Hopkins School
Course Guide 2020–2021

Together, we seek to:

develop in our young people the habits of mind of scholars as the foundation for a lifelong love of learning;

foster the courage to live and think as distinct individuals who embrace their responsibilities in the larger world;

expose every student to the deep satisfaction that derives from service to others;

enlarge the educational experience to include the creative joy and aesthetic sensibility of the artist, and the vitality and competitive spirit of the athlete;

provide, through the School’s advisers, the wisdom and goodwill necessary to guide our young people to confident self-reliance; and,

nurture the development of character essential to leading a rich and purposeful life.

Academic Honesty
It is the School’s belief that honesty promotes learning and dishonesty interferes with it. Hence, Hopkins seeks to provide an atmosphere in which principles of honesty guide students’ efforts and work. Students should submit work that is wholly and truly their own; otherwise they lose the opportunity to learn for themselves and to learn from their mistakes. At the beginning of each year, each student must read and sign the School’s Statement of Academic Honesty in a special adviser meeting. Further, all students will include the statement, “I pledge my honor.” and sign their names to each piece of graded work after receiving instruction from each teacher within his or her academic department on the policies, expectations, and guidelines specific to the discipline.

Hopkins Course Offerings
Taken as a whole, the Hopkins curriculum provides a foundation in the academic disciplines, a broad exposure to the liberal arts, and opportunities to pursue individual interests. The School embraces a variety of approaches to teaching and content, from a traditional lecture and discussion format to more experiential approaches.

Purposes and Values
In 1660, Edward Hopkins, the second governor of the Connecticut Colony, established our nation’s first charitable trust to found Hopkins Grammar School on the New Haven Green. The School began with a dedication to the “breeding up of hopeful youths... for the public service of the country in future times.” More than three centuries later, Hopkins School continues to fulfill its original mission, and “hopeful” — connoting both the promise and the expectation of future good—remains the word that defines our educational approach and animates our aspirations.

Today, Hopkins is a traditional, independent, coeducational day school of students in grades seven through twelve. Located on a 108-acre campus overlooking New Haven, the School takes pride in its distinguished faculty and dedicated staff. We define ourselves as a community of civility and learning, one that educates students from diverse backgrounds to realize the full measure of their talents and humanity.
Planning a Program of Study

Students should work closely with their parents and faculty advisers to plan a program that reflects their interests and strengths, as well as an understanding of their academic maturity and development. Since secondary school and college comprise a continuum of educational opportunities, students should seek to challenge themselves appropriately.

Each year the course selection process begins with a class meeting shortly after the end of Term 1. At that meeting, students receive a copy of this Course Guide and the course selection sheet. Each Head Adviser explains new course offerings and any grade-specific decisions students need to make. During the following weeks, students meet with their advisers to outline course selections for the following academic year and for each subsequent year until graduation. The purpose of this exercise is to encourage attention to the student’s graduation requirements and the sequencing of the academic program.

After conferring with parents, advisers, the Head Adviser, and/or Department Chairs, students complete their course selection forms and submit them to their advisers. Before being processed, students, parents, and advisers must sign the course selection forms. In order to familiarize parents with the course selection process, evening meetings are scheduled in February in Heath Dining Hall.

Every effort is made to place students in their preferred course choices. However, some elective courses may not attract sufficient enrollment, while others may create scheduling conflicts. Therefore, students must list a second or third choice for each elective. In all cases, departments reserve the right to determine the course placement that is appropriate for each student.

In June, the School provides one last opportunity for parents to review their child’s choices. Parents have until July 1 to make any changes to their child’s Term I schedule. After July 1, these choices are considered final unless special circumstances warrant a review. No changes in Term II course selections can be made after the Wednesday before December vacation.

If you have any questions about the course selection process, please contact: Ms. Waters, the Dean of Academics; Mr. Hart, the School Scheduler; or the appropriate Department Chair.

Graduation Requirements

A student must earn a minimum of 18 credits in Grades 9–11 to receive a Hopkins diploma. In addition, each student must fulfill the Athletics and Health Course requirements and pass a swimming and water rescue test. Seniors must pass all courses; and, when a Senior Project replaces a course or courses, failure of the Project means failure of the substituted course(s). At the end of Term II, seniors are required to participate in all four days of a school-sponsored community service project. Since this service project takes the place of Term II examinations, seniors who miss all or part of a weekday are required to make up the day the following weekend or week. Grades for seniors will close on their last day of regular classes. Diplomas will only be granted to students who remain in good standing through graduation.

Courses taken at institutions other than Hopkins are subject to approval by the appropriate academic department and the Dean of Academics. New students entering Grades 10, 11, or 12 will have their graduation credit established by the Dean of Academics after review of their previous school’s transcript.

Academic Year Credits

In Grades 9–12, students must earn at least 4½ credits during the combined fall and spring terms in any given academic year. Students must take at least four courses each term, excluding Health and non-AP® Art courses. Students may take no more than five courses each term, excluding Health and non-AP Art courses. Students seeking an exemption from either of these term load requirements must receive prior approval of their parents, adviser, Head Adviser, and the Dean of Academics. Request for term load exemptions is done by completing a “Request for Exemption” form with the Dean of Academics.

In Grades 7 and 8, students follow the prescribed course of study with the option of adding a language course (e.g., Chinese, French, or Spanish).

Academic Term Load

Minimum number of academic courses: Students must take at least four courses each term (excluding Health, non-academic Art courses, and Programming).

Maximum number of academic courses: Students may take no more than five courses each term (excluding Health, non-academic Art courses, and Programming).

Load and Course Selection

The School makes every effort to meet the requests of students and parents for programs of study; it reserves the right, however, to place students in courses according to its own judgment.

Graduation Requirements

The following graduation credits must be earned in Grades 9–12:

Any exceptions to these requirements must be approved by vote of the faculty to the extent permitted by law.

Departmental Graduation Requirements

Students seeking an exemption from either of these term load requirements must get the approval of their parents, adviser, Head Adviser, and the Dean of Academics. This is done by filing the “Request for Exemption” form with the Dean of Academics.

In Grades 7 and 8, students follow the prescribed course of study with the option of adding Chinese, French, or Spanish.

Diplomas will only be granted to students who remain in good standing through graduation.

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Grading & Credit Policies

Grades and Comments
Hopkins uses letter grades ranging from A to F, and including pluses and minuses. Because narrative comments give a more detailed assessment of a student’s performance and attitude, such comments always accompany the letter grades. At the end of each term, teachers write term reports which include a grade and comment for each student which appear on a student’s official transcript. The School also sends home progress reports after the midpoint of each term, which are similar to term reports, but the grades do not become part of the student’s permanent record. In the case of a senior applying early to college or other programs, grades from November progress reports are sent to the colleges/programs to which the student is applying. Grades in courses from Grade 9 to the April marking period of Grade 12 shall be used to determine Cum Laude eligibility.

Hopkins does not provide class rank. The School does, however, send other educational institutions a school profile providing necessary information about our academic program.

Pass/D/Fail Option
Students entering Grade 12 may elect, up to but no later than the Friday of the sixth week of the term, to take a year or term course on a Pass/D/Fail basis provided they receive approval of their parents, adviser, Head Adviser, and the Dean of Academics. AP® courses may be taken Pass/D/Fail, as long as the student

Credit for Outside Courses
For a variety of reasons, Hopkins students may wish to take and receive credit for courses taken at Hopkins Summer School or at other educational institutions. In order for credit to be granted, the student must have the approval of the appropriate Department Chair and the Dean of Academics prior to taking the course(s) in question. The Department Chair shall require the student to provide information about the content and extent of the course, possibly including a statement from the teacher. Additionally, to gain credit, students must complete the “Summer Study Request for Credit” form available from the Dean of Academics before the course begins. A transcript for the completed course(s) shall also be required and placed in the student’s file. However, the grade earned shall not become part of the cumulative average for Cum Laude calculations, nor shall it appear on the Hopkins transcript, unless it is a prerequisite for another course.

Promotion
In order to be promoted to the next grade or to continue enrollment at Hopkins, a student must pass all courses and earn an overall average of D+ or higher. The status of students not satisfying either of these conditions will be determined by a vote of the Faculty. Options include promotion under stipulated conditions, repeating the same grade, or not returning to Hopkins.

Advanced Courses and Special Programs

Advanced Placement Courses
Courses that have the AP® designation follow curricula outlined by the Advanced Placement Program of the College Board. AP courses prepare students for Advanced Placement examinations given in May. These courses are offered to students who demonstrate the ability and desire to work at a level comparable to a college-level course in a given subject area. Enrollment in AP courses is subject to departmental approval. Students are encouraged, but are not required, to take the corresponding AP exam. Because of the pace and level of difficulty of these courses, courses are advised not to enroll in more than three AP courses during any given term.

Honors Courses
Courses beyond the Advanced Placement level have been designated as honors courses in Language and Mathematics. The honors designation appears as part of the title of the course and is noted on the transcript. If the enrollment in an honors course is fewer than four, the course will meet twice weekly.

Independent Study
Independent Study is available to accommodate students who wish to pursue advanced study beyond the scope of the curriculum. The Independent Study Program is not meant to resolve scheduling conflicts. Students who wish to pursue an Independent Study must obtain a form from a Department Chair or the Dean of Academics on which they must provide a detailed proposal of the planned course of study. The Independent Study form must be submitted to the Dean of Academics at least two weeks prior to the beginning of a term. Approval is generally determined based on the following: 1) the academic merit of the independent study; 2) the willingness of a faculty member to supervise the independent study; 3) the

Cum Laude
Hopkins is a member of the Cum Laude Society. Students are selected in the senior year based on their academic record. Grades in courses from Grade 10 through the April marking period of the senior year shall be used to determine Cum Laude eligibility. A student enrolling at Hopkins after Grade 10 shall be eligible for consideration if they attended a school with a Cum Laude chapter and have not been previously and currently elected. Based upon the qualifying criteria, no more than 20% of the graduating seniors may be elected to the Hopkins chapter of the Cum Laude Society. Further, a documented violation of the School’s honor code in Grades 9–12 precludes a student from Cum Laude eligibility. Elected students are inducted in the spring and receive special recognition at commencement.
Malone Schools Online Network
Courses offered through the Malone Schools Online Network (MSON) are designed for students who, through their record of academic achievement, demonstrate a capacity for independent work and are interested in learning in an online classroom environment.

Hopkins awards credit for successful completion of an approved MSON course. Only MSON courses taught by Hopkins teachers can satisfy departmental graduation requirements. One credit towards the School’s Language requirement can be earned by taking Ancient Greek I or Chinese V, which are taught by Hopkins teachers. MSON courses are subject to all of the School’s academic policies and regulations (see “Planning a Program of Study”).

Because class meetings are scheduled to accommodate students from different schools, often situated in different time zones, students may need to adjust their Hopkins schedule to enroll in an MSON course. In some cases an MSON course may need to be scheduled after 3:30pm, and students should consider carefully how such classes will fit alongside other commitments.

The MSON Course Catalogue is available in February. Students may only elect MSON courses which do not match Hopkins courses in content. Students may add an MSON course to their course selections for the following school year by speaking with Mr. Taylor, MSON Academic Liaison, or the Dean of Academics.

Outside Programs
Hopkins students may participate in alternative academic programs such as the Island School, MOUNTAIN SCHOOL, Rocky Mountain Semester, Maine Coast Semester, the School for Ethical and Global Leadership, and the Malone Schools Online Network (see the Course Guide). Information on the above and other programs is available from the Dean of Students. In addition, students interested in School Year Abroad or other foreign language programs should consult with the Chair of the Modern Language Department.

Since the above programs require a student to be away from the School for a minimum of a term, a student and their family must request in writing a Leave of Absence in accordance with the School’s Leave policy described in this Handbook. Before a student receives academic credit for a semester or year program, other than those listed above, the alternative program and the student’s course of study must receive approval from the Academic Policy Committee. Students who plan to attend an outside program in Term II of their junior year should schedule a meeting with the College Counseling Office prior to their departure.

To promote a smooth transition back to Hopkins, the School strongly recommends the following: 1) students and parents consult with the Dean of Academics, before leaving to attend the outside program; 2) upon returning from a Term I outside program, students contact Hopkins teachers of their yearlong courses and begin to attend classes of these courses even before the start of Term II.

Course Changes or Withdrawals
In Grades 9–12, after a course is underway, special situations may arise that warrant a change to the student’s schedule. The student requesting a change or withdrawal must complete the course change or withdrawal form, available from the Dean of Academics, the School Scheduler, or the Head Adviser. However, changes in English electives are never permitted once courses are underway. The student requesting a withdrawal must continue to attend the course until they receive a new schedule. Course changes or changes of class section based on teacher preference are not permitted.

Changing Levels
Generally, changing course levels may be requested on or before the November midterm with permission from the appropriate Department Chair and the Dean of Academics. Following permission, the original course shall be removed from the student’s transcript. In very special circumstances, a change in level may be allowed until the end of Term I, except in AP Calculus BC where the November deadline is absolute. If permission is granted to change levels after the November midterm, the original course name and the date of withdrawal with one of the following designations shall appear on the student’s transcript: WP (withdrawn passing) or WF (withdrawn failing). Changing Levels is not considered dropping a course.

Dropping a Term or Year Course
For term electives, a course dropped on or before the Friday of the third week of the term shall be removed from the student’s transcript. A year course dropped on or before the Friday of the sixth week of the term shall be removed from the student’s transcript. Changing from one level of a course to another (e.g., Geometry Enriched to Geometry) is not considered dropping a course.

Special Circumstances
Once the appropriate deadline has passed, permission to drop either a year course or a term elective is rarely granted, and only if special circumstances, such as illness, warrant a drop.

If a term course is dropped after the third week but before grades close at midterm, the course name and the date of withdrawal with one of the following designations shall appear on the student’s transcript: WP (withdrawn passing) or WF (withdrawn failing). If a term course is dropped after grades close at midterm, the cumulative grade and date of withdrawal shall appear on the transcript.

If a year course is dropped after the sixth week of the term but before the end of Term I, the course name and the date of withdrawal with one of the following designations shall appear on the student’s transcript: WP (withdrawn passing) or WF (withdrawn failing). If a year course is dropped during Term II, the cumulative grade and date of withdrawal shall appear on the student’s transcript.

Credit Policy
A student cannot earn credit for passing one term of a failed year course. Likewise, a student cannot earn credit for completing only one term of a year course. Once a transcript has been sent to a college as part of the application process, seniors must notify the admission offices of the colleges to which they have applied of any changes in their course load.

Suggested Guidelines for Standardized Testing

GRADE 9
It is highly unusual for a 9th Grader to take any college-related standardized test, such as the SAT®, SAT Subject Tests, or ACT. Many students and parents inquire about the Biology SAT Subject Test, however our Science Department does not recommend taking this test. Further questions may be directed to the Science Department.

GRADE 10
All 10th Graders are registered by Hopkins for the PSAT in October. Results are available on the PSAT website in December. Tenth Grade PSAT results do not appear on the transcript and are not sent to colleges (no standardized test scores of any kind appear on the Hopkins transcript). Many 10th Graders, after consulting with their teachers, register for the SAT Subject Test in Chemistry if they are enrolled in Chemistry.

If in June you will finish:  You can consider taking this SAT Subject Test:

| CHEMISTRY ACCELERATED | CHEMISTRY |
|______________________|___________|
| FRENCH 4 OR SPANISH 4 | FRENCH OR SPANISH* |
| CHINESE 4 OR ITALIAN 4 | CHINESE IN NOVEMBER, ITALIAN IN DECEMBER |
| LATIN III, LATIN IV, OR AP LATIN | LATIN [OFFERED IN DECEMBER AND JUNE] |
| PRECALCULUS | MATH – LEVEL 1 |
| PRECALCULUS ENR. OR ACCEL. | MATH – LEVEL 2 |
| AP® PHYSICS 2 OR AP® PHYSICS C | PHYSICS |
| AP® U.S. HISTORY | U.S. HISTORY |
| TERM II ENGLISH ELECTIVE | ENGLISH LITERATURE |

* The SAT Subject Test in November, which includes a listening portion, is recommended.
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Accelerated, and/or Latin if they are enrolled in Latin III or higher. Tenth Graders who are enrolled in Precalculus Enriched or Accelerated may consider registering for the Math Level 1 Subject Test. Tenth Graders who are enrolled in the fourth level of a modern language may consider registering for the SAT® Subject Test for the language, either for the June administration or for the following November administration, which includes a listening component.

**GRADE 11**

Hopkins offers students in Grade 11 the opportunity to take the Practice ACT toward the end of the summer. Practice ACT results are mailed to the student’s home in September. All 11th Graders are registered by Hopkins for the PSAT administered in October. Results are available on the PSAT website in December. The 11th Grade PSAT also serves as the National Merit Scholarship Qualifying Test (NMSQT), which the National Merit Corporation uses to determine National Merit-recognized students (including Semi-Finalists, Commended, National Achievement and National Hispanic Scholars). The most common path for 11th Graders is to take two rounds of testing, either the SAT or the ACT before the end of the school year. SAT tests are offered in August, October, November, December, March, May and June; while ACT tests are offered in September, October, December, February, April, June, and July. We do not advise multiple testings in both tests; students should choose whether they are better suited to the SAT or ACT. Online practice tests for ACT can be found at act.org and for SAT at khanacademy.org. SAT Subject Tests are recommended or required by many selective colleges; one college (Georgetown) asks for three, though, at most, others might recommend two SAT Subject Tests. Eleventh Graders who are enrolled in Latin III, IV or AP® may consider registering for the SAT Subject Test in Latin. Students enrolled in AP U.S. History may consider registering for the U.S. History Subject Test. Some 11th Graders take the Subject Test in Literature. In general, we suggest that students take the SAT Subject Tests in June, offered close to our own exam period. Some Hopkins students have taken the ACT either as an additional credential or as a alternative to the SAT. All colleges accept either test, and in many cases the ACT with writing replaces both the SAT and SAT Subject Tests. Many students take AP exams in Grade 11, most often because they are in AP courses or they choose to take AP English Language and/or AP English Language based on the recommendation of their English teacher. Official results of AP tests are not reported to colleges. Students may elect to self-report AP exam scores during the application process, and ultimately send official results to the college registrar where they will matriculate in order to be considered for college credit and/or advanced placement.

**GRADE 12**

12th Graders may take the SAT in August, October, and/or November. While most colleges accept the results of October tests for Early Decision and Early Action plans, not all will accept November results for early deadlines. Tests are also in December and as late as January for students who would like to optimize their Regular Decision credentials. ACT exams are available in our region in September, October, and December. In May, many seniors take AP exams either because they are enrolled in AP designated courses or they opt to take the AP English Language and/or AP Literature test based on the recommendation of the English teacher, either for advanced standing in college or for credit.

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**Curricular Offerings 2020–2021**

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**GRADE 11**

| **Arts Electives** | **Programming** | **Shakespeare Electives** | **English Electives** | **† Chinese** | **† Greek** | **Italian** | **Latin** | **Spanish** | **Atlantic** | **Algebra 2** | **Calculus** | **Math Electives** | **AP® European History** | **AP® U.S. History** | **Math Electives** | **Electives** | **AP® Biology** | **AP® Physics** | **AP® & Env. Science Electives** |
| **Electives** | **AP® Computer Science** | | | | | | | | | | | | | | | | | | | |

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**GRADE 12**

| **Arts Electives** | **Programming** | **English Electives** | **† Chinese** | **† Greek** | **Italian** | **Latin** | **Spanish** | **Atlantic** | **Calculus** | **Math Electives** | **AP® European History** | **AP® U.S. History** | **Math Electives** | **Electives** | **AP® Biology** | **AP® Physics** | **AP® & Env. Science Electives** |
| **Electives** | **AP® Computer Science** | | | | | | | | | | | | | | | | | | | |

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**Curricular Offerings 2020–2021**

*Be sure to provide second choice.
† When signing up for a Level 1 language course, be sure to provide a second choice.
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The art program encourages students to discover a personal vision and to express themselves using multiple senses. Emphasizing experiential and hands-on learning, art courses encourage students to think creatively, to develop ideas, and to take risks in untried areas. Junior School art courses focus on introducing skills and building confidence within each of the disciplines. In Middle and Senior School, the Department offers a wide variety of choices, enabling students to specialize or to experiment as they wish. In addition to course offerings, the Art Department encourages all students to participate in dramatic productions, concerts, and gallery exhibitions at Hopkins.

A minimum of 1½ credits in art is required for graduation. Students must take at least ½ a credit in Grades 9 or 10 and ½ a credit in Grades 11 or 12.

**JUNIOR SCHOOL**

**GRADE 7**

During Grade 7, a different aspect of art—Studio Art, Drama, and either Instrumental Ensemble or Vocal Arts—is introduced during each of the first three quarters. The emphasis is on learning the basic crafts of each art form and having fun. Students choose to continue in one of these disciplines for the final quarter.

The Grade 7 Instrumental Ensemble accommodates most traditional band and orchestra instruments. Because of limited instrument availability, pianists may be placed in an ensemble of mixed instrumentation or in Vocal Arts. Instrumental Ensemble requires a short audition to ensure that the student can read music and play an instrument at a level that enables learning from the ensemble experience.

**GRADE 8**

During Grade 8, students select one of the following offerings each term:

**Drama 8**

Students develop their imaginations through theater games and improvisations. They also analyze and perform classical and modern scripts.

**Instrumental Ensemble 8**

Students who wish to experience the rewards of ensemble playing will enjoy this art choice. The course introduces students to the skills and techniques of musical collaboration. Repertoire is chosen depending on instrumentation and the ability level of the group. The Grade 8 Instrumental Ensemble accommodates all band and orchestra instruments. (Audition is required.)

**Studio Art 8**

This course is designed to help students attain a general knowledge of drawing and painting and working in clay. For homework, students keep a sketch diary to develop drawing as a form of self-expression parallel to language.

**Vocal Arts 8**

This course is for students with a keen interest in singing in two and three part harmony, in preparation for Concert Choir in the Middle School years. It also emphasizes vocal production, basic music theory and sight singing.

**Wood Art 8**

In this course students learn the basics of cutting, shaping, carving, and joining wood using a variety of hand and power tools. Students begin by creating a low relief sculptural piece from a plank of wood. Later projects might include building boxes, small furniture pieces, and wooden toys.

**MIDDLE AND SENIOR SCHOOLS**

**Drama**

**Acting**

*GRADES 10–12, TERM 1, ½ CREDIT.*

Designed to offer students an opportunity to explore acting in a playful and supportive environment, this course introduces the techniques an actor uses when preparing a character. Through the use of theater exercises, monologues and scene study, students develop their focus and concentration, work on their vocal and physical technique, and open up their imaginations to the idea of playing a character.
Drama (CONTINUED)

Acting II
GRADES 10–12. TERM II, ½ CREDIT.
Building on the techniques and skills introduced in Acting I, students continue to explore character development, text analysis and staging. To provide focus for class work, a play will be selected for the students enrolled in this course. This text serves as a springboard for students to dig deeper into character objective, action, subtext, as well as the physical life of the play. Students work toward immediacy in their performances, learning to trust their instincts and live in the moment, while staying connected to the ensemble and the physical life of the play. (Prerequisite: Acting I)

Ensemble Theater Performance
GRADES 9 & 10. TERM I, ½ CREDIT.
Students participate as actors in a drama production in which the ensemble is on stage during the entire performance. Through a series of vigorous group exercises and collaborative planning, the ensemble experience teaches students the strength and beauty that a coordinated group of actors can offer any performance. Class-time rehearsals and tech rehearsals culminate in two required performances at the end of the term.

Improvisation
GRADES 9–12. OFFERED TERM I & TERM II, ½ CREDIT.
Students use theater games and scenic improvisation to explore new ways of creating and portraying character, stories, and ideas. The students’ work culminates in the creation and presentation of a final performance piece.

Public Speaking
GRADES 11 & 12. TERM II, ½ CREDIT.
This course prepares students for the many situations in which they may be required to deliver public addresses. Students analyze styles of oration in the media as well as on campus for efficiency and clarity. Special attention is given to presenting a confident stance, coordinating gestures and to articulate diction. Possible projects include making announcements, introducing guests, delivering toasts, teaching lessons and presenting a formal speech in assembly.

Theater Workshop
GRADES 9 & 10. OFFERED TERM II, ½ CREDIT.
This workshop for students interested in all aspects of theater introduces basic performance techniques, investigates the process of play production, and explores technical aspects such as lighting and set construction. Students prepare scripted material and develop their own projects for performance. They gain practical experience by working on at least one main stage production.

Truth In Comedy
GRADES 11 & 12. OFFERED TERM I, ½ CREDIT.
Building on recent trends in the development of comic material, this course offers students an opportunity to further explore the art of comedy. Students work on improvisation, comic timing, character foible, and scene building as they create and write their own sketch material. During class, students hone their skill with comedy and, through the use of video, develop individual story ideas into written scripts for performance. (Prerequisite: Acting, Improvisation, or Theater Workshop)

Music

Concert Choir
GRADES 9–12. FULL YEAR PLUS REQUIRED PERFORMANCES, 1 CREDIT.
Concert Choir exposes students to principles of theory, harmony, and vocal technique as well as concepts of balance, blend, phrasing, nuance and style through study and performance of diverse choral repertoire. Students pursue individual musical excellence within the context of a supportive, community-oriented ensemble. Sectional rehearsals are scheduled within normal class time. This course requires two major public performances each year. (All students must re-audition every year.)

Concert Band
GRADES 9–12. FULL YEAR PLUS REQUIRED PERFORMANCES, 1 CREDIT.
This ensemble is devoted to playing masterworks from the wind band literature as well as other music written for woodwinds, brass, and percussion instruments. The course may also accept a limited number of pianists and upright/electric bassists. Aside from rehearsing performance repertoire, the class may also incorporate chamber music, music theory, or composing/arranging. The ensemble performs publicly at least twice per year. (All students must re-audition every year.)

Jazz Band
GRADES 9–12. FULL YEAR PLUS REQUIRED PERFORMANCES, 1 CREDIT.
The Jazz Band performs selections from jazz, blues, rock, Latin, funk, and other genres in the context of a standard “big band” (saxophones, trumpets, trombones, piano, guitar, upright or electric bass, drum set, and auxiliary percussion). This high-energy ensemble frequently performs at events on and off campus. The class will also explore elements of improvisation, music theory, combo playing, and jazz arranging. The ensemble performs publicly at least twice per year. (All students must re-audition every year.)

Orchestra
GRADES 9–12. FULL YEAR PLUS REQUIRED PERFORMANCES, 1 CREDIT.
This course is a performance ensemble dedicated to exploring great works in the classical tradition. Most class time is devoted to rehearsal, but music theory and history enhance the study of the repertoire. The ensemble performs publicly at least twice per year. (All students must re-audition every year.)

AP® Music Theory [Fundamentals]
GRADES 10–12. TERM I, ½ CREDIT.
This course develops a broad vocabulary for describing and analyzing music. Students practice music notation and develop aural skills through singing and dictation exercises. Directed listening and composition assignments enhance the understanding of texture and form. Course requirements include regular homework assignments, tests, and a final composition project. Students who successfully complete both terms of AP Music Theory may consider registering for the Advanced Placement Examination in Music Theory. This course counts as an academic course for determining course load.

AP® Music Theory [Advanced Topics]
GRADES 10–12. TERM II, ½ CREDIT.
Next offered in 2021-2022
This course provides a rigorous introduction to harmony and form in Western classical music in preparation for the Advanced Placement Examination in Music Theory. Students approach these topics through both analysis and composition. Composition assignments include species counterpoint and four-voice chorales. Students hone their aural skills through sight-singing and dictation exercises. This course counts as an academic course for determining course load. (Prerequisite: AP Music Theory [Fundamentals] or departmental approval)

Roots of American Popular Music
GRADES 9–12. TERM II, ½ CREDIT.
Offered every other year. Next offered in 2020–2021.
How do you listen to music, and what are the musical influences of your favorite band or artist? Current music genres represent the coming together of many vibrant musical traditions. This course explores the development of popular music in the United States. Students broaden their understanding of our musical heritage by listening to and discussing works with regard to rhythm, harmony, form, lyrics, and instrumentation.
Digital Photography
GRADES 9-12. OFFERED TERM I & TERM II, 1½ CREDIT. FEE: $30
Students learn the controls of a digital camera and techniques for improving images using Photoshop and other Adobe imaging software. By analyzing the formal and aesthetic properties of their own work as well as the work of accomplished photographers, students develop an ability to make intentional compositions that convey their unique way of seeing the world. Students must have a digital camera with manual aperture and shutter controls. Rental cameras are available.

Intermediate Photography
GRADES 9-12. OFFERED TERM I & TERM II, 1½ CREDIT. FEE: $30
During the first half of the course, students improve camera skills and advance their knowledge of Photoshop manipulations, including the use of Camera RAW, photo-montaging, and blending modes. During the second half, students define a long-term photographic project in which they fine-tune their visual exploration of an idea through regular shooting, printing, and critiquing their work. Students must have a digital camera with manual aperture and shutter controls. Rental cameras are available. (Prerequisite: Digital Photography)

Advanced Photography
GRADES 10-12. TERM I, 1½ CREDIT. FEE: $30
The course begins with photographic assignments and readings that explore contemporary social issues and styles of photography. Thereafter, the course is devoted to a long-term project that leads to a major piece or portfolio. Students must have a digital camera with manual aperture and shutter controls. Rental cameras are available. (Prerequisite: Intermediate Photography and departmental approval)

Graphical Design
GRADES 9-12. OFFERED TERM I & TERM II, 1½ CREDIT. FEE: $30
This course introduces students to composition and the elements of design. Projects introduce students to traditional graphic design production techniques as well as computer-constructed graphics with an emphasis on process and aesthetics. Assignments range from abstract concepts such as color studies to applied work such as posters, t-shirt design, and books. (Prerequisite: Studio Art I or Digital Photography)

Web Design
GRADES 9-12. TERM II, 1½ CREDIT.
Students learn HTML and CSS to produce websites that emphasize readability, good coding practices, efficiency, and creative design. Adobe Photoshop is used to prepare images for the web. Through a series of projects in which students work individually and collaboratively, they eventually build and publish a multi-page interactive site on a topic of their choosing.

Fundamentals of Video Production
GRADES 9-12. TERM I, 1½ CREDIT. FEE: $30
Students learn the basic techniques of video production by planning, shooting and editing their own projects. Assignments focus on developing shot composition, visual storytelling and the use of the editing software Final Cut Express. Student work culminates in the production of a music video. Rental video cameras are available.

Advanced Video Production
GRADES 10-12. TERM II, 1½ CREDIT. FEE: $30
Students hone the shooting and editing skills learned in Fundamentals of Video Production through the production of short videos. The curriculum is shaped to encourage students to develop their own ideas and discover how to communicate them through digital video. Students participate in critiques and class showings. Rental video cameras are available. (Prerequisite: Fundamentals of Video Production or departmental approval)

The American Film Experience
GRADES 11 & 12. TERM I, 1½ CREDIT.
Students view films of major American directors, including Ford, Hitchcock, Welles, Kubrick, Kazan, Scorsese and others, from the silent era to the present. Films highlight different genres including the gangster film, the western, the musical, film noir and the horror film. Emphasis is on evaluating cinematic technique in relation to plot.

Visual Arts

Architecture
GRADES 9-12. TERM I, 1½ CREDIT. FEE: $30
Through sketching, model making, class discussion, and viewing images of architecture, students explore elements of architectural design, such as form and mass, site and context, scale and proportion, rhythm and composition, texture and pattern, detail and light. Students then undertake a more formal analysis of building and site by measuring, calculating, and drawing plans, sections, and elevations of a particular building. Finally, students work within given site restrictions and programming requirements to create individual design projects, which they present as drawings and 3-D models.

Design Engineering
GRADES 10-12, TERM II, 1½ CREDIT. STUDENT MAY DECLARE CREDIT FOR SCIENCE OR ART.
Answering the call of twenty-first century research to recognize the powerful synergy between art and science, this multidisciplinary course is team-taught by teachers in both disciplines. Students explore the space where science and art overlap by working individually and collaboratively on a series of projects and research-based experiments. Equal time in the classroom, laboratory, and art studio enables students to learn the science, practice visualizations, and produce viable, creative and whimsical solutions to scientific problems. Projects may include designing vehicles in which fluid dynamics serve as inspiration for beautiful line patterns and vice versa, creating structures that recognize the relationship of form and function in architecture, mapping the mathematics in nature, manipulating waveforms in the production of music and optical effects. This course counts as an academic course for determining course load. (Co-requisite: Precalculus or higher)

Design and The Art of Making
GRADES 9-11, TERM II, 1½ CREDIT.
This course is an opportunity for students to innovate, create, and develop an idea into a physical object. Design and maker principles are taught to establish the cognitive framework for students to identify and solve problems related to health and wellness, sustainability, and cultural and social awareness. Dreaming, brainstorming, verbal and written communication, researching, sketching, designing and engineering provide a blueprint for design. Following the creative process, a variety of materials and methods, tools and technology, and multidisciplinary guidance provide the means to build, assess, and refine the object into a prototype.

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Introduction to Studio Art

**Grades 9–12, offered Term I & Term II, ½ credit, fee: $30**

This course introduces students to foundational elements of two-dimensional and three-dimensional studio art. Projects will evolve from drawing and painting to sculptural form, working in a variety of 2D and 3D mediums. By exploring concepts of line, value, positive and negative space, color theory, form and scale, students will have the opportunity to express themselves creatively and broaden their visual art vocabulary. This course provides a strong base for a continuation of art study. A homework sketchbook is required. (This course is a prerequisite for Intermediate 2D Studio Art and Intermediate 3D Studio Art.)

Pottery

**Grades 11 & 12, offered Term I & Term II, ½ credit, fee: $30**

Students learn basic techniques of working with clay: hand-building, wheel-throwing, glazing and decorating. Exercises stimulate the imagination and response to the medium of clay. The course includes specific assignments as well as student-devised projects.

Woodworking

**Grades 9 & 10, offered Term I & Term II, ½ credit, fee: $30**

This introductory woodworking course is suited to students who have not previously studied woodworking, and will challenge those who have. Students begin by learning the basics of joinery through the building of tool boxes and go on to design and build a piece of furniture of their choosing. Past projects include tables, chairs, and small cabinets. Students use any remaining time to complete a project of their own devising. Students gain extensive experience with a wide range of hand and power tools. The importance of precision is emphasized in every phase of a project.

Intermediate 2D Studio Art

**Grades 10–12, full year, 1 credit, fee: $45**

Students build on skills learned in Introduction to Studio Art and develop a deeper repertoire of two-dimensional visual art techniques with a substantial emphasis on individual creativity. Projects in this course will feature drawing, painting, illustration, and print-making. Work is reviewed and evaluated through individual and group critiques, where students will develop a vocabulary of both objective and subjective observations and value statements. Students are required to maintain a sketchbook in this course. (Prerequisite: Introduction to Studio Art and departmental approval)

Intermediate 3D Studio Art

**Grades 10–12, full year, 1 credit, fee: $45**

Students build on skills learned in Introduction to Studio Art in the application of three-dimensional visualization and creation. This course introduces tools and techniques that will enable students to produce works in materials that may include ceramics, wood, stone, metal, as well as nontraditional materials like fabric, paper, or food. Analog and digital processes will be explored, and experimentation is encouraged as students start to move toward more independence as artists. Work is reviewed and evaluated through individual and group critiques. Keeping a sketchbook is required. (Prerequisite: Introduction to Studio Art and departmental approval; Intermediate 2D Studio Art is recommended.)

Advanced Studio Art

**Grades 11 & 12, full year, 1 credit, fee: $45**

Expanding upon techniques learned through a broad study of the visual arts, this course completes the Studio Arts Program. With an emphasis on breadth and depth of visual arts study and practice, students are guided through a comprehensive portfolio year. Students will identify an area of focus to begin a concentrated exploration and develop multiple works that show mastery of visual art concepts and methods. Completed portfolio works are selected for inclusion in our final gallery show, which will highlight both process and product. Keeping a sketchbook is required. (Prerequisites: Introduction to Studio Art, Intermediate 2D or Intermediate 3D Studio Art, and an additional term Visual Arts course)
Latin IB
GRADE 8
This course completes the introduction to Latin grammar begun in Latin IA. Students read Latin stories of greater complexity and further develop their understanding of how languages work. Students explore selected aspects of ancient Roman history and society through Latin and English readings, discussion, and projects. Students who complete this course successfully are qualified to enroll in Latin II. (Prerequisite: Latin IA or equivalent)

Latin I
GRADES 8–12
This is a beginning course for students who have not studied Latin before or whose background in Latin is not sufficient for more advanced work. All of the basic forms, grammar and vocabulary of Latin are introduced, and students receive extensive practice in translating through the reading of passages adapted from Latin literature. Students explore aspects of ancient Roman history, society, and culture.

Latin II
GRADES 8–12
Students review the material presented in Latin I and continue the study of grammar to include a wide range of Latin verb forms and sentence structures. Through the reading of passages adapted from Latin literature students hone their translation skills. This course continues the exploration of topics of ancient Roman history and culture. (Prerequisite: Latin IB, Latin I, or equivalent)

Latin III
GRADES 9–12
In this intermediate course students continue their study of Latin grammar, and engage grammar and syntax through exercises in Latin prose composition. Students develop their skills in reading Latin, and explore the political, cultural, and literary landscape of classical Rome, through reading selections from authors such as Cicero, Caesar, and Ovid. Students in this course, in consultation with the teacher, may consider registering for the SAT® Subject Test in Latin. (Prerequisite: Latin II or equivalent)
Latin IV
GRADES 10–12
This course further expands the student’s experience reading and analyzing selected works from Latin literature, such as Vergil, Catullus and Ovid. The course focuses on building reading fluency, translation skills, and literary appreciation by extensive reading in Latin, at a flexible pace. Attention is given to close reading and analytical writing skills as students discuss and write about these works with particular attention to literary style and artistry. Through readings, discussions, and other class activities, students explore cultural and historical topics. Students in this course, in consultation with the teacher, may consider registering for the SAT Subject Test in Latin. Latin IV and Latin V are combined into one class, with a rotating curriculum. (Prerequisite: Latin III or equivalent)

Latin V
GRADES 11 & 12
This course offers students who have completed Latin IV more experience reading and analyzing selected works from Latin literature. Students continue to read selections from Latin authors, such as Vergil, Catullus and Ovid. The course focuses on building reading fluency, translation skills, and literary appreciation by extensive reading in Latin, at a flexible pace. Attention is given to close reading and analytical writing skills as students discuss and write about these works with particular attention to literary style and artistry. Through readings, discussions, and other class activities, students explore cultural and historical topics. Students in this course, in consultation with the teacher, may consider registering for the SAT Subject Test in Latin. Latin IV and Latin V are combined into one class, with a rotating curriculum. (Prerequisite: Latin IV or equivalent)

AP® Latin: Vergil And Caesar
GRADES 10–12
Students read in Latin selections from Vergil’s epic poem, the Aeneid, and Caesar’s commentary, the Gallic War. Close reading of the Latin and detailed examination of both authors’ literary techniques are stressed. Selections of the Aeneid are read in English, as well as further sections of the Gallic War. Students gain considerable practice writing analytical essays about the artistry and themes of the Aeneid and the literary style and historical context of the Gallic War. This course prepares students for the Advanced Placement Examination in Vergil and Caesar. Students, in consultation with the teacher, may also consider registering for the SAT Subject Test in Latin. (Prerequisite: Latin III, IV, or V, and departmental approval)

Latin Honors Seminar
GRADES 11 & 12
This course is intended for students who have completed the AP Latin course. This course is intended to round out the student’s experience of reading and appreciating Latin authors of Rome’s late Republican and Augustan periods. Students discuss selections from authors such as Catullus, Cicero, Horace, Vergil, Ovid, and Livy. Close reading of the Latin and a detailed examination of the authors’ literary and artistic merits are stressed. Students explore the historical context and cultural significance of the literary works. The course also addresses the problems and practice of literary translation. The curriculum of this course will change to accommodate students who wish to continue their Latin studies further. (Prerequisite: AP Latin: Vergil and Caesar and departmental approval)

Greek I
GRADES 9–12
This is a beginning course for students who have not studied ancient Greek before or whose background in Greek is not sufficient for more advanced work. Students proceed through a study of grammar and vocabulary to the reading and writing of sentences and short narrations in the language of Athens of the fifth century B.C.E. Selected topics in Greek history and art are also considered.

Greek II
GRADES 10–12
After a review of the material learned in Greek I, students expand their knowledge of grammar and vocabulary to include a wider range of verb forms and sentence structures. Through reading passages adapted from ancient authors, students hone their translation skills, and explore aspects of Greek history and culture. (Prerequisite: Greek I or equivalent)

Greek III
GRADES 11 & 12
In this intermediate course, students complete their study of Greek grammar and syntax. Thereafter, students study the works of one or more Greek authors in their original form. Selected works of Plato and of Homer (selections from Iliad or Odyssey) are studied at the discretion of the teacher. (Prerequisite: Greek II or equivalent)

Greek IV
GRADE 12
Students expand their experience of reading classical Greek literature in the original. The instructor selects works to represent the important genres of Greek literature, including Greek drama. (Prerequisite: Greek III or equivalent)

Introduction to Programming
GRADES 9–12. TERM I & TERM II, ½ CREDIT.
This course is designed to serve as a first course in computer science for students with no prior computing experience. The course concentrates on programming in a modern programming language, which prepares students to use computers to solve real-world problems. Themes include logic, problem-solving through algorithm design, efficiency and user interaction. Topics in structured programming include variable declarations, data types, conditionals, loops, arrays and functions. The course emphasizes problem solving across various disciplines within the Hopkins curriculum.

AP® Computer Science Principles
GRADES 11–12. 1 CREDIT.
This course serves as a broad introduction to computer science and the art of programming. Students learn how to think algorithmically and solve problems efficiently while being challenged to explore how computing and technology can impact the world. Topics include abstraction, algorithms, data structures, encapsulation, resource management, security, software engineering and web development. Languages include C, PHP and JavaScript plus SQL, CSS and HTML. Problem sets and projects may be inspired by biology, cryptography, finance, forensics, gaming, and other fields. This is a rigorous course designed for students with or without prior programming experience and prepares students to take the Advanced Placement Computer Science Principles examination. (Prerequisite: Algebra 2 and departmental approval. No prior experience with programming is expected.)

Web Design
GRADES 9–12. TERM II, ½ CREDIT (ART DEPARTMENT)
Students learn HTML and CSS to produce websites that emphasize readability, good coding practices, efficiency, and creative design. Adobe Photoshop is used to prepare images for the web. Through a series of projects in which students work individually and collaboratively, they eventually build and publish a multi-page interactive site on a topic of their choosing.

As part of its educational program, Hopkins incorpo- rates computing and technology tools into the curric- ulum at various grade levels and across disciplines. The objective is to provide and ensure a basic level of knowledge, understanding, and skills with current technology, appropriate for each course at each grade level. The primary areas of competency are: word processing, file management, online communication tools such as email and Google Classroom, and the retrieval of information through various library and Internet databases. Many teachers also incorporate assignments which strengthen students’ abilities to grasp various software concepts through the use of third-party software. In addition, the Library staff and the Technology Department provide training and online self-paced tutorials for those students who need additional help with these areas.

Introduction to Programming
GRADES 9–12. TERM I & TERM II, ½ CREDIT.
This course is designed to serve as a first course in computer science for students with no prior computing experience. The course concentrates on programming in a modern programming language, which prepares students to use computers to solve real-world problems. Themes include logic, problem-solving through algorithm design, efficiency and user interaction. Topics in structured programming include variable declarations, data types, conditionals, loops, arrays and functions. The course emphasizes problem solving across various disciplines within the Hopkins curriculum.

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GRADES 9–12. TERM II, ½ CREDIT (ART DEPARTMENT)
Students learn HTML and CSS to produce websites that emphasize readability, good coding practices, efficiency, and creative design. Adobe Photoshop is used to prepare images for the web. Through a series of projects in which students work individually and collaboratively, they eventually build and publish a multi-page interactive site on a topic of their choosing.
**English**

The study of English in the Junior School is designed to introduce students to the pleasures of reading important literary works and, through a variety of critical and creative exercises, to encourage and develop disciplined thinkers, writers, and speakers.

Building on skills developed in Grades 7 and 8, the two Middle School years encourage the students’ transition into increasingly complex responses to language and literature. In both years, students explore the foundations of literature in English, focusing on utopian and dystopian fiction in Grade 9, and exploring the three literary genres of poetry, short fiction, and drama in Grade 10.

In the Senior School, students pursue the study of language and literature in term courses. In the first term, all 11th Graders take a required writing course, while 12th Graders choose among a variety of English electives. In the second term, students in the Senior School choose an elective from a range of offerings. For all electives, students should read the course descriptions carefully; they are not permitted to change English electives once the course is underway.

While English courses are not designated AP®, the program at Hopkins strongly prepares students for the English Language and English Literature Advanced Placement Examinations, as well as the SAT Subject Test in Literature. Students interested in any of these tests should consult with their teachers. Students are advised to consider additional time outside of class to prepare for the AP Examinations or the SAT Subject Test.

**JUNIOR SCHOOL**

**English 7**

Students read imaginative literature by great authors, through which they learn to read and think carefully and analytically. The course emphasizes frequent writing, language and interpretive skills, as well as vocabulary study and a thorough grammar program. Lively class discussion helps to shape students’ verbal skills.

Representative authors include Dickens, Hinton, Rawls, Pratchett, and Potok.

**English 8**

This course extends the study of literary forms and explores themes such as moral growth and enduring values. The study of grammar and vocabulary continues, and frequent writing assignments support students in the transition from narrative to analytical writing.

The Junior School curriculum fosters a smooth transition to the challenging upper school curriculum. Representative authors include Shakespeare, Spiegelman, Bronte, and Ovid.

**MIDDLE SCHOOL**

**English 9**

The literature of this course establishes a base of knowledge that students can build upon throughout their high school careers and beyond. Frequent writing assignments continue to develop analytical and narrative skills throughout the year, and students master complex elements of formal grammar.

Representative authors include Homer, Sophocles, Shakespeare, Bronte, Hardy, Golding, and Achebe.

**English 10**

Introduced to increasingly sophisticated literature, students continue to develop and sharpen their reading and analytical thinking skills. The Grade 10 curriculum emphasizes the technical and critical vocabulary of literary forms: poetry, the short story, and stage plays. Frequent writing assignments allow students to form and polish skills for critical, personal, and imaginative writing. The course includes further study of grammar.

Representative authors include Chaucer, Shakespeare, Hawthorne, Hughes, Aeschylus, Dickinson, O’Brien, Wilson, O’Connor, and Hemingway.

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**List of English Courses for Senior School**

**TERM I**

Required for all 11th Graders:

- English 11 - The Writing Semester

**SHAKESPEARE ELECTIVES**

All of the courses listed below are open to 12th Graders. Each one offers a special setting for the study of Shakespeare. Choose one.

- **Heroic Figures**
- Love in Shakespeare’s Plays
- The Political Shakespeare
- Shakespeare and Performance
- Shakespeare and the Problem of Justice

**Women in Shakespeare**

**TERM II**

All 11th and 12th Graders must choose one of the following courses:

- **Becoming:** The Quest for Identity in Literature
- Creative Nonfiction
- Dangerous Books
- Dark Romanticism
- Humanities Symposium:
  - African-American History & Literature
  - Legends of Literature (not offered 2020-2021)
- Literature in Brief
- Magical Realism (not offered 2020-2021)
- Moral Questions in Literature
- Native American Literature (offered as MSON class)
- Our Mythological Heritage
- Russian Literature
- The Novel
- The Road Less Traveled: Further Studies in Poetry
- Twentieth Century American Literature
- Twenty-first Century American Literature
- Wit and Wisdom
- Writings at the Crossroad

**WRITING COURSES**

Students may decide to take two English courses, with the approval of the Department. For Juniors, the courses listed below may be taken as second courses only. Seniors may opt to take the Term II courses below as their primary English Course.

- Creative Writing (offered Term I)
- Reading and Writing Short Stories and Memoirs (offered Term II, 2021-2022)
- Writing for Stage and Screen (offered Term II, 2020-2021)

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**SENIOR SCHOOL**

**TERM I**

**English 11 - The Writing Semester**

Required for all 11th Graders, Term I, ½ credit.

This concentrated course in usage and effective writing—analytical, expository, critical, and narrative—assists students toward greater proficiency in writing.

To complement the development of writing skills, students use an anthology of great essays, rhetorical guidance, and Shakespearean texts.

**SHAKESPEARE ELECTIVES**

**Heroic Figures**

Grade 12, Term I, ½ credit.

This course examines how Shakespeare expands, develops, and influences the heroic tradition in literature. By examining some of the Bard’s most striking characters from the tragedies and histories, students will study how the views and expectations of heroism have evolved even as the arenas—battlefields, courtrooms, and bedrooms—have changed.

**Love in Shakespeare’s Plays**

Grade 12, Term II, ½ credit.

This course explores how Shakespeare challenges us to think deeply about the complex qualities of love—between lovers, married couples, parents and children, friends, and ultimately communities—rather than to accept the traditional mythologies. Beginning with the sonnet, we follow with examples from both tragedies and comedies. Students will learn to distinguish types of love and question its very nature in Shakespeare’s writings.

**The Political Shakespeare**

Grade 12, Term I, ½ credit.

This course explores the attributes and character of the ideal (and less than ideal) ruler, while examining the personal sacrifices leaders often have to make as they struggle to maintain stability in their realms. Through a study of Machiavelli’s The Prince and Shakespeare’s history plays, students will critique the tension that exists between being both a good leader and a good person.
Shakespeare and Performance
GRADE 12, TERM I, ½ CREDIT.
This course focuses on the subtleties involved in a close reading of Shakespeare’s texts and the decisions involved in bringing his words to film and the stage. The class explores Shakespeare in his own context and in modern productions so students can identify artistic choices and interpret their implications. Students will attend area performances to extend their experience beyond the classroom.

Shakespeare and the Problem of Justice
GRADE 12, TERM I, ½ CREDIT.
Shakespeare explores revenge, inaction, and forgiveness as a range of human responses to injustice in relation to Shakespearean writing, students will learn to identify the way that Shakespeare has rendered women in three dimensions and examine why that matters.

Women in Shakespeare
GRADE 12, TERM I, ½ CREDIT.
Shakespeare’s women embody complex identities that invite modern students to challenge and reassess the societal expectations of Elizabethan England and of our own time. While their types—royals, servants, family members, leads, and marginal figures—are stock types, Shakespeare’s writing resists easy labels. Drawing from plays across the many genres of Shakespeare’s oeuvre, students will learn to identify the way that Shakespeare has rendered women in three dimensions and examine why that matters.

The Problem of Justice
GRADE 12, TERM II, ½ CREDIT.
Shakespeare explores the tension between justice and mercy, as a range of human responses to injustice in relation to Shakespearean writing, students will learn to identify the way that Shakespeare has rendered women in three dimensions and examine why that matters.

Becoming:
The Quest for Identity in Literature
GRADE 11 & 12, TERM II, ½ CREDIT.
This course explores the bildungsroman or coming-of-age genre which first flowered in 19th century English novels and continues to be an important focus for modern literary works. But what is “coming of age?” How does literature articulate the social definitions of adulthood, growth, success, and self-awareness? Representative authors include Dickens, Fitzgerald, Morrison, Forster, McEwan, and George Eliot. Through discussion and writing, students connect their reading with the challenge of being an active and engaged citizen, applying the same questions to themselves as they do to the texts.

Creative Nonfiction
GRADE 11 & 12, TERM II, ½ CREDIT.
The fastest-growing genre of writing in the United States today, creative nonfiction ranges from memoir to long-form journalism, from the travelogue to the diary. It takes factually accurate material and applies the craft of literary style and technique, rendering it in more dynamic and compelling prose. In this literature-based elective, students will explore a wide range of forms of creative nonfiction, including works by such writers as Woolf, Angelou, Didion, Dillard, Capote, Rankine, Baldwin, Smith, Talese, Hurston, and Fadiman. They will develop a portfolio of their own creative nonfiction writing, interrogating the nature of “truth” while considering its relationship with language.

Dangerous Books
GRADE 11 & 12, TERM II, ½ CREDIT.
The course will explore the distinction within the social and cultural contexts, challenges and resiliency of African Americans from the days of slavery to contemporary times. This course counts as two academic courses in Term II.

Legends of Literature
GRADE 11 & 12, TERM II, ½ CREDIT.
(NOT OFFERED IN 2020–2021)
This course is for readers for whom one novel is not enough to “know” an author or her works; this course is for the student who finishes a book and immediately flips back to “Other Works Include” to take a swim dive. Legends of Literature offers a sustained focus on a single author’s works: novels, short stories, letters, biographies, and criticism. By supplementing close-readings of individual texts with a larger understanding of an author’s life and works, classes come to a deeper and richer understanding of some of the most legendary figures in our literary constellation. Recent offerings have included the works of Mark Twain and Virginia Woolf.

Literature in Brief
GRADE 11 & 12, TERM II, ½ CREDIT.
This introductory creative writing workshop emphasizes the techniques of writing poetry and short fiction. Students read and analyze published works in both genres to learn how good writing is made. The workshop emphasizes the generation and analysis of student work. (This course requires departmental permission and may be taken only as a second English course.)
Magical Realism  
**Grade 11 & 12. Term II, ½ credit.**  
*(Not offered in 2020–2021)*  
The trend of Magical Realism embraces both the mundane and the marvelous, and in Alejo Carpentier’s words, “the unexpected richness of the real.” Students read classics of the genre rooted in Latin America as well as fiction that has evolved from these origins. With literature from around the globe, both in translation and in English, the course engages the imagination and explores the way literature can defy conventions. Authors may include Marquez, Allende, Rushdie, Morrison, and Ward.

Moral Questions in Literature  
**Grade 11 & 12. Term II, ½ credit.**  
This course examines protagonists’ struggles to reach a useful moral consciousness in an ambiguous world, as well as their attempts to translate that moral consciousness into moral choice and action. The literature demands engagement with difficult questions: how do we determine the good from the bad? Authors may include Bolt, Ibsen, Eliot, Camus, Tolstoy, and Daoud. Students will learn to see literature’s value in exploring complex questions about how we should live our lives in relation to others.

Native American Literature  
**Grade 11 & 12. Term II, ½ credit.**  
Native American literature and history are often overlooked in the conceptualization of what it means to be American. This course uses novels, short stories, poetry, primary and secondary sources, and a field trip to introduce students to Native American literature and to foster discussion about American identity. Students also discuss oral and written traditions, issues of nationality, and Native American relationships with the US government.

Our Mythological Heritage  
**Grade 11 & 12. Term II, ½ credit.**  
Students will learn the impact of ancient myths on our modern lives. Beginning with core myths—Medea, Fairy Tales, Sir Gawain, Ovid’s Metamorphoses, Paradise Lost—the course traces threads woven into contemporary culture, exploring creations, girls, heroes, tricksters, wise women, and beasts who speak; from oral traditions to poetry, the course reveals a rich space between fact and fiction.

Russian Literature  
**Grade 11 & 12. Term II, ½ credit.**  
This course explores a rich and violent culture through its 19th-century golden age and its Soviet Period. Students read works by such authors as Gogol, Dostoyevsky, Chekov, Tolstoy, Chekhov, Pushkin, and Bulgakov, appreciating them first as great literature, and then as windows on a fascinating and turbulent nation.

The Novel  
**Grade 11 & 12. Term II, ½ credit.**  
Even in the age of streaming, novels provide a unique pleasure for those who love ideas, characters, and language. Dickens, Woolf, Wharton, Austen, and Baldwin, Moore, Morrison, and Orwell set the tone; there are many greats in the canon. Students will understand the historical progression of this form, appreciate its variety, and enjoy spending time with some of its most enduring characters.

The Road Less Traveled: Further Studies in Poetry  
**Grade 11 & 12. Term II, ½ credit.**  
According to Mary Oliver, poetry is “a determined, persuasive, reliable and crafted music.” In this course, we examine how English and American poets from the 15th century until now have crafted language to express the mysterious complexity of human emotions and thought. Given that poetry is the most challenging of genres, we examine image and metaphor, sound and rhythm, thought and syntax, operating in unison, as well as broader patterns of movements, to become skilled writers and readers of poetry.

Twentieth Century American Literature  
**Grade 11 & 12. Term II, ½ credit.**  
The course focuses on American writers seeking to expose or to change an evolving and often elusive American dream. Students connect historical, social, and political contexts to literature from the women’s movement through the Vietnam War, and explore the original intentions that inspired early American “dreamers” and 20th century myths as reality and self-perception collided. Representative writers may include: Fitzgerald, Hemingway, Chopin, Larsen, Hersey, Rasso and O’Brien. Students will learn to articulate a strand of literary development in the Twentieth Century.

Twenty-first Century American Literature  
**Grade 11 & 12. Term II, ½ credit.**  
This course focuses on prose, poetry, and drama that epitomizes the current voices and vision of writers in America. Representative writers may include McCormick, Eggers, Powers, Morrison, Lahiri, Krakauer, Lee, McCarthy, Dillard, Robinson, and Safran Foer. Students will articulate distinctions between 21st-Century and 20th-Century American Literature, develop arguable claims, and connect their reading to other contemporary media.

Wit & Wisdom  
**Grade 11 & 12. Term II, ½ credit.**  
*(Not offered in 2020–2021)*  
Comedy’s intellectual side can be dark, socially critical, hilarious, and vicious. This course examines satire, irony, wit, and absurdity in various forms in literature from the 14th to the late 20th century and approaches the study of comedy as a source of wisdom and perspective. Representative authors may include Aristophanes, Chaucer, Swift, Austen, Wilde, Sedaris, Edson, Bierce, Twain, and Beckett, as well as contemporary satirists.

Writings at the Crossroad  
**Grade 11 & 12. Term II, ½ credit.**  
This course focuses on prose, poetry, and drama that epitomizes the current voices and vision of writers in America. Representative writers may include McCormick, Eggers, Powers, Morrison, Lahiri, Krakauer, Lee, McCarthy, Dillard, Robinson, and Safran Foer. Students will articulate distinctions between 21st-Century and 20th-Century American Literature, develop arguable claims, and connect their reading to other contemporary media.

Writing for Stage & Screen  
**Grade 11 & 12. Term II, ½ credit.**  
*(Not offered in 2020–2021)*  
This course uses small analytical and creative exercises to teach how writing works for theater, television, and motion picture. We study great models and create our own scenes, short plays, and series-length story arcs. Advanced exercises train writers in technical skills essential to writing short fiction and memoirs. Students read and analyze fiction and creative non-fiction by contemporary authors to aid in the development of their own creative work. Students also engage in critical analysis of each other’s creative work. *(This course requires departmental permission and may be taken only as a second English course in Grade 12. This course may be taken as the primary Term II English elective in Grade 12.)*

Writing Courses (Term II)  
**Reading & Writing Short Stories & Memoirs**  
**Grade 11 & 12. Term II, ½ credit.**  
*Offered every other year. Next offered in 2021–2022.*  
In this writing workshop, students develop the technical skills essential to writing short fiction and memoirs. Students read and analyze fiction and creative non-fiction by contemporary authors to aid in the development of their own creative work. Students also engage in critical analysis of each other’s creative work. *(This course requires departmental permission and may be taken only as a second English course in Grade 12. This course may be taken as the primary Term II English elective in Grade 12.)*

**Writing for Stage & Screen**  
**Grade 11 & 12. Term II, ½ credit.**  
*Offered every other year. Next offered in 2020–2021.*  
This course uses small analytical and creative exercises to teach how writing works for theater, television, and motion picture. We study great models and create our own scenes, short plays, and series-length story arcs. Advanced exercises train writers in technical skills essential to writing short fiction and memoirs. Students read and analyze fiction and creative non-fiction by contemporary authors to aid in the development of their own creative work. Students also engage in critical analysis of each other’s creative work. *(This course requires departmental permission and may be taken only as a second English course in Grade 12. This course may be taken as the primary Term II English elective in Grade 12.)*
History is the story of humankind. We study history to understand how various forces throughout our past have shaped our present: our values, our human interaction with each other, and our relationship with the physical world around us. History teaches us about the constant of change, granting us both humility and optimism as we face the limitations and capacity of humankind to effect change. With this deeper understanding of our humanity, we can approach the future more realistically.

History also helps us appreciate other perspectives and cultures and how they have shaped our American culture. We can trace the evolution of our common system of law, our representational form of government, and our capitalist and industrial economy. In particular, the History Department focuses on the Western origins of the ideals of individual liberty and democracy that have come to define our pluralistic society. Therefore, the study of Western civilization is at the core of the Hopkins History program. We examine the slow, often faltering progress of liberty and justice against the backdrop of ongoing economic, social, and religious change.

The History Department’s core program begins with Atlantic Communities I, a yearlong course that studies the period from the Age of European Exploration through the Age of Napoleon. This course, and each of the subsequent Atlantic Communities courses, combines European and American history, with the histories of West Africa and Latin America. Atlantic Communities II covers the period from the Industrial Revolution to World War II; Atlantic Communities III begins with the Cold War and concludes in 2001. Students may take the yearlong AP® U.S. History or AP European History courses in lieu of the one-semester Atlantic Communities III course. Electives in the department are open to students in Grades 11 and 12, enabling them to explore a wide range of history and social-scientific topics in greater depth.

In all courses students learn how to read critically, to conduct research, to write and revise papers, and to make effective oral presentations.

A minimum of 2½ credits of History is required for graduation: Atlantic Communities I and II, and either Atlantic Communities III or AP U.S. History or AP European History.

Students in the Senior School may take more than one history course concurrently, if there are no restrictions. Please note that, because of the possibility of scheduling conflicts, students must list a second choice for each elective.

Students who are away for a term may not enroll in AP U.S. History or in AP European History, due to the research paper component of those courses.

Students in AP U.S. History may want to consider registering for the SAT® Subject Test in U.S. History, in addition to registering for the Advanced Placement Examination.

Junior School

History 7: Geography and Human Innovation

Students study the relationships between geography and human innovation by using historical examples from cultures around the globe as case studies. Students examine how the interaction of the physical world and human innovation impacts cultures. The course also focuses on developing a common set of foundational skills in the areas of note-taking, working with visual primary sources, independent research, citation, the writing process, and oral presentation.

History 8: Geography, Innovation, and Empire

Students study the role of empire and the movement of goods, peoples, and ideas in the ancient and medieval world. Using global historical case studies as their guides, students explore issues of power as they pertain to security, cultural diffusion, innovation and imperialism. The course continues to build students’ skills in working with primary sources, note-taking, independent research, citation, the writing process, and oral presentation.

Atlantic Communities I (1400–1815)

This course concludes the core History sequence. The course starts with tensions arising among allies in World War II, which then becomes the Cold War. Coupled with the end of the great colonial empires, the Cold War created a new dynamic in world affairs as the United States and the Soviet Union attempted to manage global politics and economies. The world grew closer together with increasing interaction and technology. The end of the Cold War brought another set of challenges in a world not so clearly divided. The course concludes with the fairly recent historical developments of global economies, ethnic cleansing as a “solution” to conflict, health crises, revolutions in communications, environmental concerns, and the rise of religious fundamentalism. Students become more familiar with the forces that have created the world they will inhabit as adults. A research paper driven by analysis of primary sources is a major requirement.

Atlantic Communities II (1815–1945)

In this second course of the Atlantic Communities sequence, the histories, societies and cultures of Europe and North America, along with those of Western Africa and Latin America, continue to fuse, but the outlook is extended toward broader global horizons. Students begin with the Industrial Revolution and end their study at the end of the Second World War. The transformations of the Modern Age across the Atlantic Region, the development of liberalism as well as European and U.S. nation-building, including the tragedy of America’s Civil War, are important points of focus. The course continues with World War I and the Russian Revolution. This is followed by an examination of the economic, political, and cultural reactions to the Great War that led to the global economic depression of the 1930s, the rise of totalitarianism, and World War II. A research paper is a major requirement. There are two History Lectures designed to enrich the students’ experience of the course, as well as an all-day field trip in the fall.

Atlantic Communities III: Global Communities (1945–2001)

This course builds on the core History sequence. The course starts with tensions arising among allies in World War II, which then becomes the Cold War. Coupled with the end of the great colonial empires, the Cold War created a new dynamic in world affairs as the United States and the Soviet Union attempted to manage global politics and economies. The world grew closer together with increasing interaction and technology. The end of the Cold War brought another set of challenges in a world not so clearly divided. The course concludes with the fairly recent historical developments of global economies, ethnic cleansing as a “solution” to conflict, health crises, revolutions in communications, environmental concerns, and the rise of religious fundamentalism. Students become more familiar with the forces that have created the world they will inhabit as adults. A research paper driven by analysis of primary sources is a major requirement.

AP® United States History

This is an in-depth study that goes beyond the topics usually considered in the chronological survey of American History found in the Atlantic Communities sequence. The students examine a wide range of readings and diverse historical viewpoints. The course seeks to strengthen students’ analytical skills by evaluating primary sources and critiquing various interpretations. Students are given opportunities to define terms, formulate hypotheses, gather evidence, and defend positions. Essay writing skills are stressed, and a research paper is an important requirement of the course. This course prepares students for the Advanced Placement Examination in United States History. Students, in consultation with the teacher, may also consider registering for the SAT Subject Test in U.S. History. (Prerequisite: AP® II and departmental approval)
AP® European History
GRADES 11 & 12.
This course examines the modern period of Europe from the 1450s to the present. Students master the broad chronology of modern European history found in the Atlantic Communities sequence and know how to analyze and synthesize primary sources. It considers in-depth topics in political, diplomatic, economic, intellectual, social, and cultural history. Students are given opportunities to define terms, formulate hypotheses, gather evidence, and defend positions. Essay writing skills are stressed, and a research paper is an important requirement of the course. This course prepares students for the Advanced Placement Examination in European History. (Prerequisite: AC I & II and departmental approval)

AP® Human Geography
GRADES 11 & 12. TERM I, ½ CREDIT.
This course provides an interdisciplinary approach to studying the interaction between humans and the earth. Using the lens of geography, students analyze concepts and trends in population and demographics, culture, politics, economics, and urban land use. Coursework balances broader theoretical discussions about the interactions of people and physical space at various scales with case studies on everything from American English to iPhones. This course prepares students for the Advanced Placement Examination in Human Geography.

Comparative Religion
This course introduces students to major world religions: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. It examines each as an authentic teaching, arising from a specific time, place, and people. The course tracks their internal challenges and external clashes throughout history as the core organizations faced political, economic, and social change. Smaller, lesser known religions are also considered as students study religious factions and historical and regional developments. Students study these religions’ similarities, differences, and impact on society and the world as they address such topics as religion and ritual, the meaning of human life, the idea of a divine being, morality, transcendence, and death.

Food Fights, Feasts, and Philosophy: A History of Eating in America
GRADES 11 & 12. TERM I, ½ CREDIT.
It’s easy to forget in a world of pre-packaged, pre-cooked deliveries that the food that makes it to our supermarket shelves and which graces our tables has a history that is intertwined with our most important personal and historical moments, and philosophical questions. In this course, students examine heritage, history, and national identity, food insecurity, and the impact of food production and waste on society. Employing oral history, mapping, class trips, primary source research and analysis, and active discussion and debate, they explore the cultural, political, and economic significance of every-thing from apple seeds to General Tsao’s chicken. In so doing, they come away with a better understanding of why, in addition to physical and emotional sustenance, food has shaped our history, and in fact, may determine the future of the world we inhabit.

The Holocaust and The Individual
This course provides an introduction to the study of the Holocaust and explores what we are as a species. The role of the individual in history is central to every topic in the course, and students grapple with the ethical questions and reflecting upon philosophical dilemmas that mark much of our work. Students investigate the development of Anti-Semitism, German history, the rise of Nazism, the concentration and extermination of the Jews, resistance, and rescue. Critical thinking is developed through discussions, analyzing primary sources, group projects, and assessments.

Human Rights and the Politics of Music
GRADES 11 & 12. TERM I, ½ CREDIT.
This course explores the relationship between music and human rights movements in the twentieth and twenty-first centuries through student-centered, project-based methods of learning. Categories of identity crucial to the study of human rights, such as race, nationality, class, political affiliation, religion, sexual orientation, gender, and ethnic origin, are examined in the context of social and cultural movements. Students analyze historical case studies from a variety of historical periods and geograph-ic locations in order to understand the importance of music in social and political history. A variety of musical genres are examined, from Jazz to Afrobeat to Classical to Rock and Roll. Students use music recordings, videos, interviews and concert footage, first-person accounts, and critical analyses to develop multiple perspectives on the past.

Military History
GRADES 11 & 12. TERM I, ½ CREDIT.
This course examines the characteristics of wars from the Middle Ages through the present and concepts such as command and control, military service, and total war. Case studies of various campaigns and battles along with simulation exercises provide students with opportunities to analyze strategic and tactical issues in their historical context. Through debates and discussions, students address the challenges that nations face today in maintaining global peace.

Philosophy, Religion and Ethics
This course enables students to explore a variety of issues pertaining to philosophy, religion and ethics. Students read excerpts from the works of philosophers from a range of eras (ancient and modern), and cultures (east and west), from Plato to Sartre, from Confucius to Nozake Shange. Through journals, Harkness discussions, reflective essays, and independent research, students examine issues such as free will, justice, responsibility, science and religion, and personal identity.

Twenty-First Century Democracy
GRADES 11 & 12. TERM I, ½ CREDIT.
This course offers an advanced study of contemporary American politics and current events, both domestic and international. Material comes primarily from daily reading of "The New York Times" and "The Wall Street Journal" and from frequent guest speakers who are involved in the political process. The class places special emphasis on the 2020 presidential election and the most competitive Senate and House races from throughout the country, along with the entire Connecticut state legislature that will also be contested in the fall. Students will volunteer on national or state campaigns as part of that emphasis. The class also attends the Princeton Model Congress held in Washington, DC, in November.

Asian Studies: Buddhism
GRADES 11 & 12. TERM I, ½ CREDIT.
This course focuses on the historical narratives of India, China, Japan, and Tibet, and examines the ways in which disparate peoples have taken up the problems of existential and historically-situated suffering throughout the ages. Beginning with the enlightenment narrative of Siddhartha Gautama and culminating with recent ideological, practical, and demographic shifts, this course tracks the changing nature of ideas, communities, and cultural traditions from a global perspective. Through readings, projects, and site visits, this course is designed to provide students with a deeper understanding of the philosophical and religious teachings (the dharma) of Buddhism and detailed information about their historical context.

Constitutional Law
GRADES 11 & 12. TERM I, ½ CREDIT.
This course introduces students to the major constitutional debates that have shaped the American legal system, and the ways the Supreme Court has addressed them. Students discuss and analyze topics that include federalism, freedom of speech, affirmative action, the death penalty, civil rights, privacy rights, due process, and freedom of religion, as well as examine how civil liberties apply to students in school. Students gain a thorough understanding of the Constitution of the United States, think critically about legal debates that have shaped U.S. history, and participate in debates on current events and controversies.

Introduction to Economics
GRADE 12. TERM II, ½ CREDIT.
This course acquaints students with the modern discipline of economics as both a history and social science. It aims to further students’ understanding of economics and business after they leave Hopkins and to prepare them to enter our 21st century world. Microeconomics and macroeconomics are explored through student-centered, project-based learning methods, which include learning behavioral economics and areas of entrepreneurship. Additional topics studied are the principles of economic thinking, markets, consumer behavior, growth and productivity, fiscal policy, monetary policy, global currency and exchange, and more. The spring course concludes with student-run business projects that require students to apply their learning in practical ways, which reinforce their understanding of the subject’s practicality.
Humanities Symposium: African-American History and Literature

GRADES 11 & 12. TERM II, 1 CREDIT.
1/2 CREDIT ENGLISH, 1/2 CREDIT HISTORY.

Students receive both English and History credit for this team-taught, interdisciplinary course. The class meets twelve times over a two-week period. African-American experience is explored through the lenses of both literary texts and historical documents, spanning time periods from slavery, through Reconstruction and Jim Crow, to the present day. Representative authors include Frederick Douglass, Richard Wright, Alice Walker, August Wilson, James Baldwin, Langston Hughes, Yaa Gyasi and Toni Morrison. Critical examination of primary sources and historical articles provides a backbone of historical content. In addition, art, film, and music informs our study. Assessments are jointly given and graded, and consist of essays, research presentations, creative writing assignments based on research, a final analytical project/essay, and a final exam for 11th Graders. Through the interdisciplinary examination of literature and history, students have the opportunity to reach a deeper understanding of the circumstances, challenges and resiliency of African Americans from the days of slavery to contemporary times. [This course counts as two academic courses in Term II.]

Islam and The Middle East

GRADES 11 & 12. TERM II, 1 CREDIT.
OFFERED EVERY OTHER YEAR.
NEXT OFFERED 2021-2022.

This course introduces students to the contemporary Middle East through the lens of the traditions, faith and history that shape the region as it is today. The semester begins with the origins and foundations of Islam, looking at what it shares with other Western religions and what makes it unique, followed by a survey of pre-twentieth century Islamic societies and states. The second half of the course covers some of the important issues affecting the region today, including the anti-Western stance of some political movements and leaders, the possibility of a secular Middle East, the role of women in Islam, the Israeli-Palestinian conflict, the relationship between the US and the Middle East, and the growth and consequences of recent “Arab Spring” movements. The course introduces students to all sides of the complex problems facing their generation in the Middle East and the world.

Russian History: Reform, Reaction, Revolution

GRADES 11 & 12. TERM II, 1/2 CREDIT.
OFFERED EVERY OTHER YEAR.
NEXT OFFERED IN 2020-2021.

In this course, students trace Russian attempts at “enlightenment,” rapid industrialization, and modernization in Imperial Russia before examining how Russia/USSR later wrestled with the same issues (and others) in the twentieth century with the creation of the Soviet Union. Students also explore the physical and political geography of the region and the concept of Eurasia. Readings, lectures, and projects address the ongoing political and ideological struggles in the modern period with particular attention to the causes and consequences of the Russian Revolution, the rise of Soviet communism, Stalinism, and the fate of various nationalities. Finally students study events in the post-Soviet era, including the attempts at Democracy and reform, Putinism, and the revival of the Russian security state.

Seaports and Stone Walls: Reading and Writing New England’s Historic Landscape

GRADES 11 & 12. TERM I, 1/2 CREDIT.

From Native American settlements in the river valleys to the early trading ports, from stone walls and merino sheep, to mill towns, railroads, and the Interstate system, the New England landscape has changed dramatically over the centuries due to human and natural causes. This course will take an interdisciplinary approach to examine how the land was used and how it shaped and appealed to the region’s inhabitants. Reading from a variety of genres (poetry, literary essays, visual art, environmental exposes, etc.), we will listen to the different voices of New England while exploring the region’s natural resources and commercial ventures, the rise of cities and industry (with an emphasis on New Haven), and the recent restoration of woodlands and native species. Using what they learn from readings and field trips, students will write creative, non-fiction profiles of their choice of locations in the New England landscape.

The Malone Schools Online Network

Founded in 2013, the Malone Schools Online Network (MSON) is a consortium of college preparatory independent schools that provides a variety of upper-level, seminar-style courses to enhance the existing curricula at each member school. MSON is an extension of the vision of John Malone, Hopkins class of 1959. Mr. Malone established the Malone Family Foundation in 2000 to provide 50 independent schools—called Malone Schools—with scholarship endowments for students motivated to excel.

MSON courses combine synchronous, real-time instruction delivered in high definition classroom setups with asynchronous elements, such as recorded lectures and exercises, which students complete outside of class. MSON teachers, who are faculty at member schools, have experience in independent school education and are experts in their fields. They share a commitment to excellence, small class sizes, and personal relationships with their students. This nationwide community allows students to interact with peers across the country.

MSON courses are offered to students (generally juniors and seniors) in participating schools who, through their record of academic achievement, demonstrate a capacity for independent work and are interested in learning in this unique classroom environment.

Hopkins awards credit for successful completion of an approved MSON course. Only MSON courses taught by Hopkins teachers can satisfy departmental graduation requirements. One credit towards the School’s language requirement can be earned by taking Ancient Greek I or Chinese 5, which are taught by Hopkins teachers. MSON courses are subject to all of the School’s academic policies and regulations (see “Planning a Program of Study”).
The mathematics curriculum is organized sequentially in terms of the development of mathematical skills and concepts. In the lower-level courses, the focus is on building an algebraic foundation for understanding the essential ideas of arithmetic. In Geometry, the emphasis shifts to the fundamental principles of a logical system, deductive reasoning, and formal proofs. These different mathematical perspectives are then blended in the upper-level courses, where students combine graphical approaches and more advanced algebraic techniques, as they undertake a comprehensive study of the elementary functions of mathematics. Along the way, considerable attention is given to the many ways that functions can apply to real-world situations.

The curriculum is initially divided into two strands: Regular and Enriched. These two curricular sequences consider much of the same core material, but at different paces and different levels of complexity, to help meet the different needs of students by allowing each student to grow at his or her own pace. The Enriched courses generally move more rapidly, probe more deeply, and include several more advanced topics. After Geometry, a third strand emerges, the Accelerated sequence, which moves even faster and deeper through Algebra 2 and Precalculus and finishes with AP® Calculus BC. After Geometry, the Enriched strand also moves through Algebra 2 and Precalculus but ends with AP Calculus AB or AP Statistics. Finally, the Regular sequence moves on to Algebra 2 and Precalculus and then finishes with Introduction to Calculus, Applied Mathematics and Modeling, or AP Statistics (with departmental approval), unless students elect to pursue (and are approved for) summer work and thereby accelerate their program. Beyond these typical sequences, for students who are suitably ambitious and talented and wish to have a college experience, the Department offers two Honors-level term electives and an Honors Seminar covering mathematics beyond Calculus.

### Mathematics Department for Returning Students

Hopkins students who are currently enrolled in a Regular-level course and who desire to be placed into the Enriched or Accelerated program must receive departmental approval. Departmental approval is also necessary for those students who wish to accelerate by taking a course over the summer. At a minimum, the Department expects that such students will earn grades in their current class that indicate a high level of mastery. Other important attributes considered are a clearly demonstrated interest in mathematics, the ability to work independently, and a willingness to take intellectual risks. Nevertheless, it should not be construed that achieving a grade of A mandates acceleration. Some students are doing well precisely because they are currently well placed. Any student considering acceleration should speak with his or her teacher about the advisability and feasibility of pursuing that goal.

### Acceleration in the Mathematics Department

There are two levels of the SAT® Mathematics Subject Test. The Level 1 test is primarily Algebra 2-based, with some Geometry required as well. Students in Algebra 2 or Precalculus may consider registering for the Level 1 test after speaking with their teachers. The Level 2 test is primarily Precalculus-based, and students in Precalculus Enriched or Precalculus Accelerated may consider registering for this test. Interested students should consult with their teachers to determine if they are ready for the Level 1 or the Level 2 Subject Test. Students should expect to spend additional time outside of class to prepare for the Level 1 or Level 2 Subject Tests.

### Credit for Hopkins Summer School Math Courses

Students who have not yet completed at least one year in high school may not take a Summer School course for credit (see “Credit for Outside Courses”). With departmental approval, 9th Graders in Algebra 1 may take Geometry in the Summer School. Also with departmental approval, students who have demonstrated a high level of mastery in Algebra 2 may take Precalculus in the Summer School. Similarly, students in Precalculus may be approved to take Precalculus Enriched. In all cases, whether by electing Enriched or Accelerated courses or by pursuing summer study, all students seeking to accelerate must receive departmental approval. No acceleration will be granted unless such prior approval has been given.

### Acceleration in the Mathematics Department

Students who wish to be considered for Enriched or Accelerated courses (marked with an asterisk) should consult with their teachers to determine if they should indicate on their Course Selection Sheet. The final decision will be made by the Department and will be based on the student’s past achievements and teacher recommendations, or by a proficiency test in the case of a student new to Hopkins.

### Prealgebra

This course includes the same topics as Prealgebra, though students are asked to consider the concepts from a more sophisticated perspective. The course includes additional topics that emphasize a wider variety of mathematical ideas and problem-solving experiences. (Prerequisite: proficiency test and departmental approval)

### Algebra 1

This course offers a more intensive look into the topics of Algebra 1 and moves at a faster pace. The course also considers more challenging problems and explores additional topics. (Prerequisite: Prealgebra or Prealgebra Enriched and departmental approval)

### Geometry

In this course, students study the structure of a logical system, develop deductive reasoning skills, and learn to write formal proofs. There is a strong focus on visualization and problem-solving methods in the application of geometric ideas. Instruction integrates coordinate approaches to geometry and reinforces and applies knowledge of algebra. (Prerequisite: Algebra 1 or Algebra 1 Enriched)

### Geometry Enriched

This course includes the same topics as Geometry as well as additional concepts. Considerable attention is given to the integration of algebra and geometry. Students also undertake independent problem solving and exploration as they discover new ideas and engage in enrichment activities. (Prerequisite: Algebra 1 or Algebra 1 Enriched and departmental approval)
Algebra 2 Accelerated*
This course covers the same topics as Algebra 2 Enriched but looks deeper into them and requires more independent work. Helping students develop a foundation for exploring mathematical problems and ideas in a more sophisticated way. A graphing calculator is required.† (Prerequisite: Geometry or Geometry Enriched and departmental approval)

Algebra 2 Enriched*
The idea of the function is central to this course, and students develop their facility with algebraic techniques as they expand their repertoire of functions to include polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. Students acquire more advanced techniques for problem solving and develop a conceptual understanding of the behavior of all of the elementary functions through their equations, their graphs, and their applications. A graphing calculator is required.† (Prerequisite: Geometry or Geometry Enriched and departmental approval)

Pre-calculus
This course continues the study of linear, absolute value, quadratic, exponential, radical, and rational functions and introduces logarithmic functions and trigonometry. Additionally, it includes topics from probability, combinatorics, sequences and series, and introductory statistics. The modeling of real-world phenomena is emphasized throughout the course. A graphing calculator is required.† Students in this course, in consultation with the teacher, may consider registering for the Level 1 SAT Subject Test in Mathematics. (Prerequisite: Algebra 2 or Algebra 2 Enriched)

Pre-calculus Enriched*
This course continues to expand on the concept of a function and revisits all of the fundamental families of functions and their applications using both algebraic and graphical approaches. Students also undertake a more advanced study of trigonometry and cover topics such as analytical geometry, polar coordinates, and sequences and series. A graphing calculator is required.† Students in this course, in consultation with the teacher, may consider registering for the Level 2 SAT Subject Test in Mathematics. (Prerequisite: Algebra 2 Enriched or Precalculus and departmental approval)

Pre-calculus Accelerated
Pre-calculus Accelerated is an accelerated version of Pre-calculus Enriched. During the first three quarters of the year, students explore familiar topics more deeply, extend them, and use them as a starting point for new topics. The course then spends the final quarter studying differential calculus in preparation for the following year’s course in AP Calculus BC, beginning with limits and continuing with derivatives and applications of differentiation. A graphing calculator is required.† Students in this course, in consultation with the teacher, should consider registering for the Level 2 SAT Subject Test in Mathematics. (Prerequisite: Algebra 2 Accelerated and departmental approval)

Introduction to Calculus
This course is a follow-up to Pre-calculus. It provides a continued emphasis on the development of functions as well as an enhanced study of polynomials, an introduction to matrices, and an in-depth exploration of trigonometry. Students also begin a study of differential calculus with an introduction to limits and derivatives. A graphing calculator is required.† Students who complete Introduction to Calculus may sign up for AP Mathematics and Modeling, AP* Statistics, or AP Calculus AB, with departmental approval. (Prerequisite: Pre-calculus. Students who have completed Pre-calculus Enriched may sign up for Introduction to Calculus only with departmental approval)

Applied Mathematics and Modeling
This course exposes students to a broader and more complete view of mathematics than they have seen in their previous algebra-based courses, with an introduction to the applications of contemporary mathematics to real-world problems. In a variety of settings, students see how mathematics can be used to guide and improve intuition and assist in making more informed decisions. Topics vary from year to year but may include a closer look at number sets, numbers in nature, infinity, symmetry and pattern, fractals and chaos, tilings, graph theory, linear programming, conflict resolution and fair division, voting systems, quantitative and financial decision making, probability, and statistics. A graphing calculator is required.† (Prerequisite: Pre-calculus or departmental approval)

AP* Statistics*
This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students learn to describe patterns and recognize anomalies, plan and conduct studies and experiments, explore random phenomena using probability and simulation, estimate population parameters, and test hypotheses. This course prepares students for the AP Statistics examination. A graphing calculator is required.† (Prerequisite: Pre-calculus, Pre-calculus Enriched, or Pre-calculus Accelerated and departmental approval)
AP® Calculus AB*
This course provides an understanding of the concepts of differential and integral calculus and experience with their methods and applications. The content follows the Advanced Placement syllabus for Calculus AB, as the course thoroughly covers the concept of a limit and its application to differentiation and integration. This course prepares students for the AP Calculus AB examination. A graphing calculator is required.† (Prerequisite: Precalculus Enriched or Accelerated and departmental approval)

AP® Calculus BC*
The course studies at a minimum the topics in the Advanced Placement curriculum for BC Calculus, including a thorough treatment of differential and integral calculus, as well as topics in differential equations, analytic geometry and power series representations of functions. This course prepares students for the AP Calculus BC exam. A graphing calculator is required.† (Prerequisite: Precalculus Accelerated and departmental approval)

Topics in Intermediate Calculus Honors*
This course is designed for those students who have taken AP Calculus AB and wish to study further applications of calculus, to develop more sophisticated problem-solving skills, and to complete their preparation for the AP Calculus BC examination. A graphing calculator is required.† (Prerequisite: Precalculus Accelerated and departmental approval)

Linear Algebra Honors*
TERM 1, 1/2 CREDIT.
This term elective is an introduction to a major field in mathematics that investigates systems of equations, matrix algebra, and matrix transformations of vector spaces. When appropriate, applications are brought in to highlight the power and usefulness of these ideas. (Prerequisite: AP Calculus BC or Topics in Intermediate Calculus Honors; concurrent enrollment with departmental approval)

Multivariable Calculus Honors*
TERM II, 1/2 CREDIT.
This term elective extends the ideas of calculus from the real line into two- and three-dimensional domains. After extending the notions of derivatives and integrals, the course focuses on the rudiments of vector calculus necessary to understand the central theorems regarding the divergence, the curl and the gradient of a function. (Prerequisite: Linear Algebra Honors)

Mathematics Honors Seminar*
TERM I & TERM II, 1/2 CREDIT.
This course is designed for those students who have successfully completed Linear Algebra Honors and Multivariable Calculus Honors. The college-level topics are chosen according to the interests of the students and the instructor and may include subjects such as Differential Equations, Dynamical Systems and Chaos, Number Theory, Complex Analysis, Topology, Combinatorics, or the History of Mathematics. Faithful to the idea of a seminar, the course requires students to be responsible for much of the mathematical inquiry. They may be expected to write papers, give presentations, create class investigations, solve problem sets, and lead class discussions. (Prerequisites: Linear Algebra Honors and Multivariable Calculus Honors; concurrent enrollment with departmental approval)

† Students in courses requiring a graphing calculator should have a TI-83 or TI-84. If students wish to use other graphing calculators, they must get approval from their teacher.
Language is a means of communication among people and a reflection of culture. Students who learn how to communicate in a foreign language develop an appreciation of the culture and its literary heritage and increase their awareness and tolerance of others. Students acquire a life-long skill in an age when global communication is imperative. Modern Languages currently offered are: Chinese, French, Italian, and Spanish.

Because younger students learn a language and its pronunciation with greater ease, foreign language learning should begin as early as possible and continue through the upper levels. Introductory courses are conducted in the target language as much as possible, and subsequent levels are conducted almost exclusively in the target language. Most colleges expect that students will have studied a minimum of three years of one language in high school. Hopkins offers modern languages in Grades 7 through 12, and we encourage our 7th and 8th Grade students to take Chinese, French, or Spanish, in addition to their required Latin course. New 8th Grade students may choose to take any modern language, including Italian, in lieu of the Latin requirement. Upon successful completion of Chinese 1B, French 1B, or Spanish 1B, or Italian 1 (for new students in Grade 8), students are qualified to take Chinese 2, Spanish 2, French 2, or Italian 2 in Grade 9. All students wishing to accelerate must receive departmental approval.

Modern language learning involves the use of all linguistic skills – listening, speaking, reading, and writing – as well as cultural competence. Students develop fluency and proficiency of communication through the equal emphasis of these skills. All students benefit from classroom and home use of audio and video materials in the target languages. Each class also has designated time in the language lab.

Modern Language students memorize and recite poetry, and selected students participate in the annual Connecticut state poetry contest. Students have the opportunity to take the national language exams and, in the upper levels, the SAT® Subject Tests and the Advanced Placement examinations. Foreign trips are offered to immerse students in language and culture. Students in levels three or four may consider registering for the SAT Subject Test if they have successfully mastered the material in the course. Interested students should consult with the teacher to determine if they are ready for the Subject Test. Students should expect to spend additional time outside of class to prepare for the SAT Subject Test in a modern language.

A minimum of three credits of study in one language is required for graduation. The credits must be earned in three consecutive years in Grades 9 through 12.

**JUNIOR SCHOOL**

**Chinese, French, and Spanish 1A**

In the Chinese, French and Spanish 1A courses, students study the basic skills of listening, speaking, reading, and writing. These courses cover approximately the first half of the high school Level 1 curriculum and emphasize comprehension, pronunciation, vocabulary building, basic language structure, and speaking. In Chinese, students learn to use the phonetic system of Pin Yin and to recognize and write simplified Chinese characters. The skills the students learn in these courses form the foundations for the students’ future study of Chinese, French, or Spanish.

The French and Spanish courses use recordings and films to enhance the course content, and both courses use an online textbook that features authentic audio and video to support the lessons. Students of Spanish watch *En es tÚ, María*, a mystery movie about a private detective in Madrid. In Chinese, grammar and spoken language study is complemented by practice in the art of writing the Chinese characters.

**Chinese, French, and Spanish 1B**

Students continue the formal study of Chinese, French or Spanish with a review of the material covered in Grade 7. In French and Spanish, classes expand grammar concepts to include object pronouns, reflexive verbs, and additional verb tenses. The use of film in French or Spanish continues to be an important component of the program for the auditory and cultural experience they provide. In Chinese classes, through a series of culture-based activities as well as a video program that corresponds to the textbook, students learn about Chinese culture and develop a basic awareness of cultural commonality and diversity. In all three languages, students build on the skills and knowledge of Grade 7: listening, speaking, reading, and writing. Lessons present concepts within the context of daily life and culture. With the successful completion of Chinese 1B, French 1B, or Spanish 1B, students are qualified to enter Level 2 of that language in Grade 9. Students new to Hopkins in Grade 8 may elect Italian 1. With the successful completion of Italian 1, these students are qualified to take Italian 2 in Grade 9.

**MIDDLE AND SENIOR SCHOOLS**

**Chinese**

**Chinese 1**

This beginning course in Mandarin Chinese emphasizes the basic skills of language acquisition: listening, speaking, reading, and writing. The course introduces students to the Chinese phonetic system, basic grammatical structures, the Chinese writing system (simplified characters) and functional daily language. By the end of the year, students are able to introduce themselves to others, talk about their nationalities, families, and professions, make appointments, and describe their hobbies and favorite pastimes. Students also learn about Chinese culture, including customs and important Chinese holidays such as the Chinese New Year and the Chinese Moon Festival. Students learn approximately 550 Chinese characters.

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Chinese (continued)

Chinese 2
This course builds on the fundamentals of Mandarin Chinese acquired in Chinese 1. Students continue to develop proficiency in communication as they discuss everyday topics. They will narrate their daily lives, converse while going shopping, and talk about transportation, weather, and dining. Acquiring a knowledge and appreciation of Chinese culture is an integral part of the course. Students learn approximately 550 more Chinese characters. For students who have previous experience with traditional characters, teachers will accommodate to meet the students’ needs. (Prerequisite: Chinese 1 and/or departmental approval)

Chinese 2 Enriched
In this rigorous course conducted in Chinese, students fulfill the requirements of Chinese 2 in the core skills of reading, writing, and speaking. In addition, students will delve deeper into the grammatical structure of the language, enabling them to express themselves with more nuances. Their tasks include regular written narratives, and open-ended and spontaneous oral presentations, with which students’ proficiency will be assessed in accordance to guidelines laid out by ACTFL’s communication standards. This course is open to students who have shown excellent aptitude in previous Chinese courses. For students who have previous experience with traditional characters, teachers will accommodate to meet the students’ needs. (Prerequisite: Chinese 1 and/or departmental approval)

Chinese 3
This course is open to students who have successfully completed the second level of Chinese or its equivalent. Students develop greater fluency in understanding, speaking, reading and writing Chinese through the use of new vocabulary and idiomatic expressions. Selected readings about Chinese culture and literature are used to supplement content in the textbook series. This course is taught in simplified Chinese characters with exposure to traditional Chinese characters. Students may use either Chinese written system to develop their knowledge and ability. Students learn approximately 550 more characters. For students who have previous experience with traditional characters, teachers will accommodate to meet the students’ needs. (Prerequisite: Chinese 2 and/or departmental approval)

Chinese 3 Enriched
In addition to satisfying the requirements set out by Chinese 3, this enriched course delves deeper into more advanced grammar structures. Students hone their skills in written expression by regularly writing expository compositions and narratives. This course also stresses reading comprehension, oral/aural skills, and composition style through the study of a variety of modern literary genres. Students are exposed to Chinese culture with authentic media, and expand learning through oral presentations, debates, and class discussions, which strengthen command of idiomatic Chinese. For students who have previous experience with traditional characters, teachers will accommodate to meet the students’ needs. (Prerequisite: Chinese 2 and/or departmental approval)

Chinese 4 Language and Civilization
This advanced course develops students’ fluency in speaking, listening, reading, and writing in Chinese. Students expand their ability to communicate effectively and properly in various real-life situations, learn more complex grammatical structures, and increase vocabulary by using more characters. In addition, students learn the usage of idioms, authentic sayings, and stories from Chinese mythology. The course considers both contemporary and traditional Chinese cultural elements. Students in this course, in consultation with the teacher, may consider registering for the SAT Subject Test in Chinese. If they have not done so in the previous course, students are encouraged to take the Subject Test in November when the listening component is offered. (Prerequisite: Chinese 4 Language and Civilization or Chinese 4 Literature and Cinema and departmental approval)

Chinese 4 Language and Culture [Chinese 5 Language]
This advanced course, conducted entirely in Chinese, increases mastery of written and spoken Chinese through the study of a variety of authentic print, audio and audio-visual resources, including journalistic articles, documentaries, poems, newscasts, short stories, and essays. Throughout the year, students write papers, critique films, and participate in oral discussion and debates. Sample topics include current policy and contemporary social issues. Students will be prepared to take the AP Chinese Language and Culture Examination. The course is organized following the six College Board prescribed thematic units: Global Challenges, Science and Technology, Contemporary Life, Families and Communities, Public and Personal Identities, and Beauty and Aesthetics. Students, in consultation with the teacher, may also consider registering for the AP Chinese Language and Culture Examination. The course says. Throughout the year, students write papers, critique documentaries, poems, newscasts, short stories, and essays. Throughout the year, students write papers, critique films, and participate in oral discussion and debates. Sample topics include current policy and contemporary social issues. Students will be prepared to take the AP Chinese Language and Culture Examination. The course is organized following the six College Board prescribed thematic units: Global Challenges, Science and Technology, Contemporary Life, Families and Communities, Public and Personal Identities, and Beauty and Aesthetics. Students, in consultation with the teacher, may also consider registering for the SAT Subject Test in Chinese, if they have not done so in the previous course. Seniors are encouraged to take the Subject Test in November when the listening component is offered. (Prerequisite: Chinese 4 Language and Civilization or Chinese 4 Literature and Cinema and departmental approval)

Chinese Honors Seminar [Chinese 6 and 7]
Students examine various topics in history, culture, and literature of China and other Chinese-speaking communities around the world. The materials chosen, such as short stories and films with related texts, provide the basis for advanced work in composition, oral presentations, and conversation. Writing assignments and projects are designed to develop students’ precision with the language and insight into Chinese culture. Activities such as presentations, debates, and discussions are assigned to enable students to achieve a high level of proficiency in speaking and writing. If the enrollment in this course is fewer than four students, the class will meet twice weekly. (Prerequisite: AP Chinese Language and Culture and departmental approval)

Chinese 4 Literature and Cinema
Through the study of Chinese films and texts, students examine various aspects of history, societies and cultures and develop critical and analytical skills specific to literature and cinema. The course emphasizes student participation through class discussions and requires frequent oral and written assignments. The class is conducted entirely in Chinese. Students in this course, in consultation with the teacher, may consider registering for the SAT Subject Test in Chinese. Seniors are encouraged to take the Subject Test in November when the listening component is offered. For students who have previous experience with traditional characters, teachers will accommodate to meet the students’ needs. (Prerequisite: Chinese 3 and/or departmental approval)

AP Chinese Language and Culture [Chinese 5 Language]
This advanced course, conducted entirely in Chinese, increases mastery of written and spoken Chinese through the study of a variety of authentic print, audio and audio-visual resources, including journalistic articles, documentaries, poems, newscasts, short stories, and essays. Throughout the year, students write papers, critique films, and participate in oral discussion and debates. Sample topics include current policy and contemporary social issues. Students will be prepared to take the AP Chinese Language and Culture Examination. The course is organized following the six College Board prescribed thematic units: Global Challenges, Science and Technology, Contemporary Life, Families and Communities, Public and Personal Identities, and Beauty and Aesthetics. Students, in consultation with the teacher, may also consider registering for the SAT Subject Test in Chinese, if they have not done so in the previous course. Seniors are encouraged to take the Subject Test in November when the listening component is offered. (Prerequisite: Chinese 4 Language and Civilization or Chinese 4 Literature and Cinema and departmental approval)

French
This beginning course in French integrates the four basic language skills: listening, speaking, reading, and writing. Students also learn about Francophone cultures. This course emphasizes comprehension, pronunciation and vocabulary acquisition to allow students to develop spoken and written expression in French. By the end of the first year, students are able to narrate their daily lives in the present and past tenses, talk about their studies and personal interests, describe their families and friends, express likes and dislikes, and ask and answer questions.

French 1
This course expands the fundamental structures and skills presented in French 1. Students develop their reading skills while beginning the study of literature through short stories. This course also combines authentic audio-visual material with interactive exercises to provide immersion in French language and culture. (Prerequisite: French 1 and/or departmental approval)

French 2
This course expands the fundamental structures and skills presented in French 1. Students develop their reading skills while beginning the study of literature through short stories. This course also combines authentic audio-visual material with interactive exercises to provide immersion in French language and culture. (Prerequisite: French 1 and/or departmental approval)

French 3
Students review basic language structures, begin the study of advanced grammar, improve their comprehension of the spoken language, and strengthen their skills in conversation and composition. Short literary selections, films, and cultural units reinforce the acquisition of new vocabulary, and at the end of the year students read and analyze a complete literary work by a major Francophone author. (Prerequisite: French 2 and/or departmental approval)
French (CONTINUED)

French 3 Enriched
Students delve more deeply into advanced grammar and stylistics, improve their comprehension of the contemporary spoken language, and sharpen their speaking skills. This course also stresses reading comprehension, vocabulary acquisition, in-depth composition writing, and the study of a variety of literary genres. Students read and analyze a complete literary work by a major Francophone author. They further strengthen their command of idiomatic French through class discussions, oral presentations, and exposure to authentic media. (Prerequisite: French 2 and/or departmental approval)

French 4 Language and Civilization
Students continue their study of the French-speaking world through a review of advanced grammar and exploration of contemporary culture. Students strengthen their oral and written command of the language through composition, conversation, and oral presentation. Students also study authentic written and spoken media from important areas of the Francophone world. Films and literary texts enhance cultural topics studied in this course. Students, in consultation with the teacher, may consider registering for the SAT® Subject Test in French. Seniors are encouraged to take the Subject Test in November when the listening component is offered. (Prerequisite: French 3 and/or departmental approval)

French 4 Literature and Cinema
Through the study of canonical French films and texts, students examine various aspects of Francophone histories, societies and cultures and develop critical and analytical skills specific to literature and cinema. The course emphasizes student participation through class discussion and requires frequent oral and written assignments. The class is conducted entirely in French. Students in this course, in consultation with the teacher, may consider registering for the SAT® Subject Test in French. Seniors are encouraged to take the Subject Test in November when the listening component is offered. (Prerequisite: French 3 and/or departmental approval)

AP® French Language and Culture
This advanced course increases mastery of written and spoken French through the study of authentic cultural materials drawn from all corners of the French-speaking world. Students learn to express ideas with greater accuracy and fluency. They develop listening skills by working with authentic visual and spoken media. They improve their writing through frequent composition work and strengthen reading proficiency through study of literature and other contemporary texts. This course prepares students to take the Advanced Placement Examination in French Language and Culture. Students, in consultation with their teacher, may also consider registering for the SAT® Subject Test in French. Seniors are encouraged to take the Subject Test in November when the listening component is offered. (Prerequisite: French 4 Language and Civilization or French 4 Literature and departmental approval)

French 5 Culture and Conversation
This course is designed to improve students’ knowledge and understanding of Francophone cultures and to develop conversation skills and proficiency in listening, speaking, and writing. Grammar review focuses on language use in context. Activities and assignments include in-class discussions, presentations, debates, and compositions based on course content including readings, current events, short stories, and films. Students, in consultation with their teacher, may consider registering for the SAT® Subject Test in French. Seniors are encouraged to take the Subject Test in November when the listening component is offered. (Prerequisite: French 4 Language and Civilization or French 4 Literature and departmental approval)

French 5 Culture and Conversation
This course is designed to improve students’ knowledge and understanding of Francophone cultures and to develop conversation skills and proficiency in listening, speaking, and writing. Grammar review focuses on language use in context. Activities and assignments include in-class discussions, presentations, debates, and compositions based on course content including readings, current events, short stories, and films. Students, in consultation with their teacher, may consider registering for the SAT® Subject Test in French. Seniors are encouraged to take the Subject Test in November when the listening component is offered. (Prerequisite: French 4 Language and Civilization or French 4 Literature and departmental approval)

French Honors Seminar [French 6 and 7]
In this advanced seminar course, students examine a variety of topics which may include the history, political structure, arts, and economy of many French-speaking countries with a focus on developing presentation and conversational skills. Films and related texts give students the opportunity to generate discussion in French, enhance their critical thinking skills, and expand their historical and cultural perspectives on the Francophone world. If the enrollment in this course is fewer than four students, the class will meet twice weekly. (Prerequisite: AP® French Language and Culture and departmental approval)

Italian (CONTINUED)

AP® Italian Language and Culture

*These courses are open to students in Grades 9-12 and satisfy the Language graduation requirement. Students new to Hopkins in Grade 8 may elect Italian 1 or higher.

Italian 1
This course employs the communicative method to highlight the basic skills of second language acquisition, alongside Italian culture. Students apply grammatical structures to meaningful activities, which include writing a short children’s story, cooking traditional dishes, taking virtual trips throughout Italy, and creating dialogues that span a broad range of topics. Students also begin to learn how to critically view a film starting with Cinema Paradiso. By the end of Italian 1, students can order in a restaurant, navigate the Italian map, and describe their families, favorite pastimes, and holidays, in the present and past tenses. Students begin a virtual exchange with our Sister School in Amaoli.

Italian 2
The goal of this course is to increase each student’s communicative competency in spoken and written Italian, within the context of Italian culture, as they explore different regions of Italy and the topic of Made in Italy, as well as “real-life” situations, such as finding a doctor in Italy, and making short videos about their daily lives for their pen pals in Amaoli. Students read and discuss selected texts in Italian, such as the mystery story Giallo al Grand Hotel du Lac. Students continue to incorporate new grammar (reflexive verbs, future, imperfect and conditional tenses) through conversation, dialogues, presentations, and compositions. Students also gain an understanding of specific moments of Italian history as they view and analyze the films La vita è bella and Io non ho paura. (Prerequisite: Italian 1 and/or departmental approval)

Italian 3
Students employ the three communicative modes to review the basic structures of Italian, to study more advanced grammar (primarily the subjunctive and past absolute tenses), and to strengthen their skills in conversation and composition. They visit various Italian cities through virtual websites, research and cook regional Italian food, and present the work and life of their favorite Italian artist and musician through mock interviews and gallery presentations and songs. Students, in consultation with the teacher, begin their preparation for the SAT Subject Test in Italian, which is administered in May. (Prerequisite: Italian 2 and/or departmental approval)

AP® Italian 4 Language and Culture
This advanced course revolves around 6 broad overlapping themes (Global Challenges, Contemporary Life, Beauty and Aesthetics, Personal and Public Identities, Families and Communities, Science and Technology), while drawing upon authentic materials. Throughout the year, students hone their proficiency as they practice the different skills covered by the Advanced Placement Examination (reading, writing, listening, speaking, and culture) through different platforms and recommended contexts, ranging from Italian film and commercials, the Slow Food Movement, folklore and holidays, poetry, current news and migration. Students in this course, in consultation with the teacher, may consider registering for the SAT® Subject Test in Italian, which is administered in May. (Prerequisite: Italian 3 and/or departmental approval)

Italian 5 Honors
Advanced readings, literary analysis, and film criticism are among the possible areas of study. Topics may include: Italian literature and Neorealism in literature and film, women in Italian culture and society, the history of Italian cinema, readings in Dante, the Italian novel, migration Italy, and Italian theater. Assessments focus on papers, critiques, and class discussion. This class is conducted entirely in Italian. If the enrollment in this course is fewer than four, the class will meet twice weekly. (Prerequisite: AP® Italian Language and Culture and/or departmental approval)
Spanish 1
This course introduces students to the basic elements of the language and cultures of the Spanish-speaking world. Simple, effective, interpersonal communication via spoken and written language is emphasized throughout the course. Students develop the skills and confidence necessary not only to express themselves successfully but also to navigate the Spanish they find in everyday life.

Spanish 2
This course refines the basic skills acquired in Spanish 1. Students continue to study grammar and vocabulary to develop and improve their written and oral expression. While expanding their knowledge of verb tenses, students begin to write longer compositions and speak in greater detail. The course also continues the study of Spanish culture and civilization. (Prerequisite: Spanish 1 and/or departmental approval)

Spanish 2 Enriched
In this fast-paced course conducted in Spanish, students fulfill the requirements of Spanish 2 and develop the core skills of reading, writing, and speaking. Students gain a basic understanding of the subjunctive mood and begin the study of literature by reading and analyzing short stories. This course is open to students who have shown excellent aptitude in previous Spanish courses. (Prerequisite: Spanish 1 and/or departmental approval)

Spanish 3
Students refine and sharpen basic skills and language structures and begin the study of more advanced grammar, such as the subjunctive mood. They begin to incorporate these more complex elements into their routine self-expression, extending their reach within the target language. Students also study short stories and poetry from a variety of Spanish-speaking countries. (Prerequisite: Spanish 2 and/or departmental approval)

Spanish 3 Enriched
Students delve deeper into more advanced grammar structures and hone their skills in written expression by writing more in-depth compositions. This course also stresses reading comprehension, oral/aural skills, and composition style through the study of a variety of modern literary genres. Students are exposed to Spanish and Latin cultures with authentic media, and expand learning through oral presentations, debates, and general class discussions which strengthen command of idiomatically Spanish. (Prerequisite: Spanish 2 and/or departmental approval)

Spanish 4 Language and Civilization
Through the study of the contemporary Spanish-speaking world, students have the opportunity to improve their speaking and writing abilities at a more sophisticated level. This course includes a review of advanced grammar and vocabulary to strengthen correct oral and written command of the language. Modern readings and short films from Spanish and Latin American directors enhance the literary and cultural topics studied in this course. Students in this course, in consultation with the teacher, can consider registering for the SAT Subject Test in Spanish. Seniors are encouraged to take the Subject Test in November when the listening component is offered. (Prerequisite: Spanish 3 and/or departmental approval)

Spanish 4 Literature
This course, the first year of the two-year Advanced Placement Spanish Literature program, exposes students to the literature of the Spanish-speaking world chosen from all major genres. In level 4, students read a portion of Reflections, which includes short stories and poetry from Spain and Latin America. The curriculum is based on the required reading list for the AP Spanish Examination. To enhance their learning experience, the course includes films and other media, as well as a field trip to see a play. Students have daily opportunities to practice their Spanish through class discussions on the readings and through essay writing. Students in this course, in consultation with the teacher, may consider registering for the SAT Subject Test in Spanish. Juniors are encouraged to take the Subject Test in November when the listening component is offered. (Prerequisite: Spanish 3 and/or departmental approval)

Spanish 5 Culture and Conversation
This course is designed to develop communication skills, proficiency in listening, speaking, reading, and writing, as well as improve students’ knowledge of Hispanic cultures. Activities and assignments include in-class discussions, presentations, debates, and compositions based on course content including readings, current events, short stories and films. (Prerequisite: Spanish 4 Literature or Spanish 4 Language and Civilization and departmental approval)

AP Spanish Language and Culture [Spanish 5 Language]
This advanced course increases mastery of written and spoken Spanish through the study of a variety of authentic print, audio and audio-visual resources, including journalistic articles, newscasts, short stories and essays. Students will be prepared to take the AP Spanish Language and Culture Examination. The course is organized following the six College Board prescribed thematic units: Global Challenges, Science and Technology, Contemporary Life, Families and Communities, Public and Personal Identities, and Beauty and Aesthetics. Students, in consultation with the teacher, may also consider registering for the SAT Subject Test in Spanish. Juniors are encouraged to take the Subject Test in November when the listening component is offered. (Prerequisite: Spanish 4 Literature or Spanish 4 Language and Civilization and departmental approval)

AP Spanish Literature and Culture [Spanish 5 Literature]
In this second year of the Advanced Placement Spanish Literature and Culture program, students continue reading Reflections and continue to analyze and discuss representative works of the major literary movements, thereby advancing their spoken and written expression. They study Spanish literature from Spain and Latin America as outlined in the AP required reading list. Students in this course, in consultation with the teacher, may also consider registering for the SAT Subject Test in Spanish. Seniors are encouraged to take the Subject Test in November when the listening component is offered. (Prerequisite: Spanish 4 Literature and departmental approval)

Spanish Honors Seminar [Spanish 6 and 7]
Students examine various topics in history, culture, and literature of Spain and Spanish America. The materials chosen, such as short stories and films with related texts, provide the basis for advanced work in composition, oral presentations, and conversation. These activities and assessments enable students to achieve a high level of proficiency in speaking and writing. If the enrollment in this course is fewer than four students, the class will meet twice weekly. (Prerequisite: AP Spanish Language and Culture or AP Spanish Literature and Culture and departmental approval)
The Science Department offers courses at many different levels for students with varied interests and abilities. A wide range of advanced courses and electives encourages students to go beyond the two-year requirement. All of the courses emphasize building the student’s interest and confidence, illuminating connections among the sciences and between science and everyday life, building a logical approach to problem solving, and developing skills of observation, analysis, and communication.

A student may fulfill the School’s graduation requirement in Science by taking Biology and Chemistry or Physics during the academic year. The usual sequence is Biology, Chemistry, Physics, and advanced sciences or electives. Chemistry and Chemistry Accelerated are mutually exclusive, as are Physics and AP® Physics 1.

Students may consider registering for the SAT® Subject Test in Chemistry if they have successfully mastered the material of Chemistry Accelerated. Interested students should consult with their Chemistry teacher to determine readiness. Students should expect to spend additional time outside of class to prepare for the Subject Test

Rising 11th and 12th Graders who elect to take Physics in Hopkins Summer School must take Biology and Chemistry during the regular academic year. Summer School Physics is intensive and includes the same content, laboratory exercises and examination as the year-long Physics course. Departmental approval is required.

Our signature research program, The Hopkins Authentic Research Program in Science (HARPS), offered in Grade 11 and the following summer, requires a special application and approval process. Students who successfully complete the yearlong course in experimental design will work in a university laboratory during the summer following Grade 11.

**JUNIOR SCHOOL**

**Science 7**

*Grade 7*

This course introduces the workings of the scientific method and basic laboratory skills. Metric measurement and experimental design are emphasized as students practice asking and answering scientific questions related to the Earth and its systems. Within the context of studying minerals, students are introduced to chemical concepts such as atomic structure, phase transitions, and the periodic table. Both qualitative and quantitative data analysis skills are applied throughout the year. Organization and observation skills are reinforced as students explore concepts such as Earth’s structure, geology, and plate tectonics.

**Science 8**

*Grade 8*

This course exposes students to additional topics within the area of Earth Science. Using the world around us as our subject, students study topics that include climate and weather, water and other natural resources. Introductory physics concepts such as mechanics, energy transfer, and gravity are taught within the context of these topics. Through lecture, labs, and projects, students develop an awareness of some of the complexities of the modern world, including the transfer and transformation of energy, climate change, and resource allocation. The course emphasizes the development of analytic thinking and reasoning. The course aims to portray science as a relevant and rewarding field of study and to prepare students for more advanced work in the high school.

**Health Course Requirement**

*Grades 7–10*

This is a sequential, comprehensive program that provides students with health literacy skills. The focus of the program is to provide an emotionally safe, interactive environment in which to learn about health information in a group setting. Topics introduced in Grades 7 and 8 include interpersonal communication skills, nutrition, exercise, stress management, body image, and drugs, alcohol, and tobacco prevention. Topics introduced in Grades 9 and 10 include nutrition, sexuality, conflict resolution, stress reduction, sleep, addictive substances, and healthy relationships. In all levels of the course, students participate in a variety of ways including role-play activities, cooperative games, guided relaxation, self-reflections, discussions, and researching and teaching lessons to peers in class. The goals of all levels are to increase student awareness, to encourage dialogue with friends and family, to improve information evaluation skills, and to communicate assertively with others. Grades 7 and 8 have nine-week courses (non-graded); Grade 9 (Term II) and Grade 10 (Term I) have approximately 15 week courses (graded on a Pass/Fail basis).

**MIDDLE AND SENIOR SCHOOLS**

**Biology**

*Grades 9 & 10*

This is a fundamental biology course which includes lecture, discussion, and integrated laboratory experiments designed to introduce the student to organisms. As an introductory laboratory course, it stresses the physical and chemical bases of biological structure and function. The course is organized around three central themes: cell theory, evolution, and the molecular basis of life as it relates to human systems.

**Chemistry**

*Grades 10–12*

This fundamental science course includes lecture, problem-solving, and integrated activities, and laboratory experiments, and is designed to introduce the student to the nature of matter. The material is presented with both descriptive and quantitative considerations, with emphasis on problem-solving skills and abstract (theoretical) conceptualization. Topics include: gas laws and kinetic theory, properties of matter, basic kinetics, the structure of the atom, periodicity of the elements, chemical bonding and molecular structure, chemical reactions, stoichiometry, thermodynamics, nuclear chemistry, equilibrium, and acids and bases. Placement in the Chemistry classes will be based on a placement test and department approval. Please note, while both Chemistry and Chemistry Accelerated are first year chemistry courses, material is taught in a different order. Movement in either direction between the two courses after school has started is burdensome.(Prerequisite: Biology)

**Physics**

*Grades 11 & 12*

This foundational course takes a systematic approach toward understanding the conceptual framework that underlies the universe. Students apply algebraic methods in modeling physical phenomena, and become comfortable with the techniques and terminology of physics. Topics include: mechanics, waves, light, and electricity. Laboratory exercises require both formal and informal reporting. (Co-requisite: Precalculus or higher)

**AP® Physics 1**

*Grades 11 & 12*

This foundational course takes an analytical and algebra-based approach to understanding the workings of the universe, with greater emphasis on mathematical modeling of physical phenomena and both guided and open inquiry-style experimentation in the laboratory. Topics covered include Newtonian mechanics, rotational dynamics, energy, waves, and electrostatics with an introduction to circuits. The course follows the Advanced Placement Physics course and is an AP® course. (Co-requisites: Precalculus or Introduction to Calculus or higher, and departmental approval)
AP® Physics 2
GRADE 11 & 12
The second course in the foundational algebra-based AP Physics sequence follows Physics or AP Physics 1 and covers topics including fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. The course follows the Advanced Placement Physics 2: Algebra-Based curriculum and has three extended lab periods over the two-week rotation. This course prepares students for the Advanced Placement Examination in Physics as well as the SAT® Subject test in Physics, assuming the student has completed AP Physics 1 (Co-requisites: Precalculus Enriched or Introduction to Calculus or higher; Pre-requisites: Physics or AP Physics 1, and departmental approval)

AP® Biology
GRADE 11 & 12
Students study molecular and cellular biology as it applies to the physiology of organisms, ecology, and evolution. The course follows the Advanced Placement Biology curriculum, which emphasizes classical and contemporary methods of solving biological problems and has three extended lab periods over the two-week rotation. This course, with the addition of out-of-class review work, prepares students for the Advanced Placement Examination in Biology. (Prerequisites: Biology, Chemistry, and departmental approval)

AP® Chemistry
GRADE 11 & 12
This second-year chemistry course follows the Advanced Placement Chemistry curriculum, which includes theoretical treatments of atomic structure, chemical behavior in terms of energy and structural changes, as well as a mathematical study of inorganic and physical chemistry concepts. Lab work is highly investigative and involves quantitative and qualitative analysis. The course has three extended lab periods over the two-week rotation. This course, with the addition of out-of-class review work, prepares students for the Advanced Placement Examination in Chemistry. (Prerequisites: Chemistry or Chemistry Accelerated; co-requisites: Precalculus Enriched or Introduction to Calculus or higher, and departmental approval. AP Physics 1 is recommended but not required.)

AP® Physics: Mechanics
GRADE 11 & 12, TERM 1, 1/2 CREDIT.
In the first half of this second-year Physics course sequence, students concentrate on mechanics, exploring both the theory and applications of Newton’s laws. Calculus is an essential tool while the range of topics discussed becomes more focused and the depth of problems explored dramatically outstrips those seen in the preparatory course, AP Physics 1. This course has three extended lab periods over the two-week rotation. This course prepares students for the Advanced Placement Examination in Physics: Mechanics, which is administered in May. (Prerequisite: AP Physics 1; co-requisite: AP Calculus BC, or AP Calculus AB after discussion with Department Chair, and departmental approval)

AP® Physics C: Electricity and Magnetism
GRADE 11 & 12, TERM 1, 1/2 CREDIT.
In the second half of this second-year Physics course sequence, students investigate Maxwell’s laws of electricity and magnetism. Calculus is an essential tool in both terms while the range of topics discussed becomes more focused and the depth of problems explored dramatically outstrips those seen in the preparatory course, AP Physics 1. The course has three extended lab periods over the two-week rotation. This course prepares students for the Advanced Placement Examination in Physics: Calculus, Electricity and Magnetism, and concludes with a review period covering both mechanics and electromagnetism. (Prerequisite: AP Physics C: Mechanics).

AP® Environmental Science
GRADE 11 & 12, 1 CREDIT.
Students examine the four spheres of the natural world, the biosphere, atmosphere, lithosphere, and hydrosphere, from an interdisciplinary perspective that incorporates the data collected through scientific research with the social, economic, political, and legal issues of human society. Using a combination of laboratory and field experimentation, as well as local field trips, students examine issues of environmental concern that are both current and local, gaining understanding of the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. In addition, through readings and classroom discussions, students can further evaluate the history of environmental issues, our society’s attempts to identify and address them, and potential solutions to prevent or resolve these issues in the future. Students are expected to write both formal laboratory reports and more informal persuasive response papers on a regular basis. Topics include: the loss of biodiversity, population and community ecology, renewable and non-renewable resource use, energy consumption and production, agricultural systems and food distribution, human population growth and economic development, and the effects of pollution on human health and the environment. (Prerequisites: Biology, Chemistry and departmental approval)

Anatomy and Physiology
GRADE 11 & 12, TERM 1, 1/2 CREDIT.
This course gives students the opportunity to explore how the human body works by investigating the structure and functions of its parts and systems. Topics include the muscular, skeletal and cardiovascular systems, as well as other topics that demonstrate the interconnectedness of all the systems. The lab component of this course allows students to compare anatomical structures among various species and to investigate the evolutionary relationships across taxa. (Prerequisites: Biology and Chemistry or Physics)

Astrophysics: Light and Stars
GRADE 10-12, TERM 1, 1/2 CREDIT.
This course will allow students to explore the stars and what powers them. Students will start by learning to navigate the sky, then turn to the nature of light, our main (and until recently, only) method of observing the heavens. Finally, the bulk of the semester will be spent on the primary sources of light in the universe: stars. The course will answer questions such as: How does light travel across the universe, and what hinders it? What powers stars? How do stars form, and what conditions create different types of stars? What happens as a star’s fuel runs out? The semester will end with topics of the students’ choice, which may include exoplanets, cosmology, solar system formation, black holes, galaxies, quasars, and more. Throughout the semester, the course will exchange in-class days for other events, such as observations at night with Hopkins’ telescopes. (Prerequisite: AP Physics C: Mechanics).

Contemporary Issues In Science
GRADE 11 & 12, TERM II, 1/2 CREDIT.
This course gives students a chance to dive into science topics that they may not have otherwise had a chance to consider. Are stem cells the new magic bullet in eradicating human diseases? Do detox diets do a better job than your own liver? Is the statement “I took a homeopathic remedy, and two days later my cold was gone, Homeopathy really works!” a post hoc logical fallacy or an argumentum ad ignorantiam? What emerging diseases should we watch out for, and should science eradicate mosquito species entirely? Class participation and discussion are essential components of this course. (Prerequisites: Biology and Chemistry or Physics)

Design Engineering
GRADE 10-12, TERM II, ½ CREDIT. STUDENT MAY DECLARE CREDIT FOR SCIENCE OR ART.
Answering the call of twenty-first century research to recognize the powerful synergy between art and science, this multidisciplinary course is team-taught by teachers in both disciplines. Students explore the space where science and art overlap by working individually and collaboratively on a series of projects and research-based experiments. Equal time in the classroom, laboratory, and art studio enables students to learn the science, practice visualizations, and produce viable, creative, and whimsical solutions to scientific problems. Projects may include designing vehicles in which fluid dynamics serve as inspiration for beautiful line patterns and vice versa, creating structures that recognize the relationship of form and function in architecture, mapping the mathematics in nature, manipulating waveforms in the production of music and optical effects. This course counts as an academic course for determining course load. (Co-requisite: Precalculus or higher)

Engineering Nature: Earth System Science and Climate Change
GRADE 10-12, TERM 1, 1 CREDIT.
Can we control nature? In the age of engineering, can solutions which once seemed like science fiction be the answer to our climate problems? Students will build on their understanding of the kinetics and dynamics behind how the Earth’s climate system functions and learn how humans have perturbed this system. Through hands-on experiments, they will explore multiple case studies about how our impact on Earth’s thermal system has made major changes in areas such as ocean chemistry, storm intensity, and coastline geomorphology. The capstone of this course is a student-driven design engineering project which will engage students in posing questions and using maker spaces to develop solutions.
Ideas like time travel, quantum tunnelling, universal expansion, and the mysterious probabilistic nature of existence feel to many the realm of science fiction, when in fact these phenomena are the most tested scientific predictions in history. In this course, an exploration of Einstein's relativity leads us to the inevitability of the basic paradigm of the universe's behavior: Quantum Mechanics. With those new tenets in hand students embark on a final research project in a topic of their choosing in contemporary physics—from dark energy to quantum computers. (Co-requisites: Physics or AP Physics 1, and AP Calculus AB or higher)

This course includes topics typically studied in a standard college introductory psychology course. It provides a general overview of the following topics: methods, approaches, and history; biological basis of behavior; sensation and perception; state of consciousness; learning; cognition; motivation and emotion; testing and individual differences; developmental psychology; personality; abnormal psychology; treatment of psychological disorders; and social psychology. In addition, students begin to explore the process of self-discovery through classroom assignments and individualized projects. For those students interested in taking the Advanced Placement® Examination in Psychology, supplemental preparation is offered. (Prerequisites or co-requisites: Biology and Chemistry)

This is a multi-disciplinary and project-based learning course which will introduce students to robots and engineering in our technologically-advancing global society. The driving question for this class will be “How can robots make a positive impact and solve problems and challenges in our global community?” Working in guided inquiry teams, students will research and identify their community problem and work towards the goal of successfully designing, building, and testing a robot that can provide a viable, robust solution. Using the Engineering Design Process, students will learn how to logically and methodically progress through their identified challenge through the stages of robot design and develop an understanding for the iterative nature of problem solving. Students will learn how to design a robot chassis with motion, sensor control hardware, and arm manipulation. Students will also learn how to code the hardware for both driver-controlled and autonomous modes.

Robots provide students with an opportunity to engage in authentic scientific research at a partner university or other research lab after completing a year-long experimental design curriculum on campus. In Term I of Grade 11, students concentrate on specific elements of the scientific method by executing physical and biological science techniques, completing targeted experiments, and delving into and critiquing current scientific articles in a journal-club format, all while learning content to complement experimental work. Upon this foundation, students begin to narrow their focus to a scientific area and identify potential laboratories doing work which aligns with their interests. After the summer experience, students share their research with the greater community during a poster session. The top presenters at this session will be invited to deliver a talk to their peers during the Fall science seminar. (Prerequisites: Biology and Chemistry, application, and departmental approval)

Hopkins subscribes to the “sound mind, sound body” philosophy of physical education. Athletics are an integral part of the educational program and play a key role in a student’s physical, social and emotional growth. Every student at Hopkins participates in athletics throughout the year, selecting either a team or informal sport each of three seasons (seniors have the option of taking one of the three seasons off).

Hopkins also offers an “Independent Athletic Program” for students wishing to pursue a physical activity not offered during a particular season. An independent program should meet the same requirements as a Hopkins program, and be well-structured and supervised. Applications must be submitted by the deadline dates even if the independent program is a second choice to a team sport. The application deadline dates for the next school year are August 20th, October 20th and January 20th. The application form may be downloaded from the “Forms” section of the Hopkins website. Independent athletic programs may take place only outside of normal school hours and must include time for travel to the activity. Academic schedules will not be changed to accommodate independent athletic programs.

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The Informals Program
The Informals Program has its foundation in the sound body, sound mind philosophy. While having fun in a cooperative, informal setting, participants can enjoy the benefits of exercise. Class offerings vary within each season and some classes are designed to be more rigorous than others.

Fitness Program
The fitness class is designed to introduce students to fun and proven techniques for improvement in cardiovascular and overall fitness. Students are introduced to various methodologies for training by heart rate, body weight, time, and repetition utilizing cardio equipment such as treadmills, ellipticals, stationary bikes, rowing machines, and other popular fitness equipment such as TRX and medicine balls.

Futsal
Students are introduced to the sport of futsal, or indoor soccer, and participate in organized skill development and games.

Informal Squash
Grade 7 & 8, Fall
Non-team squash with some instruction.

Informal Tennis
Grades 7 & 8, Spring
Informal, round-robin tennis, with some instruction. Participants supply racquets.

Informal Volleyball
Students are introduced to the sport of volleyball and participate in organized skill development and games.

Instructional Fencing
This fencing class is designed for the beginner or intermediate fencer. Equipment is provided.

Intramural Basketball League
This is an organized “league” consisting of co-ed basketball teams that compete throughout the season, culminating in a championship game.

Intramural Frisbee
Students participate in organized games of ultimate frisbee.

Ski Racing
This activity is for skiers of intermediate ability and above. If you are a recreational skier, freestyle skier, or racer, this team offers you the opportunity to improve. Races are on Wednesdays at Mount Southington. Practices are at Hopkins and Mount Southington. There is an optional training trip to Vermont in December. This activity is limited to 28 participants.

Weight Training
The weight training class is designed to introduce students to safe and effective techniques for weight training. Students are introduced to different methodologies for developing strength, speed, flexibility, and quickness. Students have the opportunity to establish baseline strength and endurance scores at the beginning of each season, with the goal of improving in each baseline area after 12 weeks.

Yoga
This class is an introduction to the ancient Indian techniques of asana (poses) and pranayama (breath work) that promote strength, flexibility, and mental focus.

Interscholastic Competition Grades 7-8

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<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>GIRLS</td>
<td>FIELD HOCKEY</td>
<td>BASKETBALL (V, JV)</td>
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<td>SOCCER (V, JV)</td>
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<td>VOLLEYBALL (V, JV)</td>
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<td>CROSS COUNTRY (V)</td>
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| BOYS | FOOTBALL (V, JV) | BASKETBALL (V, JV) | BASEBALL (V, JV) |
|      | CROSS COUNTRY (V) | SWIMMING (V, JV) | LACROSSE (V, JV) |
|      | WATER POLO (V) | FENCING (V) | TENNIS (V, JV) |
|      | | INDOOR TRACK (V) | TRACK (V) |
|      | | SQUASH (V, JV) | CREW (V) |

Interscholastic Competition Grades 9-12

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<td>GIRLS</td>
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| BOYS | FOOTBALL (V, JV) | BASKETBALL (V, JV) | BASEBALL (V, JV) |
|      | CROSS COUNTRY (V) | SWIMMING (V) | LACROSSE (V, JV) |
|      | WATER POLO (V) | FENCING (V) | TENNIS (V, JV) |
|      | | INDOOR TRACK (V) | TRACK (V) |
|      | | SQUASH (V, JV) | CREW (V) |
# Hopkins Course Selection Worksheet / Student Copy (Grade 9 or 10)

**Student Name (Last)**  
**Grade in 2020-2021**

Please complete the worksheet below, indicating courses you plan to take (or have taken) in all four years, specifying the course name and level, where applicable. List the second choice for any elective chosen in 2020-2021. Please return the yellow form (scheduler copy) signed to your adviser, as soon as possible, but no later than Tuesday, February 11.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Graduation Requirements</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>2nd Choice for 2020-2021</th>
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</thead>
<tbody>
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<td>Arts</td>
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<td>Shakespeare Electives</td>
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</table>

If you have selected Concert Band, Jazz Band, or Orchestra, please indicate your instrument(s):

- [ ] Please check this box if you have done or plan to do summer course work. Indicate the course/year (e.g., Precalculus/Summer '20).

If credit is sought for summer course work, the Summer Study Proposal form must be submitted by Friday, May 29.

**Signatures:**

**Student**  
**Advisor**  
**Parent**  
**Date**
**HOPKINS COURSE SELECTION WORKSHEET / STUDENT COPY (GRADE 11 OR 12)**

**STUDENT NAME (LAST) (FIRST)**

Please complete the worksheet below, indicating courses you plan to take (or have taken) in all four years, specifying the course name and level, where applicable. List the second (and third choice where indicated) for any elective chosen in 2020–2021. Please return the YELLOW form (scheduler copy) signed to your adviser, as soon as possible, but no later than **TUESDAY, FEBRUARY 11**.

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**Total Credits**

If you have selected Concert Band, Jazz Band, or Orchestra, please indicate your instrument(s):

- Please check this box if you have done or plan to do summer course work. Indicate the course/year (e.g., Precalculus/Summer '20):
  - If credit is sought for summer course work, the Summer Study Proposal form must be submitted by **Friday, May 29**.

**SIGNATURES:**

- **STUDENT:**
- **ADVISER:**
- **PARENT:**
- **DATE:**