



**MISS
HALL'S
SCHOOL**

COURSE CATALOG

2023-2024 School Year

Updated March 28, 2023

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

GENERAL INFORMATION

As you get started with making your course plans for the 2023-2024 school year, please make sure that you review the Course Catalog in its entirety. It is important that you know what classes are available to you as you prepare to complete your course request form in the coming weeks.

In this Course Catalog, you will find information about each department and their course offerings next year. Please be sure to review the requirements for each department, as well as the information regarding Foundational, Upper Level/Elective, and Hallmark classes.

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 in June, you will receive your school schedule (subject to change).

TRANSCRIPT INFORMATION

For students in the Classes of 2027, 2026, 2025, the grade that is recorded on the transcript will be the final grade earned at the end of the year. Semester classes would record the grade earned at the end of either the first or second semester.

For students in the Class of 2024, we record both a semester and year-end grade on the transcript as colleges want to see current academic information as you move through the college process.

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: Adrienne Lazes '05

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

Chemistry
Biology
Physics

UPPER LEVEL/ELECTIVE CLASSES

Electives and upper level courses, 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
Introduction to Engineering

ENGLISH

Adaptations and Translations
Digital World/Natural World
The History and Culture of Fairy Tales
Why We Read

EXPRESSIVE ARTS

Filmmaking
Textile & Garment Design
Independent Art

HISTORY

Dark Ages?
Reconsidering Medieval Europe
Revolution and Democracy in
Modern East Asia

MATHEMATICS

Precalculus
Precalculus Honors
Calculus
Statistics

SCIENCE

Forensics
Human Anatomy and Physiology
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

Craft and Creative Writing
Humanities Seminar
Feminist Literature

EXPRESSIVE ARTS

Art Intensive
History of Art

HISTORY

History of Art
Humanities Seminar
Law
North Korea
Women's History

LANGUAGE

French
Latin
Spanish

MATHEMATICS

Calculus
Calculus II
Statistics

SCIENCE

Biotechnology
Environmental Science

HALLMARK CLASSES

What you should know about applying for a Hallmark

Although applying to Hallmark classes may differ a little from department to department, the basic process is as follows:

- **Talk** to your current teacher, advisor, and/or Ms. Virden about your options for next year.
- **Ask** questions! Be Curious about:
 - class materials used
 - expected workload
 - necessary skills that you should already be able to demonstrate
- **Review** the department's requirements. Most departments will consider:
 - Your statement of interest
 - A writing sample or portfolio
 - Information and input from your current teacher about your relevant skills
 - Input from Ms. Virden about how this course fits into your academic plan
- **Attend** one of two information sessions in the Library to speak with members of each department you are considering a Hallmark class
 - Monday, March 6th from 12 - 12:45 pm
 - Tuesday, March 7 from 3:30 - 4:15

Specific Department Requirements for Hallmark Classes, in addition to completing the Statement of Interest:

Science Department: Present a portfolio to your prospective teacher of two-three artifacts from any of your previous science courses that display your engagement as a science student. Examples: laboratory report, laboratory notebook page(s), notes from class, assignments, Journal pages, etc.

Expressive Arts Department: In order to apply to our two Hallmark courses, you will complete the statement of interest. Additionally, course instructors will contact your teachers in relevant areas of studies to hear more about your engagement with previous courses, your demonstration of relevant skills, your use of voice, and your ability to work independently.

Other Information to consider/remember:

- Completing the Statement of Interest is just one step in the process
- Placement in a Hallmark Class can depend on your individual class schedule, the number of spaces available in each class, as well as the guidance/response to your Statement of Interest

ENGINEERING/TECHNOLOGY

READY, S.E.T., GO

Ready, S.E.T., Go introduces concepts and topics in science, engineering, and technology (S.E.T.), providing a blended and dynamic overview to engineering, programming, robotics, and physics. Exploring S.E.T. themes and real-world problems, students gain valuable skills in problem-solving, critical thinking, and design that enhances their knowledge of, and supports their future study in, science and technology. An additional component of this course is project-based learning. S.E.T. themes include aerodynamics of flight, 3D printing, circuit building and coding, and sustainable/environmental housing. This course will also discuss and reflect on how engineering shapes society.

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

INTRODUCTION TO COMPUTER SCIENCE

This one-semester course introduces fundamentals of computer science and programming. Students explore Python programming language to develop computational thinking skills to critically approach and solve problems. Further, course content is 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)*

INTRODUCTION TO ENGINEERING

This course explores how engineering is used to solve problems and address societal needs. From computers to concrete, products are designed and redesigned to solve problems. In this course we create and use projects to explore the engineering design process, fabrication, manufacturing, and mechanical engineering. Further, we apply our understanding of physics, mathematics, electricity, and CAD to enhance solutions. We focus on skills and techniques and on how to think and act like an engineer.

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

ROBOTICS I

Robotics begins where engineering and computer science meet. In this course students learn how to design and build their own robot. This project-based course also develops problem-solving skills through designing and testing robotic forms and code. Students build robots from scratch using the Arduino microcontroller to learn concepts of circuitry, engineering, physics, and computer science. Additionally, students 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 computer science by surveying key features of programming (including loops, conditionals, functions, and data handling). Students work with Python and associated libraries to develop independent projects. They are assessed on knowledge of programming languages and on developing programs to address a topic or issue selected by the class. Students also explore 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)*

ROBOTICS II

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

*Prerequisite: Introduction 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 who want 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 consider similar themes in 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 instruction, focusing on analytical writing skills and developing a strong writing process. These courses also emphasize equitable student-led discussions, careful reading practices, research skills, and collaboration.

ADAPTATIONS & TRANSLATIONS

We live in a world of overlap and borrowing, where video games are adapted into movies and Shakespeare informs Netflix series. Likewise, translations abound, from new versions of ancient texts to daily attempts to access media from all over the world.

We discuss the power (or failure) of an adaptation, examining relationships between original texts and new versions, both written and visual. We also consider how translations inevitably alter the original text and expand that text's reach, raising important questions about the nature of language and cross-cultural conversations. Given the cultural and linguistic richness of Miss Hall's School, readings may include English-language translations of works written in languages spoken by members of the class or languages of cultural significance or interest to class members.

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

UPPER LEVEL SEMINAR: DIGITAL WORLDS, NATURAL WORLDS

This year-long course explores humankind in two 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 affect change? If so, then how? Readings may include texts from authors such as Margaret Atwood, Rachel Carson, Elizabeth Kolbert, Jonathan Zittrain, T.C. Boyle, Bill McKibben, Ted Chiang, Jenny Odell, Adrienne Maree Brown, Terry Tempest Williams, and Emma Marris, among 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. 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 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 take a close look at the Grimm brothers and their non-Disney-fied tales to understand how and why storytellers include such difficult topics in fairy tales. We complement the tales by reading critical essays about race, gender, ability, and sexuality to understand the contemporary social challenges surrounding these stories. Ultimately, we 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: 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 thoroughly satisfying works of literature; we will explore how books themselves answer these questions by making books and reading crucial elements of the story; we will consider the value of reading at different developmental stages, considering children's books and YA literature; we will consider 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 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 humorous to harrowing, may include *Balzac and the Little Chinese Seamstress*, by Dai Sijie, Emily St. John Mandel's *Station Eleven*, George Saunders' *Fox 8*, (a novella written by a fox!), Toni Morrison's *The Bluest Eye*, and more. We will also read an array of short stories, essays, and poems.

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

HALLMARK CRAFT AND CREATIVE WRITING

This full-year, Hallmark course is well-suited for students who are eager to learn how literature is made and to expand the breadth and range of their own writing. The course will help students develop skills in literary analysis and craft and to cultivate inspiration and writing proficiency across genres.

During the craft-focused first semester, students will read, discuss, and write critically about published writing, investigating writers' strategies and styles

By writing several formal essays and by presenting their learning to the class, students will both hone their analytical skills and expand their understanding of how to create expressive writing.

During the second semester, students will focus on developing their creative writing, responding 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

Texts will include *Poetry: A Writer's Guide and Anthology*, by Amorak Huey and W. Todd Kaneko; *Short-Form Creative Writing: A Writer's Guide and Anthology*, by H.K Hummel and Stephanie Lenox; as well as work by C A Conrad, George Saunders, bell hooks, Robert Pinsky, Kwame Dawes, and more.

Prerequisite:

Hallmark Statement of Interest

Grade Level: 11 and 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. We will also examine how literary critics view these novels, and we will track the conversations that take place among the writers themselves. Major works will include Charlotte Brontë's *Jane Eyre*, Virginia Woolf's *A Room of One's Own*, and Toni Morrison's stunning novel, *Beloved*. To add depth to our inquiry, we will consider shorter works and poetry by such writers as Charlotte Perkins-Gilman, Kate Chopin, Katherine Mansfield, Edith Wharton, Alice Walker, Phillis Wheatley, Audre Lorde, Gwendolyn Brooks, Maya Angelou, Rita Dove, and Nikki Giovanni.

This course is designed for students who are adept, curious, and enthusiastic readers of all kinds of literature and writing about literature. (By necessity, the course will have a brisk pace of reading.) 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. In addition, students will be expected to take a leadership role in running class discussions.

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. Early weeks in this class teach advanced research skills through Lorraine Hansberry's *A Raisin in the Sun*. In late fall, students begin a lengthy dive into individual project-based research about each student's chosen topic or interest. Two teachers from different academic departments support the students along their research paths, 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)

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 the processes and techniques of ceramic art, including construction methods, glazing, and firing of work. 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 the aesthetic accomplishments of the past, and the 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 upon existing 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 class assignments, and are exposed to a variety of trends in historical and contemporary ceramic artworks, including the socio-political issues which have shaped the history and development of this medium's long and diverse history. Emphasis is placed on skillful employment of the formal elements and concepts of three-dimensional design, while expanding the horizons of individual expression. Group critiques of finished works provide each student with the opportunity 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

Photography is a language that we all speak fluently in these current times. In this year-long, introductory course we will slow down and learn to identify and analyze the syntax of this language through style and sequence. We will investigate the historical canon of photographic artists, alternative and parallel histories of photographic practitioners, and contemporary artists who use the medium. Most importantly: We will make photographs of our own. Techniques we will explore include making images with and without a camera, ink-jet printing, and chemical processes in a darkroom.

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

PHOTOGRAPHY II

This year-long course picks up where students left off in Photography I. Craftsmanship is emphasized and expanded upon through both digitally and chemically based processes. Projects are largely self-designed, with a regular critique schedule for feedback and discussion. Revision is encouraged, and students begin to explore where their own voice fits into the history of photography. In addition, students will help mentor beginning students in the photographic facilities.

Prerequisite: Photography I or equivalent experience. Students who have not taken Photography 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 will apply a variety of mediums and approaches to making art and discover what they like and why. We will engage in sketchbook work and the concept of the "rough draft." We will approach idea generation through the act of making. We will investigate historical and contemporary artists and learn to talk about design, composition, and materials. Using each other as inspiration, we will work as a group of artists to push one another to grow. Students will develop their own concepts, plan for pieces, self-evaluate, and apply problem solving skills. Our goal is to allow creativity, build confidence, and strengthen our voices.

*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 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 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.

The fall semester focuses on technique and scene work. The spring semester focuses on accessing character through physical means.

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)

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; first semester)

FILMMAKING

This course will explore the moving image and its growth as a visual language and narrative force. Whether students wish to pursue story-based filmmaking or video installation art, this course will provide a foundation of technique, descriptive language related to cinematic and artistic contexts, and critique skills to help students pursue their own visions. Students will be expected to work collaboratively as well as individually to fulfill the needs of their projects as we explore filming, *mise en scène*, shot types, sound capture, file management, editing, and methods of screening and/or installing work.

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 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 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 the instructor;

Hallmark Statement of Interest

Grade Level: 11-12

(1 credit; full year)

HALLMARK HISTORY OF ART

Curiosity and inquiry are central to this course. We will ask and attempt to answer questions like: What's art? How do we talk about it? Who makes it? Why are some artists famous and some not? We collectively build a timeline of impossible proportions: Each student chooses their own adventure of what art and culture they research to invite into the class. We will take deeper dives and design projects that examine how art has influenced and been influenced by trade, technology, culture, politics, religion, identity, race, and the environment. We will build analytical skills through observation, discussion collaboration, research, and writing. This course is cross-listed with the History Department.

Prerequisite: World History and US History; No Expressive Arts prerequisite;

Hallmark Statement of Interest

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.

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 coordinated 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 coordinated 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

SONGWRITING ENSEMBLE

For all of history, artists, poets, musicians and storytellers have expressed themselves through song. Songs offer us a valuable lens into the experiences of an individual and unique time period that they lived in.

Music's multi-disciplinary nature is what makes songwriting such an inclusive and exciting area of study. Through this songwriting ensemble at Miss Hall's, a student can explore their creative writing skills by writing concise, direct lyrics. Students who play a musical instrument can develop their autonomy and identity as a musician by engaging with chord progressions and song structures. Finally, students who identify with the calculated and dependable nature of mathematics will find enjoyment out of learning the rules of music theory (and why we break them!).

There is no experience in a musical instrument required for this ensemble.

Grade Level: 9-12

1/2 credit for full-year participation

THEATER ENSEMBLE

Two major productions and one smaller theatrical event are presented each year, usually a drama or comedy in November, a musical in early March, and a smaller production/event in May. 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 will 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; full-time participation in both productions)

PRIVATE MUSIC INSTRUCTION

Private instruction in voice, instruments, music theory, and music technology is available to students. The lesson fees vary with the instructor. A signed parental permission slip is required for all students taking lessons. The student has the option of taking the lesson as a credit course. Private music 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; for 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 develop foundational understandings and critical thinking skills by exploring some of the topical experiences and ideas that have shaped this country. Our theme-driven course examines the American past through lenses such as those of democracy, identity, 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 Method Institute and/or Brown University's Choices Program. The use of diverse methodologies and a variety of primary and interpretive sources in context provides a meaningful look at the American experience and develops historical thinkers. The course places special emphasis on strengthening textual comprehension, the development of voice, analytical synthesis in expository writing, and the use of special research tools and processes. U.S. 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)*

DARK AGES? RECONSIDERING MEDEIVAL EUROPE

Hollywood and the collective imagination like to think of Medieval Europe as a horrid place, where life was “nasty, brutish, and short.” But is that true, or a distorted picture imposed on these years to “other” them in order to promote their own “advancement?” This elective seeks to answer this question through reading primary and secondary sources as well as collaborative research.

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

REVOLUTION AND DEMOCRACY IN MODERN EAST ASIA

You will explore the interconnected modern histories of China, Korea, and Japan through the lens of revolutionary upheaval and struggle for democracy. What is a revolution? What is democracy? In what ways and why did East Asian countries develop similarly or differently? How does the past inform present-day East Asia? You will gain a sound comparative understanding of modern East Asian history and its meaning for our world today.

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

HALLMARK HISTORY OF ART

Curiosity and inquiry are central to this course. We ask and attempt to answer questions like: What's art? How do we talk about it? Who makes it? Why are some artists famous and some not? We collectively build a timeline of impossible proportions: Each student chooses their own adventure of what art and culture they research to invite into the class. We will take deeper dives and design projects that examine how art has influenced and been influenced by trade, technology, culture, politics, religion, identity, race, and the environment. We build analytical skills through observation, discussion, collaboration, research, and writing. This course is cross-listed with the Expressive Arts Department.

*Prerequisite: 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)*

H ALLMARK 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. Early weeks in this class teach advanced research skills through Lorraine Hansberry's *A Raisin in the Sun*. In late fall, students begin a lengthy dive into individual project-based research about each student's chosen topic or interest. Two teachers from different academic departments support the students along their research paths, 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 LAW

This year-long challenge offers students an exciting survey of the field of law. We begin with a look at law's roots in philosophy, the Constitution, and democratic principles. We will explore many facets of the subject, including individual rights and civil liberties, tort law and litigation, civil and criminal procedures, and social justice. The seminar also examines important court cases, explores law enforcement and the criminal justice system, and offers opportunities to exercise legal principles and understanding in writings. Documentaries, film, debate and mock trials, and visits with local figures in the world of law round out the work we do. Tests, presentations, engagement, and voice are the primary bases for assessment, including independent research during the last quarter of the year. This remarkable look at how the law shapes our lives offers an experience by which students become stronger and more capable citizens and advocates and provides a baseline understanding of the subject for those who might be interested in a law-related career.

Prerequisites: World History and U.S. History;

Hallmark Statement of Interest

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

HALLMARK NORTH KOREAN HISTORY: BEYOND THE MYTHS

There are many myths about North Korea. Many believe that we do not know much about North Korea since it is sealed off from the outside world. Nothing could be further from the truth! We actually know a lot! Moreover, North Korea has never been as isolated as it is often portrayed. In fact, North Korean history is closely tied to global history, meaning that today's North Korea was shaped by global events, trends, and ideas. To understand North Korea in the present, we must understand its history and in what ways this history relates to global history. In this yearlong Hallmark course, you will learn about North Korea through its (global) history, from the regime's birth up to the present rule of Kim Jong Un. How did the Communists come to power? What were the causes of the Korean War? What are the origins of North Korean ideology? How is gender conceptualized? How does North Korean Communism compare with other Communisms? Why does the regime desire nuclear weapons? Is reunification of the Korean peninsula possible? To find answers

to these difficult questions, you will read about historians' disagreeing perspectives and learn how to critique those perspectives using primary sources, including North Korean philosophical texts, archival materials, secret state documents, movies, and art. In short, you will be the historian, conducting independent research that ultimately culminates in your final research project.

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. 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 a possible collaboration with the National Women's History Museum.

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 the core competencies: 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 learning of the self, identity, and community. Throughout the year they engage in learning through workshops focused on individual learning, 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.

The **10th grade** Horizons experience is a blend of on- and off-campus experiential place and project-based learning. Students participate in class-wide learning experiences that emphasize food, farming, and environmental studies as they explore the Berkshire landscape and indigenous history through workshops and field trips to design a meaningful, community-driven Harvest Luncheon. In the Spring, students begin service learning in small groups at nonprofits and educational-based Horizons community partners, with the opportunity to engage in on-campus sites.

11th grade students participate in service-learning opportunities in community-based nonprofits and local Berkshire businesses; where they explore passions through volunteerism and building community connections. Students also have the choice to opt into on-campus initiatives that are led by students and advised by our expert

Faculty including: The Environmental Research and Action team, Girls Right the World, Model UN, and the MHS Yearbook.

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 opportunity to propose a personalized project idea to be approved by the Horizons Advisor. Projects should involve collaboration with off-campus organizations and experts and will be 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, answer questions, read short poems and stories, and write and understand basic conversational Spanish. Students listen to recorded materials and watch short videos related to class themes. They are given several opportunities to demonstrate 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. Students study verb tenses, and 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 strengthening English-language fluency and building confidence in academic reading, writing, and oral communication skills. Students 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. We build on work in 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 completing 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 deeply explore 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 contains texts chosen by students and teacher. We include: short stories, poems, play scripts, magazines, newspapers, movies, music, and games. The students do presentations based on independent, self-directed research and make frequent self and peer presentation evaluations. In addition, we have the opportunity to discuss cultural differences evident in the readings and from the diverse personal backgrounds of students in the class. Exploring these cultural differences within societies around the world, but in particular, the role of the women within these societies, enhances 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

One principle of Algebra I is representation. In this course, variables are introduced to represent unknown numbers and are combined with constants to create expressions, equations, and inequalities. We will represent words with equations, and equations with graphs. By studying the connections between those different representations, students will learn what one form can reveal about another. Solutions to problems may be represented by coordinates, regions on a number line, sets of numbers, or inequalities. Learning to manipulate these representations is the second goal of our Algebra I course. Students will employ the order of operations, combining like terms, properties of exponents, properties of equality, and factoring to simplify fractional expressions and polynomial expressions among others, and to solve linear and quadratic equations and inequalities. Algebra I is a prerequisite for further study in mathematics.

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

GEOMETRY

In Geometry, students will support their algebraic thinking with visual models and physical representations. Using tools like the ancient compass and straightedge, as well as their modern digital versions, students will build and explore different figures and their properties. They will also use the qualities that distinguish different types of lines, angles, triangles, quadrilaterals, and other polygons from one another to classify them, all the while supporting these generalizations with algebra. Students will practice both inductive and deductive reasoning, learning to develop logical arguments from stated evidence and write proofs about triangle congruence and special quadrilaterals in different formats. The course will build on prior knowledge of area and volume concepts, and will introduce right triangle trigonometry.

*Prerequisite: Algebra I or with the support of the department
Grade Level: 9-10
(1 credit; full year)*

GEOMETRY HONORS

In Geometry Honors, students will support their algebraic thinking with visual models and physical representations. Using tools like the ancient compass and straightedge, as well as their modern digital versions, students will build and explore different figures and their properties. They will also use the qualities that distinguish different types of lines, angles, triangles, quadrilaterals, and other polygons from one another to classify them, all the while supporting these generalizations with algebra. Students will practice both inductive and deductive reasoning, learning to develop logical arguments from stated evidence and write proofs about triangle congruence and special quadrilaterals in different formats. The course will build on prior knowledge of area and volume concepts, and will introduce right triangle trigonometry. 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.

*Prerequisite: Algebra I or with 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.

*Prerequisite: Geometry 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.

*Prerequisite: Geometry 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.

*Prerequisite: Algebra II 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.

*Prerequisite: Algebra II Honors or with the support of the department
Grade Level: 10-12
(1 credit; full year)*

CALCULUS

This full-year course is intended for thorough study of Calculus, after completing a PreCalculus course. This course investigates the study of limits and continuity, then moves onto derivatives and integrals, and the applications of both. 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 advanced aspects of the calculator will be used.

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

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 — including in the context of real-world applications. 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 derivatives and integrals are an essential component. Broad concepts and widely applicable methods are emphasized, rather than memorization of specific problem types. Students 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 from observational studies and experiments. Appropriate technology such as the TI- nSpire calculator and statistical software will be used throughout the course. Students will have the opportunity to engage in statistical projects which might include designing statistical surveys using appropriate sampling techniques; researching statistical studies connected to areas of interest; and creating and testing a hypothesis for an observational study or experiment. Students will also learn how to collect data. 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. Enrollment is by permission of the student's advisor, the department chair for the course requested, and the Director of Academic Counseling.

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)*

FORENSICS

This one-semester elective science course explores the fascinating discipline of criminal investigation. Students are expected to rely heavily on previously learned laboratory skills as they apply several specific protocols related to forensic analysis. These include, but are not limited to, the analysis of DNA, blood components, and skeletal remains. Students will learn how to secure a crime scene, gather and analyze evidence, and present their findings objectively. This course has a hands-on approach, requiring students to work in investigative teams as they solve mock cases.

*Prerequisite: science graduation requirements met or concurrent with Biology. Grade Level: Grade Level: 11 -12
(1/2 credit; second semester)*

HUMAN ANATOMY & PHYSIOLOGY

This course will serve as an introduction to the anatomical and physiological systems of the human body and provide students with an exploration of how these systems are integrated in maintaining health and homeostasis. Topics include the study of intracellular functions, tissue types and systemic organization. Laboratory exercises provide first-hand experience with the structures and processes explored during class.

*Prerequisite: science graduation requirements met or concurrent with Biology.
Grade Level: 11-12
(1 credit; full year)*

WOMEN'S HEALTH & GLOBAL ISSUES

Students enrolled in this yearlong, senior-level course 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 acknowledges our health and well-being depend on continued development and restructuring of policies and systems affecting women. Students spend a good portion of class time working in small groups and independently, researching topics of personal interest and pertinent to the course.

Prerequisite: science graduation requirements met or concurrent with Biology. (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 investigate the role biotechnology plays in plant science, human medicine, and animal genetics. They explore the raw materials of Biotechnology, including molecules, molecular processes, cells, and organisms, developing a thorough understanding of the structure and function of DNA and proteins in prokaryotic and eukaryotic organisms. Students work independently, in small groups, and take initiative as they investigate 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. Lab experience 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 genetic modification of organisms through transformation. This course is recommended for students considering a major in science or a biomedical field.

Students must also take the required foundational science courses of 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 a 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)*