



MISS  
HALL'S  
SCHOOL

## COURSE CATALOG

2022-2023 School Year

*Updated February 23, 2022*

A talented, supportive community of learners awaits you at Miss Hall's School in the Berkshires. Our faculty are dedicated mentors who are passionate about their subjects and creative in their teaching, unafraid to ditch the textbook in favor of collaborative, project-based learning.

Each student at MHS designs her own academic path. She develops her voice in our energized classrooms and studios, on our stages, and through experiential internships that expand her horizons. The curriculum at MHS embraces broad perspectives and invites students into the driver's seat to discover what is important to them.

In more than four decades of teaching and leading schools, never have I experienced a more inspiring and inclusive community that believes 100 percent in the power of girls.

We believe in you.

Lisa J. Alberti '73  
Dean of Academics and Faculty

## COURSE ENROLLMENT

The School's requirement is that you be enrolled in no fewer than five classes and no more than six classes each semester, including any class taken through One Schoolhouse. Before you depart campus at the end of the year in June, you will receive your school schedule (subject to change).

## GPA INFORMATION

The School calculates an official GPA for students in the junior and senior years. That GPA will appear on the transcript and is updated at regular intervals. Before your junior year, you will earn a GPA for each semester, but it will not be a cumulative one that is recorded or official on a transcript.

GPA's are inclusive of all grades earned in the classroom or through One Schoolhouse but do not include your Horizons grade. GPA's can be weighted, depending on the classes you are taking. If you are enrolled in an Honors or Advanced class, you receive an additional point added after your teacher has recorded your final grade. If you are in a Hallmark class, you receive two additional points after the final grade has been recorded. Those additional points do not change the grade you earn in each class, but they are part of the GPA calculation.

The grade scale at Miss Hall's School is out of 100 points. Grades on the transcript are recorded as letter grades.

This is the grade scale that is published in the Student Family Handbook:

A 100-93	B- 82-80	D+ 69-67
A- 92-90	C+ 79-77	D 66-63
B+ 89-87	C 76-73	D- 62-60
B 86-83	C- 72-70	F Below 60

## DEPARTMENT REQUIREMENTS

### **Engineering and Technology Innovation**

**Department Chair: Christopher Himes, Ph.D.**

Successful completion of 1 credit

### **English**

**Department Chair: Julie Schutzman, Ph.D.**

Successful completion of 4 credits

### **Expressive Arts**

**Department Chair: Ellie Kreischer**

Successful completion of 1.5 credits

### **History**

**Department Chair: Michael Alexander, Ph.D.**

Successful completion of 3 credits, including World History and U.S. History

### **Languages**

**Department Chair: Sarah Nix, Ph.D.**

Successful completion of courses through the third level in one language

### **Mathematics**

**Department Chair: TBD**

Successful completion of 3 credits

### **Science**

**Department Chair: Donna Daigle**

Successful completion of 3 credits, including Chemistry and Biology

## 2022-2023 ACADEMIC PROGRAM

### FOUNDATIONAL CLASSES

As we consider developing innovative courses, it is important to consider the skills, habits of mind, enduring understandings, and core competencies/masteries that are essential for every student to have within the discipline. These courses are essential for preparing you for college.

#### ENGINEERING

Ready, S.E.T., GO (9th Grade)

#### ENGLISH

English I, II

#### EXPRESSIVE ARTS

Ceramics I, II

Photo I, II

Studio Art I, II, III

Theater and Performance

#### HISTORY

World History

U.S. History

#### LANGUAGE

French, I, II, III

Latin I, II, III

Spanish I, II, III

ESOL I, II, III

#### MATHEMATICS

Algebra I, II

Geometry

Geometry Honors

Algebra II Honors

#### SCIENCE

Inorganic Chemistry

Biology

Physics

## **UPPER LEVEL/ELECTIVE CLASSES**

Upper Level and Elective Classes, covering dozens of topics and offering an array of teaching methods, allow students to take intellectual risks and explore new areas. Within the parameters of our graduation requirements, students can challenge themselves by choice, pursuing particular fields in greater depth as their interests dictate. This year's electives are a mix of one-semester and year-long courses, and all offer an engaging academic experience that allows for in-depth study and preparation for college and beyond.

### **ENGINEERING**

Robotics I, II  
Intro to Computer Science  
Computers & Programming  
Engineering & Society  
Engineering Projects & Principles

### **ENGLISH**

Digital World/Natural World  
The History and Culture of Fairy Tales  
Literature and Social Change  
Why We Read

### **EXPRESSIVE ARTS**

Gallery & Arts Administration  
Textile & Garment Design  
Independent Projects in Art

### **HISTORY**

History of Race in the U.S.  
Indigenous History  
Civilizations of Imperial China and Rome  
They Built a Home Here  
Class TBD

### **MATHEMATICS**

Precalculus  
Precalculus Honors  
Introduction to Calculus  
Introduction to Statistics

### **SCIENCE**

Earth Science  
Wildlife Ecology  
Women's Health & Global Issues  
(12th Grade only)

## **HALLMARK CLASSES**

“Hallmark” classes stretch our students by providing in-depth, challenging coursework, as well as personalized learning driven by independent research and sustained inquiry. By taking Hallmark courses, students choose to challenge themselves, to lean into sophisticated and advanced work, and to work with increased independence.

The Hallmark designation indicates an exciting, dynamic course with rigor that encourages abstract thought. Most Hallmark courses culminate in a creative, public presentation of learning. These courses will provide students with advanced work in the MHS core competencies of vision, voice, interpersonal efficacy, and gumption, and they will provide opportunities for choice and the pursuit of personal interests.

They are advanced courses that will foster intellectual curiosity and allow our students to engage with the world through critical discourse as well as provide opportunities for deep investigation and thematic study.

### **ENGINEERING**

Artificial Intelligence & Machine Learning

### **ENGLISH**

Creative Writing

Humanities Seminar

Literature

### **EXPRESSIVE ARTS**

Art Intensive

History of Art

### **HISTORY**

History of Art

Humanities Seminar

Renaissance in Italy

Women’s History

### **LANGUAGE**

French

Latin

Spanish

### **MATHEMATICS**

Calculus

Calculus II

Statistics

### **SCIENCE**

Biotechnology

Environmental Science

Inorganic Chemistry

## ENGINEERING/TECHNOLOGY

### **READY, S.E.T., GO**

Ready, S.E.T., Go is a program to introduce concepts and topics in science, engineering, and technology at Miss Hall's School. The course provides a blended and dynamic overview to topics in engineering, programming, robotics, and physics. Through exploring S.E.T. themes and real world problems students will gain valuable skills in problem solving, critical thinking, and design that will enhance their knowledge of, and support their future study in, science and technology. An additional component to this course will be experiential learning and interacting with professionals in the tech field. S.E.T. themes include robot-animal mimicry, sustainable/environmental housing, and computer-human interactions.

*Grade Level: 9  
(1 credit; full year)*

### **ENGINEERING & SOCIETY**

This one-semester course explores the fundamentals of the engineering design process and its application to societal issues, ethics, and social responsibilities. Over the course of the semester, students will work collaboratively to model and develop technologies that address real world, local, regional, and global issues.

*Grade Level: 10-12  
(1/2 credit; first semester)*

### **INTRODUCTION TO COMPUTER SCIENCE**

This one-semester course is designed to introduce the fundamentals of computer science and programming. Students will explore Python programming language to develop computational thinking skills to critically approach and solve problems. Further, course content will be applied to student-led projects promoting social awareness and curiosity about global issues.

*Prerequisite: Algebra I  
Grade Level: 10-12  
(1/2 credit; first semester)*

### **ROBOTICS I**

Robotics begins where engineering and computer science meet. In this course students will learn how to design and build their own robot. This project-based course will also develop problem solving skills through designing and testing robotic forms and code. Students will build robots from scratch using the Arduino microcontroller to learn concepts of circuitry, engineering, physics, and computer science. Additionally, students will learn and explore the criteria that separates robots from other machines. By the end of this project-based course students will be able to design and construct a robot to perform a specific task, present and share their results, and communicate their work.

*Grade Levels 10-12  
(1/2 credit, first semester)*

### **COMPUTERS & PROGRAMMING**

This one-semester course provides a deeper understanding of the field of computer science by surveying key features of programming (including loops, conditionals, functions, and data handling). Students will work with Python and associated libraries to develop independent projects. Students will be assessed on their knowledge of programming languages and developing programs to address a topic or issue selected by the class. Additionally, students will explore the connections among computing, design, ethics, and societal needs.

*Prerequisite: Robotics I or Introduction to Computer Science*

*Grade Level: 10-12  
(1/2 credit; second semester)*

### **ENGINEERING PROJECTS & PRINCIPLES**

This one-semester course builds off of the design skills and societal issues explored in Engineering and Society. The class offers greater exploration of the design process while looking in detail at topics such as force, mechanical advantage, electrical systems, and materials. Students will design group projects and take a lead in their own learning by conducting research on a selected topic and testing solutions. Additionally, we will focus on a variety of fields within engineering (e.g.: mechanical, chemical, etc.).

*Prerequisite: Engineering & Society  
Grade Level: 10-12  
(1/2 credit; second semester)*

## ROBOTICS II

In this one-semester course, students will draw from their experience and knowledge from science and engineering courses to apply them to robotic design, programming, and ethics. Members of this course will engage in a combination of projects, instruction, and research to complete assigned work. This course will enable student teams to develop and implement solutions to presented challenges through engineering design and computer programming. Students will be assessed through their development of projects throughout the course by working with Lego Mindstorm and Tetrax systems.

*Prerequisite: Intro to Computer Science*

*Grade Level: 10-12*

*(1/2 credit; second semester)*

## HALLMARK COMP SCI: ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING

Hallmark Computer Science is designed for students wanting to advance their understanding of programming and its application to solving real-life problems. Artificial Intelligence is currently affecting our global and local societies. While the impact on our society is high, the majority of people do not know how these systems work or where they appear. AI is found in e-commerce, law enforcement, entertainment, communication, and a variety of other places. In this course we will learn the fundamentals of AI systems, work to create your own AI system, and apply it to a problem or question. Further, we will explore the use and misuse of AI in targeting commercials and propaganda, used to identify behaviors and trends, and in making decisions that affect social policies. Students will learn about AI as a field of research, Machine Learning as a tool and how it is currently being used, data acquisition, modeling and model evaluation and application in analyzing data. Finally, students will be working with the programming language Python.

*Prerequisites: Introduction to Computer Science and Computers & Programming.*

**Hallmark Statement of Interest**

*Grade level: 11-12*

*(1 credit; full year)*

## ENGLISH

### ENGLISH I

In English I students work together to examine questions concerning identity, self-exploration, and self-advocacy through reading and writing in a range of styles and genres. Through daily freewriting, “choice” reading, and a variety of personal and analytical approaches to writing, students develop their voices and build a strong foundation of skills. Students learn basic research skills and become familiar with library resources. Developing organizational skills and learning to contribute to strong, student-led conversations are also integral pieces of the English I curriculum.

*Grade level: 9*

*(1 credit, full year)*

### ENGLISH II

Students in English II explore a series of questions about community, relationships, and roles of women. In the first semester, students read *Little Fires Everywhere*, by Celeste Ng, supplemented by additional poetry and texts. Students then study the voices of Indigenous poets and poetry of immigrants; this unit helps students consider concepts of land, home, and community. In the second semester, students apply similar thematic questions to Madeline Miller’s *The Song of Achilles* and ancient Greek society. This course builds on the foundational writing skills established in English I, moving through more challenging literary content, deeper student-led discussions, and varied writing assignments. Throughout the year, students develop more confidence and awareness of their role in creating equitable discussions. Students also gain an understanding of their skills and identities as readers and writers.

*Grade level: 10*

*(1 credit, full year)*

### UPPER LEVEL SEMINARS

*All Upper Level Seminars include frequent, varied writing assignments and individualized writing instruction, focusing on analytical writing skills and developing a strong writing process. These courses also emphasize equitable student-led discussions, careful reading practices, high-caliber research skills, and collaboration.*



### **UPPER LEVEL SEMINAR: DIGITAL WORLDS, NATURAL WORLDS**

This year-long course explores humankind in two specific contexts—digital and natural. The first semester poses questions concerning our relationship to the digital world and the growing embeddedness of technology in our lives. The second semester considers our relationship to and with Nature. Our work considers valuable questions: Are we losing our memory in a flood of data? Why and How do we represent ourselves in different digital contexts? Is privacy gone forever? What is our relationship to Nature given the Anthropocene and our own massive impact on the planet? Can we possibly effect change? If so, then how? Toward this goal, possible readings may include texts from authors such as Margaret Atwood, Rachel Carson, Elizabeth Kolbert, Jonathan Zittrain, T.C. Boyle, Bill McGibben, Ted Chiang, Jenny Odell, adrienne maree brown, Terry Tempest Williams, and Emma Marris, among many others.

*Grade level: 11-12  
(1 credit, full year)*

### **UPPER LEVEL SEMINAR: THE HISTORY & CULTURE OF FAIRY TALES**

A child's first exposure to storytelling often begins with a fairy tale. From *Little Red Riding Hood* to *Cinderella*, fairy tales still delight young children who fear the cunning wolf or dream of attending the ball. But where did these tales come from? Who were they for and how have they changed? What purpose do they serve in today's global society? This course examines the history and cultural legacy of these stories which seem so simple at first glance. We will explore versions of fairy tales from across time periods and cultures, tales that can include dark subjects including cannibalism, demons, abuse or neglect, and more. We will take a close look at the popular Grimm brothers and their non-Disney-fied tales to understand how and why storytellers have included such difficult topics in fairy tales. We will complement the tales themselves by reading critical essays about race, gender, ability, and sexuality to understand the contemporary social challenges surrounding these stories. Ultimately, we will question how these tales can perpetuate stereotypes and support dominant historical narratives, *and also* appreciate how the tales provide children and adults a space for imagination and wonder.

*Grade level: 11-12  
(1 credit, full year)*

### **UPPER LEVEL SEMINAR: LITERATURE AND SOCIAL CHANGE**

Students in this co-taught course will examine how literature has and can inspire positive social change across the globe. Students will study literature concerned with a particular social issue, garnering how books can offer us new ways to think about problems in the world. Possible topics may include immigration, racial justice, climate awareness, ableism, or civil rights. Students will see how authors can serve as activists and changemakers who use the written word to challenge conventional thinking, raise awareness of social issues, and amplify voices that are often silenced. Following each unit of literary study, students will collaborate on inquiry-based projects to address social problems illuminated by authors, taking action to create measurable change beyond the MHS classroom. The curriculum will engage with two or more major themes throughout the year and will be flexible so that students' interests can drive the content of the class in the latter part of the course.

*Grade level: 11-12  
(1 credit, full year)*

### **UPPER LEVEL SEMINAR: WHY WE READ**

Books change lives. They enchant, shock, delight, and surprise. They make us more human and less lonely. But *how* do they achieve their magic? Why *are* books so powerful? In this course we will consider these questions in light of our own reading experience of deep, complex, and just plain awesome works of literature; we will explore how books *themselves* answer these questions by making books and reading crucial elements of the story; we will read literary and social critics on the subject of reading and its relations to such fields as “theory of mind” and the study of empathy; and we will spend considerable time examining the related issues of censorship and canceling, today and in the past, asking ourselves what it means to choose or be told not to read.

Novels, ranging from hilarious to harrowing, will include Emily St. John Mandel's *Station Eleven*, George Saunders' *Fox 8*, (a novella written by a fox!), and more. We will also read a wide array of short stories, personal essays, and poems.

*Grade level: 11-12  
(1 credit, full year)*

## **HALLMARK CREATIVE WRITING**

Emphasizing inspiration, exploration, commitment, collaboration, and proficiency, this full-year course is well suited for students who are eager to expand the breadth and range of their creative writing. This course supports students in developing their voices through the study and writing of poems and spoken word pieces, short stories, nonfiction, and experimental forms. Students will read and discuss published writing across genres, investigating strategies for achieving greater expressiveness; they will further deepen their understanding and skills by writing essays on composition and craft. Developing their creative writing, students will respond to various prompts while following their own inspiration. Frequent collaborations in workshops will offer students the opportunity to give and receive feedback, reimagine and revise, and develop a strong creative writing process.

Throughout the year, this course explicitly addresses the relationship between writer and audience, considering the myriad ways of publicizing work ranging from readings and spoken word performances, print and online publishing, and more. Students' work will culminate in a publication, reading, or performance for the MHS, and possibly broader, community.

*Prerequisite: Hallmark Statement of Interest*  
*Grade level: 11-12*  
*(1 credit; full year)*

## **HALLMARK LITERATURE: FEMINIST LITERATURE AND THEORY**

In this Hallmark course, students will explore a series of major works by women writers, ranging from 1850 to the present. As we read, we will consider how feminist ideas develop along with the rise of the novel form and how these ideas inevitably intersect in works of literature with issues of race, class, and social commentary of all kinds. As we go, we will consider how literary critics view these novels, and we will track the conversations that take place among the writers themselves. Major novels will include Charlotte Brontë's *Jane Eyre*, Virginia Woolf's modernist classic, *Mrs. Dalloway*, and the late 20th-century work of genius, *Beloved* by Toni Morrison. To add depth to our inquiry, we will also read companions to these major novels that are both inspired by and critiques of what has come before. In the case of Jean Rhys' *The Wide Sargasso Sea* (1966), for example, the author gives voice to a character

from *Jane Eyre* who in Brontë's telling is never allowed to speak.

This course is designed for students who are comfortable, curious, and enthusiastic readers of all kinds of literature and writing about literature. (By necessity, the course will have a brisk pace of reading.) In addition, students will be expected to take a leadership role in planning and running class discussions. Finally, as writers, students should be comfortable with analytical writing and prepared to go beyond its conventional form as they explore connections between the texts, their world, and themselves.

*Prerequisite: Hallmark Statement of Interest*  
*Grade level: 11-12*  
*(1 credit; full year)*

## **HALLMARK HUMANITIES SEMINAR**

The Hallmark Humanities Seminar is a full-year course for juniors and seniors that deepens understanding of the cross-sections among history, literature, other areas of the humanities, and perhaps even into STEM fields. The class allows for a lengthy dive into individual project-based research about a student's chosen topic or interest. Two teachers from different academic departments support the students along their research path, asking questions and helping them navigate authentic advanced-level research. Individual seminar projects include in-depth reading of literary texts; historical research from both primary and secondary sources; interviews; a final written piece; and a final product for presentation. During class time, students work individually or with teachers, and also collaborate with each other to report on progress and learn successful research techniques. At the end of the year, students will share their expertise and Hallmark projects with our MHS community.

This course is designed for students who are motivated, curious learners, who work well independently and can keep themselves organized over a long period of time. As researchers, students should already have solid media literacy skills and feel ready to take on more advanced research techniques. Students should also be prepared to write with detail and originality, as well as be able to read complex journal articles, fiction, and nonfiction with independence and critical thought.

*Prerequisites: Completion of World History and U.S. History*  
*Hallmark Statement of Interest*  
*Grade Level: 11-12*  
*(1 English OR History credit; full year)*

## EXPRESSIVE ARTS

*Offerings in Expressive Arts include foundational, upper level/elective, and Hallmark classes. Ensembles, lessons, and senior recitals are presented at the end of the department offerings.*

### CERAMICS I

This course introduces processes and techniques of ceramic art, including construction methods, glazing, and firing. Students learn numerous hand-building techniques (pinch, coil, slab, etc.), and gain an introductory experience of the potter's wheel. Along with being exposed to aesthetic accomplishments of the past, and formative influences on ceramic artists of today, students also learn about diverse, cross-cultural solutions to humanity's need for utilitarian and sculptural expression. Students gain a functional understanding of the formal concepts of three-dimensional design, while also developing artistic confidence and individual expression. Group critiques provide each student with the opportunity to form and articulate an aesthetic opinion; give and receive constructive feedback; and further the development and exchange of creative ideas.

*Grade Level: 9-12  
(1 credit; full year)*

### CERAMICS II

This course offers students the opportunity to build on skills acquired in Ceramics I, further exploring hand-building techniques and using the potter's wheel. Students are expected to be more self-motivated and directed as they respond to assignments and are exposed to a variety of trends in historical and contemporary ceramic artworks, including socio-political issues that have shaped the history and development of this medium's long and diverse history. Emphasis is placed on skillful employment of formal elements and concepts of three-dimensional design, while expanding the horizons of individual expression. Group critiques provide each student with opportunities to form and articulate an aesthetic opinion, give and receive constructive criticism, and further the development and exchange of creative ideas.

*Prerequisite: Ceramics I or equivalent experience. Students who have not taken Ceramics I must have instructor's approval based on 5 examples of relevant work  
Grade Level: 10-12  
(1 credit; full year)*

### PHOTOGRAPHY I

This year-long course introduces students to the concept of the photograph as a means of visual communication and as a path to creative confidence. Students encounter photography through traditional analog darkroom processes, digital techniques, and alternative methods. This foundational course familiarizes students with elements of design and composition, helping them develop their critical thinking skills. Photography I involves students with the basic mechanics of the 35mm film camera and the darkroom through correct exposure, film processing, and printing techniques. Adobe Lightroom and Photoshop are used to digitally edit, manipulate, and produce archival digital prints. Students are encouraged to explore subject matter of interest to them, including portraiture, landscape, and nature photography as well as documentary and abstract approaches. Through a combination of darkroom and digital work, group projects and critiques, field trips, and demonstrations, students gain confidence in their ability to communicate strong visual messages with their images.

*Grade Level: 9-12  
(1 credit; full year)*

### PHOTOGRAPHY II

This year-long course is designed to continue where Photography I ends by building on the knowledge gained in the first year's study of photography. Rigorous film and digital coursework encourages students to challenge themselves and expand beyond their comfort zone in this ever-changing medium. During this yearlong course, topics such as advanced portraiture, studio lighting, large format, and alternative methods are covered and regular class critiques keep members of the class involved with students at varying levels of photography coursework. In the lively environment of the photography lab, students begin to view their photographs objectively, to exchange ideas and criticisms, and to learn about the broader historical, social, and contemporary contexts of photography. During the second half of the year, students enrolled in Photography II are strongly encouraged to design dynamic and personal photographic projects that build upon areas they have explored in the past, and to continue developing their personal, creative vision.

*Prerequisite: Photography I or equivalent experience. Students who have not taken Ceramics I must have instructor's approval based on 5 examples of relevant work  
Grade Level: 10-12  
(1 credit; full year)*

## **STUDIO ART I**

Studio Art I is a year-long offering and functions as a foundation course in art, helping students establish creative confidence and preparing them for further course work in the Expressive Arts. Students gain a solid understanding of the formal elements and principles of art while learning about the many ways in which to infuse their work with meaning and personal vision. The development of strong observational drawing skills is emphasized through the exploration of various media such as pencil, charcoal, pastel, watercolor, and acrylic paint. Assignments include historical and contemporary approaches to color theory and two-dimensional design. Students are encouraged to analyze and discuss how artists from different time periods and cultures approach problems and questions relating to the visual world. Students keep a daily sketchbook, participate in group projects and critiques, venture out on field trips, and complete individual projects throughout the year. Studio Art I emphasizes success and progress at the individual level, allowing students to find inspiration in the world around them and to communicate their stories visually.

*Grade Level: 9 - 12  
(1 credit; full year)*

## **STUDIO ART II**

In this year-long offering, students in Studio Art II continue to develop skills and techniques for the studio, while also strengthening their artistic voice and creative confidence. Students paint and draw subject matter such as still-life, portraiture, landscape, perspective, gesture, and abstract. Familiar and new media are explored such as charcoal, ink, watercolor, acrylic, oil, pastels, spray paint, printmaking, and collage. Historical and contemporary examples of art help bring perspective to class work. A sketchbook serves as a key component of the course and is used on a weekly basis for planning projects, experimenting with new techniques, and practicing skills. Field trips complement the curriculum as the class explores the local art community and seeks out inspiration. Through a combination of directed assignments, collaborative projects, group critiques, and independent pieces, students learn new skills, techniques, and concepts to find success as developing artists.

*Prerequisite: Studio Art I or equivalent experience. Students who have not taken Studio Art I must have instructor's approval based on 5 examples of relevant work.  
Grade Level: 9 - 12  
(1 credit; full year)*

## **STUDIO ART III**

Studio Art III is for students who flourish when working independently on projects they have designed. Students propose projects for themselves in areas of studio art that challenge and interest them while also keeping them engaged at a rigorous pace. Some directed assignments are given to help expand students' skill sets and understanding of art. A sketchbook serves as a key component of the course and is used on a weekly basis for planning projects, experimenting with new techniques, and practicing skills. Field trips with students at other levels complement the curriculum as the class explores the local art community and seeks out inspiration. Students complete the course with a strong set of pieces to add to their portfolios.

*Prerequisite: Studio Art II or equivalent experience. Students who have not taken Studio Art II must have instructor's approval based on 5 examples of relevant work.  
Grade Level: 10 - 12  
(1 credit; full year)*

## **THEATER & PERFORMANCE**

Theater and Performance: experience the art and craft of acting on the stage.

Using theater games, exercises, and scene work, students will experience the worlds created by playwrights from many backgrounds and cultures. Intensive play and scene study, role analysis, character development, and improvisation will expand students' emotional capacity, spark creativity, enrich communication, and allow the imagination to take flight. Through vocal and physical explorations in the theater classroom, students will build self-awareness and self-confidence within a community. Theater and Performance is offered in two semesters. The fall semester focuses on technique and scene work. The spring semester focuses on storytelling. Each semester is sequential and can be taken individually or as a year-long course.

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*Prerequisite: For 9th and 10th grade students interested in Theater Ensemble, you must be enrolled in or have already completed Theater and Performance  
Grade Level: 9 - 12  
(1 credit; full year)*

## **GALLERY & ARTS ADMINISTRATION**

This one-semester course introduces students to the business side of the art world in this project-based class. Students will visit galleries and museums to learn about curation, gallerists, arts management, grant writing, and selling of art. Students will work as a team to establish a mission statement for our pop-up gallery, seek out work to represent in the show, curate the work in the space, and host the show in the gallery as a final class project.

*Grade Level: 10 - 12  
(1/2 credit; first semester)*

## **GARMENT & TEXTILE DESIGN**

This one-semester course introduces students to basic skills needed for garment construction and textile design. The course begins with building a knowledge of sewing machines and essential sewing tools. The sewing studio serves as a place that encourages growth and offers support from the instructor and fellow classmates. As students build confidence, more theoretical design, pattern making, and draping concepts are explained. When students feel ready, they start to develop their own project ideas and set goals for themselves as designers.

*Prerequisite: Completion of one credit in a studio art (art, ceramics, or photo) or with department recommendation*

*Grade Level: 10 - 12  
(1/2 credit; second semester)*

## **INDEPENDENT PROJECTS IN ART**

This course is designed for seniors who have completed many available sections in art and are ready to work in a more independent manner as artists. An independent project/study is developed in collaboration with the instructor connected to a specific medium or area of interest. Students are encouraged to follow emergent ideas but are also expected to present a cohesive body of work at the end of each semester. Students present project proposals on a monthly basis, set their own goals for growth, and demonstrate that they are able to work in a focused and self-directed manner. Weekly critiques are held with all the students in this course to discuss as a group the concepts and challenges related to the art-making process. Each student is tasked with pulling

together a “Review Board” — a team of people from whom they would like artistic advice. The student presents their current work and then the Review Board gives them recommendations on future exploration of materials and themes.

*Prerequisite: Permission of the instructor*

*Grade Level: 12  
(1 credit; full year)*

## **HALLMARK ART INTENSIVE**

In this rigorous, year-long course, students from different studio disciplines including ceramics, photography, and painting and drawing, learn how to create concept-driven work and engage in sustained inquiry. The students will engage as a group to offer support, ideas, and feedback on work in process. At the course mid-way point, each student is tasked with pulling together a “Review Board” - a team of people from whom they would like artistic advice. The student presents their current work and then the Review Board gives them recommendations on future exploration of materials and themes.

Students will culminate the year by curating a solo show featuring 15 pieces that reflects their voice and growth as an artist. There will be weekly project and reflection sheet deadlines. All of the work from this course is ideal for a portfolio for the college admission process.

*Prerequisite: Application and conversation with instructor*

**Hallmark Statement of Interest**

*Grade Level: 11 - 12  
(1 credit; full year)*

## **HALLMARK HISTORY OF ART**

What motivates humans to create artwork? What draws the viewer into a work of art? Why do some works of art become famous? These are just some of the questions we will explore in this yearlong course designed for artists and non-artists alike, looking to engage with art in new and dynamic ways. After becoming familiar with a broad overview of the major periods, styles, and geographic regions in the history of art, students will individually design projects that examine the ways in which art has influenced and been influenced by politics, religion, culture, identity, gender, race, and the environment. These themes will be revisited throughout the year of study.

Emphasis will be placed on building analytical skills through observation, discussion, writing, research, and collaboration centered around students' chosen themes in the second semester. We will not utilize a textbook, and will instead rely on student inquiry and research to place art within a historical and contemporary context. This experiential course will include instructor and student- designed trips to art museums, connecting with the rich cultural offerings of the Berkshires. Trips further afield to Boston or New York City may be possible. This course is cross-listed with the History Department.

*Prerequisite: World History and U.S. History;  
No Expressive Arts prerequisite*

*Grade Level: 11-12*

*(1 Expressive Arts OR History credit; full year)*

## **MUSIC ENSEMBLES**

*Student musicians have the opportunity to perform in Music Ensembles organized by the Music Department. These ensembles include Instrumental Ensembles, Vocal Ensemble, and Grace Notes. With a full year's participation in a Music Ensemble, students have the opportunity to earn one-half academic credit. Music Ensembles may be taken as a credit bearing course only in addition to the normal student course load.*

*(1/2 credit for full year participation in any of the following:)*

### **INSTRUMENTAL MUSIC ENSEMBLE**

The exact nature of the instrumental ensemble is determined by the temperaments, inclinations, and abilities of the various players plus the size and instrumentation of the group. Ensembles include: Jazz Band, Ukulele Band, Rock bands, and Classical Chamber groups. The ensembles perform in the school's concert series and on other special occasions.

*Prerequisite: Permission of the instructor*

*Grade Level: 9 - 12*

### **VOCAL ENSEMBLE**

This ensemble is offered for all students who wish to participate in the experience of group singing. The group studies the principles of vocal music: breathing, tone production, fundamentals of articulation and diction. The group performs in the school's concert series, during a coordinate concert with other schools, and on other special occasions.

*Grade Level: 9 - 12*

### **THE GRACE NOTES**

The Grace Notes singing group is a student-led a cappella ensemble that is assisted by the School's vocal music director. Membership is selected by audition in the spring semester. In order to be eligible to audition a student must have attended at least one year at Miss Hall's. The group performs in the School's concert series, during a coordinate concert with other schools, and on other special occasions. The Grace Notes often function as ambassadors for the school.

*Prerequisite: Audition*

*Grade Level: 10 - 12*

## **THEATER ENSEMBLE**

Two major productions are presented each year, usually a drama or comedy in November and a musical in early March. Auditions are open to all students interested in acting, regardless of prior acting experience. \*Students may also apply to work in technical capacities within the production. The productions emphasize commitment to a group project, especially the importance of ensemble theater, rather than the “star system.” One-half academic credit is given for a full year’s commitment. Students have the opportunity to join the EdTA Thespian Society after participating in two or more productions over the course of their tenure at MHS.

\*Limited number of full-time technical positions available

*Prerequisite: Audition/Application*

*For 9th and 10th graders, current enrollment in or completion of Theater and Performance*

*Grade Level: 9-12*

*(1/2 credit for participation in both productions)*

## **PRIVATE MUSIC INSTRUCTION**

Private instruction in voice, instruments, music theory, and music technology is available to students. Lesson fees vary with the instructor. Parental permission is required for all students taking lessons. The student has the option of taking the lesson as a credit course. Private instruction for credit must be taken in addition to the normal student course load.

*Grade Level: 9 - 12*

*(1/4 credit; one semester participation)*

*(1/2 credit; year-long participation)*

## **SENIOR RECITAL**

Music students who have actively participated in music courses, ensembles, and/or the private music instruction program throughout their years at Miss Hall’s may choose to perform an individual or shared recital during their senior year. In order to qualify for this pinnacle event, a student must have achieved a certain level of advanced performance, so that they can share their passion and achievement with the community. They must propose their intention by the spring of their junior year and receive recommendation from the Director of Music and their private music instructors.

*Prerequisite: Active participation in Music*

*Department offerings for 2+ years*

*Grade Level: 12*

*(non-credit offering)*

# HISTORY

## WORLD HISTORY

The overarching theme of this year-long course is power and privilege. We will use Yuval Noah Harari's 2015 best-seller *Sapiens: A Brief History of Humankind* as our starting point to explore this theme and to begin to answer these essential questions: Why are some people in society more privileged than others? What imagined orders have people created to enforce the social hierarchy? Heavy emphasis is placed on individual and collaborative research projects throughout the year, as well as the development of an authentic academic voice on the written page.

*Grade Level: 9  
(1 credit; full year)*

## U.S. HISTORY

U.S. History offers students an opportunity to further develop their understanding by exploring some of the experiences and ideas that have most clearly shaped this country. Our topical, case-driven course examines the American past through lenses such as those of democracy and human rights, and our studies offer an emphasis on intellectual development and skills building. Students examine this history primarily through challenging materials produced by the Harvard Business School's Case Institute for Education and Democracy and the use of a variety of primary and interpretive sources in context. Diverse methodologies, including case-based and place-based learning, serve to provide a meaningful look at the American experience and to develop historical thinkers. The course places special emphasis on strengthening textual comprehension, the development of voice, and analytical synthesis in expository writing. US History is the bridge to upper level history electives and the school's Hallmark classes.

*Prerequisite: World History or an equivalent foundation course*

*Grade Level: 10  
(1 credit; full year)*

## CIVILIZATIONS OF IMPERIAL CHINA AND ROME

This upper level course is designed to be either a full- year or one-semester class, considering in the first semester ancient China through the period of the Han Dynasty, and in the second the height of ancient Roman civilization, a period corresponding to the Han. Our investigation across both semesters will be guided by essential questions such as: how do we know what we know about peoples who lived over 2000 years ago? How do written evidence and archeological evidence confirm or contradict one another, particularly in light of recent significant archeological discoveries of both ancient Chinese and ancient Roman civilizations? We will work on building the skills of an historian, to analyze and to interpret both textual and visual primary evidence.

*Prerequisite: World History and U.S. History  
Grade Level: 11-12  
(1/2 credit first semester or 1/2 credit second semester; OR 1 credit full year)*

## HISTORY OF RACE IN THE U.S.

This rich year-long upper level course examines the various ways race has been constructed in this nation through legal, political, and cultural processes. We will consider how citizenship laws, immigration policies, scientific discourse, cultural representations, and more have been used to racialize groups of people in different ways. Students will also learn about the varied strategies adopted by people of color to challenge systemic racism in both the past and present, and consider what the failures and successes of these strategies teach us about how to work for racial justice today. Our sources will include history texts, works of critical theory, autobiography, documentary film, and popular culture. Class will be discussion-based, and students will explore the complicated issues that pertain to racial identity through written work, projects, and presentations.

*Prerequisites: World History and U.S. History  
Grade level: 11-12  
(1 credit; full year)*



## **INDIGENOUS HISTORY**

This year-long course will survey the history of Indigenous American populations from precontact through the present day. Major themes will include cultural and religious identity, social and economic change, invasion and political upheaval, as well as indigenous rights and nations as they exist today. We will engage with a wide range of sources, including a survey textbook, primary source documents, memoirs, documentary films, and online collections. Through discussion, writing, and collaboration, students will gain skills in analyzing primary sources, grapple with the importance of acknowledging multiple perspectives in history, and have the opportunity to design individualized projects that explore the questions and issues that arise.

*Prerequisites: World History and U.S. History*  
*Grade Level: 11-12*  
*(1 credit; full year)*

## **THEY BUILT A HOME HERE: IMMIGRATION & ETHNIC ENCLAVES IN THE U.S.**

What does it mean to be American? How has immigration (forced and voluntary) of various ethnic groups to and within the US shaped its culture. How do/can countries with a high degree of ethnic and racial diversity forge a shared national identity? These are a few of the questions that will be explored in this semester-long course. Field trips to local ethnic enclaves (e.g., Chinatown in Boston, West Indian community in Blue Hills, CT, and Italians in Pittsfield) will allow students to observe current and evolving patterns of immigration and growth and shifts to ethnic enclaves today. The culminating project will have students research and present on the immigration history of their hometown or chosen community in the US or elsewhere in the world.

*Prerequisites: World History and U.S. History*  
*Grade Level: 11-12*  
*(1/2 credit; second semester)*

## **HALLMARK HISTORY OF ART**

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Emphasis will be placed on building analytical skills through observation, discussion, writing, research, and collaboration centered around students' chosen themes in the second semester. We will not utilize a textbook, and will instead rely on student inquiry and research to place art within a historical and contemporary context. This experiential course will include instructor and student- designed trips to art museums, connecting with the rich cultural offerings of the Berkshires. Trips further afield to Boston or New York City may be possible. This course is cross-listed with the Expressive Arts Department.

*Prerequisites: World History and U.S. History;*  
*No Expressive Arts prerequisite*  
***Hallmark Statement of Interest***  
*Grade Level: 11-12*  
*(1 Expressive Arts OR History credit; full year)*

## **HALLMARK HUMANITIES SEMINAR**

The Hallmark Humanities Seminar is a full-year course for juniors and seniors that deepens understanding of the cross-sections among history, literature, other areas of the humanities, and perhaps even into STEM fields. The class allows for a lengthy dive into individual project-based research about a student's chosen topic or interest. Two teachers from different academic departments support the students along their research path, asking questions and helping them navigate authentic advanced-level research. Individual seminar projects include in-depth reading of literary texts; historical research from both primary and secondary sources; interviews; a final written piece; and a final product for presentation. During class time, students work individually or with teachers, and also collaborate with each other to report on progress and learn successful research techniques. At the end of the year, students will share their expertise and Hallmark projects with our MHS community.

This course is designed for students who are motivated, curious learners, who work well independently and can keep themselves organized over a long period of time. As researchers, students should already have solid media literacy skills and feel ready to take on more advanced research techniques. Students should also be prepared to write with detail and originality, as well as be able to read complex journal articles, fiction, and nonfiction with independence and critical thought.

*Prerequisites: World History and U.S. History;*  
**Hallmark Statement of Interest**

*Grade Level: 11-12*  
*(1 English OR History credit; full year)*

## **HALLMARK RENAISSANCE IN ITALY**

The notion of “rebirth” (renaissance) following “middle ages” is a particularly Italian creation that originates in the work of a fourteenth-century polymath named Petrarch. So what, exactly, was reborn between the fourteenth and sixteenth centuries in Italy? The answers to that question will drive this class in the fall semester, with a focus on the politics of republics, the proto-capitalism of the merchants, and the artistic flowering of these centuries. Some essential questions that drive this course are: Why do we hold

this period in such high regard? How do Euro-centric biases shape our understanding of this period? What was the lived experience for the average person who was not a member of the ruling class? In this class, you will be challenged to go beyond mere textbook synopses by reading essays from a variety of historians. In the process, you will be introduced to the complexities of advanced historiography and the nuance of interpretation and debate in the profession. In the second semester, we will shift into intense research on a topic of your choosing. As you work, we will collaboratively determine what kind of public product you will unveil to the school in May 2023. There is not a single path, nor a single product at the end of that path — I want you to think outside the box!

*Prerequisites: World History and U.S. History;*  
**Hallmark Statement of Interest**

*Grade Level: 11-12*  
*(1 credit; full year)*

## **HALLMARK WOMEN'S HISTORY**

This year-long Hallmark course will focus on the history of women in the United States while also incorporating a comparative global focus. Essential questions include: What is “women's history”? How have women's ideas, experiences, and actions shaped the historical record? In what ways has the field of history been challenged and changed by demands to include the histories of women? How have other intersecting aspects of identity, such as race, ethnicity, sexuality, and socioeconomic class, influenced the varying experiences of those who identify as female? To consider these questions, we will use many types of sources, including a survey textbook, primary documents, memoirs, film, and digital archives. Students will have opportunities to engage in independently driven research as well as an expected collaboration with the National Women's History Museum on an upcoming exhibit, and other possible contributions to their work.

*Prerequisites: World History and U.S. History;*  
**Hallmark Statement of Interest**

*Grade Level: 11-12*  
*(1 credit; full year)*

## HORIZONS

Horizons is Miss Hall's School's signature leadership, service-learning, and professional internship program. Through weekly on- and off-campus internships, volunteer opportunities, and student-designed projects, students build leadership skills, explore career interests, and influence the world around them. On campus, students cultivate skills through projects, discussions, and workshops to better serve their community learning and exercise voice, vision, interpersonal efficacy, and gumption. Horizons faculty advise students throughout the year and support their experience through class-wide workshops, one-on-one coaching, and forging community connections and experiences.

**9th grade** students experience an on-campus program with workshops that emphasize team building; diversity, equity, and inclusion; health and wellness; philanthropy; leadership practices; and academic skill-building. Students apply their learning in discussions during workshops, as well as through two philanthropic and social entrepreneurial projects: the Mug Project and the Greenhouse Project.

**10th grade** students experience a blend of Place-Based learning and design thinking to equip them with the context and skills necessary to develop innovative solutions to pressing problems. In the Fall, students apply their learning about local foodways and indigenous history through workshops and field trips to design a meaningful, community-driven Harvest Luncheon. In the Spring, students design personalized projects to respond to issues or causes of importance to them.

**11th grade** students participate in service-learning opportunities in community-based nonprofits, where they explore passions through volunteerism. Students also have the choice to opt into on-campus initiatives that are led by students including: TedX Team, Girls Right the World, Mira's Alliance for Philanthropic Sustainability, and Project GIRL.

**12th grade** students intern in businesses and organizations matching community needs, student interest, and possible career pathways. Remote internships are also possible. In addition to professional internships, students have the choice to develop personalized projects in collaboration with off-campus organizations and experts, advised by the Horizons Team.

## LANGUAGE

### FRENCH I

In this introductory year-long course, students become familiar with foundational vocabulary, grammatical patterns, and language structures. Through the constant study of new concepts and acquisition of new words, students steadily develop their knowledge, gain an understanding of readings, and learn to write paragraphs in the French language. By way of direct questions and answers, partner conversations, class discussions, and games, students also have frequent opportunities to enhance their conversational skills. Throughout the year, they learn to talk about a variety of topics such as family, food, hobbies, clothes, school life, travel plans, and culinary tastes, among other things. Additionally, students discover numerous aspects of French culture through discussions, readings, and videos, and they start exploring the francophone world as well.

*(1 credit; full year)*

### FRENCH II

This year-long course builds upon the foundations of French I with further emphasis on oral proficiency as well as improvement of writing and reading skills. Students acquire significant vocabulary and develop their ability to talk about their childhood, daily routine, high school experience, and health, among other things. They also study new tenses and learn to structure more complex sentences. Furthermore, students have the opportunity to enhance their conversational skills on a daily basis through real-life discussions, role plays, and games. As the year progresses, they start to read and analyze literary excerpts, newspaper articles, and short stories from *Le Petit Nicolas* by René Goscinny, all of which allow them to discover and explore a variety of cultural facts about France and the francophone world at large.

*(1 credit; full year)*

### **FRENCH III**

The goals of this year-long course are to enhance writing, reading, and conversational skills while studying the refinements of grammar, structures, and style. In addition, there is a great emphasis on speaking proficiency through frequent and authentic discussions as well as through the acquisition of new vocabulary. Students engage in more elaborate themes, such as childhood memories, the workplace, the media, and the environment among others. Students also continue to discover and explore elements of French society and francophone cultures on a regular basis, consequently developing their critical thinking and cultural awareness. Finally, students progressively move from analyzing excerpted literature and articles throughout the first semester to their first French novel, *Le Petit Prince* by Antoine de Saint-Exupéry, in the second semester.

*(1 credit; full year)*

### **LATIN I**

This is an introductory year-long course designed for the beginning student. The syllabus is based on the Cambridge Latin Course, which teaches students to read, write, and listen to the Latin language within the historical and cultural context of the Roman Empire in the first century C.E. Grammar, syntax and vocabulary are taught through the inductive method, whereby students begin to read full stories immediately. The storyline follows a family throughout the Empire, from Pompeii, Italy, to Alexandria in North Africa to Britannia. This geographical diversity opens up exploration of the culturally diverse Roman world: family and social structures, entertainment, and ancient science and medicine are some of the topics discussed. Students also read two short novellas in Latin and begin their study of mythology, focusing on the relationship between gods and humans.

*(1 credit; full year)*

### **LATIN II**

The students in Latin II continue with the Cambridge Latin series, through which students learn to read, write, and listen to Latin within the historical and cultural context of the Roman Empire. The stories move from Roman Britain to imperial Rome of the first century C. E., and students explore several cultural topics in depth, including diverse religious practices, the architecture

and engineering of the Roman world, and archaeology/epigraphy. More complex grammatical structures are introduced in Latin II, always within the context of reading stories, which helps students make the transition to unaltered Latin texts in the third year. Students read a novella and a longer novel in Latin, and their mythological studies focus on the Greek hero and its many reincarnations in modern film and fiction.

*(1 credit; full year)*

### **LATIN III**

In the Latin III curriculum, students make the transition from stories to literature, and learn the final advanced grammatical elements of the language. Students read a number of different authors in the first semester in both prose and poetry and learn to analyze a piece of text both grammatically and stylistically, including scanning its poetic meter. Authors and genres are selected based on student interest, and include Petronius' novel, Catullus' love poetry, Ovid's myths, Cicero's political speeches, and Martial's witty epigrams. Cultural explorations stem from the author's time period and the background of the literature itself. Students create their own assessments in Latin III by choosing the literary passages that they want to work on independently. Upon completion of this course, students are prepared to enroll in an intermediate level Latin course in college.

*(1 credit; full year)*

### **SPANISH I**

The objectives of this year-long course are to introduce students to the Spanish language, literature, and culture, and to acquaint them with extensive, practical vocabulary and the present, simple past, and near future verb tenses. Students learn to carry on simple conversations, to answer questions, to read short poems and stories, and to write and understand basic conversational Spanish. Students listen to recorded materials and watch short videos related to class themes. The students are given several opportunities to demonstrate both their oral and written proficiency with activities that encourage completely free communication enabling the students to recall and reincorporate all the Spanish they have learned over the course of the year.

*(1 credit; full year)*

## **SPANISH II**

In this year-long course, students continue to develop and improve listening, speaking, reading, and writing skills. Emphasis is placed on the comprehension of spoken Spanish; a variety of activities incorporate vocabulary and grammar structures. Students are introduced to culture and literature through the use of media and adapted readings. Each student improves her conversational skills through class conversations, oral presentations, film, and listening comprehension exercises with audio recordings. Emphasis is placed on increasing a student's knowledge of vocabulary and on enhancing her speaking skills. Another important aspect of this course is to develop intermediate-level reading and writing skills. The students study verb tenses such as the imperfect, the future, and conditional. Frequent, daily class participation is expected to build confidence in speaking and comprehension.

*(1 credit; full year)*

## **SPANISH III**

The objectives of this year-long course are to develop and improve four important skills of a language: speaking, writing, listening, and reading. Advanced grammar concepts are taught, reinforcing the skills developed in Spanish I and II. Students learn and make oral presentations on the Spanish culture, geography and history, and topics which they choose to research. Written exercises and short essays help them to improve their writing. Students are asked about Spanish culture, the main idea in a paragraph, the characters in the story, and the different events. Literature is introduced; students read and discuss short pieces making sure to understand the piece of writing.

*(1 credit; full year)*

## **ESOL I**

Small in size and highly personalized, this year-long language course is designed to provide intensive support for the new international student whose English-language skills need strengthening. Strong emphasis is placed on building proficiency in the four language domains: listening, reading comprehension, speaking, and writing. Our overarching goal is to identify and strengthen weak areas of proficiency as quickly as possible, helping students

to make a healthy adjustment to the Miss Hall's School community and thrive in their classes. Coursework each week includes grammar and syntax, verb forms and tenses, vocabulary and conversation, as well as workshopping at least one written work a week, in order to hone both academic and creative expression. Building linguistic skills and confidence is the aim of this year-long course, usually offered to ninth or tenth-grade students.

*(1 credit; full year)*

## **ESOL II**

This year-long course is dedicated to the continued strengthening of English-language fluency and building confidence in students' academic reading, writing, and oral communication skills. Students will employ critical reading approaches in order to engage with and respond to literary, academic, and journalistic texts, and will develop the linguistic and rhetorical skills necessary to communicate complex ideas in a range of genres, both critical and creative. This class offers a reading workshop in which diverse texts are examined and analyzed through various lenses, and places emphasis on developing self-efficacy in the writing process.

*(1 credit; full year)*

## **ESOL III**

This year-long class is the third level of English-language support offered at Miss Hall's School. We build on the work of the other ESOL courses toward achieving advanced English-language proficiency. Students analyze diverse textual information and create responsive presentations, with the goals of pushing into complex expression while exploring American culture and character. Students should expect work geared toward advanced listening and reading comprehension and increasing facility with complex grammar structures, vocabulary, and spoken work. Upon completion of this course, a student should feel confident about her ability to navigate college-level work in English. Unless exempt by departmental decision, all international students are required to pass this course in order to graduate.

*(1 credit; full year)*

### **HALLMARK FRENCH**

Hallmark French is a year-long cultural experience designed to increase oral and written proficiency and to promote the development of both a critical sensibility and awareness in regard to social matters such as current events, feminism, discrimination, and environmental issues among others within France and throughout the francophone world. Students have opportunities to engage in self-directed, independent research within these topics and through additional resources chosen by the students and teacher, which include news podcasts and newspaper articles, French music and films, and the novel *No et moi*, by Delphine de Vigan. Additionally, there is still an emphasis on grammar and vocabulary acquisition so that students continue to enhance their knowledge and improve their abilities in the French language, and they pursue the growth of their conversational skills through frequent, real-life discussions.

*Prerequisite: Hallmark Statement of Interest (1 credit; full year)*

### **HALLMARK LATIN**

Hallmark Latin is a year-long advanced language course in which students will explore deeply and through independent work various topics about the ancient Roman world. Hallmark Latin will draw upon a wide variety of primary sources, supplementing literature and historical accounts with material culture, including inscriptions and other archaeological evidence. This breadth will enable students to hear from the more marginalized voices that open up the ethnic, religious, and socioeconomic diversity of the Roman world. This topic also allows students to engage with the Roman world through themes that are relevant to their world today, facilitating exploration on a more personal level.

*Prerequisite: Hallmark Statement of Interest (1 credit; full year)*

### **HALLMARK SPANISH**

Hallmark Spanish is a year-long course that will contain a compilation of texts chosen by the students and teacher. We will include: short stories, poems, play scripts, magazines, newspapers, movies, music, and games. The students will be doing presentations based on their own independent, self-directed research and will make frequent self and peer presentation evaluations. In addition, we will have the opportunity to discuss cultural differences both evident within the readings and from the diverse personal backgrounds of the individuals in the class. Exploring these cultural differences within societies around the world, but in particular, the role of the women within these societies, will help enhance our understanding of the MHS core values. This course can be taken for two years.

*Prerequisite: Hallmark Statement of Interest (1 credit; full year)*

# MATHEMATICS

## ALGEBRA I

Algebra involves the representation and manipulation of mathematical information using variables. One theme of Algebra I is the development of tools needed to work with a wide variety of mathematical expressions. To this end, we explore sets, number line concepts, order of operations, fractions, percents, properties of exponents, polynomial expressions, and factoring. A second theme is the introduction of basic tools for solving equations and inequalities including solving quadratic equations. Central to this task is the study of the addition and multiplication properties of equality. Finally, students must develop the wisdom to differentiate between simplifying expressions and solving equations. A thorough study of lines helps to illustrate the interconnections among the themes. Algebra I is a prerequisite for further study in mathematics.

*Grade Level: 9-10  
(1 credit; full year)*

## GEOMETRY

Several ideas intertwine in geometry: the study of properties of geometric figures (lines, triangles, quadrilaterals, and circles); classical constructions using compass and straightedge; study of right triangle trigonometry; the development of area and volume concepts; and the exploration of the beautiful interaction between geometry and algebra.

*Grade Level: 9-10  
(1 credit; full year)*

## GEOMETRY HONORS

There are several ideas that intertwine in geometry: the study of properties of geometric figures (such as lines, triangles, quadrilaterals, and circles); the maturation of deductive reasoning skills; the development of area and volume concepts; and the exploration of the beautiful interaction between geometry and algebra. The Honors section more deeply explores the rigors of mathematical proof. Students will use their voice and practice interpersonal efficacy while reinforcing mathematical concepts. Placement in this course requires the support of the Department.

*Grade Level: 9-10  
(1 credit; full year)*

## ALGEBRA II

Developing the concepts introduced in Algebra I, Algebra II emphasizes techniques for solving a much wider variety of equations, inequalities, and systems. Many types of functions are studied, including quadratic, higher order polynomial, radical, absolute value, exponential, and logarithmic. A central theme is the relationship between the algebraic and graphical representations of functions; the graphing calculator is used extensively in exploring this interplay.

*Grade Level: 9-11  
(1 credit; full year)*

## ALGEBRA II HONORS

Developing the concepts introduced in Algebra I, Algebra II Honors emphasizes techniques for solving a much wider variety of equations, inequalities, and systems. Many types of functions are studied, including quadratic, higher order polynomial, radical, absolute value, exponential, and logarithmic. Students will experience problem solving techniques that include real world applications. A central theme is the relationship between the algebraic and graphical representations of functions; the graphing calculator is used extensively in exploring this interplay. Placement in this course requires the support of the Department.

*Grade Level: 9-11  
(1 credit; full year)*

## PRECALCULUS

This course expands upon the concepts learned in Algebra II needed for success in calculus. Students become fluent in the language of functions and do an in-depth study of quadratic, polynomial, rational, exponential, and logarithmic functions, as well as transformations of functions. The course ends with a focus on trigonometry and the interconnections with the unit circle. Placement in this course requires the support of the Department.

*Grade Level: 10-12  
(1 credit; full year)*

### **PRECALCULUS HONORS**

This course expands upon the concepts learned in Algebra II Honors needed for success in calculus. Students become fluent in the language of functions and do an in-depth study of quadratic, polynomial, rational, exponential, and logarithmic functions, as well as transformations of functions. A large component of the course focuses on trigonometry, including functions, equations, and identities and the interconnections of the unit circle. The Honors section encourages more creative, critical, and in-depth study of these topics. Placement in this course requires the support of the Department.

*Grade Level: 10-12  
(1 credit; full year)*

### **INTRODUCTION TO CALCULUS**

This course has two goals and is designed for those students who have completed precalculus. The first goal is a thorough review of the more advanced topics associated with the student's work in precalculus. Once this has been accomplished, the course will move into a detailed study of limits, continuity, and derivatives, with the possibility of a brief introduction to integrals. Students will experience problem solving techniques that include real world applications. The graphing calculator is used as an aid in understanding, estimating, and confirming results and some more advanced aspects of the calculator will be used.

*Prerequisite: Precalculus  
Grade Level: 11-12  
(1 credit; full year)*

### **INTRODUCTION TO STATISTICS**

This full-year upper level course is for students who have completed Algebra I, Geometry, and Algebra II. Students study techniques for collecting, organizing, analyzing, and interpreting data in the context of real-world applications. Introduction to Statistics is an opportunity for students to strengthen their critical thinking skills and to use technology in a collaborative setting.

*Prerequisite: Algebra II  
Grade Level: 11-12  
(1 credit; full year)*

### **HALLMARK CALCULUS**

This full-year Hallmark course is for students who have completed Precalculus Honors and would like a challenge. This course covers concepts including limits, continuity, derivatives, and integrals, which are explored at a depth of understanding consistent with college-level study. Applications of the derivative and integral are an essential component of this course. Broad concepts and widely applicable methods are emphasized rather than memorization of specific problem types. Students will occasionally work in small groups on activities and/or projects throughout the course and may present their work to the class and/or the Miss Hall's community. The graphing calculator is used as an aid in understanding, estimating, and confirming results. Placement in this course requires the support of the Department.

*Prerequisite: Precalculus  
**Hallmark Statement of Interest**  
Grade Level: 11-12  
(1 credit; full year)*

### **HALLMARK CALCULUS II**

Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. In addition to investigating new techniques for integration and applications of Calculus, students will apply the content and skills they developed in their initial studies of Calculus to a variety of new situations, including parametrically defined curves, polar curves, and vector-valued functions. Additionally, students will explore the topics of sequences and infinite series.

*Prerequisite: Hallmark Calculus;  
**Hallmark Statement of Interest**  
Grade Level: 12  
(1 credit; full year)*



## HALLMARK STATISTICS

This full-year Hallmark course is for students who have completed Algebra II and would like a challenge. Students study and experience descriptive statistics, experimental design, probability, and inferential statistics using real-world databases for observational studies and data collected from experiments. As students learn to plan and conduct statistical surveys and experiments, they will pursue projects within the community, surrounding area and online. Appropriate technology such as the TI-nspire calculator and statistical software will be used throughout the course. For the coming year, statistical projects might include designing statistical surveys using appropriate sampling techniques; collecting data within the community or surrounding area for a statistical survey; planning and conducting experiments connected to other courses, a Horizons site or other interests; and creating and testing a hypothesis for an observational study or experiment. Students are encouraged to construct, reflect on and describe their own statistical studies. They will occasionally work in pairs on projects and periodically report preliminary results and ongoing challenges, as well as discussing strategies and seeking feedback from their peers. Students are expected to complete a capstone end-of-year project and present to the class and/or the Miss Hall's community. Placement in this course requires the support of the Department.

*Prerequisite: Algebra II;*

***Hallmark Statement of Interest***

*Grade level: 11-12*

*(1 credit; full year)*

## ONLINE COURSES

MHS online courses are offered through One Schoolhouse, part of a nonprofit consortium of leading independent schools from around the world to replicate in online classrooms the intellectually rigorous programs and excellent teaching that are hallmarks of its member schools; to foster new and effective ways, through best practices in online education, for students to learn; and to promote students' global awareness and understanding by creating global, online schoolroom communities. Students should be aware that online courses require careful time management and that they are expected to work over MHS vacation periods and manage their workload and time effectively to support the asynchronous nature of the courses. Students who are rising juniors or seniors wishing to take an online course for MHS credit through OSH should connect with Ms. Virden to learn about the application process. There is also a tuition fee (payable to One Schoolhouse) for these courses. Students may take any course not offered at MHS. One Schoolhouse courses count for MHS credit but do not fulfill graduation requirements.

*Application and tuition fee required.*

*Grade Level: 11-12*

## SCIENCE

### INORGANIC CHEMISTRY

This year-long course studies Introductory Chemistry at an investigative and mathematical level. Particular attention is paid to the mathematics of formulas and equations. Major topics include atomic structure, reactions, stoichiometry, thermochemistry, kinetics, equilibrium, and all the governing laws of the different phases of matter. Laboratory exercises are an integral part of this course and guided-inquiry investigations are introduced. This course is for students who are interested in science, willing to study material in preparation for class, and eager to approach problem solving from the perspective of experimental design.

*Grade Level: 10  
(1 credit; full year)*

### BIOLOGY

Students enrolled in this course are introduced to the contemporary and historical concepts that define this discipline. Major topics include cellular physiology, molecular genetics, classical genetics, evolution of biological diversity and ecology. Special emphasis is placed on empirical learning through laboratory exercises, field investigations and group projects. During the last five weeks of the second semester students will determine the water quality of our school ponds through research, data collection and analysis, and scientific reporting. Projects will be shared with peers and the greater community.

*Grade Level: 11-12  
(1 credit; full year)*

### PHYSICS

This algebra-based, year-long course, focuses on learning through in-depth, student centered inquiry activities allowing students to carry out careful experiments and design laboratory practical work to answer real world questions. Physics covers the study of Classical Mechanics which includes: Kinematics, Projectile Motion, Newton's Laws, Circular Motion, Gravitation & Kepler's Laws, Work & Energy and Momentum & Impulse. Additionally, students will study Electrostatics & basic DC Circuits, Simple Harmonic Motion and Mechanical Waves.

*Grade Level: 11-12  
(1 credit; full year)*

## EARTH SCIENCE

Earth Science is a branch of planetary science that focuses on the study of our planet's characteristics and systems. This course is designed to provide a fundamental overview of this discipline. Students will understand the Earth's basic properties, geological history, surface dynamics, climate and how the planet fits into the solar system. Students will also examine and differentiate between local weather events and global climate systems. Labs and activities will be performed on a weekly or biweekly basis depending on the unit. Students will gain hands-on experience through outdoor field work and by exploring sites that show these processes in action. Research and projects will be integrated into the course to provide opportunities for skill building and an in-depth exploration into content. Assessments will be given biweekly to monthly depending on the unit and other assignments within each unit.

Students must also take their required foundational science courses which are Chemistry and Biology, respectively. This course does not fulfill or replace either of these foundational classes.

*Grade Level: 9-12  
(1/2 credit; first semester)*

### WILDLIFE ECOLOGY

Wildlife Ecology is a branch of biology that studies the animal kingdom including the classification of organisms, structure, evolution, habits and distribution of animals as well as how they interact with their ecosystems. Upon successful completion of this course students will understand the relationships among different organisms in the animal kingdom, including evolutionary relationships, relationships with other organisms and with ecosystems. Labs will be completed on a weekly or biweekly basis depending on the unit. We will perform dissections and lab practicals, look at case studies, and explore the natural habitat of organisms living in Berkshire County. Students will do a research project on current problems facing the Earth's wildlife and the consequences of globally experienced climate change. Assessments will be given on a biweekly basis, depending on the unit.

Students must also take their required foundational science courses which are Chemistry and Biology, respectively. This course does not fulfill or replace either of these foundational classes.

*Grade Level: 10-12  
(1/2 credit; second semester)*

## **WOMEN'S HEALTH & GLOBAL ISSUES**

This is a year long senior level course. Students enrolled in Women's Health & Global Issues will explore the biological, cultural, social, economic, and political issues profoundly affecting girls into adulthood. This interdisciplinary approach recognizes the complexity of the challenges women and girls face today and, further, acknowledges our health and well-being depends on the continued development and restructuring of policies and systems specifically affecting women. Students will spend a good portion of class time working in small groups and independently researching topics of personal interest and pertinent to the course. Projects will be shared with peers and when applicable, the greater community.

*Prerequisite: science graduation requirements met or concurrent with Biology*  
*Grade Level: 12*  
*(1 credit; full year)*

## **HALLMARK BIOTECHNOLOGY**

Biotechnology can be defined as the controlled and deliberate manipulation of biological systems for the efficient manufacture or processing of useful products. Students taking this course will investigate the role biotechnology plays in the fields of plant science, human medicine, and animal genetics. They will explore the raw materials of Biotechnology including molecules, molecular processes, cells and organisms by developing a thorough understanding of the structure and function of DNA and proteins in prokaryotic and eukaryotic organisms. Students will work independently, in small groups, and take initiative as they investigate the uses of biotechnology in the engineering of products used in agriculture and medicine, as well as the moral and ethical questions that accompany the use of transgenic organisms, gene therapy and other techniques used to alter genomes. Laboratory experience will include lab safety, basic skills of the biotechnology workplace and the methodologies used in genetic analysis and engineering such as PCR amplification, gel electrophoresis and the genetic modification of organisms through the process of transformation. This course is recommended for students considering a major in science or a biomedical field.

Students must also take their required

foundational science courses which are Chemistry and Biology, respectively. This course does not fulfill or replace either of these foundational classes.

*Prerequisite: **Hallmark Statement of Interest***  
*Grade Level: 11-12*  
*(1 credit; full year)*

## **HALLMARK ENVIRONMENTAL SCIENCE**

Environmental Science is an interdisciplinary field that uses physical, biological and geological sciences to study the environment and find solutions to environmental problems. Students in Hallmark Environmental Science will explore the environment from a local to global scale. They will explore all facets of environmental science such as systems, ecology, economics, ethics, conservation, climate change, energy sources and much more. Students will investigate these ideas through activities, journaling, case studies, labs, field trips and class discussions. In this class there will be large portions of time spent outside in nature to learn, reflect and research. There will be diverse laboratory experiences such as water quality testing, soil sampling, macroinvertebrate collection, wetland science, salamander cover board monitoring, etc. This course is a rigorous interdisciplinary exploration of our environment, how we are connected to it, and its future. Students are expected to demonstrate significant independence and responsibility both in and out of the classroom. This course is recommended for students with a strong passion for environmental science and those considering a major in science.

Students must also take their required foundational science courses which are Chemistry and Biology, respectively. This course does not fulfill or replace either of these foundational classes.

*Prerequisites: Chemistry and Biology;*  
***Hallmark Statement of Interest***  
*Grade Level: 11-12*  
*(1 credit; full year)*

## **HALLMARK INORGANIC CHEMISTRY**

Students in Hallmark Inorganic Chemistry will work independently, in small groups, and take initiative as they investigate more in depth topics in chemistry. Students will revisit introductory chemistry topics at much greater depth and with significant mathematical analysis, as well as delve into topics not covered in the first year course offered at Miss Hall's School. Laboratory is focused on the guided-inquiry approach in which students investigate one or more chemical systems after participating in an introductory investigation. Students will also further their understanding of the concepts through the completion of research projects assigned throughout the year. Designed for those considering a major in science or engineering in college, this class requires students to spend an average of one or more hours on homework, studying, reading, and writing lab reports for each period spent in class. Students are expected to demonstrate significant independence and responsibility both in and out of the classroom.

*Prerequisite: **Hallmark Statement of Interest**  
Grade Level: 11-12  
(1 credit; full year)*