faith and spirituality through the art of memoir. The class will read a variety of best-selling memoirists, such as Anne Lamott, C.S. Lewis, Simone Weil, Brian McClaren, Shauna Niequist, and Kate Braestrup, and consider how they processed the experiences of leaving or finding their faith community, traumatic events, or just everyday life. We will look at how their faith or spirituality helped them – or didn’t help them – through these experiences and how their concept of God changed as they did. Students will also personally engage with the authors’ central questions: Who/what/where is God? How do we make sense of unthinkable tragedy? What does it mean to live a “good life”? Who am I and where do I belong? This dual credit English and Theology course offers students the opportunity to not only read compelling literature, but also to wrestle with questions about the divine and reflect on their own life through practicing some memoir writing of their own. • The <i>Spiritual Memoir</i> is an upper-level semester course which provides an additional choice for students seeking to satisfy the graduation requirement in Theology & Religious Studies. Cross-listed in the Theology and English departments. 	<p><i>Exact texts will be determined by the teacher with plenty of time to purchase them in advance.</i></p>

Human Development

HEALTH 201 HUMAN DEVELOPMENT	TEXTBOOKS
<ul style="list-style-type: none"> Human Development is a quarter-long course covering topics such as human sexuality, reproductive anatomy, gender roles and identity, sexual orientation, birth control, and teen pregnancy. In addition to the human sexuality component, the course discusses the dangers of drug and alcohol use. Human Development is a pass/fail course. 	<p><i>No textbook required.</i></p>

Capstone

CAPSTONE 501 CAPSTONE	TEXTBOOK
<ul style="list-style-type: none"> Capstone is an experiential educational opportunity designed to provide seniors with the platform to develop their intellectual curiosity while researching and delving into the exploration of a topic of their choosing. While the essential question they create is central, it is the educational journey the students take to address that question which is most important. Included in that experience are the following components of Capstone: <ul style="list-style-type: none"> Researching and annotating Communicating with mentors Interviewing experts Writing a literature review Planning and completing a March Experience Presenting to the community 	<p><i>No textbook required.</i></p>

ADVANCED PLACEMENT PROGRAM

Introduction

Holderness School offers Advanced Placement courses in each discipline to students prepared for the rigor of these courses. These courses are more time-consuming than other courses because their content and pace resembles that of a college-level course. Advanced Placement courses demand a high level of independent work on the part of the student and a commitment to more than an hour of homework time each night. Therefore, only students who are extremely well prepared, possess an unusual level of self-discipline, and are intensely interested in the subject matter should consider taking an Advanced Placement course.

All Advanced Placement students are required to take their Advanced Placement exam(s) when they are given in May. The exams are graded on a scale of 1 through 5, 5 being the highest. Many colleges accept scores of 3, 4 or 5 either for course credit or for placement; policies for placement and credit are determined independently by each college. The fee of approximately \$100.00 per exam is high, but much less than a semester credit college course. Your student's account will be charged \$40 at the time of signing up in case of cancellation. The remaining amount will be charged after the exams.

The end of year exam, offered by the College Board, is a requirement for all courses bearing the "AP" designation. Failing to take the test will result in loss of the "AP" designation from your course transcript. For seniors in their spring term, loss of designation may require notifying your college of the change in courses (from AP to a non-AP course), which may trigger a reevaluation of your acceptance to that school.

Some students may qualify for several Advanced Placement courses. In constructing appropriately balanced schedules, however, Holderness usually limits a student to no more than three AP courses in any given year. In our experience, such a schedule permits a student to maintain quality performance in all areas. Students should know that the listing of AP courses on transcripts is impressive only when the student's grades in all courses are also impressive, and that each academic year is filled with other important opportunities in athletics, the arts, and leadership roles.

On the next pages, please find the criteria used in the student selection process for Advanced Placement courses. We hope it will be helpful to you as you decide your entire course schedule for next year.

History - Qualifications for Selection

AP ADVANCED HISTORY OF THE WEST 1 & 2

Prerequisites

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

AP COMPARATIVE GOVERNMENT

Prerequisites

- Open to qualified 11th & 12th grade students
- Completion of at least one AP history course
- Returning students must receive a recommendation from their current history teacher and new students need approval from the history department chair and Academic Dean

AP ECONOMICS

Prerequisites

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

AP US Government and Politics

Prerequisites

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

Math - Qualifications for Selection

AP CALCULUS AB

Prerequisites

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

Application

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

AP CALCULUS BC (Semester)

Prerequisites

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

AP CALCULUS BC (Full-year)

Prerequisites

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

AP COMPUTER SCIENCE A

Prerequisites

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

AP STATISTICS

Prerequisites

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

Science - Qualifications for Selection

AP BIOLOGY

Prerequisites

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

Selection

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

AP ENVIRONMENTAL SCIENCE

Prerequisites

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

Selection

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

AP PHYSICS C

Prerequisites

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

Selection

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

Languages - Qualifications for Selection

AP FRENCH LANGUAGE, AP SPANISH LANGUAGE, OR AP SPANISH LITERATURE

Prerequisites & Application

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

Selection

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

English - Qualifications for Selection

AP ENGLISH LANGUAGE & COMPOSITION

Prerequisites and Application

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

Selection

- The department will review applications and accept qualified applicants.

AP ENGLISH LITERATURE & COMPOSITION

Prerequisites and Application

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

Selection

- The department will review applications and accept qualified applicants.