



Curriculum

Guide

A GUIDE TO ACADEMIC EXPLORATION, DISCOVERY, AND OPPORTUNITY

WELCOME TO A NEW ACADEMIC YEAR AT NEW HAMPTON SCHOOL!

Whether you're returning or joining us for the first time, I'm thrilled to welcome you to a vibrant community of learners. As the Academic Dean, it is my honor to support each student's growth both in and out of the classroom.

At New Hampton, we believe in educating the whole student. With the support of a dedicated faculty and the beauty of our Lakes Region campus, you'll be encouraged to explore, challenge yourself, and pursue what inspires you.

The following pages outline the academic program that will shape your year ahead. I encourage you to take full advantage of every opportunity—your voice, your passions, and your curiosity are what make this community thrive.

Here's to a meaningful year of learning and discovery. I look forward to being part of your journey.

Warmly,



Matt Cahoon
Academic Dean

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AT NEW HAMPTON SCHOOL, LEARNING IS PERSONAL.

We challenge students to engage in their education through personalized learning that reflects their strengths, interests, and goals. The curriculum blends a strong foundation in essential disciplines with the flexibility to explore personal passions and try new things. With a wide range of courses and learning pathways—including the International Baccalaureate Diploma Programme and the opportunity to pursue a Diploma of Distinction in a specific area—students can build schedules that balance challenge, curiosity, and purpose.

For those who benefit from added structure and guidance, the Academic Support Program is built into the school day, making it easy for students to get the support they need without missing out on other aspects of school life. This integrated approach helps ensure that learning feels both personal and accessible.

In small, discussion-based classes, students and teachers work together closely—asking questions, testing ideas, and building the habits of mind that lead to deeper understanding. Whether pursuing advanced coursework or discovering new interests, students are supported by faculty who know them well and care about their growth—in and beyond the classroom.

At New Hampton, academics are woven into a broader commitment to whole-person growth. Students are immersed in a community that values curiosity, character, and connection. Faculty serve not just as teachers, but as mentors, coaches, and dorm parents—guiding students as they navigate intellectual challenges and life beyond the classroom. In this environment, students grow into confident, thoughtful individuals ready to lead with purpose and compassion.

Universal Skills

AT NEW HAMPTON SCHOOL

The New Hampton School academic program incorporates teaching Universal Skills in each classroom. The Universal Skills listed below are deemed essential skills that contribute to a student's success and align with the school's mission of cultivating global citizens who better understand the lives and challenges for the global community and build a better and more sustainable future for all. Universal Skills are deliberately taught and assessed in all classes.

COLLABORATOR

A collaborator makes personal connections, listens to others, works well as a member of a team and can support and guide others.

COMMUNICATOR

A communicator listens and conveys themselves clearly, effectively, and respectfully through verbal, non-verbal, and written forms while seeking to understand the thoughts and perspectives of others.

CRITICAL THINKER

A critical thinker asks questions, applies research and data collection skills, analyzes, and reflects on processes and solutions to reach informed conclusions and decisions.

INNOVATOR

An innovator takes risks that are informed by previous knowledge and skills to create new ideas, solutions, and applications for positive change. They think independently and beyond existing conventions, equipment, and protocols.

PROBLEM SOLVER

A problem solver develops competence with tools and applies design and thinking skills to reflect critically and creatively. They persevere to overcome obstacles with reason and integrity.

SELF-ADVOCATE

A self-advocate reflects upon their strengths and weaknesses to identify their individual needs. They take initiative to access and to utilize the available resources, to ask for help, and to develop skills in time management, prioritization, and self-care.

GLOBAL CITIZEN

A global citizen transcends one's individual identity to better understand the lives and challenges of the global community and build a better and more sustainable future for all.

Academic Programs:

Requirements for Graduation

Our academic requirements are designed to provide a balanced foundation for college-bound students while offering the flexibility to explore individual interests. To graduate, students must earn a minimum of 22 credits, including the following core course requirements.

ENGLISH: 4 Credits - Required each semester of enrollment.

HISTORY: 3 Credits - Must include U.S. History or IB History HL1, as well as the equivalent of .5 credits in Civics and completion of the USCIS Civics (History and Government) examination.

SCIENCE: 3.5 Credits - Must include Health, Biology and two additional lab science courses.

WORLD LANGUAGE: 3 Credits - Or completion through Level III.

MATHEMATICS: 3 Credits

ARTS: 1.5 Credits



SAMPLE ACADEMIC SCHEDULES

The following is an example of how a student may organize their programs, allowing flexibility based on level and interest.

9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
Literature and Composition	World Literature and Composition/AP	American Literature and Composition/AP or IB	Contemporary Literature and Composition/AP or IB
Ancient World History	Modern World History	U.S. History/IB/ Government in America	History Elective/IB
Integrated Math I	Integrated II/ Honors Algebra II	Integrated III/ Pre-Calculus/IB	Statistics/Finite/ Calculus/IB
Biology	Chemistry	Honors Physics/IB	Earth Science/IB
World Language I	World Language II	World Language III	World Language IV
Art/Health	Art/Health	Art	Art
9th Grade Seminar			

Academic Programs



Academic Support Program

OPPORTUNITIES FOR DIVERSE LEARNERS

The Academic Support Program provides opportunities for New Hampton School's diverse learners to engage in purposeful self-exploration of their unique learning styles and to take healthy risks in the context of academic growth and achievement. Through teaching and modeling of academic strategies and self-advocacy skills, we prepare students for life-long learning.

In addition to offering the courses listed below, the Academic Support Program oversees the provision of classroom accommodations for students with documented learning differences.

Course listings are for the full academic school year.

INDIVIDUAL ACADEMIC SUPPORT TUTORIAL

AS100 - AS500

This course provides individualized academic strategy instruction and support, using students' current course content and assignments as the foundation for teaching and practicing effective academic strategies. Areas of focus include reading for content mastery, using the writing process, note-taking, test preparation and test-taking skills, organizational strategies, time management, and prioritization.

Individual support is designed to meet students where they are, with increasing levels of support and challenge. Students begin by identifying three academic goals each term based on an understanding of their learning style. As the course progresses, students work toward greater independence, developing self-advocacy skills and ownership of their learning needs and accommodations.

Students are guided in understanding how their learning profile influences their academic performance and the types of environments and strategies that best support their success. Those with documented learning differences will engage in a review of their learning profile and accommodations, applying this understanding in each of their classes.

For seniors and postgraduates, the course culminates in the completion of the "Passport to Higher Learning," a program that prepares students for advocating for themselves and accessing accommodations in college.

An additional fee is charged for this course.

GROUP ACADEMIC SUPPORT TUTORIAL

AS101 - AS501

This course is designed for students who benefit from support in developing and applying academic strategies within a small group setting (four students per instructor). It serves those who have mastered basic strategies and are ready to apply them more independently.

Students work toward becoming more self-directed learners by setting individual academic goals each term and practicing strategies such as organization, time management, note-taking, and test preparation. Through personalized guidance and peer collaboration, students strengthen their ability to apply these strategies consistently across their coursework.

An additional fee is charged for this course.

SHARED ACADEMIC SUPPORT TUTORIAL

AS102-AS502

This course provides academic support in a small-group setting, with one teacher working closely with two students. Through emphasizing both the introduction of new strategies and the reinforcement of previously learned skills, the course fosters a collaborative environment where students learn from the instructor and each other. Students are encouraged to actively engage in their learning process and build toward greater independence.

An additional fee is charged for this course.



International Baccalaureate Diploma Programme®



The International Baccalaureate (IB) Diploma Programme is designed as an academically challenging and balanced program of education with final examinations that prepare students for success at university and life beyond. The program has gained recognition and respect from the world's leading universities. The IB Diploma Programme:

- Provides a package of education that balances subject breadth and depth and considers the nature of knowledge across disciplines through the unique Theory of Knowledge course.
- Encourages international mindedness in IB students, starting with a foundation in their own language and culture.
- Develops a positive attitude to learning that prepares students for university education.
- Gains a reputation for its rigorous external assessment with published global standards making this qualification welcomed by universities worldwide.
- Emphasizes the development of the whole student—physically, intellectually, emotionally, and ethically.

INTERNATIONAL BACCALAUREATE COURSE PROTOCOLS

The program is normally taught over two years and has gained recognition and respect from the world's leading universities. Students participating in IB courses (either the full diploma or courses) recognize end-of-the-course exams are a mandatory component of the IB Programme. Exams take place during the month of May, on days specified by the IB. Students in IB courses continue with enriching course work following the taking of the content-specific IB exam, but might be exempt from a final New Hampton School exam at the instructor's discretion.

IB exam fees are determined by the type of IB participation—full-diploma candidates are charged an annual fee, while certificate candidates are charged a fee per course. All fees must be paid in full before exams.

DIPLOMA VS. CERTIFICATE

There are two ways students can become involved in the IB Programme at New Hampton School: the full-diploma programme or individual courses.

THE DIPLOMA

The Diploma requires students to study six IB subjects, as well as one semester of Research Methods, and two semesters of Theory of Knowledge.

- Three subjects taken at higher level (HL)
approximately 240 hours
- Three subjects taken at a standard level (SL)
approximately 150 hours

Each subject is graded by the IB on a scale of 1 point (minimum) to 7 points (maximum), and the awarding of a diploma requires candidates to meet defined standards and conditions:

- A minimum of 24 points
- An extended essay (EE): an independent research paper of approximately 4,000-words
- The Theory of Knowledge (TOK) class: an interdisciplinary requirement intended to stimulate critical reflection on knowledge and experience gained outside the classroom
- Creativity, Activity and Service (CAS): component involving compulsory participation

The cost for the IB Diploma Programme includes fees for both the first and second year. These fees will be charged to the student debit account.

THE IB PROGRAMME COURSE CERTIFICATES

A candidate who has elected to take fewer than six subjects may be awarded a certificate/certificates, after the IB assesses the examination(s) for each IB course they complete successfully.

IB Diploma Course fees are charged on a per-course basis and will be billed to the student debit account.



Entrepreneurial Studies Program

The Entrepreneurial Studies Program is an interdisciplinary program that prepares students for their academic and career pursuits by integrating New Hampton School's Universal Skills in authentic real-world experiences. Courses in the program focus on developing skills to develop a student's entrepreneurial mindset. Students learn how to effectively collaborate with classmates, tackle challenges through

innovative problem-solving, and reflect on failure as part of the process of seeing a project from start to finish. With courses spanning nearly all academic departments, students learn that thinking like an entrepreneur is a transferable skill that will serve them well, regardless of whether it's in college or pursuing a passion or career.



ENTREPRENEURIAL STUDIES DIPLOMA WITH DISTINCTION

The Diploma with Distinction in Entrepreneurial Studies aims to cultivate the domains of entrepreneurial mindset: critical thinking, problem solving, flexibility and adaptability, communication and collaboration, initiative and self-reliance, future orientation, opportunity recognition, comfort with risk, and creativity and innovation. Research shows that students with these skills are not only more successful in their academic pursuits, but in their career endeavors as well.

The purpose is to establish a cross-disciplinary program at New Hampton that fosters entrepreneurial thinking tailored to students' interests and strengths. This initiative aims to draw business-minded individuals and entrepreneurial thinkers to the school, distinguishing New Hampton as the sole institution in the Lakes Region offering such a program. Additionally, it seeks to formally recognize students' dedication to entrepreneurship, enhancing their college prospects through differentiation.

TO EARN THE DISTINCTION, STUDENTS MUST:

- Apply and interview for consideration no later than December 31 of their 11th grade year. The application will consist of student interest statement, outlining present and future goals as they relate to entrepreneurial studies.
- Successfully complete 2.5 credits of ES-designated coursework, earning a B or higher, including 1.5 credits from the required courses: Entrepreneurship for Innovators and Changemakers, Human Centered Design, IB Business Management, Principles of Macroeconomics, and Principles of Microeconomics. Students may apply to substitute approved Project Week or co-curricular experiences for up to .5 credits of elective coursework.
- Engage in one summer or semester-long work experience and successfully complete the reflection module, connecting the work experience with the domains of the entrepreneurial mindset.
- Participate in at least one entrepreneurship challenge (internal or external).
- Submit a final portfolio, with course- and experience-based evidence, demonstrating development of the entrepreneurial mindset domains.

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Academic Departments



ACADEMIC VISION & MISSION:

The Academic Program at New Hampton School seeks to ensure that at the foundation of all students' educational experiences exist vibrant and inspiring educators, who thoughtfully select and execute instructional materials, in state-of-the-art facilities.

New Hampton School values learning experiences that are relevant, dynamic, and transformative. The academic program challenges students to engage in a variety of educational experiences, to explore diverse topics, and to learn with intention. Students apply their knowledge and skills in new contexts and connect with real world issues.

Arts

We believe creativity and self-expression are among the most necessary skills humans need to thrive in society. Whether they are exploring a new interest or laying a foundation for future studies in the arts, students in the Visual and Performing Arts Department begin to develop their unique vision and voice as artists. By learning the technical and conceptual skills needed to create and understand art, our students acquire skills that will benefit them both as students and global citizens.

We accomplish this philosophy by:

- Exposing students to passionate working artists who themselves are involved in a creative process.
- Enabling students to live purposefully creative lives.
- Applying learned skills to real-world, authentically assessed situations.
- Creating compelling artwork that is shared with audiences beyond our campus.
- Preparing students for future study in the arts.





DIPLOMA WITH DISTINCTION IN THE ARTS

Students may choose to pursue a Diploma with Distinction in the Arts for a variety of reasons: as passionate artists looking to achieve in the arts at the highest level, to stand out from their peers in the eyes of college admissions officers, or driven by an intrinsic motivation to better themselves as human beings. Regardless of the reasons, the benefits of a robust arts education are innumerable. The arts help students develop the attitudes, characteristics, and intellectual skills required to participate effectively in a global society and economy. The arts teach self-discipline, reinforce self-esteem, and foster the thinking skills, flexibility, and creativity so valued in the workplace. Perhaps more importantly, the arts provide students with the skills necessary to enrich the lives of others.

TO EARN THE DISTINCTION, STUDENTS MUST:

- ▶ Apply, interview, and/or submit portfolio for review by spring of freshman year, or ASAP in subsequent years. Application includes artist statement regarding present and future goals. A student needs a minimum of two years at NHS to be eligible.
- ▶ Identify a faculty mentor who will keep them on pace throughout their experience. The mentor will serve as a supportive advocate who will help guide candidates through completion.
- ▶ Successfully complete a minimum of 2.5 credits of Visual or Performing Arts classes, earning a B or higher, including a minimum of 1 credit at an advanced level.
- ▶ Engage in the arts outside of the classroom, including the completion of 4 seasons of co-curricular art or equivalent experience, such as:
 - **Predesignated arts Project Week.**
 - **Approved independent work (e.g., music lessons, off-campus performance, ceramic courses, internship, summer study, etc.**
- ▶ Contribute to the arts community through an approved leadership role.
- ▶ Maintain a 3.0 GPA or higher
- ▶ Submit to at least 1 state-run awards program.
 - **Scholastic Art Awards for visual artists**
 - **Jazz or Concert Allstate for performing artists**
- ▶ Complete a formative critique with 2 arts faculty of the student's choosing at the end of their junior year and at the end of their fall term, senior year.
- ▶ Submit a Final Portfolio in early April of graduation year including a letter of recommendation from an arts faculty member. This will also include representation in either the Visual or Performing Arts Distinction Showcase.

STUDIO ART COURSES

SKETCHBOOKS ARE REQUIRED FOR ALL STUDIO ART CLASSES

HALF-YEAR COURSES

Half-year courses are offered on a rotating basis to give students the opportunity to study different mediums.

CERAMICS I-V VA100-VA500

Students will learn a wide variety of processes in the ceramic arts. Project work begins with a focus on the elementary techniques of hand building through pinch pots, coiling, and slab construction and progressing to wheel throwing. In the advanced levels, students will build upon the basic skills learned in Ceramics I by exploring concepts and techniques on a deeper and more sophisticated level, producing work that is more personally expressive. Projects will focus on both functional and sculptural ceramics, while drawing on historical and contemporary trends. Students will look at ceramics throughout history, from its early functionality to its modern aesthetics. Students will learn about glaze mixing and application techniques as well as various firing processes.

Additional fee required.

DESIGN FOR COMMUNICATION: GRAPHIC DESIGN I & II VA101 & VA201

Students will learn about the fundamentals of design and the intersection of human creation and digital manipulation. While learning about design elements and principles such as balance, contrast, alignment, line, space, and shape, students will explore the Adobe Suite of programs to create personal, original designs. In Graphic Design II, students will build upon the basic skills learned in Graphic Design I by exploring concepts and techniques on a deeper and more sophisticated level, producing work that is more personally expressive. Through project work that includes logos, business cards, book and album covers, event posters, and more, students will explore the history of typography and design and their relevance and importance in our modern society.

This course qualifies as part of the Entrepreneurial Studies Program.

DRAWING I-III VA106-VA306

Observational drawing is the foundational skill upon which most studio arts are based. The ability to observe and record information in a believable way is often the industry standard used to evaluate an artist's expertise when being considered for acceptance to higher level study or career opportunities. In Drawing 1, students are introduced to basic observational drawing skills and techniques. In Drawing II and III students build upon those skills, creating work that is more expressive and sophisticated. All Drawing students will expand visual vocabulary through expressive and experimental mark-making. We will discuss what makes a drawing valuable and gain confidence in improving our work through critique, reflection, and revision. All levels of Drawing will introduce and build on

drawing terminology and practice through a series of projects and perceptual exercises and will allow students to explore a variety of mediums. All Drawing classes will culminate in a final project that combines students' demonstration of their skill mastery with their own creative ideas. Students will maintain a sketchbook practice to document their growth and personal inquiry.

PAINTING I-III VA103-VA303

Students will learn painting skills and techniques using watercolor, acrylic, and water-based oil paints. Students will learn about a variety of grounds, mediums, and substrates and learn to apply paint, emphasizing a variety of purposeful mark-making. Students will learn and apply the basics of color theory, mixing, and blending. Students will be actively involved in the creative process, informing their work by looking at historic and contemporary paintings, and working towards building their own personal aesthetic. Painting II and III students will build upon the basic skills learned in the first semester by exploring concepts and techniques on a deeper and more sophisticated level, producing work that is more personally expressive. Students will keep sketchbook journals to facilitate and reflect on their creative development.

3D DESIGN VA104

This course is for the student who would like to explore the realm of sculpture and 3D. This is an introductory course exploring "seeing in the round" and the application of skills and techniques for fabricating freestanding art forms. Students problem-solve technical and conceptual ideas through reductive and additive building techniques using cardboard, plaster, wire, recycled material, and mixed media.

PHOTOGRAPHY I-IV VA107-VA407

In this visual arts course students will learn to see their world differently through the lens of a camera, to design, and to make strong, compelling, expressive images. Students learn the digital workflow using Adobe Bridge and Photoshop and an industry standard pigment printer. Students in Photography II, III, and beyond will build upon the basic skills learned in the first semester by exploring concepts and techniques on a deeper and more sophisticated level, producing work that is more personally expressive. All Photography classes will culminate with both a fine art print portfolio as well as a digital portfolio.

PRINTMAKING VA105

Students will learn a range of printmaking skills and techniques, including relief prints from foam, linoleum, and wood; monotypes; and collagraphs, among others. They will learn the language and process of design and apply this to creating visually strong compositions. The final application of their work may be in book form, on fabric, or in traditional print editions. Students will learn and apply the basics of color theory, mixing, and layering. Students will be actively involved in the creative process, informing their work by looking at both historic and contemporary prints and working towards building their own personal aesthetic and imagery. Students will keep sketchbook journals to facilitate and reflect on their creative development.

FILM VA108

Film is a hands-on course where students explore the art and craft of video production. Through collaborative projects, students will learn the basics of scriptwriting, storyboarding, directing, camera work, lighting, sound, and editing. Emphasis is placed on visual storytelling, teamwork, and creative problem-solving. Students will use smart phones and digital editing tools to produce original short films and shows, gaining practical experience in every stage of production. This course is ideal for students interested in media, storytelling, or careers in film, television, or digital content creation.

HUMAN CENTERED DESIGN I & II VA109-VA209

In this course, students will be introduced to design thinking for creatively and practically solving problems. Students will be introduced to the design thinking process developed at Stanford University, which guides students through steps that start with empathetic engagement and culminate in the presentation of functional solutions. The course integrates multiple skills across several disciplines including communication, analytics, design, engineering, technology, and fabrication with the goal of shaping students' problem-solving abilities for social benefit.

[This course qualifies as part of the Entrepreneurial Studies Program.](#)

INNOVATION IN CERAMICS VA202

In this course students will examine the cutting edge of ceramic design and explore the intersection of technology, innovation, and clay. Project work will incorporate graphic design, 3D printing, image transfer, vinyl and foam cutting, glaze printing, mold making, and traditional ceramic methods. For use in their ceramic work, students will design stamps, molds, texture mats, extruder dies, and more, using Tinkercad and Flashforge. Students will design vinyl stencils using Photoshop and Cricut Design Space. Students will design and print image transfers using Illustrator and Cerprint decal printer. Students will design and print shape templates using our Glowforge laser cutter.

Prerequisite: Ceramics I or teacher approval. Additional fee required.

ANIMATION: STORYBOARDING VA204

In this visual arts course students learn to create storyboards that tell stories and communicate shot sequences and scenes for use in animation and film. They will create concept art that defines an overall visual style, determining the look and feel of an entire world. Students will design staging, perspective, lighting, camera angles, and transitions to visually communicate their narrative. Students will learn to draw from life observation and their imaginations, while learning digital painting techniques in Procreate. As designers are also collaborators, additional emphasis is on communication and presentation of ideas. For a final project, students will write a short script to visually sequence.

Prerequisite: Drawing 1 This course is considered a continuation of Character Design; however, it is not necessary to have taken CD first.

ALTERNATIVE PHOTOGRAPHY VA205

In this course students will have an introduction to a variety of contemporary, historic, and alternative photographic techniques. Students will learn many ways to make a photographic image beyond the familiar digital image. Students will learn to print black and white photos in the traditional wet darkroom, to make images using a pinhole camera, to edit with basic Photoshop skills, to create image transfers, and to create composites both manually and digitally, among other processes. Students will learn to see their world differently, to design, and to make strong, compelling, expressive images.

ANIMATION: CHARACTER DESIGN VA208



In this visual arts course students learn to create concept art for use in screen arts including animation and game design. Emphasis is on creating original, memorable characters with interesting personalities. Students will purposefully consider style, costume, posture, gesture, backstory, and emotion to visually define their characters' physical appearance, personality, behavior, and aesthetic. Students will learn to draw from life observation and their imaginations, while learning digital painting techniques in Procreate. As designers are also collaborators, additional emphasis is on communication and presentation of ideas.

Prerequisite: Drawing

ANIMATION BY DISNEY VA402

New Hampton School offers this course in partnership with The Walt Disney Family Museum. The WDFM Distance Learning Initiative supports us in wishing to promote student creativity and observational skills through the study and practice of the screen arts. In consultation with the New Hampton arts faculty, this WDFM course presents focused, detailed assignments and teaching aids as well as guidance and expertise from professionals representing various aspects of the discipline. Technical course work stresses the basic elements of animation and the physics of motion.

UNIVERSAL SKILLS

 = COLLABORATOR
 = SELF-ADVOCATE

 = COMMUNICATOR
 = PROBLEM SOLVER

 = CRITICAL THINKER
 = GLOBAL CITIZEN

 = INNOVATOR

ANIMATION BY DISNEY (CONT.) VA402

Other content includes action analysis and animating a scene, character design, storyboarding, and the visual elements of creating environments.

FULL-YEAR COURSES

ADVANCED ART VA301

This year-long, advanced art elective is for students serious about developing their artistic skills. Through this course students will engage deeply with the creative process and hone their abilities for personal expression. Students will have the opportunity to work in a variety of media, including drawing, painting, sculpture, and mixed media. Advanced Art students will have the opportunity to discuss art trends and learn about the role of art within our global society. Students who elect to take this course will be co-seated with an IB Visual Arts course, with an emphasis on the student's creative process and portfolio development.

ADVANCED ANIMATION: WDFM VA503

This entrepreneurial animation course is designed for students who wish to create and present their own animated works while gaining valuable experience in working collaboratively. Animation is generally created as a group effort. It follows a clear pipeline from ideation in scriptwriting to storyboarding, to concept art and character design, to production, editing, and screening in front of a client or public audience. Independent animation studios work in small teams to make stories that the creators are passionate about come to life, often in innovative ways. Students will identify their strengths and interests to directly participate in all aspects of this creative process, taking on various leadership roles in a studio team effort. Educators at the Walt Disney Family Museum will mentor students throughout the process. Students will have the opportunity to receive feedback from animators in the industry and connect with a specific client or public audience for their own animated work, directly connected to their creative story content and style.

Prerequisite: One or two semesters of Animation and teacher approval.

This course qualifies as part of the Entrepreneurial Studies Program.

TWO YEAR COURSES

IB VISUAL ARTS HL I & II VA600-VA601

IB VISUAL ARTS SL I-SL II VA501-VA502

In this two-year course, students create, communicate, and connect as artists through authentic, inquiry-based art-making. They engage in diverse creative practices and develop independence as visual thinkers, exploring personal and global themes across cultures and time periods. Students investigate and express ideas through a range of media, strategies, and conceptual frameworks, while building key skills in creativity, collaboration, critical thinking, and communication. The course emphasizes individual voice and personal choice,

encouraging students to reflect on their own work and that of others through seven key objectives: curate, investigate, generate, refine, resolve, situate, and synthesize. The program culminates in three formal internal and external assessments, as well as a curated exhibition in the Galletly Gallery. Through this process, students become skilled, reflective, and engaged art practitioners prepared for continued artistic inquiry beyond the classroom.

Prerequisite: 2D Art or teacher approval.

Additional fee required

THEATRE

HALF-YEAR COURSES

Half-year courses are offered on a rotating basis to give students the opportunity to study different techniques.

INTRODUCTION TO THEATRE ARTS TH100

This course is designed to provide an opportunity for those interested in the theatre to explore a variety of theatrical theories and techniques. Students will acquire a deeper understanding and greater appreciation of how the skills developed by theatre artists have the power to benefit all aspects of our lives. Specifically, this course will focus on audition technique, theatre history, ensemble building, stage movement, character creation, and the basics of technical theatre.

THEATRICAL DESIGN AND PRODUCTION I-II

TH101-TH201

This course provides students with the opportunity to focus on building expertise in technical theatre. Students will actively engage in the process of designing, building, managing, and implementing the technical aspects of theatrical production. These activities will allow students to explore their personal aesthetic while developing skills in hands-on use of theatrical technology, including but not limited to power tools, stage lighting, costumes, and audio production equipment.

MUSICAL THEATRE TH204

Musical Theatre is a course for students to delve deeper into the practice of storytelling through musical performance. Students will analyze various milestones of Musical Theatre history and development, and prepare performances of selected works from those periods. Using script analysis, they will be challenged to think critically about storytelling through music while they perform for the class and give feedback to each of their classmates. This rigorous course is meant to prepare the students to present professional auditions and performance capabilities while building a repertoire of pieces that reflect their ideals, identity, and beliefs as theatre artists.

Prerequisite: Introduction to Theatre Arts or teacher approval.

This course qualifies as part of the Entrepreneurial Studies Program.

PUBLIC SPEAKING TH200

Open to all interested students, this course offers techniques and practice in several areas of public speaking. Areas covered include informative speaking, persuasive speaking, protest speeches, special occasion speeches, debate, and extemporaneous speaking.

[This course qualifies as part of the Entrepreneurial Studies Program.](#)

DRAMATIC LITERATURE: THEATRE IN CONTEXT

TH202   

For millennia, theatre has been used as a way of responding to what’s going on in a society. It has been both a barometer of a culture’s conscience and an agent for change. This course examines major works of dramatic literature in the context of what was happening in society at the time the plays were written. Students will understand the theatre’s role as an artform capable of reacting in the moment and will work to find their own voice to respond to the time in which they are living.

STAGE COMBAT TH203

Stage combat refers to the crafted illusion of combat in theatrical and cinematic contexts. The coursework is designed to be dynamic and participatory, emphasizing movement-based learning. Students will acquire and refine repeatable techniques and practices that effectively convey choreographed combat while integrating elements of movement and narrative. The curriculum introduces students to compelling representations of combat suitable for both stage and screen. Additionally, the class emphasizes training within the eight weapon disciplines recognized by the Society of American Fight Directors, fostering a comprehensive understanding of the art form.

ADVANCED STAGE COMBAT TH253

Designed for those with prior stage combat experience, the class emphasizes precision, safety, and storytelling through complex, repeatable fight sequences using the single sword stage combat techniques. Students will refine their knowledge from the introductory course, explore period and stylistic variations, and develop scenes that integrate combat seamlessly into character and narrative. Rooted in the standards of the Society of American Fight Directors, the curriculum challenges performers to elevate their physical storytelling and partner awareness while mastering the artistry and discipline of single sword combat for stage and screen.

ADVANCED THEATRE MAKING TH350

This course is designed to provide an opportunity for students with theatre experience to study more advanced techniques in acting, directing, playwriting, and design. Students will be encouraged to experiment with a variety of elements of theatre creation and will study works by theatre artists from across

ages and cultures. Students will challenge the notion of the “triple threat” and expand the definition to include countless other necessary skills of being a well- rounded theatre artist.

Prerequisite: Introduction to Theatre Arts or teacher approval.

[This course qualifies as part of the Entrepreneurial Studies Program.](#)

FULL-YEAR COURSES

IB LITERATURE & PERFORMANCE TH500/EN505

This course is an interdisciplinary synthesis of literature and theatre. It brings together literary analysis, based on close reading, critical writing and discussion, with practical and aesthetic elements of theatre. In this course students engage with a range of literary works, perform dramatic texts, and transform texts into realized performances. The course is grounded in knowledge, skills and processes associated with the individual disciplines, while developing interdisciplinary understandings generated from the interactions between literature and performance.

Additional fee required.



MUSIC

HALF-YEAR COURSES


PIANO I-II MU100-MU200

This one-semester course introduces students to fundamental piano skills and ensemble techniques through daily practice and rehearsal. In addition to developing technical proficiency, students will learn how to use online resources to support independent learning, empowering them to continue their growth beyond the course. While the ability to read standard musical notation is essential for this class, no prior experience is required. Piano II builds on the foundational skills acquired in the first semester, offering a deeper exploration of technique, musical understanding, and artistry. Students will study more advanced music theory, strengthen their ability to read and play more complicated arrangements, develop stronger

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hand independence, and learn their natural minor scales to complement the major scales learned in Piano I.

GUITAR I-III MU101-MU301

This one-semester course introduces students to fundamental guitar skills and ensemble techniques through daily practice and rehearsal. In addition to developing technical proficiency, students will learn how to use online resources to support independent learning, empowering them to continue their growth beyond the course. While the ability to read standard musical notation is essential for this class, no prior experience is required. Guitar II builds on the foundational skills acquired in the first semester, offering a deeper exploration of technique, musical understanding, and artistry. In Guitar III students will study more advanced music theory, tackle a wider range of chord forms, unpack more difficult song arrangements using "Travis Style" picking techniques, and learn scale patterns to serve as a foundation for improvisation.

VOCAL TECHNIQUES MU102

This one-semester course offers essential training in breath control, vocal warm-ups, range extension, and basic harmonies. It supports students in contemporary performance labs by promoting healthy singing, vocal consistency, and musicianship. Ideal for both beginners and experienced singers, the course complements instrumental study and encourages collaborative performance.

DEVELOPMENTAL CONTEMPORARY PERFORMANCE LAB I-VI MU103-303 & MU 104-304

Developmental Contemporary Performance Lab is an entry level ensemble. Students will learn foundational music theory concepts such as key, major and minor scales, basic triad construction, and rhythm values. This course is designed to give student musicians an opportunity to experience the group dynamics of a rock band. Students will synthesize this knowledge with their musical abilities to rehearse and perform level-appropriate songs.

Public performance is opt-in during this level of Contemporary Performance Lab.

[This course qualifies as part of the Entrepreneurial Studies Program.](#)

ADVANCED CONTEMPORARY PERFORMANCE LAB I-VIII MU150-MU450 & MU 151-MU451

Advanced Contemporary Performance Lab is a performance-based ensemble course designed for experienced student

musicians who are ready to deepen their understanding of contemporary music and refine their collaborative performance skills. Building on the foundations of Developmental CPL, students will explore more advanced music theory concepts such as complex chords, different scales and modes, and unusual time signatures. Emphasis will be placed on arrangement, improvisation, and ensemble communication in a band setting. Students will contribute to song selection, take ownership of their parts, and work toward dynamic, polished performances. **Public performance is a core component of this course, and participation in live showcases is required.**

[This course qualifies as part of the Entrepreneurial Studies Program.](#)

STORYTELLING THROUGH PODCASTING MU202

This course will provide an overview of different genres under one of the most popular forms of media, the podcast. By listening and analyzing several different types of oral storytelling, from historical non-fiction to investigative journalism to creative fiction, students will gain an understanding of what it takes to produce a podcast. From choosing a topic, creatively planning the story, brainstorming sounds, and learning how to use professional recording equipment, students will gain the skills necessary to build a podcast from an idea to a polished, radio-ready podcast.



English

The English curriculum is designed to help students broaden their experiences through reading, writing, and oral expression. Advanced Placement (AP), International Baccalaureate (IB), Honors (H), and Standard (S) courses allow each student to be challenged at his or her own pace. All genres are offered in these classes, affording students the opportunity to explore the differences between fiction, nonfiction, drama, and poetry. Process writing is used to encourage students to revise material, to refine their understanding of grammar and mechanics, and to place an emphasis on mastery. Classes are discussion based and assignments are often individually crafted, allowing students to express their own creativity and insights while honing their ability to critically analyze literature. New Hampton's approach to the writing process allows students to work through stages of composition with specific, level-appropriate areas of focus while building toward polished, publishable work.

HALF-YEAR COURSES

9TH GRADE SEMINAR EN100

This course is designed to prepare students for success in independent boarding school, this course provides students with the ability to engage actively in their classes and with their peers. Students in Freshmen Seminar will develop their ability to use technology effectively, communicate with their peers and with their teachers, practice healthy habits, and begin to practice creative problem solving. The first two weeks will be spent learning how to use technology at NHS. Following this, students will be divided into three groups and cycle through each of the topics taught in the course.

This course is graded on a Pass with Honors, Pass, Fail basis.

GENRE STUDIES: CREATIVE WRITING I-II

EN300 & EN301   

This course is intended to introduce students to the skills and techniques of creative writing. Through reading examples of fiction, creative nonfiction, and poetry, students will be exposed to different approaches, styles, and possibilities for subject matter. The format for the class is a workshop in which students learn to give and receive specific, constructive feedback on one another's writing. Through exercises, journal entries, and final pieces, students will begin to develop their own writing and revision processes. Learning to look at the world as writers do and to communicate their own unique perspective will guide students' progress through this class. The course will culminate in a final portfolio which will include 5-6 polished pieces and a writer's statement.

Can be taken as a half or full year course.

JOURNALISM EN302

This course will introduce students to journalism, both written and multimedia, and provide the skills necessary to publish their work. There will be a running blog/website that students will contribute to as they create, edit, and publish their work throughout the semester. The course will be divided into 2-3 week units, each unit covering different aspects of journalism taught through Project Based Learning. Topics covered throughout the course will include ethics, event-oriented reporting, personal profiles, editing/grammar, multimedia storytelling, and broadcasting.

This course qualifies as part of the Entrepreneurial Studies Program.

GENRE STUDIES: LITERATURE OF MENTAL ILLNESS

EN401   

This course is available for 11th, 12th, and postgraduate students. In this course, students will engage in a cross-disciplinary analysis of how mental illness manifests in literature. Utilizing psychological resources to understand a variety of different psychiatric conditions and historical sources to understand the cultural and contextual factors regarding society's attitude towards mental illness, from the Renaissance to modern times, students will critically analyze a variety of authors' portrayals of individuals who have mental illnesses. The course's goal is to educate students in the realm

of mental health and psychology, critically examine society's acceptance or rejection of these conditions, and reflect on the effects of portrayal and representation in literature, both positive and negative.

FULL-YEAR COURSES

LITERATURE & COMPOSITION EN101

HONORS LITERATURE & COMPOSITION EN150



This course focuses on grammar, reading, and composition skills. The list of texts for the course is designed to allow exposure to a variety of genres, including a particular focus on the Bildungsroman tradition and contemporary "classics" of American Literature. Study skills and organizational techniques are also emphasized. Students develop a foundation of reading, writing, and speaking skills that will allow them to offer personal reflection on their own experiences and prepare them for higher level study in the years to come. Using a thematic approach and often demonstrating their learning through projects and presentations.

- **HONORS:** Students may select the honors section of this course after conferring with their advisor, English teacher, and the Academic Dean. Using a thematic approach and often demonstrating their learning through projects and presentations, Honors students explore various genres of literature and modes of discourse with greater speed and depth than at the standard level.

WORLD LITERATURE & COMPOSITION EN200

HONORS WORLD LITERATURE & COMPOSITION EN250



Students in this course read literary selections from various authors and texts from around the world. Essays, plays, poetry, novels, and short stories from a variety of time periods and locations offer the opportunity for development of knowledge of not only literary analysis skills, but also of cultural and historical context. Writing is an integral part of the curriculum, where students develop their skills in thesis construction and analytical support. The use of concrete language, the awareness of the connotative and denotative word values, and the integration of information in a concise and cohesive manner are paramount.

Successful completion of this course is considered a prerequisite for enrollment in AP, IB English SL or HL

- **HONORS:** Students may elect the Honors section of this course after conferring with their advisor, English teacher, and the Academic Dean. A premium is placed on close reading skills, analytical writing, and interpretive, creative expression in the form of projects. Readings of twenty pages per night are not uncommon. Successful completion of this course is considered a prerequisite for enrollment in AP, IB English SL or HL.

AMERICAN LITERATURE & COMPOSITION

EN304   

Students in this course read literary selections from various American eras. A selection of essays, plays, poems, novels, and short stories from some of the great American writers allows for a thematic study of the rich and diverse literature and history of the United States, with content often parallel to that offered in history. Students learn to work more independently, focusing on critical thinking skills, oratory techniques, the art of thesis writing, and using credible support.

CONTEMPORARY LITERATURE & COMPOSITION

EN400   

Designed for postgraduate and 12th grade students, Contemporary Literature and Composition emphasizes writing and analysis with a focus on exploration of self and society. Students work to develop an appreciation of reading through the analysis of a wide range of texts, with a focus on modern literature. Texts are supplemented by a variety of relevant films, periodicals, and news media. During the first semester, work on a personal narrative for the college process is emphasized. Further, the students work to develop their own voice while evolving their creative writing skills and learn how to effectively write with an analytical mindset.

Can be taken as a half or full year course.

AP ENGLISH LANGUAGE EN500

AP English Language may be taken after conferring with the student's advisor, English teacher, and the Academic Dean. The primary goal of the course is to develop students' skills in analyzing rhetorical modes and strategies. Students learn to identify specific persuasive techniques used in selected pieces of fiction, nonfiction, and essays. They also become comfortable designing their own effective analytical and persuasive writing. In short, the class is about making an argument. Class reading primarily features a variety of short non-fiction pieces, as well as a few select novels. The Advanced Placement English Language and Composition exam is mandatory for all those who take this course. In preparation for the AP test, segments of AP practice assessments are frequently used to monitor progress and hone skills specific to the exam. The work is challenging, intellectually stimulating, and requires a student's best effort to develop their independent thought and multiple frames of reference. Discussion inside and outside the classroom is a vital means of testing ideas and supporting progress. The AP English Language exam is mandatory for all students who take the course.

Additional fee required.

AP ENGLISH LITERATURE EN501

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The AP Literature and Composition exam is mandatory for all students who take this course.

Additional fee required.

IB LITERATURE & PERFORMANCE SL

EN505/TH500   

Literature and Performance is an interdisciplinary synthesis of literature and theatre. It brings together literary analysis, based on close reading, critical writing and discussion, with practical and aesthetic elements of theatre. In this course students engage with a range of literary works, perform dramatic texts, and transform texts into realized performances. The course is grounded in knowledge, skills and processes associated with the individual disciplines, while developing interdisciplinary understandings generated from the interactions between literature and performance.



Additional fee required.

TWO-YEAR COURSES

IB THEORY OF KNOWLEDGE EN504

This course is a total of one credit, taken second semester of junior year and first semester of senior year. The Theory of Knowledge class is designed to offer full IB students the chance to critically reflect upon and connect all the aspects of their learning experiences. They gain insight into why critical examination of knowledge claims is important and can consider and question how they acquire knowledge, as well as examine the various ways of knowing. The inquiry-based course fosters greater understanding of the interdisciplinary nature among the different areas of knowledge (mathematics, history, ethics, science, and the arts), and develops active thinkers and questioners.

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IB ENGLISH SL I & II EN502 & EN503

The IB course is offered to Honors-level 11th grade students and continues through the end of the students' 12th grade year. With a variety of IB assessments allowing students to focus on creative interpretation of literature, oral and written presentation skills, and high-level analysis, the course offers texts that represent diverse genres, styles, themes, sensibilities, eras, cultures, and authorial aims intended to serve as a crosssection of world literature. Close readings and literary analysis skills are practiced through oral presentation, discussion, and writing about form, structure, style, characters, and themes employed by the author.

Prerequisite: Honors World Literature and Composition.

Additional fee required.

IB ENGLISH HL I & II EN601 & EN602

The IB course is offered to Honors-level 11th grade students and continues through the end of the students' 12th grade year. With a variety of IB assessments allowing students to focus on creative interpretation of literature, oral and written presentation skills, and high-level analysis, the course offers texts that represent diverse genres, styles, themes, sensibilities, eras, cultures, and authorial aims intended to serve as a crosssection of world literature. Close readings and literary analysis skills are practiced through oral presentation, discussion, and writing about form, structure, style, characters, and themes employed by the author.

Prerequisite: Honors World Literature and Composition.



Additional fee required.

SL/HL DIFFERENCES:



Students may elect to take the IB course at the SL (Standard) or HL (High) level. SL students are required to study ten works, whereas HL students are required to study thirteen. In addition, two of the assessment tasks for SL are less demanding than the comparable HL tasks:

- **Individual Oral:** Supported by an extract from one work written originally in the language studied and one from a work studied in translation, SL and HL students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.
- **HL Essay:** Students submit an essay on one work studied during the course. The essay must be 1,200–1,500 words in length.
- In addition, the external assessment criteria for Papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL.

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History & Social Sciences

Students taking history and social science classes at New Hampton School develop and extend their thinking, reading, writing, research, and speaking skills through a variety of course offerings. Skill development in each course focuses on the appropriate grade-level skills identified in the course competencies and Universal Skills. One purpose of reading, writing and speaking assignments in each class is to increase students' capacity for critical analysis, productive debate, and respect for the diversity of different ideas and perspectives. Further aims are to help students refine research skills, give them the opportunity to develop decisive and well-founded arguments, and express themselves clearly in writing and speaking. Films, guest lectures, and field trips are used to augment students' knowledge, interest, and understanding of the world.

HALF-YEAR COURSES

Half-year courses are offered on a rotating basis to give students the opportunity to study different historical and contemporary topics.

WORLD GEOGRAPHY HS100

New Hampton is a diverse community with representatives from countries all around the world. But how much do we really know about the places our peers and neighbors are from? In this class, students will explore the world one continent at a time, taking a deep dive into what makes Earth a vibrant and unique place to call home. This course will allow students to focus on the political, cultural, and physical geography of specific regions and countries that interest them.

ISSUES IN HISTORY: AMERICAN WOMAN HS201

This course will enrich understanding of the topics and issues of women in history leading to contemporary American society. It will provide students with a perspective on the role of women in American History, the labor force, education, politics and the law, the family, and research in healthcare. Diverse approaches to activism on behalf of women will be investigated so that students will be aware of varying perspectives and solutions to challenges facing American women today.

INTRODUCTION TO PSYCHOLOGY HS202

This course provides a comprehensive introduction to the field of psychology, exploring the scientific study of behavior and mental processes. Students will gain an understanding of the key concepts, theories, and research methods that form the foundation of modern psychology. Topics covered include biological bases of behavior, perception, learning, memory, cognition, development, personality, social behavior, psychological disorders, and therapeutic approaches. Throughout the course, students will engage in critical thinking and apply psychological principles to realworld scenarios. The curriculum is designed to foster an appreciation for the diversity of human experience and the complex interplay between biological, psychological, and social factors in shaping behavior.

INTRODUCTION TO SOCIOLOGY HS203

This course is an introduction to Sociology as a way of understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. During this course we will focus on several important sociological topics, including socialization, culture, the social construction of knowledge, deviance and self-control, social movements, collective behavior, inequality, race and ethnic relations, poverty, and political sociology. This course will allow students to have a deeper understanding of the world around them by using the sociological tools to find new perspectives and meaning.

ISSUES IN HISTORY: RELIGION IN THE MODERN WORLD HS205

This course is a study of the role religion plays in the world today. By investigating the history, beliefs and practices of world religions students will be able to analyze current events and think critically about the actions of groups and individuals. Students will be asked to interpret primary sources from different faiths and describe how varying interpretations of faith can at times lead to conflict. This course is not designed to be a theology course, rather it is intended to develop in students an awareness of how religion influences current events and the skills needed to think critically and communicate effectively about the world in which they live.

RESEARCH METHODS HS301

This course is required for all Full Diploma IB Students the fall of 11th grade. This course will focus on research skills while also giving students the opportunity to complete their extended essay for the IB Diploma. Research Methods will give students an opportunity to investigate a topic of personal interest to them. Students will develop skills in formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas, and developing an argument.

ACKNOWLEDGING DISCRIMINATION HS302

This course is designed to enable students to understand the ideology of discrimination, racism, and sexism. This course will involve discussions surrounding important leaders and activists. Furthermore, this class will display the historical significance of marches, protests, and influential movements. Students will also have the opportunity to study legislation that coincides with civil rights, women's rights, and the disabled person's rights. Students will be taught through a variety of techniques. Class discussions, lectures, films, and guest speakers will be included so that students can retain the most amount of knowledge possible. The objective of this course is to promote students' awareness and acceptance when faced with discrimination, racism, sexism, and other forms of oppression.

[This course qualifies as part of the Entrepreneurial Studies Program.](#)

PRINCIPLES OF MACROECONOMICS HS303

Principles of macroeconomics offers students an in-depth exploration of the broader economic forces that shape entire economies. Throughout the semester, students will delve into key macroeconomic concepts, including national income, unemployment, inflation, and economic growth. The course will provide a comprehensive understanding of the role of government policies, such as fiscal and monetary measures, in influencing economic outcomes. Students will analyze the interconnectedness of economic indicators, explore global economic issues, and gain insights into the factors that impact the overall well-being of societies.

[This course qualifies as part of the Entrepreneurial Studies Program.](#)

PRINCIPLES OF MICROECONOMICS HS304

Principles of microeconomics provides students with a comprehensive understanding of the fundamental concepts that govern individual economic decisions and market interactions. Students will explore topics such as supply and demand, market structures, consumer behavior, and the role of government in the economy. The course aims to equip students with critical thinking skills, enabling them to analyze economic issues, make informed decisions, and appreciate the intricate web of economic forces shaping their daily lives.

GOVERNMENT IN AMERICA: THE SUPREME COURT HS305

This course examines U.S. history through the lens of major Supreme Court decisions, focusing on their historical context, constitutional significance, and long-term impact. Students will analyze how the Court has shaped government power, individual rights, and social change. Students will also learn what an Independent Judiciary means, how it is applied within our system of government and how the principles of judicial interpretation can be applied within a Supreme Court case.

ISSUES IN HISTORY: THE COLD WAR HS306

This course will explore the nature of the Cold War, both at home and abroad. Students will start with some basic background to the conflict, including the rise of communism in Russia during the Russian Revolution and the tenuous relationship between the Soviet Union and the United States during World War II. In addition, there will be an exploration of the fundamental ideological differences of the two countries. From there, the course will intertwine both domestic and foreign aspects of the war. In the domestic realm, the class will focus on McCarthyism and communist hysteria in general, as well as the various forms of anti-Soviet propaganda that was prevalent in the United States. From there, students will investigate the domestic unrest and protests that occurred because of the United States' role in Vietnam. In the foreign realm, the class will study the myriad events and crisis that characterized the Cold War, as well as the differing philosophies that the United States invoked during the conflict. Starting with the post World War II jockeying in Europe, we will move to the Korean War, the Cuban Missile Crisis, the Vietnam War, and also the United States' ever-changing relationship with China. Additionally, the role of arms and nuclear weapons will also be discussed before we arrive at the causes and nature of the end of the Cold War.

NATIVE AMERICAN STUDIES HS307

Contrary to the writings of many historians, Europeans did not “discover” the Americas. In fact, the Americas had been inhabited for tens of thousands of years before European contact. These Native, Indigenous peoples relied on a deep sense of place and connection to the land that was taken from them, often with brute force. In this class, students will examine the different

tribes that make up a diverse and rich cultural landscape across the United States, as well as the unjust treatment that they were subject to as a result of the settler colonization which resulted in the deaths of millions, forced relocation, and political undermining of native peoples. This course will cover sensitive topics that some may find challenging, with the goal of increasing awareness and representation of the indigenous perspective of United States history

ISSUES IN HISTORY: MODERN HISTORY OF AFRICA HS308

This course will introduce students to some of the major themes of modern African history through the use of two case studies: South Africa and Rwanda. Students will begin by studying the history of South Africa from the arrival of the Dutch (c. 1600) through the present. Emphasis will be placed on the development of Apartheid and the ANC's eventual victory in democratic elections held in 1994. In addition to studying the history of South Africa, students will be introduced to concepts of colonialism, regional power in Southern Africa, poverty, the AIDS epidemic, political corruption, and the methods of resistance. The second unit of the course will focus on the Rwandan genocide of 1994. Students will learn about the history of Rwanda, including Belgian colonization, with a focus on the events leading up to, during, and following the genocide. In addition to learning the history of the nation, the course will also look into the lack of an international response to the genocide and what many have called a “failure” of the U.N. The course will also look at the methods of reconciliation being used in present Rwanda.

ENTREPRENEURSHIP: START-UPS HS309



This course uses the Entrepreneurial Studies Program for Innovators and Changemakers curriculum, developed by Babson College, to introduce students to skillsets and mindsets used by successful entrepreneurs. During the semester, students work in small teams to identify a local or regional problem connected to at least one of the UN Sustainable Development Goals and to propose a business-oriented solution. While honing their business idea, students learn how to identify their customer base, prototype their solution, implement feedback and write a lean business plan. The final weeks of the course are dedicated to implementation of their plan and focus on marketing, financing and researching feasibility.

[This course qualifies as part of the Entrepreneurial Studies Program.](#)

CONTEMPORARY GLOBAL ISSUES HS401

The course is designed to investigate how world history and US history influence politics and government today. Students will be exposed to various global economic, political, and military developments based on the active news cycle, selected by the

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CONTEMPORARY GLOBAL ISSUES (CONT.)

faculty member but based on student interest and current events. Each unit, they will dig deeper into developments happening domestically and abroad. They will trace contributing historical moments, analyze the trends and political responses to events, and practice writing and presenting policy responses. During the semester, students will have the opportunity to connect with professionals in similar work and allow them to explore the professional opportunities available to those interested in history, politics, and related fields. The semester will end with a political crisis simulation with each student being assigned a specific role, but the class must collaborate to resolve the crisis. Students will choose/be assigned roles based on their skills and interests and relating to an individual professional exploration. The final exam grade will be based on the success of the simulation and personal reflection modeling IB core values.

ISSUES IN HISTORY: MODERN CHINA HS402

This course will introduce students to the major political, economic, and social developments in the modern history of China. Beginning with the end of the imperial period and revolution of 1911, students will understand the eventual rise of the People's Republic of China. Particular emphasis will be placed on the Chinese Civil War and China's role in World War II; the emergence of Mao Zedong; and the political, economic, and social changes throughout the second half of the 20th century, especially modernization under Deng Xiaoping. By the end of the course, students will have a better understanding of the place China occupies in our current world, as well as issues facing the country today.

INTRODUCTION TO PHILOSOPHY: ETHICS HS403

In "Introduction to Philosophy—Ethics" students will examine foundational principles in moral philosophy. The course will focus on readings from philosophers, active engagement with real-world issues, and a deliberate emphasis on writing as the primary mode of evaluation. Through the study of moral philosophy, students will examine how essential questions about ethics, society, and the inherent obligations that exist within communities influence their understanding of world affairs. Students will consider such questions as whether there is such a thing as objective good, are there fundamental moral responsibilities, or when do ends justify means. Interested students should be willing to engage in rigorous analytical writing, active critical thinking, and meaningful moral questioning.

INTRODUCTION TO PHILOSOPHY: THOUGHT, KNOWLEDGE & BELIEF HS404

How do we both understand and engage with the world around us? By engaging in an open discussion of ideas, students in "Thought, Knowledge, and Belief," will examine their own beliefs and ideological assumptions while gaining an appreciation for the rich tapestry of views and perspectives that exist alongside their own. The essential questions in the course are fundamentally evaluative. Students will delve into the nature of knowledge, reason, intuition, skepticism, and justification to equip themselves with the tools to understand and navigate the

complexities of knowledge and differing perspectives on current events, society, and the obligations of humanity. Students interested in the course should be willing to engage in rigorous analytical writing and active critical thinking; they should be eager to look critically at themselves, at the world around them, and to form clearly expressed and supported opinions regarding vital issues of the day.

FULL-YEAR COURSES

ANCIENT WORLD HISTORY HS100

Through a study of ancient civilizations, students will build a foundational understanding of government including its purposes, types, structures, and key concepts. Students will examine how ancient civilizations implemented governance, comparing their systems to modern principles, and will investigate how these historical examples inform contemporary practices and challenges in government. Students will start with ancient Mesopotamia and Egypt and finish the year examining ancient India & China. As a final project, students will conduct an in-depth research project comparing ancient and modern governance.

HONORS ANCIENT WORLD HISTORY HS150

Through a study of ancient civilizations, students will build a foundational understanding of government including its purposes, types, structures, and key concepts. Students will examine how ancient civilizations implemented governance, comparing their systems to modern principles, and will investigate how these historical examples inform contemporary practices and challenges in government. Students will start with ancient Mesopotamia and Egypt and finish the year examining ancient India & China. As a final project, students will conduct an in-depth research project comparing ancient and modern governance. Student will use primarily primary sources and will start using IB language in class and be introduced to IB type assessments.

MODERN WORLD HISTORY HS204

Traditionally offered to 10th grade students. This course concentrates on developing strong skills that consist of analytical writing and analyzing primary and secondary sources. Students will write two research-based essays during the course of the year with a focus on citations, and organization of argumentation. This course will evaluate civilization and major historical events on each continent with an emphasis on equally representing history. In each unit, windows and mirrors are provided to enhance the connection to the people and events. In the beginning of the course, students will examine New Hampshire history to better understand their local environment and surroundings. Building off the knowledge from the previous year, students will start with the Renaissance and the Age of Exploration and finish the year with industrialization, imperialism and globalization. The goal of this course is to build the background and skills necessary to succeed in future history classes at New Hampton School.

HONORS MODERN WORLD HISTORY HS250

Traditionally offered to 10th grade students. This course concentrates on developing strong skills that consist of analytical writing and analyzing primary and secondary sources. Students will write two research-based essays during the course of the year with a focus on citations, and organization of argumentation. This course will evaluate civilization and major historical events on each continent with an emphasis on equally representing history. In each unit, windows and mirrors are provided to enhance the connection to the people and events. In the beginning of the course, students will examine New Hampshire history to better understand their local environment and surroundings. The course will continue building on the history of the previous year with the Renaissance and the Age of Exploration and finish the year with industrialization, imperialism and globalization. Student will use primarily primary sources and will start using IB language in class and be introduced to IB type assessments.

US HISTORY HS300

Traditionally offered to 11th grade students. This course is a survey of United States history from its colonial beginnings through the twentieth century. Attention is given to those issues that best illuminate contemporary issues in U.S. domestic and foreign policy. Important aims of this course are to help students develop a geographic sense of place in regards to the United States and a historical understanding of America's role in the world. Students complete an independent research project as a requirement of this course. The analysis of primary and secondary sources is an essential aspect of this class as students are encouraged to come to their own conclusions about historical events.

Required for all 11th grade students.

IB BUSINESS MANAGEMENT SL HS501

This course is available to 11th, 12th and postgraduate students. IB Business Management is designed to provide a comprehensive understanding of the principles and practices of managing a business. The course covers key topics such as development of mission statements and strategic planning, human resource management, finance and accounting strategies and marketing techniques, as well as operations management. Throughout the course, students will learn how to analyze business problems and develop solutions using a variety of tools, such as decision trees, Ansoff matrices, SWOT/STEEPLE analysis and descriptive statistics.

Additional fee required.

[This course qualifies as part of the Entrepreneurial Studies Program.](#)

IB PSYCHOLOGY SL HS502

The International Baccalaureate (IB) Psychology Standard Level (SL) course offers students a rigorous and comprehensive introduction to the scientific study of human behavior and mental processes. This course is designed to develop an understanding of how psychological knowledge is generated, developed, and applied. Students will explore a range of psychological theories and research, and learn to critically evaluate the methodologies and ethical considerations involved in psychological studies. The curriculum is structured around three core approaches to understanding behavior: the biological, cognitive, and sociocultural approaches. Additionally, students will study one optional topic and conduct a simple experimental study, fostering an appreciation for the scientific method in psychology.

Additional fee required.



TWO-YEAR COURSES

IB HISTORY HL I & II HS600-HS601

Traditionally offered to 11th grade students. IB History HL is composed of an in-depth regional study (the Americas) and three 20th century topics. This course acquaints students with the methods, sources and interpretations of human events so they can appreciate history as a discipline. Specific course content includes WWI, WWII, authoritarian states, the rise of Japan, and the Vietnam War. This is a two-year course and includes the course work from IB History SL. This course satisfies the US History graduation requirement for New Hampton School.

Additional fee required.

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 = INNOVATOR



Mathematics

The logical thought process of mathematics is necessary to the development of critical thinking. Through exposure to the universal language of mathematics, students not only attain the computational skills needed for everyday life but also gain valuable insight into and appreciation for one of the most beautiful and important achievements of the human mind. The program is flexible in that it satisfies the needs of students for whom mathematics is not their primary orientation, while providing the challenge and interest necessary for those who want a sound mathematical background on which to base further study. Students are required to have a TI-84 calculator for each math course offered.

Note: Students are required to have a TI-84 calculator for each math course offered.

SEMESTER COURSES

ECO-TECTURE: A MATHEMATICAL APPROACH I-II

MA301-MA302   

In this course students will express themselves spatially and visually, showcasing their creativity in solving architectural design problems. Instruction will be given in the following areas: elements of design; the historical and contemporary connections between architecture and mathematics; the role of sustainability, material and operating costs, budgeting; and sketching/drafting (or CAD). The course will give the students confidence in forward thinking innovative design and their ability to play a role in creating a greener built environment for the future.

Prerequisite: Integrated Math III/ Honors Algebra II

This course qualifies as part of the Entrepreneurial Studies Program.

FINITE MATH I MA303

This course is designed for 11th, 12th, and Postgraduate students who are not enrolled in an IB math sequence and who do not wish to take Statistics, but who do wish to continue their study in mathematics. The first semester includes SAT/ACT Prep and introduces students to the study of discrete mathematics with applications. Topics include Venn diagrams, set theory, probability and statistics, and permutations and combinations.

Prerequisite: Integrated Math III/Honors Algebra II

FINITE MATH II MA304

The second semester covers topics from financial math, including compound interest, cost and profit equations, and an introduction to the functions of financial markets. Much of the second semester is dedicated to a financial literacy project whereby students simulate completing their college degree and entering the job market. They create a detailed and complete budget for the lifestyle they aspire to in the future.

Prerequisite: Integrated Math III/Honors Algebra II

FULL YEAR COURSES

INTEGRATED MATH I MA100

This course uses an integrated approach to lay the conceptual and technical groundwork for future mathematics classes. It is appropriate for students who have completed pre-algebra. Topics covered include real numbers, linear equations and inequalities, graphing functions and systems of functions, operations with exponents and exponential functions, segments, lines, angles and area, volume and properties of basic two- and three-dimensional figures. Students work with an online program, ALEKS.

Honors credit can and will be awarded to those students who work beyond the curriculum.

INTEGRATED MATH II MA200

This course uses an integrated approach to lay the conceptual and technical groundwork for future mathematics classes. It is appropriate for students who have completed Integrated Math I or Algebra I. Topics covered include a review of linear functions, inequalities, probability, basic geometry and graphing and an investigation of radicals, polynomial functions, transformations of functions, and right triangle trigonometry. Students work with an online program, ALEKS.

Honors credit can and will be awarded to those students who work beyond the curriculum.

INTEGRATED MATH III MA300

This course uses an integrated approach to lay the conceptual and technical groundwork for future mathematics classes. It is appropriate for students who have completed Integrated Math I and II or Algebra I and Geometry. Topics covered include a brief review of linear and exponential functions and their applications, a deeper study of polynomial and trigonometric functions, circles, and an in-depth investigation of rational and logarithmic functions. Students work with an online program, ALEKS.

Honors credit can and will be awarded to those students who work beyond the curriculum.

HONORS ALGEBRA II MA350



This course completes students' preparation for advanced mathematics topics by consolidating the material from Algebra I and Geometry, as well as deepening understanding and introducing several new topics. The first semester reviews working with algebraic expressions, equations, and inequalities, as well as their graphs. These ideas are extended through the introduction of function notation (including domain and range) and also the study of linear and quadratic functions. The second semester introduces students to polynomial and radical functions. Honors moves at a fast pace, particularly through the initial review, and studies several topics in great detail in addition to covering rational functions, exponential and logarithmic functions, and trigonometry.

Prerequisite: Algebra I, Geometry, or Integrated Math II

PRE-CALCULUS MA400

This course covers material that is intended to round out a student's understanding of mathematics in new subject areas while building on material covered in previous courses. The topics focused on in this course are functional analysis and trigonometry. Functional analysis will start with a review of linear/quadratic equations and inequalities, focusing on their use in modeling real life problems. After time spent reviewing, the course will spend time extensively studying polynomial, exponential, logarithmic, inverse, radical and

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PRE-CALCULUS (CONT.) MA400

rational functions. The course will finish by exploring trigonometry: the unit circle, trigonometric ratios, law of sine and cosines, trigonometric functions, inverse trigonometric functions and analytic trigonometry.

Prerequisite: Algebra II Honors/Integrated III

STATISTICS MA401

This course is designed for students who have successfully completed Honors Algebra II or Integrated Math III and are looking for a mathematics course that is both different and interesting. Statistics gives a framework in which to draw conclusions from data. Students investigate many practical examples and examples drawn from real-world data. Students learn the fundamental principles and methods of statistics and probability, including different measures of average and central tendency, statistical distributions, variations, and percentiles. The subject is explored through observation, data gathering, and experiments.

Prerequisite: Honors Algebra II / Integrated Math III

HONORS PRE-CALCULUS MA450

This course emphasizes the Presumed Knowledge that is required for students aspiring to complete mathematics diploma courses in the International Baccalaureate (IB) Program or continuing to AP Calculus. The course covers material that is intended to round out a student's understanding of mathematics in new subject areas while building on material covered in previous courses. Topics covered include functional analysis, trigonometry, and an introduction to calculus. This rigorous course gives students excellent preparation for the study of advanced mathematics in the Standard Level (SL), Higher Level (HL) IB courses or AP Calculus.

Prerequisite: Algebra II Honors / Integrated Math III

HONORS CALCULUS MA551

This year-long course is an introduction to the study of differential and integral calculus. Emphasis is placed on both analytical and graphing calculator approaches to problem-solving, focusing on investigating the applications of calculus in many fields, helping to gain a sense of the power of this approach. Visual representations of equations will be stressed throughout. The course begins with a review of Precalculus topics before developing differential calculus (curve sketching, related rates, first and second derivative tests, and more). The course then continues to integral calculus and the Fundamental Theorem of Calculus, relating integral and differential calculus to each other. This course is designed for students with solid Precalculus background and should prepare them for a college-level calculus course.

Prerequisite: Honors Precalculus / Precalculus

AP STATISTICS MA601

This course is designed to be equivalent to a one-semester college-level course in introductory statistics. The emphasis is on conceptual understanding rather than numerical computation. To this end, extensive use is made of technology,

especially graphing calculators. The course covers four major topic areas: exploring and describing data, sampling and experimentation (including analysis of experimental design), anticipating patterns using probability and simulation, and using statistical inference to estimate population parameters and test hypotheses. Early spring is used to prepare for the AP exam, which all students are required to take.

Additional fee required.

AP CALCULUS MA651

AP Calculus provides students with a rigorous, college-level course in calculus. The focus in the first half of the year is on functions, limits, and differential calculus with an emphasis on real world problems in the area of related rates, optimization and motion. The focus in the second half of the year is on integral calculus with applications that include finding areas enclosed by the graphs of functions, finding the volumes of shapes defined by functions and calculating quantities by integrating derivative functions. Early spring is used to prepare for the AP exam, which all students are required to take.

Additional fee required.

TWO-YEAR COURSES

IB MATH SL I-II: APPLICATIONS AND INTERPRETATIONS MA500 & MA550

This two-year course is designed for students who are looking for the rigor and challenge of an IB course but do not intend to major in a math intensive field in college. This course is for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context.

Prerequisite: Honors Algebra II / Integrated Math III.

Additional fee required.

IB MATH HL I-II: ANALYSIS AND APPROACHES

MA600 & MA650   

This two-year course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.

Prerequisites: Precalculus Honors. **Additional fee required.**



Science

The Science Department's primary responsibility is to develop, encourage, and nurture students' interest in science. Because questions facing both the individual and society have a basis in science, it is increasingly essential to attain a degree of science and technological literacy. The curriculum is structured to advance the School's mission by giving students a background that enables them to better understand the issues facing the world. To achieve these ends, students are given the opportunity to develop skills in collecting and analyzing evidence in order to make informed decisions. At the same time, the department recognizes the need to adequately prepare those who are planning a career in science or engineering with a good background for more advanced work. True understanding and application, rather than rote learning, are emphasized in our classroom environment. The department utilizes hands-on experiences, case studies, laboratory, and fieldwork, to help students develop better observational and manipulative skills and to acquire knowledge by doing.

HALF-YEAR COURSES

HEALTH & WELLNESS SC100

Health and wellness education empowers students to take charge of their well-being through real-world learning. They explore topics like nutrition, fitness, mental health, substance abuse prevention, and digital safety. Through research and collaboration, students create presentations that promote healthy choices. By the course's end, they gain skills to make informed decisions, set health goals, and advocate for wellness. The class covers ten key health standards, including stress management, communication, decision-making, and advocacy.

FIELD ECOLOGY SC302

New Hampton is situated in the heart of New Hampshire's Lakes Region, an area dominated by forests, mountains, and of course, fresh water. These factors help create a habitat for diverse wildlife, including bald eagles, bears, and even moose. In this hands-on, experiment-driven course, students will learn how to conduct experiments that allow them to observe and understand the ecological roles and interactions between different species. Data collection and observations will often take place outdoors so students are encouraged to have proper clothing, including pants and close-toed shoes for this class.

HUMAN SEXUALITY AND WELL-BEING SC325

In this discussion-based course, students will explore the wide-ranging field of human sexuality and well-being while also learning the fundamentals of mindfulness practice. As a group, we will come to understand the intricacies of topics such as reproductive anatomy, the sexual response cycle, sexual identity, gender, and considerations related to illness and disease. Additionally, we will examine the influence of media and the pornography industry, as well as the historical and contemporary dimensions of social justice issues concerning human sexuality. Through self-reflection, class discussions, research, and exploration, students will deepen their understanding of these complex topics and learn how personal health behaviors are linked to an overall sense of well-being.

SCIENCE AND SOCIETY SC326

In this course, students will explore the parallels between sports performance and success in everyday life. Through the lens of sports and athletes, students will examine the skills and strategies that contribute to success in sports and how these can be transferred to different aspects of life off the playing field. By exploring topics such as discipline, teamwork, resilience, and goal setting, students will develop important life skills that can help them thrive in society. Through personal reflection and practical application, research, and discussion, students will discover the connections between personal health behaviors, and the practice of proven techniques for performance enhancement. To be successful in this course, students will need to come to class with an open mind and a willingness to engage in honest self-reflection.

SPORTS MEDICINE SC327

This course is offered to 11th and 12th grade students to introduce the ideas and concepts surrounding the growing field of athletic training and sports medicine. The semester-long course covers general sport medicine topics, including prevention and care of common athletic injuries, basic human joint anatomy, taping and wrapping techniques, and concussion prevention and management. This course is designed to give students experiential learning education through possible internships in the New Hampton School Athletic Training Room.

FULL-YEAR COURSES

BIOLOGY SC200

Biology is the branch of science devoted to the study of life. The course is divided into the following areas of concentration: sustainability, cell biology, genetics, ecology, and evolution. In each unit, students focus on the environmental, economic, and societal impact of sustainability in the larger community. There is an emphasis on real-world application and development of scientific and universal skills. Lab work is an essential part of the course, with students developing the skills to design experiments, conduct research, analyze data, and write scientific reports.

HONORS BIOLOGY SC250

This course is for students who have demonstrated excellent ability in science. The topics covered are similar to standard Biology but are delved into at an intensive level providing in-depth coverage of concepts to develop students' higher-order thinking skills. Laboratory and fieldwork are essential parts of the course. Students develop skills needed to design experiments, conduct research, analyze data, and write scientific reports. The honors-level status of this course assumes an elevated level of student commitment and effort.

CHEMISTRY SC201

This standard high school chemistry course covers chemistry concepts in the context of societal issues. The units use real-world examples to teach topics in chemistry. Students learn foundational concepts, evaluate data, and make decisions based on their observations and knowledge gained through the curriculum. This course is designed for those who have an interest in chemistry and the foundational concepts but with less emphasis on more complicated math skills.

HONORS CHEMISTRY SC451

Chemistry Honors is a comprehensive program covering the fundamentals of chemistry for those students who have demonstrated excellent abilities in mathematics and science. The topics covered in Honors Chemistry are similar to the standard chemistry course but are delved into at an intensive level providing in-depth coverage of concepts to develop

students' higher-order thinking skills. Laboratory work parallels concepts covered within the curriculum but allows for independent investigation.

Prerequisite: Completion of Integrated Math III or higher.

CONCEPTUAL PHYSICS SC202

The Conceptual Physics curriculum skillfully blends conceptual understanding with practical applications, ensuring physics is engaging and approachable for all learners. By emphasizing real-world examples and hands-on activities, it deepens comprehension while maintaining a light mathematical touch. The course prioritizes foundational principles—from mechanics to modern physics—guiding students to grasp key ideas before introducing numerical analysis. This approach not only builds confidence but also nurtures a lasting appreciation for the subject.

HONORS PHYSICS SC351

This college preparatory course will be co-seated with IB Physics Year 1. It will cover seven main traditional physics topics. The concepts of motion, energy, collisions, waves, electricity, magnetism, and thermal physics will be investigated. This course emphasizes the underlying principles and applications to a wide variety of practical problems. Laboratory work illustrates the principles discussed in class and allows the students to develop observational and analytical skills.

Prerequisite: Completion of Integrated Math III or higher.

EARTH SCIENCE SC300

Earth Science is an important discipline, helping students recognize the connection between natural sciences and the world around them. The course will introduce students to astronomy, hydrology, geology, and atmospheric studies through various hands-on activities, labs, and projects. Case studies and current events will add context and allow students to investigate the effects of Earth's processes on human civilization and vice versa. Students will leave the class with a more robust understanding of natural disasters, climate change, natural resources, and the role humans play in the environment.

HONORS ANATOMY & PHYSIOLOGY SC450

Anatomy and Physiology Honors includes an in-depth examination of the design and function of the human body with emphasis on the organ systems. Labs, projects, and dissection are an integral part of the course. This is a college-prep course that is beneficial for students interested in any medical field.

Prerequisite: Biology Honors

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

SC504    

The focus of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies, enabling them to adopt an informed personal response to the wide range of pressing environmental issues they will inevitably face. What makes this subject matter so interesting is while we human species are part of a given environmental system, we also have massive impacts upon that same system. The magnitude and scale of these impacts depend upon many variables, including culture, history, religion, economics, and politics. To make informed decisions about environmental issues, we must be able to integrate the hard, scientific, quantitative “facts” with the qualitative value judgments of politics, sociology, and ethics.

Additional fee required.

IB SPORTS, EXERCISE, AND HEALTH SCIENCE

SC505   

This one-year course offers an engaging introduction to the science behind human performance and health. Students will explore key concepts in exercise physiology, biomechanics, nutrition, and sports psychology. Topics include how the body responds to physical activity, the impact of hydration and nutrition, how movement is produced and controlled, and how psychological factors such as motivation and stress influence performance. An added unit on disease prevention has been added to fulfill the school's health graduation requirement. Throughout the course, students will connect scientific concepts to real-world situations and develop practical skills that support both academic and personal growth. Additional fees apply for this course.

TWO YEAR COURSES

IB BIOLOGY SL I-II SC500-SC501   

IB BIOLOGY HL I-II SC600-SC601   


This two-year course seeks to provide students with the knowledge and skills needed for scientific inquiry and investigation through a hands-on, experiment-based approach. This course is a hybrid course and fulfills the requirements for students at both the Standard (SL) and Higher Level (HL) in the International Baccalaureate Programme. The course content during the first year will focus on understanding life at a molecular level. Students will begin by building their foundational understanding of molecular and cellular biology and transfer their knowledge to additional topics, including ecosystem interactions, energy flow, and climate change. During the second year of the course, students will explore meaningful topics, including genetics, biodiversity, human physiology, and neurobiology. As part of the second year of this course, students

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IB BIOLOGY SL I-II (CONT.) SC500-SC501   

IB BIOLOGY HL I-II (CONT.) SC600-SC601   

will complete the International Baccalaureate's Internal Assessment. This assessment challenges each student to design an experiment, collect and analyze data, and share their findings in a scientifically accurate and detailed report.

Additional fee required.

IB CHEMISTRY SL I-II SC502 & SC503   

IB CHEMISTRY HL I-II SC602-SC603   

The Chemistry HL and SL course is a two-year course that will provide students with higher-order investigative experiences and activities to promote a deeper understanding of critical concepts in Chemistry. It will also help the student to develop the ability to analyze scientific literature critically and to develop manipulative and experimental skills necessary to perform college-level scientific investigations. Topics include Stoichiometry, Atomic Theory, Chemical Bonding, State of Matter, Carbon Chemistry, and the Periodic Table. Students will be required to demonstrate knowledge of experimental methodology, data collection, and the interpretation of experimental data.

Additional fee required.

IB PHYSICS HL I-II SC604 & SC605   

This two-year course introduces students to a wide range of physics concepts and applications. During the first year, students study mechanics, including gravity and harmonic motion, electricity and magnetism, wave phenomena, and special relativity. During the second year, students study thermal physics, including the thermodynamics of climate change, quantum and nuclear physics, digital technology, and high energy and particle physics. Throughout the course, students plan and conduct laboratory experiments, develop and expand problem-solving skills, investigate additional conceptual material, and practice the types of questions they will face on the International Baccalaureate examination papers.

Additional fee required.



World Language

Language and communication are at the heart of the human experience. The goal of the World Language Department is to develop strong communication skills in reading, writing, and spoken interaction as well as to enrich understanding of world cultures. In the early levels, students focus on establishing a vocabulary base, accurate pronunciation, and simple grammatical structures. In more advanced courses, students build upon those skills and also encounter native literature and navigate a more diverse array of topics and situations. Authentic materials are used whenever possible and include video, audio, and written text. Students learn in a variety of ways, including, collaborative activities, projects, and many other techniques to create a fun and effective learning environment.

NOTE: Courses in the World Language Department are designed as language acquisition classes. Students who are already fluent in the target language should not take these classes. (Exception: IB Diploma Candidates who need an HL language course).

FULL-YEAR COURSES

FRENCH I WL100

In the introductory course, students acquire basic writing, reading, listening, and speaking skills. They speak using vocabulary focusing on basic objects, places, and most common kinship terms. They describe people in detail and discuss likes and dislikes. Students listen to and understand words and phrases from simple questions and statements; they respond appropriately to high frequency commands. Students read and interpret texts such as menus, schedules, maps, signs, brochures, and short letters. Students write at the basic sentence and paragraph level.

FRENCH II WL200

Upon successfully completing the second-year course, students demonstrate increased fluency and control of vocabulary within new topics as well as building upon those previously studied. They express ideas in both the present and past tenses. Students articulate and respond to simple questions and statements, although in a restricted manner and with much linguistic inaccuracy. They understand the main ideas of a text, though they may miss detail or nuance. Students write paragraphs to express basic ideas and experiences.

HONORS FRENCH II WL250

This course will cover the same topics as the standard Level II course but will move at an accelerated pace, covering additional vocabulary and grammatical structures. Students who take French I and II honors will be prepared to take the IB French B SL course.

FRENCH III WL300

By the end of Level III, students handle a variety of basic communicative tasks in social situations. They speak about themselves and others, ask and answer questions, and participate in simple conversations on topics beyond the most immediate needs. Spoken expression length increases but may continue to be characterized by frequent pauses. Students read multiple-page texts for comprehension, cultural connections, and the development of their own opinion. They are able to express present, past, and future time and may successfully employ some more complicated tenses.

HONORS FRENCH III WL350

This course will cover the same topics as the standard Level III course but will move at an accelerated pace, covering additional vocabulary and grammatical structures.

HONORS FRENCH IV WL450

Level IV and V Honors are recommended for students who display sufficient aptitude in their previous year of study. Content closely mirrors that of the IB SL and HL courses but will not include all of the IB testing requirements. Extensive reading, writing, and speaking comprise most of the work of these courses and students encounter primarily authentic target language materials.

HONORS FRENCH V WL550

Level IV and V Honors are recommended for students who display sufficient aptitude in their previous year of study. Content closely mirrors that of the IB SL and HL courses but will not include all of the IB testing requirements. Extensive reading, writing, and speaking comprise most of the work of these courses and students encounter primarily authentic target language materials.

SPANISH I WL101

In the introductory course, students acquire basic writing, reading, listening, and speaking skills. They speak using vocabulary focusing on basic objects, places, and most common kinship terms. They describe people in detail and discuss likes and dislikes. Students listen to and understand words and phrases from simple questions and statements; they respond appropriately to high frequency commands. Students read and interpret texts such as menus, schedules, maps, signs, brochures, and short letters. Students write at the basic sentence and paragraph level.

SPANISH II WL201

Upon successfully completing the second-year course, students demonstrate increased fluency and control of vocabulary within new topics as well as building upon those previously studied. They express ideas in both the present and past tenses. Students articulate and respond to simple questions and statements, although in a restricted manner and with much linguistic inaccuracy. They understand the main ideas of a text, though they may miss detail or nuance. Students write paragraphs to express basic ideas and experiences.

SPANISH III WL301

By the end of Level III, students handle a variety of basic communicative tasks in social situations. They speak about themselves and others, ask and answer questions, and participate in simple conversations on topics beyond the most immediate needs. Utterance length increases but may continue to be characterized by frequent pauses. Students read multiple-page texts for comprehension, cultural connections, and the development of their own opinion. They are able to express present, past, and future time and may successfully employ some more complicated tenses.

HONORS SPANISH II WL251

This course will cover the same topics as the standard Level II course but will move at an accelerated pace, covering additional vocabulary and grammatical structures. Students who take Spanish I and II honors will be prepared to take the IB Spanish B SL course.

HONORS SPANISH III WL351

This course will cover the same topics as the standard Level III course but will move at an accelerated pace, covering additional vocabulary and grammatical structures.

HONORS SPANISH IV WL451

Level IV and V Honors are recommended for students who display sufficient aptitude in their previous year of study. Content closely mirrors that of the IB SL and HL courses but will not include all of the IB testing requirements. Extensive reading, writing, and speaking comprise most of the work of these courses and students encounter primarily authentic target language materials.

HONORS SPANISH V WL551

Level IV and V Honors are recommended for students who display sufficient aptitude in their previous year of study. Content closely mirrors that of the IB SL and HL courses but will not include all of the IB testing requirements. Extensive reading, writing, and speaking comprise most of the work of these courses and students encounter primarily authentic target language materials.

TWO-YEAR COURSES

IB FRENCH AB INITIO SL I & II WL500 & WL501



This course serves as an introduction to the basic structure of the language. Students learn to write simple French. Speaking and understanding oral language and building a strong vocabulary are highly emphasized. Students prepare for the International Baccalaureate exam in the second year.

Prerequisite: Enrollment in the IB Diploma Programme.

Additional fee required.

IB FRENCH SL I & II WL502 & WL503

This course, conducted in French, presents a review of intermediate grammar and vocabulary and develops more sophisticated language functions. Students will strengthen their listening comprehension and speaking skills as well as their reading and writing proficiency. Emphasis is placed on a broad range of French-speaking cultures around the world and students are encouraged to demonstrate social awareness and cultural sensitivity.

Prerequisites: French II.

Additional fee required.

IB FRENCH HL I & II WL600 & WL601

In addition to the SL material, this college-level program of advanced reading and composition uses works from French literature and prepares the student for the International Baccalaureate exam in the second year.

Prerequisites: French III.

Additional fee required.

IB SPANISH AB INITIO SL I & II WL504 & WL505

This course serves as an introduction to the basic structure of the language. Students learn to write simple Spanish. Speaking and understanding oral language and building a strong vocabulary are highly emphasized. Students prepare for the International Baccalaureate exam in the second year.

Prerequisite: Enrollment in the IB Diploma Programme.

Additional fee required.

IB SPANISH SL I & II WL506 & WL507

This course, conducted in Spanish, presents a review of intermediate grammar and vocabulary and develops more sophisticated language functions. Students will strengthen their listening comprehension and speaking skills as well as their reading and writing proficiency. Emphasis is placed on a broad range of Spanish-speaking cultures around the world and students are encouraged to demonstrate social awareness and cultural sensitivity.

Prerequisites: Spanish II.

Additional fee required.

IB SPANISH HL I & II WL602 & WL603

In addition to the SL material, this college-level program of advanced reading and composition uses works from Spanish literature and prepares the student for the International Baccalaureate exam in the second year.

Prerequisites: Spanish III.

Additional fee required.

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