



NEW  
HAMPTON  
SCHOOL

# Curriculum Guide 2019-2020



# New Hampton School cultivates lifelong learners who will serve as active global citizens.

## NEW HAMPTON SCHOOL'S MISSION STATEMENT

### NEW HAMPTON SCHOOL DEFINES GLOBAL CITIZENSHIP AS:

- Experiencing, exploring, and appreciating world cultures, traditions, histories, languages, and religions.
- Connecting to relevant economic, social, and political issues to gain a sense of international-mindedness.
- Engaging with real world issues to gain optimism, compassion, and empathy for individuals and communities that differ from those we know.
- Using analytical thinking and social skills to be creative and to communicate effectively through academics, athletics, artistic expression, and service.
- Increasing awareness of our relationship and responsibility to global sustainability.

### MEMBERS OF THE NEW HAMPTON SCHOOL COMMUNITY DEMONSTRATE:

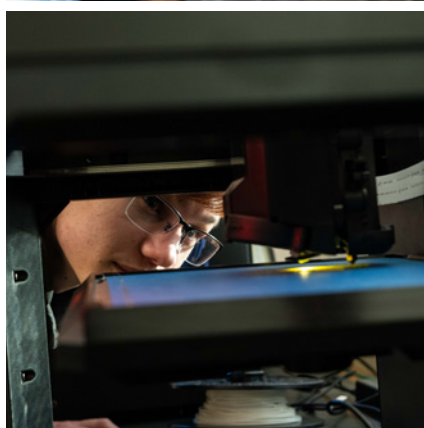
#### RESPECT: FOR SELF, OTHERS AND NEW HAMPTON SCHOOL BY:

- Working to our potential and making sound, healthy decisions.
- Empathizing with others—exercising kindness and compassion and celebrating differences as strengths.
- Caring for our campus home and stewarding the School's legacy.

#### RESPONSIBILITY: TO EVOLVE, MAKE POSITIVE DECISIONS AND CONTRIBUTE BY:

- Growing every day and taking full advantage of the many resources afforded by NHS.
- Practicing honesty and integrity in all matters—always thinking before acting.
- Contributing to all areas of school life—academics, athletics, residential, advisor group—in order to foster a strong campus community and positively impact the world beyond our campus boundaries.

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Greetings from the Academic Office at New Hampton School,

Welcome to New Hampton School; a place where students are challenged to develop the skills and knowledge they need to make a difference in the world. In our almost two-hundred-year existence, New Hampton School has transformed itself into a learning community that values the individual and both challenges and supports students to be their best. As the school transitioned into the 21st century, New Hampton adopted a mission that asks students to be life-long learners who will serve as active global citizens. This mission guides everything we do at New Hampton School and is incorporated throughout the academic program.

New Hampton School today is comprised of state-of-the-art facilities, set on a beautiful campus, comprised of passionate teachers, coaches, house parents, and staff members who care deeply about individual growth and the well-being of our community. Faculty members strive to foster active global citizenship in their students and teach and assess through authentic learning opportunities where students apply what they have learned. The athletic and co-curricular programs focus on developmentally appropriate offerings that give all students opportunities to contribute and grow through participation. The residential curriculum focuses on creating a safe and healthy school environment so that all members of the school community are supported and allowed the opportunity to express their individuality through our shared values of respect and responsibility. Involvement in the Service Learning Program allows students to demonstrate a commitment to their fellow human beings and the environment, and a belief that individual efforts can improve the health of the community. The Academic Program focuses on delivering a curriculum that is both innovative and individualized. Teachers are always working with students to see the connection between what is taught in the classroom and the application of knowledge and skill in the world students will enter upon graduation.

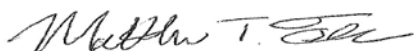
New Hampton School provides individualized feedback to students on their skill development in the form of course competencies. Competencies are the skills and knowledge a student must successfully demonstrate to earn credit for a course. Four times throughout the academic year there will be formal reports on student progress towards demonstrating course competencies. Competencies are explicit in everything that takes place in the classroom and students are provided with individualized feedback based on competencies throughout the entire academic year. It is our hope that students use the feedback they receive to focus their work in the classroom and take ownership of the learning process.

We look to our students as future leaders, and expect them to strive for excellence in all they do. New Hampton School has always been a welcoming community that encourages discussion, debate, and dialog on the issues confronting our world. I encourage students to do more than listen during these discussions; I encourage them to *act*. One way students can do this is by taking courses that challenge their understandings and expose them to new ideas and skills.

The information that follows describes and defines the Academic Program at New Hampton School. The faculty care deeply about offering challenging and interesting classes that will prepare students to be competent, global citizens. They will provide all the support and encouragement needed to be successful. I encourage students to go beyond what they already know and can do and push themselves to learn and experience all the opportunities New Hampton School has to offer.

I look forward to learning with you this year.

All my best,



Matthew T. Fisk  
Dean of Academic Affairs

# Habits of Mind

The New Hampton School academic program incorporates teaching Habits of Mind into each classroom. The Habits of Mind listed below were deemed essential skills that all faculty believed should be taught in the classroom in order for our students to find success. Habits of Mind are assessed, and students receive feedback, on a regular basis. An assessment rubric can be found in the back of the curriculum guide.

## PREPARATION AND SELF-MANAGEMENT

- Arrives on time and is prepared with needed materials. Self-regulates their use of technology. Thinks before acting.

## COLLABORATION

- Listens with understanding and empathy. Respects and considers others' input and perspective.

## STRIVING FOR CLARITY AND PRECISION

- Checks for errors; nurtures a desire for exactness and craftsmanship. Follows directions. Strives to be clear and precise when speaking and writing.

## PERSEVERANCE

- Sticks to the task at hand; follows through to completion; perseveres by not allowing obstacles to stop them; advocates for self when needed.

## CREATING, IMAGINING, INNOVATING

- Conceives solutions differently. Examines alternative possibilities from many angles. Takes healthy risks and pushes boundaries.

# Academic Departments

# Arts

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

We accomplish this philosophy by:

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

## Visual Arts

**STUDIO ART COURSES (SKETCHBOOKS ARE REQUIRED FOR ALL STUDIO ART CLASSES)**

### HALF-YEAR COURSES

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

#### 2D DESIGN

This course introduces students to the elements of design. Line, shape, size, texture, color, and value are emphasized in this class through direct observation and exploration. Students use different dry media such as pencil, charcoal, conté crayon, marker, and colored pencils.

#### 3D DESIGN

This course is for the student who would like to explore the realm of sculpture and 3D. This is an introductory course exploring “seeing in the round” and the application of skills and techniques for fabricating freestanding art forms. Students problem-solve technical and conceptual ideas through reductive and additive building techniques using cardboard, plaster, wire, recycled material, and mixed media. ***Prerequisite: 2D Design***

#### ANIMATION WITH THE WALT DISNEY FAMILY MUSEUM

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

#### CERAMICS

This course is an introduction to ceramic arts. Project work begins with a focus on the elementary processes of hand building through pinch pots, and coil and slab construction and would progress to wheel throwing. Projects will focus on both functional and sculptural ceramics, while drawing on historical and contemporary trends. Students will look at ceramics throughout history, from its early functionality to its modern aesthetics. Students will learn about glaze mixing and application techniques as well as various firing processes.

#### ENVIRONMENTAL ART

Using elements from the environment as their palette, students in this class will strengthen their understanding and relationship with their natural world by creating ephemeral, conceptual art. By using available organic materials and conscientiously applying the elements and principles of design, students will learn to appreciate and create art through individual and group exercises. Students will do reflective writing, journaling, and sketching in a daily sketchbook. This ongoing visual and verbal dialogue encourages and enhances each artist’s conceptual and technical creative development. Students are encouraged to use technology to help update the class blog.

#### FILM STUDIES I AND II

The course will explore the art of filmmaking and will introduce you to the basics of film production, narrative, style, editing, performance, sound, theory, and analysis. The course will cover a wide variety of film genres and important filmmakers. It will introduce a variety of films from the silent era of the 1910s–20s and the golden age of Hollywood in the 1930s–50s, up to the present, including some films in foreign languages with English subtitles. Film Studies II is offered as a genre specific course available to those who have taken Film Studies I.

## INSTALLATION ART

This course fuses several different art mediums, including drawing, sculpture, upcycling, environmental art, video, and more, into a group project focused class. Students explore the history of installation art, from its roots in the Dadaist work of Marcel Duchamp and Kurt Schwitters, to the 70's "happenings" of Allan Kaprow, to the diverse array of contemporary artists and collectives working today. The process will most closely resemble the modern approach of installation collectives, wherein the class will conceive site specific installation projects to be built gradually over the course of several weeks with a focus on technical skill and conceptual foundation.

## MEDIA PRODUCTIONS-FILM

Students in this course will produce short films and publish them on the Internet. Although an interest in media, film, acting, computers, or television is encouraged, it is not required. The goal of this course is to enable students to create original and compelling content with peers, learn the visual language of film, and brainstorm novel solutions to real-world problems.

## MEDIA PRODUCTIONS-LIVE BROADCAST

Students in this course will produce a live, weekly television program broadcast over the Internet. Although an interest in media, film, acting, computers or television is encouraged, it is not required. After a training phase students pitch, write, shoot/record, edit, and publish weekly content focusing on NHS events and announcements, local and regional news, and editorials. The goal of this course is to enable students to create original and compelling content with peers, deliver that content on a deadline, and brainstorm novel solutions to real-world problems. These skills, separate from the medium of television, are important parts of a 21st-century education.

## PAINTING

Students will learn painting skills and techniques using watercolor, acrylic and water-based oil paints. Students will learn about a variety of grounds, mediums, and substrates and learn to apply paint, emphasizing a variety of purposeful mark making. Students will learn and apply the basics of color theory, mixing, and blending. Students will be actively involved in the creative process, informing their work by looking at both historic and contemporary paintings, and working towards building their own personal aesthetic. Students will learn and apply the elements and principles of design as they design abstractly as well as observe and render light and form in order to create realism. Students will keep sketchbook journals to facilitate and reflect on their creative development.

## PRINTMAKING

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

## PHOTOGRAPHY

In this visual arts course students learn to create dynamic and personally expressive images using digital cameras. Students learn to design compelling images using the elements and principles of design, learn to be expressive using the manual settings on their cameras, learn to create fine art prints, and begin to develop their personal, artistic voice. Students learn the digital work flow using Adobe Bridge and Photoshop. Students create both a fine art print portfolio as well as a digital, online portfolio. *Prerequisite: 2D Design*

## DESIGN FOR COMMUNICATION: DIGITAL MEDIA

Design is about answering human needs and desires with creative and responsible products and services. In this 2-D digital design class, students will explore the notion of good design, the role of design in global cultural development, and the responsibility of the graphic designer in an ever-changing society. Through hands-on studio projects, students will learn about form, color, typography, and image to create purposeful design for communication. Sample projects include a personal logo, protest posters, package design, magazine layout, and other pieces of graphic design. They will learn page layout and image manipulation software (Adobe Creative Suite) in a dedicated Macintosh computer lab.

## UPCYCLING

This course is designed to challenge the innovator. What can you make out of trash or recycling materials? What potential do you see in the old chair or stool at your house? Can you design something new by using something old? Can you give it new life or new purpose? Is it marketable? This course aims at connecting students to relevant economic, social, and political issues. Students will engage with real world issues to gain optimism, compassion, and empathy for individuals and communities that differ from those we know. Students will use analytical thinking and social skills to be creative and to communicate effectively through artistic expression and service. This course will increase awareness of our relationship and responsibility to global sustainability.

## FULL-YEAR COURSES AND TWO-YEAR COURSES

### IB VISUAL ARTS SL (ONE-YEAR COURSE WITH TWO-YEAR OPTION)

### IB VISUAL ARTS HL (TWO-YEAR COURSE)

This advanced level studio art course has three key components in which students illustrate their achievements: their creative processes, their portfolio of final art work, and their ability to illustrate visual analysis and critical thinking. Students will develop techniques in a variety of media, and then conduct thoughtful inquiry into their own thinking and art making processes—recording this learning in written and visual formats. Students are expected to be independently motivated as they research artists and art works throughout history and across cultures. Connecting their research to their own work, students will create a portfolio of art work that expresses their own personal voice within a cultural context. In addition to learning how to appreciate and evaluate their own work and that of others, students will be required to share their work with an audience through exhibitions and presentations in the Galletly Gallery. A formal exhibition and assessments of their Process Portfolio and Comparative Study occurs in the spring of their second year. *Prerequisite: HL: 2D Art; SL: 2D Art and one other level one visual art class. Additional fee required.*



# Performing Arts

## **NOTE: ALL PERFORMING ARTS CLASSES ARE HALF-YEAR COURSES**

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

### **THEATRE COURSES**

#### **ACTING**

This course provides an exploration of a basic acting philosophy. Instruction is augmented by acting and improvisation exercises; scenes and monologues; and a final scene that allows the student to apply the various strategies learned throughout the course.

#### **COMEDIC IMPROV**

Through a series of games, exercises, and activities, this course provides an introduction to the art of improvisation. This course is open to all students and allows them to develop skills that help them to think on their feet. Students learn how to positively and productively tell stories to an audience without the benefit of a script. There are a variety of opportunities to display these skills to the greater school community.

#### **PUBLIC SPEAKING**

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

### **MUSIC COURSES**

#### **CONTEMPORARY PERFORMANCE ENSEMBLE**

CPE is a high-level ensemble. Students involved in this ensemble must have some experience on the piano, guitar, bass, drums or other approved instrument. An appointment with Mr. Masterson to demonstrate skill level is required. This ensemble will concentrate on contemporary pop music while infusing Jazz, R/B, Blues, Folk and other musical genres. This is a performance-based class that will offer many opportunities to perform on and off campus.

#### **EXPLORATION OF MUSIC**

This course is designed for any student at NHS to get an opportunity to explore an interest in music. Students will receive beginning instruction in Piano, Guitar and Theory. They will also spend a significant amount of time getting acquainted with the history of classical music and the history of rock music. Students will develop analytical listening skills and will develop the vocabulary to thoughtfully discuss their opinions in regards to music.

#### **GUITAR**

This course develops beginning guitar/ukulele skills and ensemble techniques through daily practice and rehearsal. In addition to ensemble skills, students develop the notational and theoretical concepts of music essential to performing within a group. The ability to read standard musical notation is essential to cover this material; however, no prior reading experience is required. The ukulele is a very accessible instrument for all and is wonderfully fun instrument to start your pursuit of music.

#### **PIANO**

This one-semester course focuses on the technique of playing the piano and learning to read piano music. Students follow an approved text with supplemental material provided. In-class performances are required, along with written assignments.

#### **VOICE LAB**

Voice lab is designed for anyone who loves to sing! This class provides you with the opportunity to develop your style of singing while using proper technique. Student collaboration is encouraged and original works can be developed. You will learn how to interpret written music, and may have the opportunity to sing in larger ensembles off-campus.

# English

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

## HALF-YEAR COURSES

### AMERICAN LITERATURE AND COMPOSITION: BRIDGING TIME AND IDENTITY

Traditionally offered to eleventh-graders, students in this course read literary selections from various American eras. A selection of essays, plays, poems, novels, and short stories by American writers allows for a thematic study of the rich and diverse literature and history of the United States. Students learn to work more independently, focusing on critical thinking skills, oratory techniques, the art of thesis writing, essay organization, and using credible support.

### CONTEMPORARY LITERATURE AND COMPOSITION

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

### GENRE STUDIES: CONTEMPORARY WOMEN WRITERS

What does it mean to be contemporary? What is the work of a writer in the 21st century? What is your own project as a writer of this period? As a reader? These are some of the questions that will guide students' progress through this course. Reading the work of contemporary women writers in a variety of genres and producing their own creative pieces simultaneously, students will begin to articulate for themselves what they value in writing that is of their time. The format of the class will be evenly split between literary discussion and writing workshop. Readings may include material from current literary magazines and from collections published within the last decade. Assessments will involve creative work, analytical writing, oral expression, and collaboration.

### GENRE STUDIES: CREATIVE WRITING II

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

### GENRE STUDIES: CONTEMPORARY SCIENCE FICTION AND FANTASY LITERATURE

What can contemporary genre fiction teach us about life in the 21st century? In this course, students will examine their daily lives through the lens of current SF and fantasy literature. Themes will include self-representation in online environments, how we make and identify our friends when we never see them face to face, how we define happiness, and how we make choices about what to do with the power to which we have access. Over the course of the semester, students will analyze the texts we read through discussions and persuasive essays. The class will culminate in an independent short story writing project.

### GENRE STUDIES: SUSPENSE LITERATURE

This course aims to analyze the specific literary devices that authors use to convey suspense and mystery in short story form. How do authors pack so much into such a short work of fiction? By looking at foreshadowing, figurative language, point of view, narration style, historical context, and connecting evidence, students will explore and analyze the structure and style that authors use in order to hook their readers. These short stories come from a variety of countries and time periods. Students will gain a knowledge of what it takes to plan a short piece of fiction by writing their own short story as a culminating assignment for the course, as well as analyzing literary devices specific to an author across multiple works. Students will also have the opportunity to demonstrate their own short story after studying the structure of oral presentation.

### GENRE STUDIES: PODCASTING

This course will provide an overview of different genres through one of the most popular forms of media; the podcast. By listening to and analyzing several different types of oral storytelling—including historical, non-fiction, investigative journalism and creative fiction—students will gain an understanding of what it takes to produce a podcast and the efficacy that comes along with this type of information. Students will use writing to analyze each type of podcast, exploring the flow of episodes, the inclusion of literary techniques such as foreshadowing and symbolism, and the application to real-life situations. Students will culminate their experience by producing their own podcast episode using the genre of their choice.

### GENRE STUDIES: THE BEAT MOVEMENT AND GENRE STUDIES: THE BEAT MOVEMENT II

Literature, art, film, and music are outlets for society to express how they feel about current events. As a reader, listener, or viewer, we may turn to these mediums to escape the world. As the creator, we may find relief in producing a poem or song that candidly describes how we feel about the world we live in. Senior and postgraduate students in "The Beat Goes On" will uncover how young people reacted to significant world events to leave an enduring message that still resonates with individuals today. The preservation of their voice, both literally and figuratively, will be an important point of class discussion throughout our semester of study in this one term elective.

Engaging in interdisciplinary learning, students will develop a comprehensive understanding of the origins of the Beatniks in the United States and why this group developed as an important voice in America. As we chronologically read and listen to the poetry and novels of such prominent figures as Jack Kerouac, Joyce Johnson, Allen Ginsberg, LeRoi Jones (Amiri Baraka), Tom Wolfe, and Ken Kesey, we will simultaneously listen to the emerging jazz music and bebop of this era (Charlie Parker and Dizzy Gillespie) and draw connections between song lyrics, text, and the art of the 1950s-1970s. We will record our own reactions to these texts and songs through free writes, also working to write our own creative piece as a reaction to current events. By completing this course, students will understand how literature captures the response of society to particular historical events. Students will see that we can further our understanding of how people felt during a specific time period by listening to their voices as preserved in music and literature.

## INTRODUCTION TO LITERATURE AND COMPOSITION: INDIVIDUAL AND SOCIETY

Traditionally offered to ninth graders, this course focuses on grammar, reading, discussion, and composition skills. The list of texts for the course is designed to allow exposure to a variety of genres, including a particular focus on the Bildungsroman tradition and a variety of diverse perspectives and backgrounds. Some selections, and associated writing assignments, also reflect on aspects of coming of age and defining oneself in society at large. Study skills and organizational techniques are also emphasized. Students develop a foundation of reading, writing, and speaking skills that will allow them to offer personal reflection on their own experiences and prepare them for higher level study in the years to come.

- **(HONORS)** Students may elect the honors section of this course after conferring with the Dean of Academic Affairs. Using a thematic approach and often demonstrating learning through projects and presentations, honors students explore various units of study and modes of discourse with greater speed and depth than at the Standard level.

## GENRE STUDIES: LITERATURE OF MENTAL ILLNESS: PORTRAYAL, HISTORY, AND STIGMA

In this course, students will engage in a cross disciplinary analysis of how mental illness manifests in literature. Utilizing psychological resources to understand a variety of different mental conditions and historical sources to understand the cultural and contextual factors regarding society's attitude towards mental illness, from the renaissance to modern times, students will critically analyze a variety of authors' portrayals of individuals who have these conditions. The goal of the course is to both educate students in the realm of mental health and psychology, critically examine society's acceptance or rejection of these conditions, and reflect on effects of portrayal and representation in literature, both positive and negative.

## WORLD LITERATURE AND COMPOSITION: PLACE AND CULTURE

Traditionally offered to tenth graders, students in this course read literary selections from regions around the world and explore various cultures through these texts. Through class discussion, projects and presentations, students will make intertextual connections through themes of globalization, multiculturalism, and cultural values. Essays, plays, poetry, novels, and short stories from a variety of time periods and locations offer the opportunity for development of knowledge of not only literary analysis skills, but also of cultural and historical context. Writing is an integral part of the curriculum, where students develop their skills in thesis construction and analytical support. The use of concrete language and the integration of information in a concise and cohesive manner are paramount.

- **(HONORS)** Students may elect the Honors section of this course after conferring with their advisor, English teacher and the Dean of Academic Affairs. The Honors distinction is a reflection of a more challenging and extensive reading list, a focus on higher level oral presentation skills, and class participation. A premium is placed on close reading skills, analytical writing, and interpretive, creative expression. Successful completion of this course is considered a prerequisite for enrollment in IB English SL or HL.

## FULL-YEAR COURSES

### AMERICAN LITERATURE AND COMPOSITION

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

### AP ENGLISH LANGUAGE AND COMPOSITION

Traditionally offered to seniors and postgraduates, AP English Language may be taken after conferring with the student's advisor, English teacher and the Dean of Academic Affairs. The primary goal of the course is to develop students' skills in analyzing rhetorical modes and strategies. Students learn to identify specific persuasive techniques used in selected pieces of fiction, nonfiction, and essays. They also become comfortable designing their own effective analytical and persuasive writing. In short, the class is about making an argument. Class reading primarily features a variety of short non-fiction pieces, as well as a few select novels. The Advanced Placement English Language and Composition exam is mandatory for all those who take this course. In preparation for the AP test, segments of AP practice assessments are frequently used to monitor progress and hone skills specific to the test. The work is challenging, intellectually stimulating, and requires a student's best effort to develop his or her independent thought and multiple frames of reference. Discussion inside and outside the classroom is a vital means of testing ideas and supporting progress. ***A \$95 fee will be charged to the student's debit account upon enrollment to cover the cost of the Advanced Placement Exam in May.***

### WORLD LITERATURE: PLACE AND CULTURE

Traditionally offered to tenth graders, students in this course read literary selections from various European countries or those affected by European influence. Essays, plays, poetry, novels, and short stories from a variety of time periods and locations offers the opportunity for development of knowledge of not only literary analysis skills, but also of cultural and historical context. Writing is an integral part of the curriculum, where students develop their skills in thesis construction and analytical support. The use of concrete language, the awareness of the connotative and denotative word values, and the integration of information in a concise and cohesive manner are paramount. As a means of exploring historical and cultural backgrounds, students engage in an interdisciplinary study based on chronological themes.

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

## INTRODUCTION TO LITERATURE AND COMPOSITION: INDIVIDUAL AND SOCIETY

Traditionally offered to ninth graders, this course focuses on grammar, reading, and composition skills. The list of texts for the course is designed to allow exposure to a variety of genres, including a particular focus on the Bildungsroman tradition and contemporary "classics" of American Literature. Some selections, and associated writing assignments, also reflect on aspects of independent boarding school life. Study skills and organizational techniques are also emphasized. Within the framework of the Foundations of Learning, students develop a foundation of reading,

writing, and speaking skills that will allow them to offer personal reflection on their own experiences and prepare them for higher level study in the years to come.

- **(HONORS)** Students may elect the honors section of this course after conferring with the Dean of Academic Affairs. Using a thematic approach and often demonstrating their learning through projects and presentations, honors students explore various genres of literature and modes of discourse with greater speed and depth than at the Standard level.

## TWO-YEAR COURSES

### IB ENGLISH SL AND HL

The IB course is offered to Honors-level juniors and continues through the end of the students' senior year. With a variety of IB assessments allowing students to focus on creative interpretation of literature, oral and written presentation skills, and high-level analysis, the course offers texts that represent diverse genres, styles, themes, sensibilities, eras, cultures, and authorial aims and are intended to serve as a cross-section of world literature. Close readings and literary analysis skills will be practiced through oral presentation, discussion, and writing about form, structure, style, characters, and themes employed by the author. **Prerequisite: *European Literature and Composition*. Additional fee required.**

### SL/HL DIFFERENCES:

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

- Individual oral commentary: SL students present a ten-minute formal oral commentary on one of two works studied in Part Two of the course, whereas HL students present a formal oral commentary on poetry studied in Part Two and then engage in an additional 10-minute discussion with the teacher on one of the other two works studied.
- Paper 1: Both SL and HL students write a literary analysis of a previously unseen prose passage or poem. However, SL students write in response to two guiding questions, whereas HL students write a literary commentary with no assistance from guiding questions.
- In addition, the external assessment criteria for Papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation, and organization are less demanding at SL than at HL.

# History and Social Sciences

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

## HALF-YEAR COURSES

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

### ECONOMICS

This course will focus on economic principles and current economic issues with a focus on the American economy. Students will examine components of the American economy such as price, competition, business and banking institutions. We will also examine issues related to the economy as a whole through employment and labor issues, the role of the government in the economy and selected topics on global economics. ***Open to sophomores, juniors, seniors, and postgraduates.***

### ISSUES IN HISTORY: MODERN AFRICA

This course will introduce students to some of the major themes of modern, African history, through the use of two case studies: South Africa and Rwanda. Students will begin by studying the history of South Africa, from the arrival of the Dutch (c. 1600) through the present. Emphasis will be placed on the development of Apartheid and the ANC's eventual victory in democratic elections held in 1994. In addition to studying the history of South Africa, students will be introduced to concepts of colonialism, regional power in Southern Africa, poverty, AIDS epidemic, political corruption, and the methods of resistance.

The second unit of the course will focus on the Rwandan genocide of 1994. Students will learn about the history of Rwanda, including Belgian colonization, with a focus on the events leading up to, during, and following the genocide. In addition to learning the history of the nation, the course will also look into the lack of an international response to the genocide and what many have called a "failure" of the U.N. The course will also look at the methods of reconciliation being used in present Rwanda. ***Open to seniors and postgraduates.***

### **ISSUES IN HISTORY: MODERN CHINA**

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

### **ISSUES IN HISTORY: THE COLD WAR**

This course will explore the nature of the Cold War, both at home and abroad. Students will start with some basic background to the conflict, including the rise of communism in Russia during the Russian Revolution and the tenuous relationship between the Soviet Union and the United States during World War II. In addition, there will be an exploration of the fundamental ideological differences of the two countries. From there, the course will intertwine both domestic and foreign aspects of the war. In the domestic realm, the class will focus on McCarthyism and communist hysteria in general, as well as the various forms of anti-Soviet propaganda that was prevalent in the United States. From there, students will investigate the domestic unrest and protests that occurred as a result of the United States' role in Vietnam.

In the foreign realm, the class will study the myriad events and crisis that characterized the Cold War, as well as the differing philosophies that the United States invoked during the conflict. Starting with the post World War II jockeying in Europe, we will move to the Korean War, the Cuban Missile Crisis, the Vietnam War, and also the United States' ever-changing relationship with China. Additionally, the role of arms and nuclear weapons will also be discussed before we arrive at the causes and nature of the end of the Cold War. *Open to seniors and postgraduates.*

### **ISSUES IN HISTORY: RELIGION IN THE WORLD TODAY**

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

### **ISSUES IN HISTORY: WORLD WAR II**

This course will investigate the causes, practices, and effects of World War II. Students will understand the events that led to the outbreak of World War II; the reasons for European nations, Asian nations, and the United States entering the war; the important battles and tactics used during the war; and the eventual reasons for the Allied victory. Additionally, students will investigate the concept of total war and the use of the Atomic Bomb leading to the nuclear age. Students will also understand the social effects of World War II including civilian deaths in both European and Pacific theaters, with particular emphasis on the Holocaust. *Open to sophomores, juniors, seniors, and postgraduates*

### **PSYCHOLOGY**

This course explores diverse aspects of psychology, including: stages of development, group dynamics, abnormal psychology, relationships, adolescent psychology and more. Skill development focuses on those skills outlined in the New Hampton School Foundations of Learning continuum. Students should be prepared to actively participate in this interactive and discussion-based class. *Open to sophomores, juniors, seniors, and postgraduates.*

### **AP PSYCHOLOGY**

AP Psychology is a rigorous course that asks students to investigate 14 different topic areas of psychology. Students primarily will be asked to comprehend various ideas and theories and then apply them to a real world situations. Students will gain an understanding of research methodology, brain function, psychological disorders, and memory function along with many other concepts. Students will be asked to examine research studies and background information on a nightly basis, and evaluate the implications to better understand research procedure. Assessments will include mostly AP practice tests as well as some research based assignments. *A \$95 fee will be charged to the student's debit account upon enrollment to cover the cost of the Advanced Placement Exam in May.*

### **RESEARCH METHODS**

Students in this course will explore the history of New Hampton School through hands-on investigation and archival work. Students will focus on individual themes of their choice in our school's history such as women's history, athletic history, academic history, or physical changes to the campus, specifically highlighting changes chronologically within that theme and the relationship to correlating points in American history as a framework for understanding. The course will begin with a broad background of NHS history and an orientation to the resources that are available on campus (archives, online databases, Hamptonias, Belfrys, etc.) Next, students will choose and propose a topic of personal interest and will design a research plan and final project that will guide their work for the remainder of the semester. This course is designed for juniors and seniors and will aim to practice and master primary source investigation through self directed learning within the framework of our school's history.

### **TOPICS IN US HISTORY: INDEPENDENCE AND CIVIL WAR**

This course will satisfy .5 credit for the US History requirement, but is open to any student as an elective. This is a course that will function at a Junior grade level and will be a topic based study of United States History. This section focuses on the various forces that contributed to the rise of the independence movement in The United States, It explores the political, intellectual and military contributions of their leaders, and the sometimes contradictory views that shaped the emergence of the new nations. This section focuses on the United States' Civil War between the North and the South (1861–1865), which is often perceived as the great watershed in the history of the United States. It transformed the country forever, but the war created a new set of problems: how would the country be reunited? How would the South rebuild its society and economy? How would the four million freed former slaves fit into society?

### TOPICS IN US HISTORY: THE GREAT DEPRESSION AND CIVIL RIGHTS

This course will satisfy .5 credit for the US History requirement, but is open to any student as an elective. This is a course that will function at a Junior grade level and will be a topic based study of United States History. This section focuses on the causes and nature of the Great Depression as well as the different solutions adopted by the American government and the impact on these societies. The Great Depression produced the most serious economic collapse in the history of the America. The Great Depression: political and economic causes in United States. This section also examines the origins, nature, challenges and achievements of civil rights and social movements after 1945. Causes of some of these movements may be pre-1945. These movements represented the attempts to achieve equality for groups that were not recognized or accepted as full members of society, and they challenged established authority and attitudes.

### TOPICS IN US HISTORY: WWII AND THE COLD WAR

This course will satisfy .5 credit for the US History requirement, but is open to any student as an elective. This is a course that will function at a Junior grade level and will be a topic based study of United States History. As the world order deteriorated in the late 1930s, resulting in the outbreak of war in Europe and Asia, the countries of the region reacted in different ways to the challenges presented. This section focuses on the changing policies of the countries in the region as a result of growing political and diplomatic tensions prior to, and during, the Second World War. It also examines the impact of the war upon the United States. This section also focuses on the development and impact of the Cold War on the United States. Most of the second half of the 20th century was dominated by the global conflict of the Cold War. Within the Americas, some countries were closely allied to the United States and some took sides reluctantly. Many remained neutral or sought to avoid involvement in Cold War struggles. A few, influenced by the Cuban Revolution, instituted socialist governments. No nation, however, escaped the pressures of the Cold War, which had a significant impact on the domestic and foreign policies of the countries of the region.

## FULL-YEAR COURSES

### CIVICS: A GLOBAL PERSPECTIVE (HONORS AND STANDARD)

The purpose of this course is to develop the academic and civic skills students need to be effective global citizens in the 21st century. This course will introduce students to government at the local, national, and international levels and will make extensive use of current events and case studies to develop critical thinking skills. Furthermore, this course is intended to meet the NHS mission of cultivating global citizens who are aware of how events around the world can be impacted by the actions of everyday citizens. This course will emphasize the development of academic skills and global awareness.

### IB HISTORY SL

This course is designed to enable students to understand the past through exposure to primary historical sources and through the work of historians. Students study the causes, practice, and effects of wars, the origins and developments of governmental systems throughout the 20th century, and examine peacemaking, peacekeeping, and international relations. One of the most popular International Baccalaureate courses, commonly called 20th Century History, it requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts. This course is available to seniors and postgraduates. **Additional fee required.**

### WORLD HISTORY (HONORS AND STANDARD)

Students concentrate on developing a sense of European history by pursuing a careful program of study into the history of modern Europe and Western society from the Renaissance to the mid-twentieth century. Political, economic, cultural, and intellectual trends are examined. Students study the Renaissance, the Reformation, the Age of Absolutism, The French Revolution, the Age of Napoleon, the Industrial Revolution, World War I, and World War II. Skill development focuses on those skills outlined in the New Hampton School Foundations of Learning continuum. Honors level students follow the same curriculum but examine topics in greater depth.

## TWO-YEAR COURSES

### IB HISTORY HL

Composed of an in-depth regional study (the Americas) and three 20th century topics, this course acquaints students with the methods, sources and interpretations of human events so they can appreciate history as a discipline. Specific course content includes colonization, foreign policy in the Americas 1898–1998, the Cold War, and the rise and rule of single party states in the 20th century. This is a two-year course and includes the course work from IB History SL. **This course satisfies the US History graduation requirement for New Hampton School. Additional fee required.**

# Mathematics

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

## FULL-YEAR COURSES

### ALGEBRA II HONORS

This course completes students' preparation for advanced mathematics topics by consolidating the material from Algebra I and Geometry, as well as deepening understanding and introducing a number of new topics. The first semester reviews working with algebraic expressions, equations, and inequalities, as well as their graphs. These ideas are extended through the introduction of function notation (including domain and range) and also the study of linear and quadratic functions. The second semester introduces students to polynomial and radical functions, and also sequences and series, and probability and statistics. Honors moves at a fast pace, particularly through the initial review, and studies several topics in great detail in addition to covering rational functions, exponential and logarithmic functions, and trigonometry. **Requirement: TI-84 Graphing Calculator.**

### AP CALCULUS

AP Calculus provides the student with a rigorous, college-level course in calculus. The focus in the first half of the year is on functions, limits and differential calculus with an emphasis on real world problems in the area of related rates, optimization and motion. The focus in the second half of the year is on integral calculus with applications that include finding areas enclosed by the graphs of functions, finding the volumes of shapes defined by functions and calculating quantities by integrating derivative functions. Early spring is used to prepare for the AP exam, which all students are required to take. **Requirement: TI-84 Graphing Calculator. A \$95 fee will be charged to the student's debit account upon enrollment to cover the cost of the Advanced Placement Exam in May.**

### FINITE MATH

This course is designed for seniors who are not enrolled in an IB math sequence and who do not wish to take Statistics, but who do wish to continue their study in mathematics. The first semester introduces students to the study of discrete mathematics with applications. Topics include: Venn diagrams, set theory, logic, truth tables, probability and statistics, and permutations and combinations. The second semester covers topics from financial math, including compound interest, cost and profit equations, and an introduction to the functions of financial markets. **Prerequisite: Honors Algebra II / Integrated Math III. Requirement: TI-84 Graphing Calculator.**

### INTEGRATED MATH I

This course uses an integrated approach to lay the conceptual and technical groundwork for future mathematics classes. It is appropriate for students who have completed pre-algebra. Topics covered include: Real numbers, linear equations and inequalities, graphing functions and systems of functions, operations with exponents and exponential functions, data analysis, statistics, theoretical probability, segments, lines, angles and area, volume and properties of basic two and three dimensional figures. Students work with an online program, ALEKS; thus, honors credit can and will be awarded to those students who work beyond the curriculum. **Requirement: TI-84 Graphing Calculator.**

### INTEGRATED MATH II

This course uses an integrated approach to lay the conceptual and technical groundwork for future mathematics classes. It is appropriate for students who have completed Integrated Math I or Algebra I. Topics covered include: A review of linear functions, inequalities, probability, basic geometry and graphing and an investigation of radicals, polynomial functions, transformations of functions, sequences, similarity, conic sections and right triangle trigonometry. Students work with an online program, ALEKS; thus, honors credit can and will be awarded to those students who work beyond the curriculum. **Requirement: TI-84 Graphing Calculator.**

### INTEGRATED MATH III

This course uses an integrated approach to lay the conceptual and technical groundwork for future mathematics classes. It is appropriate for students who have completed Integrated Math I and II or Algebra I and Geometry. Topics covered include a brief review of linear and exponential functions and their applications, a deeper study of polynomial and trigonometric functions, sequences and series, conic sections and probability (both theoretical and empirical) and an in-depth investigation of rational and logarithmic functions. Students work with an online program, ALEKS; thus, honors credit can and will be awarded to those students who work beyond the curriculum. **Requirement: TI-84 Graphing Calculator.**

### PRECALCULUS HONORS

This course emphasizes the Presumed Knowledge that is required for students aspiring to complete mathematics diploma courses in the International Baccalaureate (IB) program or continuing on to AP Calculus. The course covers material that is intended to round out a student's understanding of mathematics in new subject areas while building on material covered in previous courses. Topics covered include functional analysis, trigonometry, vectors, intro to calculus and matrices. This rigorous course gives students an excellent preparation for the study of advanced mathematics in the Standard Level (SL), Higher Level (HL) IB courses or AP Calculus. **Prerequisite: Algebra II Honors / Integrated Math III. Requirement: TI-84 Graphing Calculator.**

### PRECALCULUS

This course covers material that is intended to round out a student's understanding of mathematics in new subject areas while building on material covered in previous courses. The topics focused on in this course are: functional analysis and trigonometry. Functional analysis will start with a review of linear/quadratic equations and inequalities, focusing on their use in modeling real life problems. After time spent reviewing, the course will spend time extensively studying polynomial, exponential, logarithmic, inverse, radical and rational functions. The course will finish by exploring trigonometry; the unit circle, trigonometric ratios, law of sine and cosines, trigonometric functions, inverse trigonometric functions and analytic trigonometry. **Prerequisite: Algebra II Honors/Integrated III. Requirement: TI-84 Graphing Calculator.**

### STATISTICS

This course is designed for students who have successfully completed Algebra II, and are looking for a mathematics course that is both different and interesting. Statistics gives a framework in which to draw conclusions from data. Students investigate a large number of practical examples and examples drawn from real-world data. Students learn the fundamental principles and methods of statistics and probability, including different measures of average and central tendency, statistical distributions, variations, and percentiles. The subject is explored through observation, data gathering, and experiments. **Prerequisite: Honors Algebra II / Integrated Math III. Requirement: TI-84 Graphing Calculator**

## AP STATISTICS

This course is designed to be equivalent to a one-semester college-level course in introductory statistics. The emphasis is on conceptual understanding rather than numerical computation. To this end, extensive use is made of technology, especially graphing calculators. The course covers four major topic areas: exploring and describing data, sampling and experimentation (including analysis of experimental design), anticipating patterns using probability and simulation, and using statistical inference to estimate population parameters and test hypotheses. Early spring is used to prepare for the AP exam, which all students are required to take. **Prerequisite:** *Algebra II / Integrated Math III*. **Requirement:** *TI-84 Graphing Calculator*. **A \$95 fee will be charged to the student's debit account upon enrollment to cover the cost of the Advanced Placement Exam in May.**

## FINANCIAL MODELING

In this course, students will learn the knowledge and skills necessary to evaluate economies, market goods and services, and create product pricing in a global marketplace. Students will analyze how sales and management styles affect a company's bottom-line through financial/accounting management and workforce motivation fundamentals. This course will enable students to apply their academic skills and knowledge to think critically in a real-world environment through projects, case-studies, and problem-solving in the business, marketing, and finance fields.

## TWO-YEAR COURSES

### IB MATH HL ANALYSIS & APPROACHES

This two-year course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization. **Prerequisites:** *Pre-Calculus Honors (Similar to IB Math HL)*. **Additional fee required.**

### IB MATH SL ANALYSIS & APPROACHES

This two-year course is designed for students with strong competency in math who expect to study other subjects that have significant mathematical content. It is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization. **Prerequisite:** *Honors Pre-Calculus / Honors Algebra II (Similar to IB Math SL)*. **Additional fee required.**

### IB SL APPLICATIONS & INTERPRETATIONS

This two-year course is designed for students who are looking for the rigor and challenge of an IB course but do not intend to major in a math intensive field in college. Students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context. **Prerequisite:** *Honors Algebra II / Integrated Math III. (Similar to IB Math Studies)*. **Additional fee required.**

### IB MATH STUDIES SL OR ADVANCED MATH OPTION II

This two-year course is designed for students who are looking for the rigor and challenge of an IB course but do not intend to major in a math-intensive field in college. The course builds on Algebra II topics including functions, polynomials, exponents, sequences and series, and equations. Other topics include trigonometry, logic, set theory, financial math, probability, and introductory differential calculus. A significant amount of time is spent studying descriptive and inferential statistics. Students must complete an Internal Assessment Project, a self-designed mathematical study and paper usually involving inferential statistics. **Prerequisite:** *Honors Algebra II / Integrated Math III*. **Requirement:** *TI-84 Graphing Calculator*. **Additional fee required if enrolled as IB Math Studies SL. NOTE: The Advanced Math Option is for those students who do not choose to take the IB Final Assessment for this course.**

### IB MATHEMATICS SL II

This two-year course is designed for students with strong competency in math who expect to study other subjects that have significant mathematical content. Core content includes numerical and algebraic concepts, functions and equations, circular functions and trigonometry, vector geometry, and basic differential and integral calculus. To satisfy the Internal Assessment component of the IB curriculum, students will complete a portfolio of work including mathematical investigations and applications of mathematical modeling. Where appropriate, students will make extensive use of technology—graphing calculators, spreadsheets, etc.—to increase the range of problems to which they can apply the reasoning skills they develop through this course. **Prerequisite:** *Algebra II Honors / Integrated Math III*. **Requirement:** *TI-84 Graphing Calculator*. **Additional fee required.**

### IB MATHEMATICS HL II

This two-year course is designed for students expecting to focus on mathematics and other subjects requiring advanced study of math in college. Success in this course requires thorough background knowledge in algebra, axiomatic geometry, trigonometry and analytic geometry and requires college-level performance and work habits. The major topics covered include trigonometry, vectors, matrices, probability and statistics, differential and integral calculus, sequences and series, and differential equations. Particular attention is paid to the connections between these areas of study: calculus is applied to probability in the study of probability distribution functions and Taylor Series are used to explain the connection between complex numbers and vectors. To satisfy the Internal Assessment component of the IB curriculum, students will complete a portfolio of work including mathematical investigations and applications of mathematical modeling. While an emphasis is placed on reasoning and proofs, students also learn to use technology, including graphing calculators and computer algebra systems, to deepen their understanding. **Prerequisites:** *Pre-Calculus Honors*. **Requirement:** *TI-84 Graphing Calculator*. **Additional fee required.**



# Science

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

## HALF-YEAR COURSES

### 3D DESIGN WITH CAD

3D Design with CAD is an introductory semester-long computer aided design (CAD) class focused on fundamental three-dimensional drawing techniques, the design process, and 3D Printing. Students will learn how to draw their ideas to scale and in three-dimensions using the SketchUp CAD program. This program is intuitive to learn, allows students to accurately and quickly visualize their models, and easily interfaces with the school's Makerbot Replicator 3D Printer.

The second component of the course is 3D Printing. 3D printing is changing the world around us. From 3D printed prosthetics and regenerative medicine to structures in space, many of these advances in science and manufacturing were prototyped on affordable 3D printer platforms. This course will introduce students to the equipment, software, and people surrounding this new and exciting technology. Participants will learn about the types of files used in 3D printing and how to prepare those files to operate a 3D printer. Participants will also design 3D printed objects to meet the specifications of given design problems.

### AGROECOLOGY

You are what you eat – literally and figuratively. Food is a major part of our daily lives. We rely upon it for the energy we need to breathe, move, and think. Every cell in our bodies is composed of atoms that originated in our food. We depend upon food to enrich our social lives – a lunch with friends, family dinner, morning coffee from the local coffee shop. Our food choices are a window into our personalities, our beliefs, and our desires. The health of our bodies depends deeply on what foods we put into it. Yet, do you know where your food comes from? Have you experienced the joy of plucking a ripe juicy tomato from the vine and savoring its sweet taste on a hot summer day? Do you understand that the majority of the human food consumed in the United States lacks this connection between producer and consumer? Could you grow your own food if you had to? In this STEAM (Science, Technology, Engineering, Art, and Math) course, we will explore the answers to these questions and many more. Based in our very own agricultural creation lab, New Hampton School's outdoor hoop house, students will learn durable skills such as saving seeds and growing food in the winter. While gaining meaningful skills, students will explore current global issues such as food distribution, biotechnology, and the role of the media and marketing on our personal choices. There are no prerequisites for this class. The only requirement is that you bring a healthy appetite for learning.

### BASIC CONCEPTS OF SPORTS MEDICINE

This course is offered to upperclassmen to introduce the ideas and concepts that surround the growing field of athletic training and sports medicine. The semester long course covers general sport medicine topics including prevention and care of common athletic injuries, basic human joint anatomy, taping and wrapping techniques and concussion prevention and management. This course is designed to give students experiential learning education through possible internship in the Athletic Training Room on campus.

### CODING

Coding is an introductory semester-long computer science class focused on foundational computer science concepts and computational practices. The course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of Coding is to develop in students the computational practices of algorithm development, problem solving, and programming within the context of problems that are relevant to the lives of today's students.

### ENVIRONMENTAL STUDIES: PROJECTS IN SUSTAINABILITY

This course serves as an elective for seniors interested in science and sustainability initiatives. As a class, research is conducted to analyze a particular curricular or operational practice in place at New Hampton School and to recommend and implement sustainable alternatives. A focused study of one of the following topics: water use on campus, sustainable building design, the impact of life at NHS, mapping Burleigh Mountain, or the physics of solar and wind, is used in a collaborative, research-based learning environment. Students practice skills such as working as part of a group, managing time and workload, and developing awareness that prepares them for situations they face as adults in a rapidly changing world that requires innovative, collaborative solutions. This course may be taken as a semester or year-long course.

### MAKERLAB: INTRODUCTION TO ENGINEERING

This course introduces students to topics in engineering including civil, mechanical, electrical, biological, and chemical engineering. After an introduction to design theory and foundational practices, students work collaboratively on practical engineering projects in structures and robotics. Students conceptualize, organize, build, test, and refine their designs to meet specified project parameters. This course is available to juniors, seniors, and postgraduates.

## **MINDFULNESS AND HEALTH**

What does it mean to live well? This new interactive course based in the practice of mindfulness, will explore the ideas of health and well-being from the perspective of the individual as well as from around the globe. Through self-reflection and deductive reasoning, students will gain an understanding of the impact that their personal health behaviors have on the sense of their wellbeing and health. Other topics to be addressed will include human sexuality, drugs, and addiction.

## **PYSCHOLOGY AND PHYSIOLOGY OF PERFORMANCE**

What holds us back from achieving our full potential? How do we maximize our efforts and get the best from ourselves? What are the most effective methods to enhance one's capabilities and strengths? In this course, students will explore both the mental and physical aspects of human performance. Whether on the stage, in the classroom or on the field or ice, what we think, feel and even eat effects our ability to experience our full potential. Through practical hands on experience, personal reflection, research and discussion, we will explore personal health behaviors and proven techniques that have been shown to enhance performance and increase satisfaction. To be successful in this course, students will need to come to class with an open mind and a willingness to engage in self reflection.

## **ROBOTICS**

Robotics provides a physical application of the programming and problem solving skills acquired in the Introduction to Computer Science and Programming course. Students apply previously learned topics in programming to the study of robotics and work in small groups to build and program robots to perform required tasks. Students make use of a visual programming language to control the behavior of these robots in dynamic environments. The LEGO® Mindstorms EV3 software uses drag and drop programming, which will provide a natural transition from the Scratch environment utilized in Intro to Computer Science and Programming. As a class, they will test out their robots under a specific set of circumstances in a final robotics competition. This course is composed of three fundamental units with lessons that are designed to promote an inquiry-based approach to learning foundational concepts in robotics. These units are Components, Programming, and Design.

## **FULL-YEAR COURSES**

### **ANATOMY AND PHYSIOLOGY HONORS**

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

**Prerequisite: Biology Honors**

### **APPLIED PHYSICS: COLLEGE PREP**

Applied Physics: College Prep uses guided inquiry, contemporary ideas and language, hands-on investigation, and multiple learning styles. The course provides a solid grounding in physics concepts and a firm foundation for further science study. Consistent with the "Physics First" philosophy, this course offers connections to the real world as well as to technology, chemistry, biology, and other sciences. The program reinforces math and science comprehension skills while it builds an understanding of how the world works. ***This is the recommended Ninth Grade course.***

### **BIOLOGY**

Biology is the branch of science devoted to the study of life. The course is divided into three broad areas of concentration: cell biology, genetics, and ecology. The course begins with an investigation of the cell, which is the basic unit of life. Once students are familiar with the structure and function of the cell, the cell cycle is analyzed, leading naturally to a study of genetics. Students study patterns of inheritance, Mendel's principles, and the structure and function of DNA. Finally, the class moves on to an overview of evolution, the origins of biodiversity, and a study of ecosystems. Each unit is explored by investigating a question regarding sustainability. Students study world health while learning about cell biology, how we will feed a growing world population while exploring genetics, and the conservation of biodiversity while focusing on ecology. Lab work is an essential part of the course, with students developing the skills needed to design experiments, conduct research, analyze data, and write scientific reports. There is a major emphasis on current scientific exploration and the impact that humans have on our global ecosystem.

### **BIOLOGY HONORS**

This course is for students who have demonstrated excellent ability in science. The topics covered are ecology, cell structure and function, evolution, genetics, microbiology, and invertebrate zoology. Laboratory and field work is an essential part of the course. Students develop skills needed to design experiments, conduct research, analyze data, and write scientific reports. The honors-level status of this course assumes an elevated level of student commitment and effort.

### **CHEMISTRY**

This introductory course is designed to help students employ the conventional principles of chemistry to think intelligently about issues concerning environmental issues and technology. Some of the major topics considered throughout the year include atomic structure, chemical bonding, molecular structure, various categories of chemical reactions, and organic chemistry. Appropriate laboratory experiences accompany each subject as they arise.

### **CHEMISTRY HONORS**

Chemistry Honors is a comprehensive program covering the fundamentals of chemistry for those students who have demonstrated excellent abilities in mathematics and science. The topics covered in Honors Chemistry are similar to the Standard Chemistry but are delved into at an intensive level providing in depth coverage of concepts to develop students' higher-order thinking skills. Laboratory work parallels concepts covered within the curriculum but allows for independent investigation.

### **EARTH SCIENCE**

Earth Science is an important discipline as it sets the foundation to many of the sciences. Earth Science is an upper-class, standard-level elective and is designed to introduce students to geology, astronomy, meteorology, and oceanography. This will not be a lab-based elective. Instead, students will learn the basic topics and then use case studies to investigate the effects that Earth processes have on civilization. Global topics that will be covered include natural disasters (earthquakes, tornadoes, hurricanes, volcanoes), climate change, and material resources.

## IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

The focus of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. What makes this subject matter so interesting is that while we human species are part of a given system, we also have huge impacts upon the same system. The magnitude and scale of these impacts depends upon many variables including culture, history, religion, economics, politics, and the environment. In order for us to make informed decisions about environmental issues, we must be able to integrate the hard, scientific, quantitative “facts” with the qualitative value judgments of politics, sociology, and ethics. **Prerequisites: Biology and enrollment in the IB Diploma Programme or IB Diploma Programme Course. Additional fee required.**

## PHYSICS

Physics is the branch of science about the nature of everyday things. This is a college preparatory course covering all the traditional topics in physics including mechanics, thermodynamics, waves, sound, light optics, electricity, magnetism, and modern physics. This course emphasizes the underlying principles and the applications to a wide variety of practical problems. Laboratory work illustrates the principles discussed in class and gives the students the opportunity to develop observational and analytical skills. **Prerequisite: Completion of or enrollment in Integrated Math III or higher.**

## TWO-YEAR COURSES

### IB BIOLOGY SL AND HL

This two-year course seeks to provide students with the knowledge and skills needed for scientific inquiry and investigation through a hands-on, experiment-based approach. The course content during the first year concerns life at a molecular level. During the second year of the course, units include genetics, ecology, human physiology, and neurobiology. Part of this course is dedicated to the internal assessment where students must design their own experiments, collect and analyze data, and share the results in a detailed report. The HL course includes additional units of study as well as additional hours to perform laboratory experiments. **Additional fee required.**

### IB CHEMISTRY SL AND HL

This two-year course introduces a broad range of chemistry concepts and skills needed for scientific inquiry. Through an experiment-based approach, students will investigate conceptual material including atomic structure, kinetics, quantitative chemistry, periodicity, and organic chemistry. Students plan and conduct laboratory experiments as well as develop their problem-solving skills through individual and group work. **Additional fee required.**

### IB PHYSICS HL

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

# World Language

Language and communication are at the heart of the human experience. The goal of the World Language Department is to develop strong communication skills in reading, writing, and spoken interaction as well as to enrich understanding of world cultures. In the early levels, students focus on establishing a vocabulary base, accurate pronunciation, and simple grammatical structures. In more advanced courses, students build upon those skills and also encounter native literature and navigate a more diverse array of topics and situations. Authentic materials are used whenever possible and include video, audio, and written text. Students learn in a variety of ways, including, collaborative activities, projects, and many other techniques to create a fun and effective learning environment. **NOTE: Courses in the World Language Department are designed as language acquisition classes. Students who are already fluent in the target language should not take these classes. (Exception: IB Diploma Candidates who need an HL language course)**

## FULL-YEAR COURSES

### LEVEL I - FRENCH, SPANISH

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

### LEVEL II - FRENCH, SPANISH

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

### LEVEL III - FRENCH, SPANISH

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

### LEVEL IV / V HONORS - FRENCH, SPANISH

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

## TWO-YEAR COURSES

### IB FRENCH AND SPANISH AB INITIO SL

This course serves as an introduction to the basic structure of the language. Students learn to write simple French or Spanish. Speaking and understanding oral language and building a good vocabulary are strongly emphasized. Students prepare for the International Baccalaureate exam in the second year. **Prerequisite: Enrollment in the IB Diploma Program. Additional fee required.**

### IB FRENCH AND SPANISH SL

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

### IB FRENCH AND SPANISH HL

In addition to the SL material, this college-level program of advanced reading and composition uses works from French or Spanish literature and prepares the student for the International Baccalaureate or AP French or Spanish exams in the second year. **Prerequisites: Spanish III or French III. Additional fee required.**

# Academic Programs

## VISION:

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

## MISSION:

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

# ASP (Academic Support Program)

The Academic Support Program provides opportunities for New Hampton School's diverse learners to engage in purposeful self-exploration of their unique learning styles and to take healthy risks in the context of academic growth and achievement. Through teaching and modeling of academic strategies and self-advocacy skills, we prepare students for life-long learning. In addition to offering the courses listed below, the Academic Support Program oversees the provision of classroom accommodations, including extended time for tests and exams, for students with documented learning differences. Courses listed are for the full year unless otherwise indicated.

## HALF-YEAR COURSES

### FRESHMAN SEMINAR

This course is designed to prepare students for success in high school. By focusing on individual skills that allow a student to achieve success in an independent boarding school, this course provides students with the ability to engage actively in their classes and with their peers. Students in Freshmen Seminar will develop their ability to use technology effectively, communicate with their peers and with their teachers, practice healthy habits, and begin to practice creative problem solving. The first two weeks will be spent learning how to use technology at NHS. Following this, students will be divided into three groups and cycle through each of the topics taught in the course. This course is graded on a Pass with Honors, Pass, Fail basis.

## FULL-YEAR COURSES

### INDIVIDUAL ACADEMIC SUPPORT I

This course is designed to provide individualized academic strategy instruction and support to freshmen. Ongoing course content and assignments are the basis for teaching academic strategies. Strategies include reading textbooks for content mastery, using the writing process, taking notes in class and from reading, test preparation and test taking skills, organizational strategies, time management, and prioritization. Students identify three goals for each term, based on an awareness of their learning style. Students also begin learning self-advocacy skills and start the process of becoming independent learners. A pass/fail grade is given. ***An additional fee is charged for this course.***

### INDIVIDUAL ACADEMIC SUPPORT II

This course is designed to provide individualized academic strategy instruction and support to sophomores. Using the student's course content and assignments, the teacher goal is to increase the student's mastery and generalization of basic academic strategies introduced in Individual Academic Support I. Students are challenged to take the next steps toward self-advocacy with their content area teachers, and to take ownership of their learning style and the accommodations they need to learn well. A pass/fail grade is given. ***An additional fee is charged for this course.***

### INDIVIDUAL ACADEMIC SUPPORT III

This course is designed for juniors, and provides a more advanced level of individualized academic strategy instruction and support. Students are challenged to expand their strategies toward the goal of becoming independent learners. Students in ASP III are guided toward a more in-depth understanding of their learning style, and what type of learning environment is most effective for them. Additionally, students complete Part I of the "College Workout" curriculum, designed to assist students with learning differences in the college process. A pass/fail grade is given. ***An additional fee is charged for this course.***

### INDIVIDUAL ACADEMIC SUPPORT IV/V

This course is designed for seniors and postgraduate students who need additional one-on-one instruction to practice and expand their repertoire of academic strategies. Seniors demonstrate mastery of self-advocacy by meeting with each of their teachers to review their learning profile and discuss what each of their accommodations means in terms of that particular class. In the spring semester, students in ASP IV/V complete Part II of the "College Workout" as well as the "Passport" curriculum, which is designed to help them plan and prepare for the process of receiving accommodations in college. A pass/fail grade is given. ***An additional fee is charged for this course.***

### SHARED ACADEMIC SUPPORT

This course is designed for students who have already participated in individual support but are no longer in need of individualized instruction. Shared tutorial is designed so there is one academic support teacher working alongside two students of the same grade level. New strategies continue to be introduced and previously learned strategies are reinforced, and the forum is such that more collaboration between the tutor and two students is encouraged. Students are expected to expand their strategies toward the goal of becoming independent learners. A pass/fail grade is given. ***An additional fee is charged for this course.***

### GROUP ACADEMIC SUPPORT III

This course is designed for juniors who can benefit from guidance in the use of basic academic strategies, but are ready to become more self-directed learners in a group of four students with one teacher. Within the group setting, students set specific individual academic goals for each term, and complete Part I of the "College Workout" curriculum, designed to assist them with the college process. A pass/fail grade is given. ***An additional fee is charged for this course.***

### GROUP ACADEMIC SUPPORT IV/V

This course is designed for seniors and postgraduate students who have mastered basic academic strategies and are able to apply these strategies to their daily work in a group of four students with one teacher. Within the group, students set specific individual academic goals for each term. They complete Part II of the "College Workout" as well as the "Passport" curriculum, designed to help them plan and prepare for the process of obtaining and using accommodations in college. A pass/fail grade is given. ***An additional fee is charged for this course.***

# International Baccalaureate Diploma Program

The International Baccalaureate (IB) Diploma Program is designed as an academically challenging and balanced program of education with final examinations that prepare students for success at university and life beyond. The program, designed in the late 1960s, has gained recognition and respect from the world's leading universities. The IB Diploma program:

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

## INTERNATIONAL BACCALAUREATE COURSE PROTOCOLS

The program is normally taught over two years and has gained recognition and respect from the world's leading universities. Students participating in IB courses (either the full diploma or courses) recognize end-of-the-course exams are a mandatory component of the IB Program. Exams take place during the month of May, on days specified by the IB. Students in IB courses continue with enriching course work following the taking of the content-specific IB exam, but might be exempt from a final New Hampton School exam at the instructor's discretion. IB exam fees are as follows: full-diploma candidates pay an annual fee of \$465 (\$930 total), and certificate candidates taking IB courses pay a registration fee of \$175 for each year the student sits for an exam and \$125 per exam. All fees must be paid prior to sitting for exams.

## DIPLOMA VS. CERTIFICATE

There are two ways students can become involved in the IB Program at NHS: the full diploma and individual certificates.

### THE DIPLOMA

The Diploma requires students to study six IB subjects:

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

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

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

*The Diploma Program requires a time commitment of 20 independent hours during the summer between junior and senior year for working on the extended essay. In addition, many students dedicate a portion of their summer to CAS projects.*

*\*\*The cost for the IB Diploma Program is \$465 for the first year and \$465 for the second year. Fees will be charged to the student debit account.*

### THE DIPLOMA PROGRAM COURSES

A candidate who has elected to take fewer than six subjects may be awarded a certificate/certificates, after the IBO assesses the examination(s).

*\*\*The cost to take IB Diploma Courses are as follows: \$175 registration fee; \$125 per exam. Fees will be charged to the student debit account.*

## NHS IB STUDENT INTEREST

While the benefits of the IB Program are many, so are its demands. The purpose of the application process is to ensure interested students and their parents have given earnest consideration to the commitment and seriousness of purpose that IB coursework requires.

The ideal IB candidate is a student who:

- is intellectually curious.
- is highly motivated to work and learn.
- is excited by the challenge and enjoys the dynamics of academic discovery.
- understands the IB curriculum is rigorous.
- possesses a scholarly orientation to class work.
- demonstrates a consistent work ethic to achieve academic goals.
- has a good attendance record.



The ideal IB candidate is not a student who:

- is taking IB just because his/her friends are doing it.
- is taking IB primarily because his/her parents want them to.
- thinks that simply taking an IB class provides entry into a “good” university.
- values grades over learning.

In addition to the qualities outlined above, all students in IB courses agree:

- to meet regularly with the IB Coordinator.
- to complete all assessments required for the course.
- to take all IB exams associated with the course.

# Academic Life



# Academic Life

Students enrolled in grades 9 and 10 must take a minimum of six classes, while those enrolled grades 11, 12, and postgraduate must take a minimum of five classes. International Baccalaureate, Advanced Placement, Honors, Standard College Preparatory, and Academic Support level courses are offered in some classes within some disciplines, so the skill and interest level of each student can be met. Courses marked with AP are Advanced Placement level courses, IB are International Baccalaureate classes, and those with an H are Honors level courses. Courses marked with ASP are Academic Support Program courses. All other courses are College Preparatory level courses.

Courses at New Hampton School may be taken for a full credit (year-long) or a half credit (half-year). All grade reporting is facilitated online through the school's secure web portal. Teachers narrate comments detailing student progress throughout the year. Additionally, grades in progress are updated regularly using the school's online gradebook. While the registrar keeps track of quarterly grades, only end-of-course final grades are reported on a student's transcript.

Note: Should a student withdraw following the mid-year grade reporting date,  $\frac{1}{2}$  credit will be granted for year-long courses and the grade earned on the mid-year grade report will be recorded.

## ATTENDANCE

The New Hampton School yearly calendar and daily class schedule are carefully created to support our rigorous college preparatory program. The school sets a firm and clear expectation that students fully participate in our programs as scheduled. Students are expected to carefully adhere to published dates and departure times when scheduling their time away from school. Class absences carry disciplinary and academic consequences.

Students are expected to attend 90 percent of their obligations in any given course or activity to receive credit. A warning and limit is issued to a student missing too many obligations, whether they are excused or unexcused. If not compliant in improving their attendance record, the student may not receive credit.

Absences that are part of the NHS program and/or deemed worthy of educational merit by the Dean of Academic Affairs do not count against the student's attendance record.

## ACADEMIC PROGRAM REQUIREMENTS FOR GRADUATION

The academic requirements are designed to ensure the proper distribution of courses for college-bound students while allowing considerable freedom of choice. Students need 22 credits to graduate. The minimum specific course requirements for graduation are:

- **ENGLISH:** Four credits
- **HISTORY:** Three credits including U.S. History topics, or IB History HL 1
- **SCIENCE:** Three credits of lab science including Biology
- **LANGUAGE:** Two credits of one language (three recommended)
- **MATHEMATICS:** Three credits (Minimally Algebra I / Integrated Math I, Geometry / Integrated Math II, Algebra II / Integrated Math III)
- **ARTS:** One credit
- **TECHNOLOGY LITERACY:** 1/2 credit (Robotics / Coding / Photography / Podcasting / Recording Techniques / Design for Communication / Animation) For Class of 2023 and beyond
- **PUBLIC SPEAKING OR PERFORMANCE:** 1/2 credit (Public Speaking / Comedic Improv / Contemporary Performance Lab / Acting / Podcasting) For Class of 2023 and beyond
- **ELECTIVES:** Two credits (classes of 2020, 2021, 2022)  
Five credits (class of 2023 and beyond)

## SAMPLE ACADEMIC SCHEDULES

The degree of freedom students have in selecting courses varies with their grade placement and particular academic needs. Freshmen and sophomores are generally more restricted in their choices than the upperclassmen who may have special interests in art, science, history—or even additional review in English or math. New Hampton School, while insisting upon a core of courses, does allow a variety of ways for students to develop their own academic programs. The following are a few examples of how students organize their programs:

### FRESHMAN

Introduction to Literature and Composition  
Civics: A Global Perspective  
Integrated Math I  
Science and Sustainability  
World Language Level I  
Foundations of Learning Seminar

### SOPHOMORE

World Literature and Composition  
World History  
Geometry  
Biology  
World Language Level II  
Visual or Performing Arts Elective

### JUNIOR

American Literature and Composition  
U.S. History Topics  
Algebra II  
Chemistry  
World Language Level III  
Visual or Performing Arts Elective

### SENIOR/POSTGRADUATE

Contemporary Literature and Composition  
Senior History Elective  
Advanced Level Math  
Advanced Level Science  
World Language or an Elective  
Visual or Performing Arts Elective

## DIPLOMAS

Students who have completed the twelfth grade as a full-time student at NHS, achieved the necessary credits, successfully met the co-curricular, Project Week, and Service Learning requirements, passed all courses in their senior year, participated in all commencement week activities, and maintained a grade point average of 1.67 or better are eligible for diplomas.

Postgraduate students who have completed a full-year course in English, satisfied New Hampton School's course distribution, co-curricular, and Service Learning requirements, passed all courses, participated in all commencement week activities, maintained a cumulative grade point average of at least 1.67, and earned at least five academic credits during the postgraduate year are eligible for diplomas. Postgraduate students who have not satisfied New Hampton School's diploma requirements are awarded a certificate of attendance in place of a diploma.

### SECOND-SEMESTER FINAL EXAM POLICY FOR GRADUATING STUDENTS

Teachers MAY exempt seniors/postgraduates or offer an alternative assessment from final exams.

The following criteria must be met:

- No recorded unexcused absences in any class or commitment during the second half of the academic year (this would include absences acquired from accumulated lates). For example, if a student has a 95% average in English but an unexcused absence in History or a cut from School Meeting, the student will not be exempt from any exams;
- 90% average or better in the individual class for which exemption is sought;
- Receive a PASS for Service Learning;
- NOT on probation through the Student Life Office.

**Note: The classroom teacher always reserves the right to give a final exam if he or she chooses to do so.**

## PROMOTION AND GRADUATION REQUIREMENTS

### CO-CURRICULAR REQUIREMENTS

New Hampton School believes that a regular program of physical activity and extracurricular activity is an integral part of a well-rounded education. New Hampton School offers an appropriate level of instruction in team sports and extracurricular programs to all students so they may discover in themselves, and in association with their peers, the enjoyment and challenge of athletic endeavors and other activities. NHS students participate in a co-curricular program every season. Two of the activities must be fitness-oriented and one of the two must be an interscholastic/team program. The third activity can be any other program offered by the school. Co-curricular programs are overseen by the athletic director. Students who do not complete their co-curricular commitment are not promoted to the next grade level and are not eligible for a diploma at the end of their senior year.

### EXPERIENTIAL LEARNING REQUIREMENTS

The purpose of Project Week is to provide all students and faculty time for an extended and vigorous investigation of an essential question through outstanding educational opportunities that are not possible in the standard classroom setting. Project Week appears on a student's transcript as a major academic requirement. It is listed as "Project Week: Year". Students may receive one of the following marks for Project Week in a given academic year:

- **PASS WITH HONORS:** For a student to achieve honors designation for project week, they must demonstrate the following:
  - Demonstration of all the of the qualities of passing
  - Demonstration of leadership among peers during the project
  - Demonstration of competence or mastery in majority of skill areas
  - Demonstration of exceptional depth of investigation into the essential question and reflection throughout project week
- **PASS:** For a student to receive passing designation for project week, they must demonstrate the following:
  - Demonstration of competence or developing competence in majority of skill areas
  - Demonstration of positive behavior, engagement, and reflection throughout the project
  - Present and engaged for all commitments
- **FAIL:** If a student does not meet the requirements to pass, they will receive a failing mark for Project Week. They will have until the beginning of the next academic year to make up the experience for credit.
- **INCOMPLETE:** If a student does not meet the attendance requirements due to illness or another excused reason, they will receive an Incomplete for Project Week. They will have until the beginning of the next academic year to make up the experience.

## ACADEMIC POLICIES

### MAKE-UP WORK POLICY

- For unplanned excused absences: A teacher will provide the same amount of time to make-up work as the time missed. e.g. two excused absences would extend to a two-day makeup period upon return.
- For planned absences: Students who are away from school are expected to complete their daily work while away and submit work upon return.

- For unexcused absences: If a student is marked as unexcused, they will receive a deduction on any assignments or assessments due that day in accordance with the late work policy. That policy states that there will be a 25% per calendar day deduction of points for minor assignments and 10% deduction of points per calendar day for major assignments and assessments. Example – A student misses a test on Tuesday and comes to class Thursday to take it. They will be deducted 20% (10% per calendar day).
- Completing assignments when they are due is an important part of the learning process. Students are encouraged to speak with their teacher in advance if they have an extenuating circumstance that would prevent their completion of an assignment on time. Any variance from a posted due date for an assignment is at the teacher's discretion.
- For consistency across disciplines, major assessments that are completed late will have a deduction of 10% per calendar day. Non-major assessments that are completed late will have a deduction of 25% per calendar day. Any work turned in after 5 calendar days for major assessments, or 2 calendar days for non-major assessments, will have 50% deducted as a maximum late-penalty. This is to encourage students to complete an assignment despite being late in submission. Although the deduction is capped at 50%, late work that is to receive credit must be completed in a reasonable time-frame (for example: completed during the unit of study).

#### **POSTING OF ASSIGNMENTS**

Teachers are asked that assignments for the week be posted by the end of the academic day on Monday (3:30 pm). Any changes to assignments must be updated prior to the end of the academic day of when the change is made. Assignments due on Monday must be posted by the end of the academic day on Friday by 3:30 pm.

#### **COURSE ADD/DROP POLICY**

During the first two weeks of the academic year, students (with the permission of their parent, advisor, current teacher, and the Dean of Academic Affairs) may change full-year courses without penalty. Students who drop a course beyond the add/drop period may have “withdrawn” added next to the course title on their transcript. Students may not change full-year courses after this time. The Add/Drop period for half credit courses occurs during the first week of enrollment. Students may not change courses after this time.

#### **ADVANCED PLACEMENT COURSE PROTOCOLS**

AP courses provide demanding intellectual opportunities for students to exhibit their understanding of content comparable to that presented in the college or university classroom. AP course syllabi are audited and approved by the College Board to ensure integrity and rigor. Students who take AP courses recognize the rigor these courses demand and have a greater amount of homework as well as the potential for work during vacation periods. Students in AP courses with AP designation are required to take the AP exam. Please see the registrar for assistance with this process. Students in AP courses continue with enriching course work following the taking of the content specific AP exam, but might be exempt from a final NHS exam at the instructor's discretion. *(A \$95 fee is charged to the student's account by January 1, to cover the cost of each AP exam. There will be no refunds after that date.) All fees must be paid prior to sitting for exams.*

#### **RECLASSIFICATION POLICY**

In keeping with our individualized approach to student learning and development, New Hampton recognizes the benefit of an extra year of preparation before matriculating at a college or university. Students wishing to reclassify his or her year of graduation should initiate the process by writing to the Director of Enrollment Management to outline their interest, the reasoning behind the decision, and the goals they may have established for the extra year.

Given the varied implications for the school, students wishing to reclassify should state their intentions by February 1 of the academic year prior to a desired reclassification. Requests submitted after this date will be subject to space limitations and financial aid availability.

A Reclassification Committee will consider individual requests based on the conditions of initial enrollment, current standing in all areas of school life and diploma requirements outlined in the Curriculum Guide. Committee recommendation will be provided to the Head of School for final approval.

New Hampton's strong preference for students wishing for an extra year of high school is to reclassify back a grade level, prior to their senior year. In certain cases, if driven by NCAA guidelines or restrictions, a senior and postgraduate year would be permitted. In the case of a senior and postgraduate year, students would only march during their postgraduate commencement.

When enrolling students, New Hampton has thoughtfully planned class size, gender balance, and allocation of need-based financial aid. For this reason, families wishing to stay for an extra year should not assume that all conditions (housing, advisor, financial assistance, etc.) would remain the same.

#### **WITHDRAWAL FROM NEW HAMPTON SCHOOL**

Students who withdraw prior to the completion of the school year, regardless of the circumstances, are no longer considered enrolled students of New Hampton School. A withdrawn student's official academic transcript documents the date of withdrawal and the grades and credits earned through that date. A student will be given a half credit if he/she withdraws after the first semester. No credit will be given if the student withdraws before the completion of the first semester. Grades-in-progress would be provided upon request. Students are not permitted to complete coursework for further academic credit. Questions and concerns surrounding this issue should be addressed to the Dean of Academic Affairs.

### **ALTERNATIVE COURSE OPTIONS**

#### **PASS/FAIL COURSES**

A senior may elect to take one course Pass/Fail, provided that it is not required for graduation. The Pass/Fail designation is meant to encourage students to pursue a course of interest and to relieve them of the burden of worrying about a grade. The Pass/Fail option is designed to foster intellectual curiosity, not to enable students to manipulate their grade point averages. International students may take any course Pass/Fail during their first semester at New Hampton School with teacher permission. Students who have a language waiver may also elect to take a second language Pass/Fail to enrich their academic experience.

## EXTENDED LEARNING OPPORTUNITY

New Hampton recognizes that extended learning opportunities allow students to acquire knowledge and skill through instruction or study outside of the traditional classroom environment. It is the policy of New Hampton School to allow extended learning opportunities for high school students with appropriate supervision and prior approval as a means to meet the diverse instructional needs of students with different talents, interests, and development. This could include, but not be limited to, online courses, independent studies, internships, or action research. For the purposes of this policy “extended learning opportunities” will be defined as any academic pursuit for which a student will receive credit that has not been previously approved by the NHS Curriculum Committee. It should be noted that any ELO cannot “count” as one of the five courses (juniors/seniors) or six courses (freshman/sophomores) that all NHS students are required to take while enrolled each semester.

Extended Learning Opportunities must be written as a personal education plan (outline of how instruction will be conducted), must meet rigorous high school course standards and competencies, must specify the assessment or evaluation method to be used, and must be approved by the Academic Review Team PRIOR to beginning and must identify the educator who will supervise the plan. The length of time for the opportunity, including an end date, must be specified. Students should meet with their advisor to begin the process.

The Academic Review Team will consist of the Dean of Academic Affairs, Registrar, the student’s advisor, the supervising teacher and the Program Head for which the Extended Learning Opportunity is most applicable. The Academic Review Team will evaluate the Extended Learning Opportunity to ensure that prerequisites have been met and that the opportunity is aligned with the academic mission of New Hampton School. The team will also assess the structure and supports in place for the opportunity. Prior to commencement of the opportunity the college office must also give its approval. For potential college athletes, the NCAA Clearinghouse will not count an ELO towards the required courses needed for eligibility.

Students are permitted to complete one Extended Learning Opportunity per semester and this may not be used in place of a NHS course offering without approval from the Dean of Academic Affairs. Additionally, a student must have completed one semester at New Hampton School prior to beginning an Extended Learning Opportunity.

Credit will be awarded based on the number of hours completed (using the same structure as credit for NHS offerings). Extended Learning Opportunities can be taken as Pass/Fail, for a letter grade, and can earn Honors designation. How it will appear on the transcript will be part of the approval process that goes before the Academic Review Team.

Any costs associated with the Extended Learning Opportunity are the responsibility of the student and their family. A parent or guardian must sign the ELO proposal form to acknowledge this policy.

Lastly, students completing an Extended Learning Opportunity will be asked to present their experience upon conclusion of the activity. This presentation will be determined by the Academic Review Committee.

## ACADEMIC ASSESSMENT

### GRADING SYSTEM

A	100-93.0	A-	92.9-90.0	B+	89.9-87.0
B	86.9-83.0	B-	82.9-80.0	C+	79.9-77.0
C	76.9-73.0	C-	72.9-70.0	D+	69.9-67.0
D	66.9-63.0	D-	62.9-60.0	F	59.9-0.0
P = Pass		INC = Incomplete		F = Fail	

### GRADE-POINT AVERAGE SCALE

A	4.00	A-	3.67	B+	3.33
B	3.00	B-	2.67	C+	2.33
C	2.00	C-	1.67	D+	1.33
D	1.00	D-	0.67	F	0.00
P = Pass		INC = Incomplete		F = Fail	

An incomplete is given only in the event that sickness or emergency prevents a student from taking a final examination.  
Example for determining grade point average:

English	C+	2.33
Integrated Math I	B-	2.67
Physics	C	2.00
French	A-	3.67
History	C-	<u>1.67</u>
		$12.34 \div 5 = 2.47$

### SENIOR ACADEMIC RECOGNITION

New Hampton School does not name a Valedictorian. Instead, a member of the Cum Laude Society is chosen to give an address at graduation. The members of the Cum Laude Society are selected in advance by the faculty members of the society using the criteria published in the Curriculum Guide. The students of the Cum Laude Society will select the graduation speaker from amongst themselves using a process determined by society members.

### HONOR ROLL

The Honor Roll commends those students who model and inspire a quality work ethic in our community of learners. Academic leaders demonstrate excellence in Grade Point Average, and consistency in meeting course obligations. Students achieving a Grade Point Average (GPA) between a 3.00 and 3.49 with no individual grade below a B-, and no more than one unexcused class absence during the first half or second half of the year, receive Honor Roll recognition. Students achieving a Grade Point Average (GPA) of 3.50 or higher, with no individual grade below a B, and no more than one unexcused class absence during the first half or second half, receive High Honor Roll recognition. Students placed on probation through the Office of School Life forfeit their opportunity to be on the Honor Roll until probationary status has been lifted.

### ACADEMIC WARNING

Students receive an Academic Warning for earning one failing grade and/or earning a grade-point average below 1.67 when grades are officially reported. Students on Academic Warning are required to attend Supported Study until the next reports are issued and then placement is re-assessed.

Students who repeatedly receive Academic Warning status during the same academic year are placed on Academic Probation. At the conclusion of the academic year, the faculty meets to discuss students who have not succeeded academically and determine an appropriate course of action. Strategies that we consider include academic support, repeating course work, enrollment in a summer program approved by the school, or separation from New Hampton School.

## CUM LAUDE SOCIETY

The society's objective is to recognize academic excellence in secondary schools, while simultaneously encouraging qualities of excellence, justice, and honor. To be eligible for nomination to the New Hampton School chapter, a student must have maintained at least a B average and must be in the top 10 percent of the senior class or 5 percent of the junior class. Other considerations include standardized test scores, the number and difficulty of the courses taken, and an indication that he or she is genuinely intellectually curious and not merely seeking good grades. New members are usually inducted in the fall and spring.

## ACADEMIC INTEGRITY

Academic honesty is a celebrated and crucial virtue at New Hampton School. In the classroom and school-wide setting, all individuals—teachers and students—are expected to exhibit the highest standards of academic integrity. All of us have a collective and common pool of information and ideas that we know or to which we have been exposed. However, we all need to be careful to give credit to all work and ideas that are not our own original thoughts. This includes documenting sources of graphs, charts, photos, words, and ideas. Additionally, when doing projects, tests, quizzes, and homework, the work that we submit must be our own thoughts, ideas, and efforts. To fulfill the mission of the New Hampton School, we must hold honesty at the forefront of all we do. As members of this school community, students must do their own work. With this in mind, faculty help students to develop appropriate, growth oriented, scholarly habits during their experience here.

Any compromise of academic honesty (whether it involves copying a homework assignment, cheating on a test, or plagiarizing a research paper) is treated seriously by the faculty and administration.

The following descriptions explain how New Hampton School defines plagiarism, which is a confusing concept for most secondary school students. Students are responsible for understanding these descriptions.

- **DIRECT COPYING** Submitting for credit work copied directly from another student or from any source whatsoever that is not properly referenced by footnote or bibliography, or reference in the paper itself that is not properly enclosed in quotation marks.
- **PATCHWORK PLAGIARISM** Submitting as original a work in which phrases and sentences are copied from source material without acknowledgment or quotation marks. Rearranging phrases and sentences from outside sources does not constitute originality and is therefore a form of plagiarism.
- **UNACKNOWLEDGED PARAPHRASING** Restating another person's ideas, interpretation, or facts without acknowledgment.
- **INDIRECT (SECONDARY) SOURCES** The use of indirect sources is discouraged. Students should seek original (primary) sources in their research. When the original source is unavailable, students must cite both the original and indirect sources in their reference, i.e. if the Declaration of Independence appears in a textbook then both the declaration and the text should be cited.

Online (Internet) resources represent an amazing wealth of information. Direct copying, patchwork plagiarism, unacknowledged paraphrasing, and improper citing of direct or indirect online resources is academically dishonest.

## ACADEMIC DISHONESTY POLICY

Teachers will report any student whom they believe has committed an act of academic dishonesty to the Academic Office. Types of assignments that are eligible for review under this policy include, but are not limited to, essays, projects, homework assignments, tests, and quizzes. The Dean of Academic Affairs, the student, the teacher, the academic department head, and the student's advisor may all meet together to discuss the act. If it is decided that an act of academic dishonesty has occurred and it is the student's first offense, the student will receive a warning and it will be at the discretion of the teacher whether the student will be allowed to make up the assignment for up to a maximum of 50% credit. Any second act of academic dishonesty during a student's enrollment at New Hampton School will be reported to the Student Life Office and will be dealt with as a violation of a major school rule. It may also be reported to colleges during the application process.

## NEW HAMPTON SCHOOL HABITS OF MIND

	Limited	Developing	Competent	Advanced
<p><b>Preparation:</b> Arrives on time, prepared with needed materials.</p>				
<p><b>Collaboration</b> Listens with understanding and empathy. Respects and considers others' input and perspective.</p>				
<p><b>Striving for Clarity and Precision:</b> Checks for errors; nurtures a desire for exactness and craftsmanship. Follows directions. Strives to be clear and precise when speaking and writing.</p>				
<p><b>Perseverance:</b> Sticks to the task at hand; follows through to completion; perseveres by not allowing obstacles to stop them; advocates for self when needed.</p>				
<p><b>Managing Oneself:</b> Develops and implements strategies to solve a problem or task. Self-regulates ones use of technology. Thinks before acting or speaking.</p>				
<p><b>Creating, Imagining, Innovating:</b> Conceives solutions differently. Examines alternative possibilities from many angles. Takes healthy risks and pushes boundaries.</p>				

## **New Hampton School**

70 Main Street  
New Hampton, NH 03256

### **Academic Office**

[newhampton.org/academics](https://newhampton.org/academics)  
email: [mfisk@newhampton.org](mailto:mfisk@newhampton.org)  
t: 603.677.3554

Explore all the ways New Hampton is  
re inventing the traditional boarding  
school for the 21st century.

[newhampton.org/gobeyond](https://newhampton.org/gobeyond)