Main Course Catalog

2018 – 2019

Hawken School
# Hawken Graduation Requirements

## Humanities
- Ninth-Grade Humanities
- Tenth-Grade Humanities
- Four semesters of English in grades 11 and 12 (two each year), including at least one American Studies course
- US History 1 & 2 or US History Honors 1 & 2 or AP US History

## Mathematics
- Algebra 1
- Geometry
- Algebra 2

## Modern & Classical Languages
- Through Level 3 of Chinese, French, Latin, or Spanish, with two years taken at the Upper School.
- *With permission, a student may choose to complete level 2 of two different languages in lieu of finishing level 3 of the first language.*

## Science
- Physics
- Chemistry
- Biology

## Visual Arts and Performing Arts
- 2 years (studio or performing or a combination)

## Physical Education
- 5 semesters plus Health 1 and 2
- *Exemptions for the fifth semester are granted to juniors who represent Hawken School in OHSAA-sanctioned varsity and junior varsity athletic competition, as well as in boys and girls lacrosse. 10th and 11th graders may substitute the school’s Creative Movement course for PE credit for either a semester or year.*
REGISTRATION POLICIES AND PROCEDURES

All students must be enrolled in and attending five courses during each rotation and one course during the intensive periods (fall only for seniors). Seniors must be enrolled in five academic subjects (unless exempted after consultation among advisor, dean and college office) in each rotation from the major academic departments and/or from academic electives without department affiliation. It is also advisable that 11th graders be enrolled in five academic subjects, and that 12th graders be enrolled in six courses, although are not required if approved. Either one semester of PE, or a sports exemption, is required for all 11th graders, but PE may not count as a 5th course. Unless approved by the class dean and the scheduler, students may not have consecutive free blocks. This means that in addition to 5 academics, students should enroll in an arts course (unless selected as peer leaders or as full-time writing center interns) which also presents a well-rounded schedule in the college process. Avoiding consecutive free blocks may limit a student’s course choices, although we will present all available options.

Global Online Academy (GOA), available to seniors, and edhesive (computer science) courses, available to both juniors and seniors, are listed and described in the course catalog in the appropriate department. Such courses are generally taken as a 5th academic course in addition the 4 other academics and an arts course, and the tuition is paid by the school. Students may take a GOA or edhesive course that is the essentially the same as one offered at Hawken only at the direction or approval of the scheduler. **GOA fall courses run August 30 - December 15,** so make sure you are able to continue your study during the intensive. GOA spring courses fit within the spring rotation. **edhesive courses are self-paced** so you may complete them by working solely in the rotation. For additional information about GOA courses, go to the Global Online Academy site. For information about edhesive courses, go to the edhesive site. If a student applies to take a GOA or edhesive course as a 6th academic and is approved, the family is responsible for paying the tuition. Students receive grades for online courses, and when the course ends, all unfinished tasks will receive a score of “0.” **edhesive tuition is not refundable, so students who enroll in edhesive courses may not drop them.**

Two semesters of English are required for all 11th and 12th graders; at least one semester each year must be taken as a rotation course. An English course taken in the summer at Hawken (when offered) may count toward the school year that begins in the fall, but rising seniors should ensure that they continue to have a substantial enough schedule for competitive college admissions.

**Art Fundamentals** is required for any subsequent visual arts class in the rotation. Intensive visual arts courses are open to all students in grades 10 through 12, pending space and any other listed prerequisites. Students with a primary interest in visual arts should take Art Fundamentals or Art & Design Fundamentals.

Enrolling in a 6th academic course requires the approval of parents, advisor, class dean and the scheduler, and even with approval students must wait until all other students are scheduled with the minimum number of courses required. Typically, students are limited to taking to taking a maximum of 3 AP courses plus one honors course. Exceptions require the approval of the advisor, class dean, and the scheduler. Approval is based on: a) a student’s academic history, b) the particular mix of AP courses in which the student wants to enroll, and c) the student’s proposed schedule overall.

We recommend that students do not enroll in intensive courses for a grade if they plan to miss more than one day for a Hawken activity (e.g. athletics, debate, etc.) or non-Hawken event/activity during the first two weeks of the intensive. No such absences should take place during the final week of the intensive. Remember that credit for a graded intensive may be in jeopardy beginning at the third day of absence.

All courses have minimum and/or maximum enrollment numbers set by the individual departments. As well, enrollment in upper-level and honors/AP courses is based on specific eligibility requirements, generally a student’s grades in previous courses in that department and related courses in other departments (see below for additional details). The corresponding department chair is the best contact for information about course
sizes and enrollment criteria. Staffing requirements (i.e. we have to be able to staff necessary courses for all grades) can limit additional sections of some courses, and we cannot "just add one more student" above a course's absolute maximum number. We do our best to ensure that all students get as many of their high demand course selections (including AP courses for which they meet eligibility requirements) as possible. Finally, note that students are accepted into a course as a whole, not into a particular teacher's section of a course, so teachers and sectioning may change until schedules are final in August.

Note that the complexities of the scheduling process don't always allow students to take courses that are typically not taken by students in their grade (e.g. a freshman taking a senior math class) while leaving wide open the other courses available. When students wish to take courses outside the standard cycle, they should be flexible in the other options offered.

In general, courses may be added through the end of the first cycle of the course. They may be dropped until one week after the first interim grading period. Intensives may be added or switched only before the end of the second day. The deadline for adding or dropping an intensive that includes a conference registration or travel by air is 90 days before the start of the intensive. Intensives involving international travel may have even earlier deadlines if bookings must be made early to take advantage of group pricing. Online coursework from GOA may only be dropped by their deadline, and coursework from edhesive may not be dropped once the course has begun.

Auditing allows a student who is interested in a course but who may not be able to enroll in that course to attend it for no credit. A student who wishes to audit a course must get permission from the teacher of that course to do so. The system of auditing is an excellent way, for example, to participate in a performance course such as band, chorus, or dance as an extra activity added on to an otherwise complete schedule, and occasionally used by freshmen who wish to take both visual and performing arts. An audited course may not be an intensive and may not count as part of a student's minimum course load. Upon completion of the course a student may petition the teacher and department chair to earn retroactive credit if he or she participated fully in the course.
COURSE DESCRIPTIONS

SEMESTER-LENGTH PROGRAMS [grades 11 & 12 only]

Engineering [semester-length, 3-credit, 4-block course, fall or spring]

In Engineering, students gain exposure to the broad field of engineering through a series of real, immersive projects. All learning is active, hands-on, and relevant to the current project, and students work collaboratively in teams. Students work with Cleveland engineers and organizations who present real and current engineering design or analysis problems with hard deliverables and deadlines. The curriculum is driven by the students’ work on the projects with the course instructor providing support, scaffolding and resources. By working to understand the constraints and expectations of the project, students will learn relevant engineering content and develop engineering skills and habits of mind. Through the succession of increasingly complex problems, students will engage with fundamental principles of engineering including the engineering design process, human-centered design methods, ethical and sustainable design practices, systems thinking, and modeling and analysis techniques.

Students will learn to problem-solve in complex and dynamic environments, make data-based decisions, critically evaluate proposed solutions, communicate effectively to technical and non-technical audiences, and engage in productive teamwork. In addition to providing a foundation in engineering, the course is a vehicle to develop character, intellect, and resilience.

Students interested in Engineering apply in advance of the start of general registration. Selection is primarily determined through: 1) many discussions among advisors, class deans, administrators and select classroom teachers; 2) whether a student’s overall schedule will allow him/her to be part of the program and still get the other needed courses.

Entrepreneurship [semester-length, 3-credit, 4½ -block course, fall or spring]

NOTE: The independent nature of some projects in this course require that students either drive themselves to sites, or have permission to ride with others. The driving permission form must be completed accordingly in order to take this course. Transportation is provided between the Upper School and the Gries Center, although students may drive themselves directly there if they wish to.

This semester course is designed so that all of the learning is active and all of the work is collaborative and team-based. In this course, students learn by doing as they are given real problems from real entrepreneurs. The program requires full and active engagement. Students start the semester with an immediate immersion into the Lean Startup methodology and Design Thinking techniques, as they develop skills through working in the field, observing and interviewing to discover problems, and learning techniques for validating hypotheses. Students learn processes including Customer Development, agile development and rapid prototyping. Students work with carefully selected Cleveland entrepreneurs, who present real and urgent business problems with hard deliverables and deadlines. Students’ curiosity and sense of urgency drives the curriculum, while the course instructor stays one step ahead of the students’ questions, providing students with the scaffolding, resources, skills and background necessary to better understand the complexities and interconnectedness of business model blocks and a startup venture’s limited resources. In the final portion of the course, students use everything they’ve learned about entrepreneurship and group work to launch their own startups.

Students will learn to problem solve, think critically, make well-informed decisions, communicate effectively, and engage in productive and successful team work. They will learn marketing, finance, and other business disciplines, while also acquiring organizational skills such as time management and leadership development. The class is a vehicle to develop character, intellect, and resilience in students.

Students interested in Entrepreneurship express their interest in advance of the start of general registration. Selection is primarily determined through: 1) many discussions among advisors, class deans, administrators and select classroom teachers; 2) whether a student’s overall schedule will allow him/her to be part of the program and still get the other needed courses.
HUMANITIES DEPARTMENT

Humanities 9 (taken by all 9th graders)
What relevance do the stories of cultures that existed thousands of years ago have for the modern world? In Humanities 9, we explore the ancient cultures of Mesopotamia, Egypt, Greece, India, and China with particular emphasis on contemporary connections to those cultures. We apply both historical and literary lenses in Humanities class by paying careful attention to both the content and the construction of every source. True to the interdisciplinary nature of the course, the sources on which we practice this critical reading might be anything from a code of laws to a shard of pottery. As they develop their writing skills, ninth graders learn to find their own patterns in the class texts, pose their own interpretive questions, and develop original theses.

During one rotation, ninth graders also take a Humanities Lab course, which is an opportunity for them to apply their Humanities lens to our contemporary world through a student-centered, inquiry-driven format. Using the contemporary Middle East as our starting place, students explore real-world contemporary issues and conflicts, and ask: what are the origins of this problem? What makes it pressing right now? How should it be resolved? Students develop their ability to communicate persuasively, work in teams, and reflect on their own learning.

In the intensive, ninth graders choose one of several Freshman Seminars, which are designed to connect to the essential questions of the Humanities 9 course while also allowing for meaningful connections to the city of Cleveland. Recent offerings include classes like "We the People," a course on the history and literature of the immigrant experience with a focus on Cleveland, and "Superman: From Krypton to Cleveland," where students explore the connections between the Man of Steel and ancient archetypes of the hero and create a pitch for what a Cleveland-based Superman museum might look like.

Humanities 10 (taken by all 10th graders)
The Humanities 10 course explores the history and literature of the regions and peoples bordering the Atlantic Ocean since around 1500 C.E. How have people on both sides of the Atlantic interacted, and how have these interactions shaped their lives and ours? What did the peoples of Europe, Africa, and the Americas write about their worlds? What realities of the last 600 years led them to make the decisions they did? In our chronological tour from the 16th century to the present, we explore the interconnections between history and literature. Throughout the year, students will research and debate many topics in order to understand and further question changing human values into the 21st century. Student performance is assessed through many means including formal and informal writing, projects, tests, quizzes, graded discussions, and various measures of daily preparation and classroom engagement. The course is taught over four semesters, two blocks in the fall rotation and one block in the spring rotation and in one of the two intensive periods. As in the 9th grade, students earn two credits (English and History).

During one rotation, tenth graders also take a Humanities Lab course, which is an opportunity for them to widen their Humanities lens to what is going on nationally in our own country. Using America the multicultural landscape of America as our ground for study, students explore real-world contemporary issues and conflicts, and ask "what does it mean to be American?" Student performance is assessed through many means including formal and informal writing, projects, tests, quizzes, graded discussions, and various measures of daily preparation and classroom engagement.

In the intensive, tenth graders choose one of several Sophomore Seminars, which are designed to connect to the essential questions of the Humanities 10 course while also allowing for meaningful connections to the city of Cleveland and beyond. Courses include investigation into the study of immigration, economics and cultural anthropology.

Intensive Courses

Humanities 9: Many Stories: Race, Gender, and Class in America [fall]
The course will address the essential Humanities question, "How can the stories of other people help me to think about my life?" Students will look at modern films, memoir and a graphic novel to draw
conclusions about the society that produced them, particularly regarding issues of gender, socioeconomic class, and race. In particular when students are considering race, we will consider the history of Cleveland and the way issues of race have played out in this region over time. This consideration will involve going out into the community in various ways. Throughout the course, we will participate in immersive interactive exercises, and engage in reflective writing, film study and discussion. Assessments will include reading quizzes, in-class essays, an annotated bibliography, and a presentation based on research on a controversial contemporary diversity issue.

**Humanities 9: Talkin’ Trash [fall]**

Course description forthcoming.

**Humanities 9: Spiritual Journeys [fall]**

Religion is an essential part of the fabric of civilization. Whether you are a devout believer in a specific religion, a staunch atheist, or anything in between, your culture and your worldview are impacted deeply by the religious traditions that have come before. By studying the complex beliefs of some of the world’s religions, we hope to dig into some of the belief structures that our culture is influenced by. One part of the course will involve extensive study of the artwork of various religions, and students will design their own tours of the Cleveland Museum of Art in order to explore a religious theme across a number of cultures. We will visit several houses of worship, and the class will have the opportunity to learn about different religions from scholars and religious leaders. Students will build writing skills by comparing religions in formal essays and also in a personal journal, and they will develop research skills in order to produce a virtual museum. By the end of the course, students should be able to make deep connections between religious texts, practices, and symbols as well as their own beliefs.

**Humanities 9: Radiolab: Hawken [spring]**

Patterned after the award-winning WNYC podcast, this course will introduce students interested in journalism to the world of audio storytelling. We will seek out stories in science, music, arts and literature that give insight into the human experience. Working independently and in small teams, students will research, interview, record and produce documentary segments weaving content and music into thoughtful explorations to share with the Hawken community. Building toward the final project, major assessments will include background research including annotated bibliography and presentation of findings, critical review of published podcasts, interview preparation and follow-up, and creative non-fiction exercises in making content approachable. The class will make maximum use of the Gries Center and the University Circle area, spending significant time getting out into labs, museums, galleries, hospitals, and other places where compelling stories are happening.

**Humanities 9: Science Fiction: Hawken and the World of Tomorrow! [spring]**

In this course we are going to look at how writers and filmmakers imagine the world of the future in order to deal with social and political issues of today. Sometimes this genre is dismissed as being mere pulp fiction because of its fantastical settings and outlandish characters, but sci-fi has major social impacts on how we see the world and ourselves, especially on issues of race, class, gender, and sexual orientation. We will be looking at science fiction literature with a critical eye so that we can unpack its messages, and students will be creating new worlds of their own to express issues that are important to them. The course will include two critical essays that examine the social impact of science fiction literature, and students will read excerpts of their own original pieces to an audience of family and friends.

**Humanities 9: We the People... [spring]**

We have often heard the saying, "The United States is a country of immigrants." But what does that really mean and more importantly, why does it even matter? In this course, we will study how immigrants have not only shaped the United States, but Cleveland in particular. In what ways do the stories of immigrants at the turn of the 19th century still hold value today? How has the reception of the immigrant to the United States changed throughout the past two centuries? In "We, the people," students will learn in detail about the historical ethnic neighborhoods of Cleveland and will examine the current legislation being passed with regard to immigrants. We will also examine how immigration has changed over the years and
why currently the issue is so hotly debated in Congress. In addition, we will explore our own understanding of the term “immigrant” and how this can influence the debate. Based out of the Gries Center, this course allows us to walk to Little Italy, meet with professors from Case Western University, and conduct research at the Western Reserve Historical Society. Students will produce a fictional personal essay based on a true Cleveland immigrant and grounded in historical facts, as well as participate in a well-researched and informed student-led discussion about the most pressing topics surrounding U.S. immigration today.

**Humanities 10: Haunted Cleveland: Living with Ghosts [fall]**
In this Humanities 10 Intensive, we will study the ways in which we are haunted by our pasts and by the people and things we’ve lost. How does the trauma of the past impact our presents and futures, both individually and as a community? The course will open with an in-depth study of Shakespeare’s *Hamlet*. We will dip into trauma theory and explore the ways in which Cleveland’s Rust Belt history feeds into and/or challenges its current growth as a city on the rise. How does its industrial past influence its makers’ movement present? What stories do abandoned homes and factories tell? How do we move forward without forgetting our ghosts? Trips to Squires Castle, Lakeview Cemetery and Willoughby Coal and Supply will stir up student souls and create spirits that might live forever.

**Humanities 10: Young Rebels: Youth Identity through Storytelling and Performance [fall]**
Why do my parents treat me like a kid? Can’t I make a difference? Will I turn into my parents when I grow old? Do I want to?

“Young Rebels” explores youth culture and adolescence through history, storytelling, and performance. The class opens with an exploration of themes of youth and identity as well as the social history of early modern adolescence through reading and performance of Shakespeare’s *Romeo and Juliet* with a Great Lakes actor-teacher in residence. We then turn to the emergence of the modern “teenager” in the 20th century with a Cleveland lens. Through research, literature, and oral history work, students will learn about the emergence of youth consumer and political cultures from the 1940s-1960s with an emphasis on Rock n’ Roll in Cleveland and youth activism in the local Civil Rights movement. The course closes with contemporary developments in youth culture, with a particular focus on music subcultures surrounding punk and Hip Hop.

**Humanities 10: Encountering “The Other”: Understanding Cultural Difference in the Modern World [spring]**
Who does America cast as her monsters, and why? What motivates us to distinguish “us” from “them,” “good guys from “bad”? Why should I care about “Others?”

While grappling with the essential questions for the course, students will analyze and perform William Shakespeare’s *Othello* with a teaching artist from The Great Lakes Theater Company. Additionally, students will read selections from *Othello* retellings and modernized fairy tales. Alongside our literary pursuits, students will examine the experiences of those deemed “others” in America, exploring the historical evolution and social context through which one becomes demonized within modern American society. Students will have the opportunity to interview people who have experienced being “othered” in their lives to further their understanding of identity and social construction around identifiers.

**Humanities 10: Latino Immigration: Cleveland and Beyond [spring]**
This course focuses on the issue of immigration in the United States and the social, cultural, and economic factors that make it an important and controversial issue in our country. The course opens with an in-depth study of Shakespeare’s drama *The Tempest* that builds on students’ knowledge of first-wave colonization of the Americas by European nations and the conflict that arises when cultures clash over land and resources, and a re-examination of the concept of “the other” and how our understanding of it shapes our interactions with diverse groups. Our study of the play is enhanced by fun and energetic workshops conducted by The Great Lakes Theater company. Students will grapple with the complexities of the immigration issue by reading the novel *The Book of Unknown Americans* by Cristina Henríquez and through exposure to both liberal and conservative viewpoints from local immigration lawyers, community activists (both for and against immigration), and immigrants themselves.
Humanities 10: Money Makes the World Go Round: How the Economy Shapes the Modern World [spring]

Why does the coffee I drink costs what it costs? Why do people who make cars earn less than people who own the factory? What is a recession and why might I lose my job over it?

This course explores the birth of the modern economic world and the technological marvels it unleashed as well as human costs to this transformation. The course opens with an in-depth study of Shakespeare's *Merchant of Venice*, a play that dramatizes the clash of modern economic ideas and traditional prejudices. Our reading of Shakespeare also includes a fun and insightful series of workshops with The Great Lakes Theater Company. Using Cleveland as a model for change during the Industrial Revolution, students study economic theories of the modern world and examine the technological and social changes that came in their wake. The class culminates in a study of the post-industrial world, visiting businesses multinational and artisan in Cleveland, as students consider contemporary issues relating to the modern economic model.

English Course Options for Grades 11 & 12

Honors English 11 [11th Grade Only]

Honors English 11 is a course designed to offer a rigorous course of study in American literature, from early American to twenty-first century authors, with a particular emphasis on the twentieth century. The course is designed for students who enjoy digging deeply into literary texts of all genres (including novels, short fiction, non-fiction, poetry, and drama) and thinking about a text in its historical, social, and/or structural contexts. The reading level and pace of the course are consistent with its designation as an honors course, so a love of reading literature is a must for a student signing up for the class.

**Assessments**: Regarding the work for the course, students will be pushed to develop both their analytical and critical thinking skills in their writing assignments and in their presentations for class. Their analytical essays will require both new critical approaches to analyzing primary texts as well as research based approaches in which students apply and integrate secondary sources, in the form of literary criticism, into their written and oral analyses. In addition to formal essays and at least one research paper, students will write short response papers and in-class writings and take quizzes and tests when appropriate. Formally or informally, students will, at various moments, take the lead in class discussions with at least one formal presentation.

Though emphasis is placed on literary analysis, there will also be an opportunity for students to explore their creative sides in a project based assessment in the second rotation.

Finally, participation in class is a must, so daily preparation and a willingness to ask questions and offer comments during class is of paramount importance.

**Summer Preparation for the Course**: In preparation for this course, students are required to read three books over the summer (two novels and a book of literary criticism) and a poetry packet assigned by the instructor. Based on these readings, students must submit a 4-5 page paper due the first day of class that uses the assigned book of literary criticism to help them write about one of the assigned novels they have read and prepared.

**Prerequisite: A- in Humanities 10**. The English Department will speak to the teachers of Humanities 10 about reading, writing, speaking and listening skills that would best help a student develop with this course. Timeliness of submitting work will also be a consideration.

AP English Literature and Composition [11th Grade Primarily]

Ranging from the 16th century to the present, AP English Literature and Composition is a course designed to be the equivalent of an entry level honors course in literature at the college level, with an emphasis on English and American authors.

Keeping that in mind, we will work on developing and honing our skills in close reading, critical thinking and analytical writing. Class and homework will emphasize the careful explication and close analysis of short fiction, the novel, poetry, drama and nonfiction from a variety of time periods written by authors from a diversity of backgrounds. In doing this work, we will not only develop an understanding of what writing means, but also of how writing means. To that end, we will learn to apply rhetorical and literary devices of the English language including--but not limited to--diction, figurative language, tone, mood, syntax, structure and allusion. In addition to paying attention to close reading, critical thinking and analytical writing, we will also sharpen our class participation skills, as a willingness to be an active member
of class discussion will be critical to success in the course.

Assessments will include significant daily reading preparation with frequent pop quizzes, class participation, short analytical take-home responses, out of class analytical essays, multiple-choice packet assignments, personal essays, at least one but perhaps two multidimensional independent reading projects and a preponderance of 40 minute essays of the kind students will encounter on the AP Literature and Composition exam.

PLEASE NOTE: Being able to read a significant amount of writing quickly and to write comfortably and effectively on timed writings is critical for success in this course, as students are required to take the AP English and Literature exam to get AP level credit for this briskly paced course.

Summer Preparation for the Course: In preparation for this course, students are required to read three books over the summer (two novels and a book of literary criticism) assigned by the instructor. Based on these readings, students must submit or be prepared for the following:

1. A 4-5 page paper due the first day of class that uses the assigned book of literary criticism to help them write about one of the assigned novels they have read and prepared.
2. A multiple-choice packet due the first day on poems they have read over the summer.
3. A timed in-class essay, which will occur the first week back, on one of the novels they have read and prepared.

Prerequisite: A- in Humanities 10. The English Department will speak to the teachers of Humanities 10 about reading, writing, speaking and listening skills that would best help a student develop with this course. Timeliness of submitting work will also be a consideration. We will also take a look at PSAT scores, but these scores will not solely determine entrance to the course.

AP English Language and Composition [12th Grade Primarily]

This course focuses on the critical reading of fiction and nonfiction, and the writing of substantial analytical essays in response to these texts. Students will study a wide range of expository patterns including description, narration, argumentation, and persuasion. The texts under consideration will come from many different time periods and cultures. Through the careful study of rhetorical devices and strategies, students will hone their skills as writers. In particular, students will explore the expressive potential of the English language while studying such components as diction, syntax, tone, structure, and meaning. Texts will include book length arguments such as Carr's The Shallows and Desmond's Evicted and memoir such as Ward's The Men We Reaped. Students will also read extensive selections from an anthology of essays and excerpts.

Assessments will include 40 minute in-class essays of the kind found on the AP Exam (one per 6 day cycle), out of class analytical essays, class discussion, daily preparation, and two research projects.

Prerequisite: B+ in the previous year’s English courses. The English Department will speak to previous Humanities or English teachers about reading, writing, speaking and listening skills that would best help a student develop with this course. Timeliness of submitting work will also be a consideration.

Senior Thesis

**Year-Long Extra Option For Students Interested in Writing of Almost any Kind [does not fulfill Senior English Requirement and is considered a 6th Course during the Rotations]**

This is a seminar course where a small group of students meet with the writing center director to develop extended writing projects. Students from all disciplines are welcome, and projects that cross disciplines are encouraged. Theses will meet the following requirements: 1) weekly progress meetings with a group of thesis students; 2) weekly individual meetings with the writing center director; 3) frequent workshops of material in progress; 4) completion of a writing project totaling at least 30 pages; 5) defense of the project to a panel of one outside and one in-house reader other than the writing center director; 6) public presentation to the school. Examples of senior theses that would satisfy these requirements include:

- Extended research papers in science, history, mathematics, literary criticism, biography, art or any other discipline
- A collection of short creative works (stories, poems, essays)
- A novella
- A full-length play or screenplay
- Journalistic explorations of local, national or global issues, places or people
Creative Nonfiction in extended form or a collection of shorter pieces

However, this is not a "portfolio" course where students collect and refine a set of writings from their classes. All writing for the course must be original composition and serve a unified purpose. Students who fulfill the course will earn one semester's elective credit over the course of the year.

English Fall Seminar Offerings (11th and 12th grades)

A Century of Film [Fall]

Why watch a movie in black and white? Especially if there is no sound? Especially if it's slow? How does a film "work"? Why should I make an effort to go beyond the multiplex?

This course aims to inculcate a critical vocabulary and apparatus to watch and evaluate films and to examine and reflect on some of the richest films of the last hundred years, trying to represent most of the important movements, countries and artists. We learn about the conventions and techniques unique to film as a narrative form: such things as editing, camera angles and movement, transitions, length of takes and framing. In addition to writing critical interpretations of films, students will script, film and edit three short films culminating in our 128 Hour Film Festival in which a team of students make a film inspired by one of the movies that we watch.

Creative Non-Fiction [Fall]

Some of the most interesting work in literature these days is done by essayist and memoirists, journalists and naturalists, science writers and theologians willing to communicate outside their respective fields. This course will serve as an introduction to the genre of creative non-fiction, familiarizing students with "literary" essays, memoir and journalism, both classic and contemporary, focusing on writers whose work argues that art need not imitate life nor vice versa, they can be one and the same. Our readings will vary widely as we explore how writers use their experiences and observations to make artful commentary on the world. Our writings will provide an experiential basis for that same exploration. This course uses a writing intensive approach. To succeed in our work, each student will need to put considerable effort into weekly writing assignments, workshops and the creation of a creative nonfiction project.

Jewish American Literature [Fall]

How does America provide a unique experience of living in the Jewish Diaspora? What benefits and obstacles do American Jews face? How does American Jewry balance the American pressure to assimilate with the Jewish pressure to be different? What, precisely, is the Jewish-American experience? While grappling with our essential questions, we'll examine cornerstones of the Jewish-American experience from 1880 to present – examples of areas of focus include the Holocaust in American memory and Jewish humor and pop culture. From Jewish food to film, we'll immerse ourselves in Jewish-American culture alongside our exploration of literature.

Philosophical Classics [fall]

How do I make sense of a world that seems uncertain? Is there more to life than meets the eye? What should I do with my life? This course is an introduction to some philosophers who have pondered these questions and encourages students to emulate these philosophers to become "lovers of wisdom." Through application of philosophical views, interpretation of historical texts, personal engagement with the big questions, students will learn not only to evaluate the rightness of a philosopher's views, but also examine their own with rational scrutiny.

Post-Modernism [fall]

In this course students will examine works of contemporary fiction through the lens of postmodern literary theory. We will explore such postmodern themes/concepts as the fallibility of language (words themselves are merely symbols), metafiction (writing about writing), and the complexities of "truth" vs. "fiction" (can fiction tell the truth and are multiple truths possible?). We will also focus on the ways in which postmodernism (and/or poststructuralism) pushes and challenges the boundaries of traditional literary structure and why. What are the impacts of the subjectivity of language and perspective? If language fails, how can we communicate? In the face of subjective truth and individual experience, how do we achieve
understanding and meaningful connection? What is meta-fiction and how is it the most honest form of fiction? Why, as Lyotard argued, are micro-narratives better than grand/totalizing narratives? So much of postmodernism is about attempting the most honest forms of expression possible, and this course will look at the ways in which, ironically, fiction lives up to the challenge.

**Reading America [fall]**

Over the last years, we’ve heard that we need to make America great again, but what does that really mean? As citizens, we need to explore the origins, significance and evolution of America, the idea, so that we can be literate in America’s greatness, its failings, and its possibilities. American Literature will be our window into the American idea. In the end, you should have your own sense of America, its triumphs and failings, and you’ll develop your own vision of how we might, in the words of our Constitution, “form a more perfect union.”

**Russian/Soviet Literature [fall]**

Tsarist Russia – Soviet Russia – Putin’s Russia. Two hundred years of survival themes that stand out, from one era to the next. By reading poetry, short stories, novels, and plays, and understanding their historical context, we will discover how writers have both defined and wrestled with their Russian culture. Duels where shots misfire. Romance that flames and fizzles. Axe murderers who boast. Noses that come alive and walk the streets. Gulag prisoners who defy oppression. Find out what makes this Russian Bear a survivor.

**Vision and Revision: Now you see me, now you don’t – no, wait, you didn’t see me and now you do? [fall]**

In this course, we read pairs of texts – a canonical, or established/classic, text paired with its 20th or 21st century re-envisioning of that text. In reading pairs of texts written in different time periods, we examine how one author creates and represents society in literature and how another author, decades later, recreates that society or its concerns from a contemporary perspective. The course aims to challenge students to understand how the multiple interpretations of literary texts are possible and how differing interpretations reflect particular cultural and historical conditions that change over time. For instance, a novel by 19th century author Jane Austen paired with a collection of short stories by 21st century Pakistani author Laaleen Sukhera provides fodder for discussions of social norms influenced by class, gender roles, and religion in both England and Pakistan. For the final project of the course, students write their own re-vision of a classic text of their choosing.

**Voices from the Fringe [fall]**

“I was within and without,” says Nick Carraway in F. Scott Fitzgerald’s iconic novel The Great Gatsby. What does it mean to be simultaneously “within” and “without”? How does it feel to be on the outside looking in? How do those on the margins, those outside of the power dynamic, see the world? In this course, we will rigorously examine our society and our own places within it. We will discuss those outside of power while also examining our tendencies to exclude. Whom do we exclude? Whom do we never speak of and why? What is it that makes us so afraid? In their voices and through their stories, we will come to see ourselves and our world more clearly. We will read novels, poems, and short stories about life on the outside, and we will find our answers in those voices from the fringe.

**In Country: Contemporary Vietnam in History and Literature [fall rotation + intensive] - dual credit with History**

In Country is a rotation and intensive study of Vietnam with emphasis on the legacy of the colonial period, the conflict with America, and the new cultural awakening of the late 20th century. The course will ask students to evaluate and reevaluate the dynamic relationship between America and Vietnam, to parse the assumptions behind multiple and conflicting versions of recent history, and to immerse themselves in documenting firsthand experience of the region now. Over the rotation, students will dig deeply into history, literature and film to gain nuanced and complex understandings of how competing cultural and colonial forces shaped events in Vietnam and its neighbors over the 19th - 20th centuries. Our overarching goal is to understand, the culture and history of contemporary Vietnam, and how the idea of Vietnam and the war has come to hold symbolic meaning for American identity. Along the way, we’ll prepare for a transformative intensive experience.
The course will culminate with in-country experience: eighteen days on the ground in Hanoi, Sapa, Hoi Ann, Ho Chi Minh City and the hill country villages. We will visit key locales in understanding what is known as "The American War" including Danang, the Hanoi Hilton, the Cu Chi tunnels, and the War Museum in Ho Chi Minh City, with a focus on learning how Vietnam memorializes and tells the story of the conflict. Just as importantly, we will engage in cultural exchange through homestays in both urban and rural contexts, significant service activities (potentially on conservation and child welfare issues) and a focus on creative non-fiction responses to our experiences.

The Art of Rebellion [spring]

"Build your own pyramids, write your own hieroglyphs" – Kendrick Lamar

Why and how do we rebel? What is the difference between a protester and a rioter, a freedom fighter or a terrorist? Can art effect true and lasting change in the world?

The Art of Rebellion seeks to explore these questions and many others. Using philosophy, religion, psychology, history, literature, theatre, the visual arts and music as possible grounds for inquiry, this seminar will investigate, among other things, how we use the arts to rebel and how we devise the most effective ways of doing so. Is there an "art" to rebelling like there is an "art" to, say, cooking? Why does one movement succeed while another falls into oblivion, never to be heard from again? While the specific units for this class have yet to take full form, as of that will depend on student interest and input, it wouldn't be surprising to find an 18th century French painting, 21st century graffiti art, a Shakespearean sonnet and a phrase or two by Kendrick Lamar all in one class meeting, as this course will be about blurring the disciplines that traditional education has nearly drawn for us and figuring out how the world configures and reconfigures itself when the old ways and the old rules simply won't get it done. It's about rebellion, right? Because sometimes you've got to "build your own pyramids" and "write your own hieroglyphics."

A Century of Film [spring]

Why watch a movie in black and white? Especially if there is no sound? Especially if it's slow? How does a film "work"? Why should I make an effort to go beyond the multiplex?

This course aims to inculcate a critical vocabulary and apparatus to watch and evaluate films and to examine and reflect on some of the richest films of the last hundred years, trying to represent most of the important movements, countries and artists. We learn about the conventions and techniques unique to film as a narrative form: such things as editing, camera angles and movement, transitions, length of takes and framing. In addition to writing critical interpretations of films, students will script, film and edit three short films culminating in our 128 Hour Film Festival in which a team of students make a film inspired by one of the movies that we watch.

The Civil War's Legacy of Race: Skin Color as America's Mania [spring]

Why is race still such a divisive issue, 150 years AFTER the Civil War? Why does skin color matter? We will explore these questions by reading authors of various racial backgrounds, both male and female, from the 19th, 20th and 21st centuries. In addition to common readings of novels, short stories, and non-fiction, students will pursue an independent project in which they investigate a topic that perplexes. For example: Why did it take 50 years for the 1966 Black Panther comics to yield a major motion picture in 2018? What is the lasting appeal, to many in our pluralistic society, of white supremacy, and how does it sustain itself in the media? Has "Brown-as-the-new-Black" mitigated racial tension, given its acknowledgment of our mixed race majority? Such individual projects will spur class conversations that incorporate literature, film, scholarship, and media.

"Do You Feel at Home?" [spring]

What constitutes a home? Is home a place you want to be or to escape from? Is a home a tangible thing like a building or a geographic locale? Is home a state of mind? A feeling? A memory? An attitude? Is home individual or communal? How does our experience of "home" shape who we are – particularly in the mobile 21st Century? In this course, we explore and expand our thinking about the word "home," and all that
Introduction to Poetry and Poetry Writing [spring]

This course will explore the process of reading and writing poetry. We will start by studying craft elements and the choices that poets make, the importance of imagery, word choice, sound, and structure. We will also look at various poetry movements, styles, and forms (including pantoums, sestinas, and prose poems), learning from the greats and the controversial, old and new. In addition to looking at individual poems, we will also examine how a collection of poetry works as a whole. As we master deciphering the artistry of others’ poems, we will do our own poetry writing exercises, crafting and work-shopping our own pieces as well. In addition to our own creative works, the course will also consist of analytical writing about poets and poems and a final project about a particular poet/collection.

Matriarchs: The Stories of Powerful Women [spring]

“I wish I'd a knowed more people. I would have loved 'em all,” says Pilot, the matriarch from Toni Morrison's novel Song of Solomon. In this course, we will examine what it means to be a matriarch – a powerful woman within a family. These women are complicated characters who love hard, sometimes too hard even; they conspire; they lie; they respect and disrespect others; they stand up for what is right; they make mistakes; they sacrifice – these are the women who try, at sometimes fatal costs, to protect their families. We will read novels, poems, short stories, and fairytales to unpack what it means to be a woman, a mother, and the head of a family. We will discuss how power is gained and at what cost. All the works we will read in this course feature powerful women who have struggled and sacrificed for their family or their community. These texts require that we reflect on the stories were told as children about what it means to be a woman how that identity intersects with race, religion, class, and sexuality. We will write our own stories about power and privilege and marginalization while these powerful women guide us through the semester.

Media Literacy: Reading and Re-writing Our World [spring]

Pop culture has a bad reputation. We’re told that all the television, movies, music, social media we consume are mostly empty calories and a waste of time. But what happens if we take all those media hours seriously? What could we learn about our society, ourselves and our future? Using our critical thinking skills, we will unpack the images’ implicit messages about consumerism, gender, race and activism. Our texts will include scholarship, documentaries, blogs and more, and our output will include analysis as well as media creation. We live in an unprecedented time for creativity, self-expression and activism, and this class will give students a chance to use these tools to deepen their understanding of their media-saturated world.

Philosophy and Justice: Evaluating the Criminal Justice System [spring]

When can the government tell me not to do something? Who should be in jail and for how long? Does philosophy have anything to do with the real world?

Since Plato, philosophers have believed that philosophical reflection can and should guide public policy. Our government, in fact, is based on philosophical theories of the purpose and limits of the criminal law. The course opens with an in-depth study of a Shakespeare’s Measure for Measure in order to dramatize some of the issues and challenges of the law. Students will study Mills’ On Liberty and other texts to understand the philosophical foundations of classical liberalism. In addition, we will study theories of punishment. Students will also visit the Cuyahoga County Court of Common Pleas to sit in on real legal cases and discuss justice with a sitting judge. Finally, students in teams will examine a problem or controversy of their choosing in our criminal justice system and propose a solution or resolution to that problem.

Screenwriting [spring]

Course description forthcoming.
Story: The Art of Fiction [spring]

Story is a workshop based course exploring the craft of writing fiction through both reading and writing short stories. We will read a wide range of 20th century authors as well as several single author collections, including Jerry Gabriel, ZZ Packer, Dan Chaon, and Flannery O'Connor. Students will work over the course of the semester to complete several short stories, and a weekly student workshop will provide peer review for their developing work. An independent research project will ask students to dive deep into the work of a single contemporary author, and a class reading project will ask students to present their best story to a wider audience.

English Intensive Courses

From Wonderland to Hogwarts: An Exploration of Children's Literature and Experiential Learning [fall]

Ever wondered why Harry Potter runs through Platform 9¾ on his way to Hogwarts, or why Alice tumbles after a white rabbit down the rabbit hole? While the number of children and teenagers who read recreationally continues to decline, over 400 million copies of J.K. Rowling's Harry Potter series have sold worldwide, and Alice in Wonderland, 150 years after its publication, has never gone out of print and is now an industry in and of itself. What makes the experience of returning to Wonderland, Hogwarts and so many other literary wonderlands so special? Why does Children's Literature endure and continue to captivate young and old readers alike?

In "From Wonderland to Hogwarts," we'll explore Lewis Carroll's seminal 1865 novel Alice's Adventures in Wonderland and J.K. Rowling's spellbinding 1997 Harry Potter and the Sorcerer's Stone. We'll also dive into John Dewey's and, by extension, James Hawken's theories of experiential education to uncover the unique educational opportunities afforded by children's literature. From baking for the Mad Hatter's Tea Party to mounting a game of Wizard Chess, students will recreate the magical worlds of our protagonists and learn, just like our protagonists, by doing.

Other components of this English intensive will include analytical writing and group presentations; in addition to our own exploration of classic children's novels, our intensive members will assume the role of teachers in partnering with elementary school children in the Cleveland area. So join us as we journey from Wonderland to Hogwarts and to elementary school classrooms across the city of Cleveland!

Homelessness [fall]

NOTE: Students will be responsible for their own transportation to and from their service sites and must have a driving permission form on file granting that permission.

In this intensive we will explore homelessness—the condition itself, its causes and complications, noteworthy individual and community responses—with a focus on Cleveland. Assessments and course activities will include problem-based learning, research, service learning, reading, creative nonfiction writing, discussion and presentation. For the service learning segment, the class will be divided into service teams of 2-3 students each. Each team will be assigned to a service agency (in or near downtown Cleveland) and the team will work on-site each afternoon throughout the three week period. Note that students will be responsible for their own transportation to and from their service sites.

In Country: Contemporary Vietnam in History and Literature [fall rotation + intensive] - dual credit with History - International Travel

See description above.

Journalism [spring]

The journalist's job is to seek and tell the truth, and today that work is as critical as it has ever been. This course will briefly share the history of American journalism, explore the foundational principles of the field, expose students to several important exemplars of journalism including Truman Capote's In Cold Blood, and then lead students to create their own pieces of incisive journalism.

The Journalism Intensive will meet at the Gries Center in order to take advantage of the location for stories and sources. Students will compose stories as well as make documentaries and podcasts. They'll also
write thesis-based essays that focus on their readings and the journalistic concepts that we explore.

We plan on partnering with regional organizations, including (potentially) Point Park University's Center for Media Innovation in Pittsburgh.

**Whodunnit?: Crime Literature [spring]**

Piecing together the details of a crime scene is essentially piecing together a narrative. This course will focus on the many stages of investigating evidence to unfold the tale of the crime that took place. In this class, we will ask how do the small details combine to create a whole picture. Using analytical and deductive reasoning skills, combined with the practical skills of forensic techniques, students will master the preservation of justice through scientific applications. This course will appeal to students who are interested in the concepts of profiling, crime scene investigation, and crime/mystery literature. Students examine the art of plot development and the puzzle piece tropes of mystery literature, both through reading and dissecting well-established texts within the genre and through their own writing. Students will learn cutting-edge forensic techniques including fingerprint and DNA analysis. Cross discipline, students ask how do we layout and tell the story of a crime. One highlight will be a multi-part final project in which students will collect and analyze evidence at a staged crime scene, create the narrative of the crime, and present their findings as expert witnesses in a mock grand jury trial. The course will also speak to pop culture interests and involve delving into the psychology of crime. This course will also touch on issues of perspective related to crime. **This is the title of the course that earns English credit (seminar credit for grade 11, open elective for 10).**

**Online Learning**

Note: These classes do not satisfy Hawken English department requirements and must be taken as additional electives.

**Advocacy [GOA Learning Studio - spring - grade 12 only]**

This course is a GOA Learning Studio. Learning Studios explore interdisciplinary topics through student-driven learning. Led by a teacher who designs the overall structure, these courses ask students to craft their own projects based on their interests and develop strong relationships with classmates through frequent conversation and feedback. Students can expect to learn how to identify relevant local and/or global issues to explore deeply, how to craft their own plans for structuring and exploring the issue, how to test new ideas both in and out of class, and how to be an active part of a community of learners. Learning Studios demand a high level of organizational and interpersonal skills, curiosity, determination, and flexibility.

This skills-based course explores the creativity, effort, and diversity of techniques required to change people’s minds and motivate them to act. Students learn how to craft persuasive arguments in a variety of formats (written, oral, and multimedia) by developing a campaign for change around an issue about which they care deeply. We explore a number of relevant case studies and examples as we craft our campaigns. Units include persuasive writing, social media, public speaking, informational graphics, and more. The culminating project is a multimedia presentation delivered and recorded before a live audience.

**History Course Offerings for Grades 11 and 12**

*Students are required to take two rotations of US History. They can take two US History Seminars, one from Pre-1877 (US 1) and one from Post-1877 (US 2), US History Honors, or AP US History (if qualified)*

**Honors US History 1 and 2 [11th Grade Only]**

The US History Honors courses are designed for serious students who wish to engage in a rigorous examination of U.S. history, but who may not necessarily want to take the AP exam. Students should have a strong interest in US History and should come to the class with a good understanding of the national story already. This offering will require a significant amount of nightly reading for which students will hold accountable. The curriculum will be inter-disciplinary throughout, drawing on America’s rich literary tradition, artwork, and music. Assessments will require depth, precision, synthesis, and dexterity with the English language.
Prerequisite: A- in Humanities 10. The History program will speak to the teachers of Humanities 10 about reading, writing and analytical skills, as well as a demonstrated interest in the discipline of history.

AP US History [11th Grade Primarily]

Students who have an active interest and proficiency in history, as demonstrated in their 9th and 10th grade courses, may apply to be enrolled in Advanced Placement US History. Preference is given to 11th graders. Writing and reading assignments and classroom discussions, lectures, other classwork and tests are more analytical in the AP section, drawing from primary sources and literary works, and are evaluated by college standards. The course is not taught purely chronologically; instead, it is chronology within theme. This means that students must be comfortable moving/jumping from time period to time period quickly and often. Because the parts of the AP Exam, which is required, are all timed, almost all in-class writings and other assessments, including major tests, are strictly timed. Overall, this course is most appropriate for students with a keen interest in history who are able to work quickly and often under pressure.

Important note: Because the calendar often poses challenges to completing the necessary material, APUSH will likely begin with an online component roughly 8-10 days prior to the beginning of classes in August. This is required; making this up after classes begin is not possible. Students need not be in town during the two weeks, but they will need their history textbook (other materials will be scanned and emailed) and they will need to have enough time available to complete assignments and several online sessions with me and the rest of their class. Obviously, completing the two weeks successfully demands that students be highly motivated and self-directed.

Prerequisite: A- in Humanities 10. The History program will speak to the teachers of Humanities 10 about reading, writing and analytical skills, as well as a demonstrated interest in the discipline of history. We will also take a look at PSAT scores, but these scores will not solely determine entrance to the course and will likely play a minor role.

US History 1 Seminars

Dissent and the American Identity [fall]

The voices of our past shape how Americans see ourselves today. In 1776, Thomas Jefferson penned the simple yet powerful phrase, “We hold these truths to be self-evident...” and for more than 200 years, we have debated the meaning of the words that followed. The early history of the United States is not a singular story, but a tale woven by many voices and countless perspectives. Individuals have had to determine when to concede, when to compromise and when to dissent. To what extent do we value freedom of speech and one’s right to disagree? What are “inalienable rights” and who has access to them? Students will examine a variety of primary and secondary sources including, historical fiction, documentaries, letters, diaries, photographs, and speeches, that shed light on the people who have shaped our history. With a focus on migration, revolution, the Constitution, and the role of government, we will explore the birth, and growing pains, of a young nation through its inhabitants’ eyes.

Power and Politics in the Shaping of the United States [fall]

Power and Politics is an in-depth look into the evolution of political structures and parties up until 1877 in the United States. What impact did the colonial experience have on the Founding Fathers? How did some groups have more political sway than others? How did differing interpretations of the Constitution shape the history of the US in the 19th century? The class will be project and research centered and will use primary sources to explore the nature of power in early America. Topics will include the diversity of the early colonies, the Revolution, making of the Constitution, early political parties, the Civil War, and Reconstruction. It is a chance to dive deeply into the study of how our early government developed and functioned. Students will learn to think critically about the founding principles of the country and how those beliefs and concepts inform our present government.

To the Constitution and Beyond [fall]

This fall-semester seminar, typically offered to juniors, initially explores the steps taken to build the US Constitution. Practice gained from running colonial governments, the ideology forged in the slow
separation from England, and the pitfalls experienced during the time of the Articles of Confederation will be studied. Students will then explore some key moments in American history where the Constitution was tested. The emergence of political parties, judicial review, key elections, and the complex presidency of Andrew Jackson will give way to an examination of the consequences of expansion. Movements for women’s rights and the abolition of slavery will keep the Constitution constantly in view as will Lincoln’s handling of the South’s attempted secession from the Union. Throughout, students will feel power sway back and forth between the three branches and between federal and state governments, while ordinary citizens pressed to exercise rights guaranteed by our most treasured documents.

**US History 2 Seminars**

**Modern America: A Cultural Journey [spring]**

Historical events and trends of a nation are typically reflected in its artistic life. In this course, which fulfills the US2 graduation requirement, students will not only study important moments in time, but also the painting, music, creative writing and poetry that emerged along the way. Occasionally, art drove moments; in some decades, it reflected them. Examining the last 140 years, students will derive a good understanding of the evolution of American culture. What came and went? What has stayed with us? By watching dramatic films, reading book excerpts and short stories, appreciating poetry, and analyzing art, we will perhaps see a little more clearly what has made America unique as well as what these artifacts tell us about our culture today.

**Securing Our Rights [spring]**

Although the United States was founded on the fundamental belief that “all men are created equal” and born with “inalienable rights,” the way these phrases have been interpreted and applied has varied over the 20th century. Countless individuals, through political and social struggles, have worked hard to breathe life and meaning into the ideals put forth by the nation’s founders, and to give greater meaning to the ideas of liberty and equality. Whether they were industrial workers at the turn of the 20th century, African-Americans during the 1950s, or women during the 1970s, our history has been shaped by a diverse group of Americans who have struggled to promote and secure their civil liberties and civil rights. In the process, they have created a narrative that cannot separate these ideals from a people or a nation.

**America: A Global Perspective [spring]**

From the end of the 19th century, the US influence in the world steadily grew in tandem with its increasing economic, industrial and military power. By the end of the Second World War, America became the world’s major superpower and has since also exerted a powerful cultural influence over the world. After the fall of the Berlin Wall in 1989, the US has struggled to redefine its identity as a post-Cold War world power in a world that both welcomes its influence and is suspicious of its intentions. This course will examine how America has come to be what it is today through interactions with other nations and how it has in turn become an important force in changing other cultures. This process has often been complex, and we will examine in detail what happens when American ideas come into contact with political and intellectual structures that are different from these. In addition to traditional historical texts and primary sources, we will be looking at some photographs, movies, music and artworks that explicitly address how other cultures inside and outside the US approach what it means to be American in an increasingly globalized society.

**History Seminars Open to 12th Graders (and 11th grade with approval)**

**1960s: A Decade of Turbulence and Change [fall]**

This course aims to understand a defining decade in American history. The 1960s was a period of freedom protests, atom bombs, flower power, and a nation divided by war and the Civil Rights Movement. Our goal is to comprehend these different facets of the 1960s and identify how this decade helped shape a generation politically, and culturally. We will begin our study with an understanding of Martin Luther King and the Civil Rights Movement that began in the 1950s. Our summer read will focus on the “King Years” by Taylor Branch. After developing this knowledge, we will look toward our study of the 1960s and all that this decade entails. Our central text will be “America Divided: The Civil War of the 1960s” by Maurice Isserman.
and Michael Kazin. Music, politics, race, and war will be key components of the course and enable deep avenues of historical study and inquiry.

**The 1990s and the Shaping of the 21st Century [spring]**

This class will attempt to engage the key events, mostly abroad, that helped shaped the first years of the new millennium. War, multiple genocides, conflict resolution, peace, transitional justice, financial trends and current sources of tension will be examined. Students will be asked to participate in group collaborations, problem solving, cultural analysis, evaluation of sources and special projects. Video excerpts and short readings will season the course. Students will be encouraged to participate on a regular basis and to make meaningful connections to the world in which we live today.

**Bosnia: Harmony, Hatred and Healing [fall]**

Have you ever had Turkish coffee, and why do they drink it in Bosnia? Can you tell the difference between Roman Catholic and Eastern Orthodox? Why did Jewish people settle in the Balkans? Why did the Black Hand assassinate Archduke Franz Ferdinand in Sarajevo? Answers to these questions and many more will emerge from this new seminar. We will explore geography and ancient ethnic migrations, as well as the roles of religion, nationalism, and multi-culturalism in shaping a region's history. Unfortunately, violence, vengeance and ethnic cleansing, particularly in the 20th century, pierced the delicate canvas of Bosnian history, giving way to a healing process far from complete. Local guest speakers with strong connections to these stories will make this history come alive.

**Cold War Conflicts [spring]**

Espionage, the threat of nuclear war, the Space Race, athletic competitions, political crises, and wars were all part of what is known as the Cold War. In the history seminar Cold War Conflicts we will explore the roots of the tensions between the United States and the Soviet Union and how their conflicting interests shaped the modern era. Understanding the nature of this intense rivalry between these superpowers will help students navigate the complex series of events that arose between 1947 and 1991. The class will be project and research centered and will use primary and secondary sources, literature, film, and documentaries to explore the nature of these conflicts. Students will learn to think critically about how political tensions evolved over time and the long term effects of diplomacy and military intervention in 20th century history.

**Human Rights [fall]**

Does slavery still exist today? Is clean water a human right? What does global poverty have to do with me? What can I do about the refugee crisis? Over the course of the term, you will have the opportunity to explore questions such as these. Through reading, research, and seminar discussion, we will investigate the history of human rights and explore case studies of key issues. Course sources include political and philosophical texts, United Nations and other legal documents, memoir, literature, music, and documentary film. The seminar will conclude with student-designed projects on a contemporary human rights issue or campaign. *May be taken for honors credit.*

**U.S. Government and Civic Action [fall]**

How does our government really function? What can I do to make a difference? Through this one rotation course, students will gain an in-depth understanding and critical perspective of government and politics in the United States and learn how to engage in our political system. Through a combination of guest speakers, case studies and projects, students will learn about how local, state and federal governments operate. Students will apply their knowledge to real world scenarios and learn how to effect change in society.

**World Religions: From Shamans to Jedi, In Search of Sacred Space [spring]**

What is the sacred? How do humans communicate a sense of the sacred? Why is the idea of the sacred found in all human societies around the world? This class will investigate the history and philosophy of world religions from Shamanism to Scientology through an exploration of art, social constructions, and points of conflict. Using the lab model of student driven investigation, we will compare religious practice through ritual, myth, experiential, social, doctrinal, ethical, and material elements. Through student directed
study and project based learning, students will develop the tools to objectively discuss and critically examine the religious experience in cultures around the world and throughout history. We will ask how religions have evolved and how they reflect the cultures they inhabit. We will also create our own space to explore personal implicit and explicit religious perspectives and students will take on a teaching role to inform the class how these perspectives impact the way they navigate the world.

Youth Culture in History [spring]

Teens as we know them are products of the modern world. In fact, the concept of the "teenager" did not exist until the mid-20th century. While adolescence is recognized as a distinct developmental period, its meaning has changed over time and varies across cultures. This course explores the changing history of youth with a focus on teenagers and adolescent culture from the 19th century to the present. While rooted in U.S. history, we will explore international case studies to track global trends and influences. Throughout we will ask the following questions: How has youth and the experience of adolescence changed or stayed the same? How have young people defined themselves and created their own unique cultures? How have adults (including parents, teachers, politicians and the media) responded to young people and their cultures? Students will explore these questions through research, writing, presentation, and discussion of a range of historical sources including memoir, literature, film, and political documents. The course will culminate in independent projects in which students will investigate an aspect of today's youth culture that is meaningful to them or about which they are curious. May be taken for honors credit.

In Country: Contemporary Vietnam in History and Literature [fall rotation + intensive] - dual credit with English

In Country is a rotation and intensive study of Vietnam with emphasis on the legacy of the colonial period, the conflict with America, and the new cultural awakening of the late 20th century. The course will ask students to evaluate and reevaluate the dynamic relationship between America and Vietnam, to parse the assumptions behind multiple and conflicting versions of recent history, and to immerse themselves in documenting firsthand experience of the region now. Over the rotation, students will dig deeply into history, literature and film to gain nuanced and complex understandings of how competing cultural and colonial forces shaped events in Vietnam and its neighbors over the 19th - 20th centuries. Our overarching goal is to understand, the culture and history of contemporary Vietnam, and how the idea of Vietnam and the war has come to hold symbolic meaning for American identity. Along the way, we'll prepare for a transformative intensive experience.

The course will culminate with in-country experience: eighteen days on the ground in Hanoi, Sapa, Hoi An, Ho Chi Minh City and the hill country villages. We will visit key locales in understanding what is known as "The American War" including Danang, the Hanoi Hilton, the Cu Chi tunnels, and the War Museum in Ho Chi Minh City, with a focus on learning how Vietnam memorializes and tells the story of the conflict. Just as importantly, we will engage in cultural exchange through homestays in both urban and rural contexts, significant service activities (potentially on conservation and child welfare issues) and a focus on creative non-fiction responses to our experiences.

Intensive Courses

America: A Global Perspective (fulfills US History 2 requirement) [fall]

From the end of the 19th century, the US influence in the world steadily grew in tandem with its increasing economic, industrial and military power. By the end of the Second World War, America became the world's major superpower and has since also exerted a powerful cultural influence over the world. After the fall of the Berlin Wall in 1989, the US has struggled to redefine its identity as a post-Cold War world power in a world that both welcomes its influence and is suspicious of its intentions. This course will examine how America has come to be what it is today through interactions with other nations and how it has in turn become an important force in changing other cultures. This process has often been complex, and we will examine in detail what happens when American ideas come into contact with political and intellectual structures that are different from these. In addition to traditional historical texts and primary sources, we will be looking at some photographs, movies, music and artworks that explicitly address how other cultures inside and outside the US approach what it means to be American in an increasingly globalized society.
Angel Town to LaLa land: An Exploration of Los Angeles [spring] - Regional Travel (6 nights)

In this course, we will explore the complex and surprising history of Los Angeles, looking at the social, political and economic background of LA but at less orthodox subjects like prehistoric creatures, hip hop, freeways, cults, gentrification, two football teams the city isn’t quite sure it wants, earthquakes, and the price of fame. We will be spending several days in the heart of the city visiting museums, companies, galleries and sporting venues to think about what makes the US’s second largest city tick and how our mediated image of La La Land matches up with reality. It’s my hope that this course will inspire you to consider what makes “space” into “place,” how urban history informs the present and future of our cities, and how a hugely diverse people converge to create culture in a unique city setting.

Design the Ideal High School [fall] - Regional Travel (6 nights)

What is the purpose of a high school education? How do people really learn best? Are schools set up to create that kind of learning? In this course, we will explore the highest ideals and the practical realities of what school should be. Taking a problem-based and collaborative approach, we’ll investigate the questions of what education should be from a wide array of perspectives, including students, teachers, and educational theorists. We’ll travel to the San Francisco Bay Area to visit schools like the Khan Academy Lab School, the Envision Schools, and others to see what it looks like on the ground to do school differently. Along the way, we’ll read what everyone from John Dewey to Carol Dweck has to say and seek out conversation with world-class experts at the Stanford Graduate School of Education. Working in teams, our challenge as a class will be to design the ideal high school and, at the end of the course, to present that design to a panel of educational experts. Preference will be given to rising 12th graders. [One week of travel to San Francisco, CA]

Gerrymandering Democracy [fall] - Regional Travel (1 night)

One Person, One Vote!  
Is this indeed the case in our Democracy?  
What is Gerrymandering and how is it Dangerous to Democracy?  
In this interdisciplinary history and math course, taught by a history and a math teacher, you will learn about the democratic process behind US Presidential elections, as based on the US Constitution, as well as Congressional and Senate elections at the federal and state levels.  
You will also use mathematics to analyze claims about political phenomena.  
This empirical political analysis will help you measure how “democratic” our democracy really is – or isn’t.  
While students will learn and use various topics in statistics--data description, probabilities, and sampling/estimation analysis-- there is no math prerequisite for the course.  
Partnerships with the Cuyahoga County Board of Elections and the League of Women’s Voters will provide on-site experiences in voter registration.  
A trip to the State Capitol in Columbus will provide the opportunity to meet with legislators immersed in the debate over gerrymandering.

The Identity Project: Exploring Diversity and Social Justice in the 21st Century [fall] Regional Travel (4 nights)

“I knew who I was this morning, but I’ve changed a few times since then.” - Lewis Carroll, Alice’s Adventures in Wonderland

Who are you? A simple question that should invite a simple answer.  
But there is nothing simple about you, or me, or the society in which we live.  
By 2050 the United States will look different.  
According to the Smithsonian, “No other advanced, populous country will see such diversity.”  
So what does that mean for us?  
How do we understand the realities of an ever changing nation while securing our place in it?  
This course will examine how social identities in the United States, particularly race, ethnicity and class, were created historically and how they influence our individual and communal experiences in a complex world.  
There will be time and space to dissect who we are as individuals, a school, a city and nation.  
In addition to exploring the diverse city of Cleveland, students will have the privilege of attending the National Association of Independent Schools Annual Student Diversity Leadership Conference being held in Nashville, Tennessee where they will meet with peers from across the nation to engage personally and intellectually with these topics.

In Country: Contemporary Vietnam in History and Literature [fall rotation + intensive] - dual credit with English - International Travel

See description above.
Online Learning

Courses below designated as a GOA Learning Studio explore interdisciplinary topics through student-driven learning. Led by a teacher who designs the overall structure, these courses ask students to craft their own projects based on their interests and develop strong relationships with classmates through frequent conversation and feedback. Students can expect to learn how to identify relevant local and/or global issues to explore deeply, how to craft their own plans for structuring and exploring the issue, how to test new ideas both in and out of class, and how to be an active part of a community of learners. Learning Studios demand a high level of organizational and interpersonal skills, curiosity, determination, and flexibility.

9/11 in a Global Context [fall or spring - grade 12 only]

September 11, 2001 was a tragic day that changed the world in profound ways. In this course students explore the causes of 9/11, the events of the day itself, and its aftermath locally, nationally, and around the world. In place of a standard chronological framework, students instead view these events through a series of separate lenses. Each lens represents a different way to view the attacks and allows students to understand 9/11 as an event with complex and interrelated causes and outcomes. Using a variety of technologies and activities, students work individually and with peers to evaluate each lens. Students then analyze the post-9/11 period and explore how this event affected the U.S., the Middle East, and the wider world.

The teachers of this course have been recognized by the 9/11 Tribute Center for their outstanding contribution to student understanding of the events of September 11, 2001.

Advanced Topics in Economics [GOA Learning Studio - fall - grade 12 only]

Prerequisite: Completion of an introductory courses in microeconomics OR macroeconomics (at GOA or elsewhere).

What is the economic impact of professional sports teams on their local community? How does pollution in China affect vineyards in Italy? Why did the US financial market collapse in 2008 and how can we use this experience to predict our next global business cycle? In this course, students choose current events to explore through an economic lens. By building upon the principles discussed in microeconomics and macroeconomics, students analyze how the presence of scarcity affects the behaviors of individuals, businesses, and governments. This course reiterates the rational expectations of the principles courses while also introducing irrational behaviors to provide students a better look at their local economy. With guidance from the instructor, students choose topics related to the stock market, environment, entertainment industry, politics and more. Students research and analyze their economic issue and use their findings to formulate a solution to the problem. Through this course students will build upon their understanding of economic principles and their application. Student work will include the synthesis of data, analytical writing; peer collaboration; and a defense of their findings to a committee.

Applying Philosophy to Modern Global Issues [fall - grade 12 only]

This is an applied philosophy course that connects pressing contemporary issues with broad-range philosophical ideas and controversies, drawn from multiple traditions and many centuries. Students use ideas from influential philosophers to examine how thinkers have applied reason successfully, and unsuccessfully, to many social and political issues across the world. In addition to introducing students to the work of philosophers as diverse as Confucius, Kant, John Rawls and Michel Foucault, this course also aims to be richly interdisciplinary, incorporating models and methods from diverse fields including history, journalism, literary criticism, and media studies. Students learn to develop their own philosophy and then apply it to the ideological debates which surround efforts to improve their local and global communities.

Climate Change and Global Inequality [spring - grade 12 only]

Nowhere is the face of global inequality more obvious than in climate change, where stories of climate-driven tragedies and the populations hit hardest by these disasters surface in every news cycle. In this course students will interrogate the causes and effects of climate change, and the public policy debates...
surrounding it. In case studies, we will research global, regional, and local policies and practices along with the choices of decision makers mean to the populations they serve. Who benefits, who suffers, and how might we change this equation? Following the Learning Studio model, in the second half of the course, students will work with their teacher to design their own independent projects, reflecting their individual interests and passions, and collaborate in workshops with classmates to deepen our collective understanding of the complex issues surrounding climate change. Throughout the semester we will build and curate a library of resources and share findings in varied media, engaging as both consumers and activists to bring increasing knowledge to challenge and advocate for sustainable norms. Finally, students will have the opportunity to reach a global audience, by participating in GOA’s Catalyst Conference in the spring 2019, as they present their individual projects to spark change in local communities through well-informed activism.

**Comparative Politics [spring - grade 12 only]**

In 2012, the Economist issued a report entitled "Democracy at a Standstill.” This course uses the comparative model to ask students to consider whether democracy is in fact at a standstill, but more importantly, if and why we should care. By looking at current events, reading scholarly research, analyzing data, conducting personal interviews, and engaging in a series of debates, students assess the status of democracy in the world and also explore the challenges and alternatives to democratic systems. In so doing, they constantly reevaluate their own beliefs and understandings about how power should be distributed and utilized.

**Entrepreneurial Leadership [summer and fall - grades 11 and 12 only]**

A unique hybrid offering for the summer and fall of 2018. Entrepreneurial Leadership combines a rich immersion experience at African Leadership Academy's residential campus in Johannesburg, South Africa, followed by a 15-week online component offered through Global Online Academy that extends the foundational skills gained during the residential program to real-world concerns within each student's local community. Students in this course will engage directly with ALA’s entrepreneurial leadership model alongside master educators and alumni committed to empowering this social impact on the African continent and beyond. This experience is open exclusively to rising seniors and juniors (anticipated graduation 2019 or 2020) from GOA member schools. Learn more.

Students in this course must participate in both the residential and online components of this course. See Entrepreneurship in a Global Context for an online-only learning experience.

**Entrepreneurship in a Global Context [GOA Learning Studio - spring - grade 12 only]**

How does an entrepreneur think? What skills must entrepreneurs possess to remain competitive and relevant? What are some of the strategies that entrepreneurs apply to solve problems? In this experiential course students develop an understanding of entrepreneurship in today’s global market; employ innovation, design, and creative solutions for building a viable business model; and learn to develop, refine, and pitch a new start-up. Units include Business Model Canvas, Customer Development vs. Design Thinking, Value Proposition, Customer Segments, Iterations and Pivots, Brand Strategy & Channels, and Funding Sources. Students will use the Business Model Canvas as a roadmap to building and developing their own team start-up, a process that will require hypothesis testing, customer research conducted in hometown markets, product design, product iterations, and entrepreneur interviews. An online start-up pitch by the student team to an entrepreneurial advisory committee will be the culminating assessment. Additional student work will include research, journaling, interviews, peer collaboration, and a case study involving real world consulting work for a current business.

**Gender Studies [spring - grade 12 only]**

This course uses the concept of gender to examine a range of topics and disciplines that includes feminism, gay and lesbian studies, women's studies, popular culture, and politics. Throughout the course students examine the intersection of gender with other social identifiers: class, race, sexual orientation,
culture, and ethnicity. Students read about, write about, and discuss gender issues as they simultaneously reflect on the ways that gender has manifested in and influenced their lives.

**Introduction to Investments [fall - grade 12 only]**

In this course, students simulate the work of investors by working with the tools, theories, and decision-making practices that define smart investment. We explore concepts in finance and apply them to investment decisions in three primary contexts: portfolio management, venture capital, and social investing. After an introduction to theories about valuation and risk management, students simulate scenarios in which they must make decisions to grow an investment portfolio. They manage investments in stocks, bonds, and options to learn a range of strategies for increasing the value of their portfolios. In the second unit, they take the perspective of venture capital investors, analyzing startup companies and predicting their value before they become public. In the third unit, students examine case studies of investment funds that apply the tools of finance to power social change. Throughout the course, students learn from experts who have experience in identifying value and managing risk in global markets. They develop their own ideas about methods for taking calculated financial risks and leave this course not just with a simulated portfolio of investments, but the skills necessary to manage portfolios in the future.

**Macroeconomics [spring - grade 12 only]**

Macroeconomics is the study of economic units as a whole rather than of their individual components. The aggregate unit is usually a national economy and that will be our focus in this course. Students will learn to better understand how to measure national economic activity with concepts like gross domestic product, unemployment and inflation and the strengths and weaknesses of these statistics. Students will then study theoretical methods of influencing national economic activity with monetary and fiscal policy and will learn about some of the controversy surrounding these policy tools. The advantages and disadvantages of international trade and of methods of setting exchange rates will also be introduced. The course will include an individual student investigation of a national economy other than their home country. Students will identify their economic findings and present resolutions in their final report.

**Microeconomics [fall - grade 12 only]**

In this course, students learn about how consumers and producers interact to form a market and then how and why the government may intervene in that market. Students deepen their understanding of basic microeconomic theory through class discussion and debate, problem solving, and written reflection. Students visit a local production site and write a report using the market principles they have learned. Economic ways of thinking about the world will help them better understand their roles as consumers and workers, and someday, as voters and producers.

**Prisons and the Criminal Law [spring - grade 12 only]**

Criminal courts in the United States have engaged in an extraordinary social experiment over the last 40 years: they have more than quintupled America’s use of prisons and jails. Has this experiment with “mass incarceration” produced more bad effects than good? Is it possible at this point to reverse the experiment without doing even more harm?

In this 14-week course, students become familiar with the legal rules and institutions that determine who goes to prison and for how long. Along the way, students gain a concrete, practical understanding of legal communication and reasoning while grappling with mass incarceration as a legal, ethical, and practical issue. Topics include the history and social functions of prisons; the definition of conduct that society will punish as a crime; the work of prosecutors, defense attorneys, and judges in criminal courts to resolve criminal charges through trials and plea bargains; the sentencing rules that determine what happens to people after a conviction; the alternatives to prison when selecting criminal punishments; and the advocacy strategies of groups hoping to change mass incarceration. The reading focuses on criminal justice in the United States, but the course materials also compare the levels of imprisonment used in justice systems around the world.
Note: This course is offered through Wake Forest University School of Law and is taught by Ronald Wright, the Needham Y. Gulley Professor of Criminal Law. Students who take this course should expect a college-level workload (8-10 hours a week). Successful completion of this course will be rewarded with a certificate from the law school.

MODERN AND CLASSICAL LANGUAGES

Philosophy/Approach
The Hawken Language Department believes that in order to be an effective global citizen, students should develop fluency in more than one language. The study of world languages enables our students to acquire the ability to communicate with people across cultures as well as read, analyze and discuss the great works of different cultures. Students gain a broader sense of an international community, a respect for cultural diversity, as well as the appreciation of the historical and linguistic roots of our world. Furthermore, the study of world languages develops skill sets such as problem solving, pattern recognition, and discipline that are vital and transferable to other academic studies. Hawken currently offers courses in Chinese, French, Latin and Spanish. International travel opportunities are offered both in the intensive periods and during the summer to help students make the most out of their language studies. Recent international experiences have included:
- Service learning in Nicaragua with the Seeds of Learning program (Summer and Intensive programs)
- School exchange programs in Chile, France, Quebec and Spain
- 3-week intensive study program in China in conjunction with Where There Be Dragons (Summer and Intensive programs)
- Intensive Latin course in Rome, Italy
- Affiliation with School Year Abroad (Spain, France, China, Italy, India, China)

Students with an interest and aptitude for language may begin a second modern or classical language during their time at Hawken. With permission and summer study, students of a Romance language (Latin, French or Spanish) may begin at level 2 of a second Romance language.

Chinese
Chinese is the most widely spoken first language in the world. With the tremendous economic boom that has taken place there over the past 30 years, China and Chinese language programs have become integral to any discussion of the world's future. Hawken School's Chinese language program gives students access to that discussion by providing the cultural and historical background and linguistic pragmatics to incorporate what they have learned into real life situations.

Chinese 1
This is a course designed for beginners of Chinese. Students start to communicate in Chinese on the first day of class. Beginning with common daily expressions, they learn to converse with the teacher and one another. Taught in Chinese, the immersive environment creates a challenging, fun, safe, and authentic atmosphere in which language learning takes place. In this beginning course, students learn the foundational Chinese such as Chinese pronunciation patterns, tones and Chinese writing systems. Furthermore, songs, games and culture activities are used to enrich learning in this beginning level course. At the end of the course, students will be able to use chunks, lists and memorized phrases to communicate on various topics such as self, family, school life, leisure activities, and shopping.

Chinese 2 / 2 honors
Prerequisite: Successful completion of Chinese 1 with placement test score / department approval.

Students continue to work on Chinese grammar and vocabulary, which approximately doubles their knowledge of words and characters. They will master most of the basic grammar structures in Chinese. Emphasis is placed on oral proficiency and short written works using the structures they learned. By the end of Chinese 2, students will be able to use simple sentences to communicate at various topics such as transportation, weather, dining, and ask for directions. Students will also be exposed to Chinese culture through authentic texts and videos.
Chinese 3 / 3 Honors
Prerequisite: Successful completion of Chinese 2 with placement test score / department approval.

Students will continue the skills they developed in Chinese 2. Language and culture immersive environment and authentic materials will continue to be used the whole semester. At the end of this course, students will be able to discuss several topics that are not only important in their own lives, but also about the community and world around them. They will begin to ask questions to others and create original sentences with the assistance of memorized phrases and lists. They will use inferences and context clues to uncover the main idea and important details of more complex and authentic texts.

Chinese 4/5 Culture and Civilization
Prerequisite: Successful completion of Chinese 3 with placement test score/department approval.

Modern topics and challenges are examined as well as the historical context of Chinese-speaking societies. Students will further develop the interpretive, presentational, and interpersonal modes of communication through reading selections, listening selections, persuasive essays, email responses, dialogues, and oral presentations. At the end of the course, successful students will be able to analyze paragraph-length texts to recognize main ideas, validity of details, and the purpose and audience of the text itself. When presenting, students will be able to use paragraph-length language to describe, compare, contrast, offer an opinion, or summarize familiar topics.

Chinese 4 Honors
Prerequisite: Successful completion of Chinese 3 with placement test score/department approval.

This course covers a wide range of topics related to current events and Chinese culture. Students reinforce fluency through written work and oral presentations. By the end of the year, students will be able to handle expected situations and communicate with consistent sentences at various topics such as arranging a party, seeing a doctor, renting an apartment, and giving dietary suggestions. Students will also be able to comment on current events and compare different cultures.

Chinese 5 Honors
Prerequisite: Successful completion of Chinese 4 with placement test score / department approval.

The primary goal of this class is to enable students to master conventions of communication through the exploration of topics reflecting multiple aspects of Chinese society and culture, the use of various authentic multimedia and literary materials in different linguistic registers, advanced-level Chinese language structures, and expressive styles. Topics studied include 6 AP Thames: global challenges; science and technology; contemporary life; self-discovery; family and community; art and aesthetics. Students will further develop the interpretive, presentational, and interpersonal modes of communication through reading selections, listening selections, persuasive essays, email responses, dialogues, and oral presentations. At the end of the course, students will be able to analyze intent, audience, tone, and structure of lengthy, connected texts. They will be able to initiate or sustain conversations with native speakers, elicit further information, narrate an event, resolve a problem, or elicit more information. Students will use organizational structures to present persuasive speeches and essays to unsympathetic native speakers.

AP Chinese Language and Culture
Prerequisite: Successful completion of Chinese 5 honors or departmental approval

AP Chinese aims at consistent development of knowledge and proficiency of and about Chinese language and culture. The course objectives are designed in alignment with the College Board AP Chinese requirements. The learning activities continually reinforce student-centered learning and cooperative learning, the use of information technology, and encourage creative learning and thinking. Authentic materials and student-made texts are used as learning materials in addition to other texts. Audio and visual materials are also used inside the classroom and are encouraged to be used at home.

French

After English, French is spoken in more countries than any other worldwide. As a cultural, artistic, politically and historically important hub in Europe and beyond, the French language is still at the forefront
of world affairs. The French program here at Hawken is designed to improve student language capabilities through the refinement of communicative skills and the study of French culture and history. We offer French 1 through AP, with honors courses available at each level above French 1. Our goal is to improve interpersonal communication and self-expression, emphasize the importance of reading and critical thinking, and master the grammatical and structural concepts of the target language. From both a cultural and linguistic perspective, we study the significance of French culture and history on not only past and present world events, but the understanding of French as a viable and necessary language in the competitive global market.

**French 1**

French 1 is an introduction to the language and culture of francophone countries. This course is designed for students with little or no knowledge of basic French grammar and vocabulary; there is no prerequisite for this course. Lessons engage beginning French language learners in activities that are rooted in real-life contexts and make frequent use of authentic materials. Students will learn the fundamentals of French pronunciation and grammar while developing speaking, listening, reading, and writing skills. We study various topics of francophone culture, such as art, cuisine, music, and literature, so as to instill an interest in and respect for the cultures that speak the French language. Students will learn to speak about various topics such as self, family, school, leisure activities, meals, and weather.

**French 2 / 2 Honors**

*Prerequisite: Successful completion of French 1 with departmental approval and/or placement test.*

Students will increase their skills and understanding of the French language and culture through reading, writing, speaking and listening activities that focus on both individual growth and interaction with others in the target language. Students will be learning vocabulary and grammar concepts that improve both fluency and accuracy. Class will be conducted entirely in French and will include a variety of activities that encourage interaction and self-expression. Activities, assignments, materials, and assessments will encourage students to learn about and discuss different cultural traditions and aspects of French-speaking countries. French 2 will also be offered at the honors level and will differ in the pace of grammar studies and forms of analysis of cultural exposure the students will experience.

**French 3 / 3 Honors**

*Prerequisite: Successful completion of French 2 with departmental approval and/or placement test.*

Students will be perfecting the foundations of the French language while acquiring more complex grammatical and communication skills through reading, speaking, listening, and writing strategies. Class will be conducted entirely in French and will include a variety of meaningful activities that encourage interaction with others in the target language. In addition to grammar and language studies, students will be exposed to various short stories, poems, current event articles and films relevant to the francophone world. The goal of this course is to continue the progression from novice to intermediate levels of the language while developing a richer understanding and appreciation of French culture and civilization. French 3 will also be offered at the honors level and will differ in the pace of grammar studies and amount of cultural analysis the students will experience. The honors level will be focused on the preliminary steps towards preparation for the AP exam.

**French 4/5**

*Prerequisite: Successful completion of French 3 with departmental approval and/or placement test.*

In French 4/5, students continue to develop the three modes of communication: presentational, interpretive, and interpersonal. This course uses the medium of film to organize the themes and topics that will be studied. In addition to further progressing their competency in French, students will acquire a knowledge of the historical, cultural, and social movements which constitute the background of the films that we watch. This course departs from traditional language acquisition through grammar instruction; rather, students will draw upon and further refine their conversational skills through independent and group projects, presentations, and cultural themes. In this course, grammar is not tested objectively. An emphasis is placed upon each student’s individual growth in the language.
French 4 Honors (Pre-AP)
Prerequisite: Successful completion of French 3 with departmental approval and/or placement test.
Current francophone topics serve as the basis for work in literature, composition and conversation. It includes a short survey of literary styles, including journalism, excerpts from novels, short stories and film, as well as selections from Francophone music, all of which create a culturally rich language course. The course offers a comprehensive review of French grammar, and continued emphasis is placed on communicative skills, written and oral, with a focus on accuracy and creative expression. They will also be studying an overview of French history from the 17th century to the present day and reading a novel from the 20th century. Those students enrolled in French 4 Honors will be required to write, read, speak, and present material longer in duration with higher standards as this section of the course is intended to prepare students for the Advanced Placement French Language course.

AP French Language and Culture
Prerequisite: Successful completion of French 4 Honors with departmental approval and/or placement test.
The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes and assumptions that underlie both practices and products). This course will strive to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language. The course is centered on the AP themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities and Beauty and Aesthetics. Students in this course are required to take the AP French Exam in May.

Latin
The Latin program offers a full range of courses from Latin I to Advanced Placement Latin (Vergil). The overall goal of the Latin curriculum is for students to be able to read authentic Latin while developing an appreciation and understanding of our classical heritage. All Latin courses are year long and build upon one another.

The study of Latin offers students the opportunity to engage with classical civilization and cultures, with an emphasis placed on their influence on and relevance to those who followed them. By the 1st century CE, the Roman Empire had spread from Britain to Syria, with over one million people living in the city of Rome alone. The goal of studying Latin is to fully appreciate what life was like in this society from the most vulnerable to the most powerful. Students will also explore the significant contributions made by the Romans in areas such as engineering, government, law, commerce, literature, and rhetoric. While the focus of the curriculum is on reading authentic works of Latin, students will engage more deeply with the language through listening, speaking, and writing activities. All Latin courses are year long and build upon one another.

Latin 1
Latin I introduces students to the basic elements of grammar, vocabulary, and syntax through reading, writing, listening, and speaking activities. As 60% of English vocabulary comes directly or indirectly from Latin, students will frequently discuss and explore English derivatives when learning new Latin vocabulary. Our text is the Cambridge Latin Course, a reading-based approach that will place students in 1st century CE Pompeii and then Roman Britain, with topics of Roman culture, history, archaeology, and literature being an integral part of the course. Throughout this course, students will be asked to explore the various ways in which the Romans and Latin connect to their world today.

Latin 2 / 2 Honors
Prerequisite: Successful completion of Latin 1 with placement test score / department approval.
Students of other Romance languages may apply for accelerated entry into Latin at Level 2.
Students review the grammar and vocabulary of Latin 1 while beginning the third book of the Cambridge Latin Course. As the students continue their study of the language, they will be exposed to more
complex syntax as well as new vocabulary. Students will continue to explore topics of Roman culture, literature, and history of the 1st century CE, the time of the Roman emperors. We will begin to read authentic Latin in the form of graffiti, poems, and inscriptions.

**Latin 3 / 3 Honors**

*Prerequisite: Successful completion of Latin 2 with placement test score / department approval.*

Latin 3 begins with a review of the vocabulary and grammar of Latin 2, with an emphasis on developing reading competence. After finishing the third book of the Cambridge Latin Course, students will begin to read authentic Latin literature. Students will be introduced to Latin prose by reading The Millionaire’s Dinner Party, selections adapted from the Satyricon of Petronius.

**Latin Literature Honors**

*Prerequisite: Successful completion of Latin 3 with placement test score / department approval.*

In this course, students will experience Latin poetry through the reading of selections from Catullus, Ovid, and Martial. Students will explore the reception of Ovid’s Metamorphoses by examining how later cultures and artists have read and used his poetry. Emphasis will be placed on the ability to read Latin, the ability to identify grammatical constructions and literary and rhetorical figures in texts, and the ability to contextualize a reading within its appropriate cultural and historical framework. Students will also work on composing their own stories and poems in Latin. This course will begin with a review of grammar and vocabulary from previous courses.

**AP Latin**

*Prerequisite: Teacher approval.*

Through prose readings in Caesar’s De Bello Gallico, students will explore the AP themes of empire, war and peace, and ethnicity. In Vergil’s Aeneid, long considered one of the most important and influential works of Latin literature, students will explore themes of leadership, fate, and pietas. With both authors writing in the 1st century BCE, our focus will often be on fully understanding the political, social, and historical contexts of these works. This course is designed for the serious student who is committed to the Latin language and who wishes to earn college credit and/or advanced placement through the Advanced Placement test. The course follows a strict syllabus so that every student is well-prepared for the exam in mid-May. Emphasis is placed on analysis, literal translations, and figures of speech.

**Spanish**

The goal of the Spanish department is to empower students to communicate with the more than 400 million native Spanish speakers in authentic situations including community, business, travel, pleasure and cultural contexts. In addition to the foundation courses (levels 1-3), students also have the opportunity to complete in-depth studies in literature, film, conversation / composition (AP Language), Hispanic culture or travel study in the Spanish speaking world. Hawken Spanish students of all levels also have the opportunity to participate in the National Spanish Exam each spring. All courses are taught completely in Spanish.

**Spanish 1**

This entry level course will develop a foundation in the Spanish language. Students will acquire the four essential skills necessary for language acquisition: listening, reading, writing, and speaking- with emphasis placed upon authentic communication. Using the textbook, Descubre, level 1, students will learn the basic grammar construction of the present tense including word placement of nouns, verbs, adjectives, adverbs, and pronouns. Vocabulary topics will include greetings, school life, hobbies, health, shopping, celebrations, and travel. The course will be conducted primarily in Spanish with a variety of activities, including the use of the Internet as a primary source for cultural and informational activities. Upon completion of the course, students will be prepared for Spanish 2.

**Spanish 2 / 2 Honors**

*Prerequisite: Successful completion of Spanish 1 with placement test score / department approval.*

In Spanish 2, students build their listening, reading, speaking and writing skills in the target language, as well as continue to expand their vocabulary through a variety of meaningful and culturally
appropriate activities. During the first rotation, students will review and internalize concepts learned in their first year of Spanish (present tense, stem-changing verbs, gustar, direct and indirect object pronouns) and will also begin mastering narration in the past tenses using the preterit and imperfect tenses. In the second half of the year, students will begin using commands and the subjunctive to more effectively communicate in real-life situations. An honors section is available to qualified students. Students in the honors course cover the same basic concepts with additional enrichment activities in reading, listening, speaking, writing and culture as well as National Spanish Exam preparation. Both sections use the text Descubre level 2 to further understanding of the Spanish-speaking world.

**Spanish 3 / 3 Honors**

*Prerequisite: Successful completion of Spanish 2 with placement test score / department approval.*

This course builds upon the foundation learned in Spanish 1 and 2 and moves students towards the lifelong goal of fluency in speaking, listening, reading, writing and cultural understanding. Students will explore interpersonal relationships, traditions, literature, art, history, music, immigration, and other cultural elements of the Spanish-speaking world using book 3 of the Descubre series and other authentic sources from the Spanish-speaking world including short films, short stories from Hispanic authors and current affairs such as podcasts and online newspapers. The proper use of previously learned grammatical and vocabulary structures will be reinforced through writing and speaking activities and students will be introduced to the rest of the required structures for the A.P. exam including the subjunctive and past subjunctive in preparation for the advanced course offerings. Students in the honors course cover the same basic concepts with additional enrichment activities in reading, listening, speaking, writing and culture as well as National Spanish Exam preparation.

**Spanish 4 or 5: Spanish Civilization and Culture through Film (2018-2019)**

*Prerequisite: Successful completion of Spanish 3. Course alternates so that interested students may take both this course and the parallel course on Hispanic civilization and culture (Latin America)*

This advanced elective course in Spanish examines the history, literature, religion, politics, arts and social customs of Spain through film, videos, music and literary selections. The course focuses on communicative skills while studying the history of Spain and the people. A variety of different sources and realia will be used to contrast the changes in society over the centuries and compare the current daily lives of the people with our own experiences. While the focus of this course is not grammar, there is a daily writing and participation expectation that forms a large part of the course evaluation. This course is taught in alternating years with a parallel course dealing with civilization and culture of Latin America.

**Spanish 4 Honors: Conversation and Composition**

*Prerequisite: Successful completion of Spanish 3 with placement test score / department approval.*

This course is designed to enhance and refine the student's oral and written performance in Spanish. The teaching methodologies used in this course enhance structured speech to provide a firm base in patterns of spoken Spanish with progression towards free conversation. The objective is for students to acquire a high level of communicative Spanish that will permit them to express their opinions and thoughts. Throughout the semester and the intensive, students will read a number of short stories and excerpts of an authentic novel as well as participate in discussions, write creative essays, and examine the more complex structures of the language. By the end of the course, students will be able to proficiently use the present and imperfect subjunctives, the perfect tenses, the pronouns “por” and “para” and relative pronouns. Cultural topics include surrealism, human rights in the Spanish-speaking world, Hispanic mythology and the Argentina/Chile conflicts of the 1970s.

**Spanish 4 Honors Intensive: Service and Salsa (Rotation + Intensive)**

*Prerequisite: Successful completion of Spanish 3 with placement test score / department approval.*

Who are our Spanish-speaking neighbors who live in the Cleveland area? How can we learn more about the diversity that we have in our own community? How can we engage in positive cultural exchanges with community leaders and students who are native Spanish speakers? In the Service and Salsa Spanish 4 Honors intensive, students will apply their language skills to interact with native Spanish speakers of their own age at The Thomas Jefferson Newcomers Academy. Students will also take Latin dance classes, learn to
cook a variety of Hispanic dishes and see first hand how Spanish is used in our own backyard. This course covers the same material as the full-year course, but students will not need to take Spanish during the second rotation.

**AP Spanish Language and Culture**

Prerequisite: Placement test score / department approval upon successful completion of Spanish 4 Honors or Spanish Civilization and Culture through Film.

The course will emphasize effective use of the language for interpretive, interpersonal and presentational communication in preparation for the AP Spanish Language and Culture Exam. As we study the diverse and exciting world of Spanish speakers, students will learn to identify, express and defend new perspectives and see how they relate to their own communities. Students will develop the following: a Spanish vocabulary sufficiently ample for reading a variety of literary texts, newspapers and magazines, the ability to understand spoken Spanish in a variety of contexts (television, radio broadcasts, movies), and the ability to express themselves with reasonable accuracy, coherence, and fluency in both written and spoken Spanish. The course is centered on the AP themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities and Beauty and Aesthetics. Students in this course are required to take the AP Spanish Language Exam in May.

**AP Spanish Literature**

Prerequisite: Successful completion of AP Spanish Language or Hispanic Literature or departmental approval.

Advanced students of Spanish are invited to take this culminating AP course in which they will study great works of both Peninsular and American literature from the last 1200 years. Students will read, analyze and discuss short stories, theater, poetry and novels, including works by García Lorca, García Márquez, Cervantes, Sor Juana Inés and many other authors from the required reading list. Students are required to read all works on the reading list, some of which may have been completed previously in the prerequisite courses. Students will develop skills in thematic and critical analysis across all genres. Students in this course are required to take the AP Spanish Literature and Culture Exam in May.

**Spanish Conversation Center Facilitator [fall or spring or both]**

Spanish conversation facilitators are students who have completed Spanish 4 Honors and are currently enrolled in AP Spanish Language or AP Spanish Literature. Conversation facilitators should be able to lead dialogues in Spanish to encourage students in Spanish 1, 2 and 3 to practice the grammar and vocabulary that they are learning in class. Working as a Spanish conversation facilitator counts as ¼ credit per semester.

**Intensive Courses**

**Spanish 4 Honors Intensive: Service and Salsa [fall rotation + intensive]**

Prerequisite: Successful completion of Spanish 3 with placement test score / department approval.

Who are our Spanish-speaking neighbors who live in the Cleveland area? How can we learn more about the diversity that we have in our own community? How can we engage in positive cultural exchanges with community leaders and students who are native Spanish speakers? In the Service and Salsa Spanish 4 Honors intensive, students will apply their language skills to interact with native Spanish speakers of their own age at The Thomas Jefferson Newcomers Academy. Students will also take Latin dance classes, learn to cook a variety of Hispanic dishes and see first hand how Spanish is used in our own backyard. This course covers the same material as the full-year course, but students will not need to take Spanish during the second rotation.

**Spanish Immersion (Spain) [fall] - International Travel (20 nights)**

Prerequisite: Successful completion of Spanish 3 or higher. A separate application is required.

This course is designed to help students improve their linguistic and cultural fluency through engaging in an in-country experience in and around Madrid, Spain during the December intensive. While living with host families, students will participate in classes at a local school and integrate themselves into the lives of their host families and communities. Through personal experiences, field trips, literature and
assignments, students will explore the themes of conflict and Spanish history, education and cultural integration. Students will use their daily environment to learn about Spanish history, literature, art, daily life, food and current events. Even though this is not an explicit grammar course, students will receive individualized feedback through daily journaling and oral presentations in order to help them progress in the language. Students must commit to speaking exclusively Spanish while abroad. Students will also visit key sites in Andalucia and the communities surrounding Madrid. This course also requires a weekly meeting during afternoon FLEX for the semester prior to travel.

Online Learning

Arabic Language Through Culture 1 [year - grade 12 only]
This full-year course highlights Modern Standard Arabic and some of the spoken dialect of the Levant. With an emphasis on Arabic culture, students learn commonly used expressions and phrases from the Levant area. Students develop their skills in listening, reading, writing, forming grammatically correct structured sentences, and most importantly, conversation. This is accomplished through podcasts, videos, culture circles discussions, web conferencing, and collaborations in group projects. In addition, students have direct conversations with native speakers of Arabic through a virtual club called "Shu Fe Maa Fe," where students are required to meet online with their assigned partner and learn about a certain cultural topic every week, such as traditional food, greetings, gestures, values, history and more. Since Arabic is becoming one of the most functional languages in the world, especially in the areas of commerce, business, and trade, students participating in this course can avail themselves of the opportunity to learn the language in a highly stimulating and rich cultural context. The focus on this course is 60 percent on language and 40 percent on culture.

Arabic Language Through Culture 2 [year - grade 12 only]
Prerequisite: Arabic Language through Culture 1 or permission from the instructor.
This full-year course continues the work of Arabic Language Through Culture 1, highlighting Modern Standard Arabic and the spoken dialect of the Levant. Grammar topics include continued exploration of the essential structures of Arabic (root/pattern systems) and verbs. Mastery of the alphabet (writing and reading) is an early goal of the course as it underlies more sophisticated work on sentence-writing skills. As in the first course, students develop their skills in listening, reading, writing, forming grammatically correct structured sentences, and, most importantly, conversation. Using these fundamental skills, students will explore and discuss current events related to cultural topics and have the opportunity to design their own inquiry projects to simultaneously build language skills and cultural understanding. The focus of this course is 60 percent on language and 40 percent on culture.

Japanese Language Through Culture 1 [year - grade 12 only]
This full-year course is a unique combination of Japanese culture and language, weaving cultural comparison with the study of basic Japanese language and grammar. While examining various cultural topics such as literature, art, lifestyle and economy, students learn the basics of the Japanese writing system (Hiragana and Katakana), grammar and vocabulary. Through varied synchronous and asynchronous assignments, including hands-on projects and face-to-face communications, students develop their speaking, listening, reading and writing skills. The cultural study and discussions are conducted in English, with topics alternating every two to three weeks. The ultimate goal of this course is to raise awareness and appreciation of different cultures through learning the basics of the Japanese language. The focus of this course is 60 percent on language and 40 percent on culture. This course is appropriate for beginner-level students.

Japanese Language Through Culture 2 [year - grade 12 only]
Prerequisite: Japanese Language through Culture 1 or permission from the instructor.
Through language learning, students in this course share their voices, cultivate global perspectives, and foster appreciation of self and others. Students expand their knowledge of the basic skills introduced in
Japanese Language Through Culture 1 while further developing their speaking, listening, writing, and reading skills. Each unit follows the IPA model (Integrated Performance Assessment), blending three modes of communication: interpretation of authentic material in Japanese, synchronous and asynchronous practice in speaking and writing, and oral and written presentations. Each unit focuses on one of the following cultural topics: Design and Expression, Ecology, Entertainment, East meets West, Harmony, and Nature. In addition, students will have the opportunity to select and pursue topics of their own interest. Grammar topics will cover the essential forms that are typically introduced in the second and third year of a high school Japanese program. By learning the Dictionary Form, Nominalizer, TE form, TA form, NAI form, and Noun Modifier, students are able to add more complexity to their sentence construction. In doing so, they shift from forming simple sentences to communicating in a coherent paragraph. As online learners, students are expected to exhibit superb time management and communication skills, as well as to take ownership of their learning. While grammar instruction will be delivered through asynchronous work and face-to-face meetings, much of the course content will be curated and created by students through their research and collaboration. The focus of this course is 60 percent on language and 40 percent on culture.

**MATHEMATICS**

**Philosophy and Policies**

There are many valid approaches to most problems. Hawken's math teachers are concerned with the skill and reasoning, the multiple processes and answers that flow from problems. Recognizing the varied developmental and curiosity levels in our student body, we offer a wide variety of ways to engage with mathematics from more traditional coursework, engaging projects, interscholastic mathematics competitions, and unique Intensives.

Students are recommended by the department for placement in accelerated and honors math courses. The math recommendation on a student's registration form cannot be changed without departmental approval.

Almost all Hawken students elect to study mathematics for four years in high school.

**Important Policies**

- While summer work is often used by students to repeat or refresh understanding from a previous math class, **permission is required** for any Hawken students who register for any summer math course for accelerated placement and credit.
- Hawken's math department requires a classroom grade for all math courses through and including Algebra 2 before allowing any student to enroll in the next sequential course. Once a student enrolls in Hawken, all math courses through Algebra 2 must be completed at Hawken.
- Due to the condensed timeframe, no summer math courses are considered honors, and performance in a summer math course is never used as justification for transitioning to an honors course.

**Algebra 1**

*Prerequisite: None*

This course introduces students to the algebra of the real number system. Topics covered include equations and inequalities in one and two variables, polynomial and rational expressions, problem solving, irrational numbers, quadratic equations and the function concept.

**Geometry**

*Prerequisite: Algebra 1*

This basic course in Euclidean geometry emphasizes formal inductive and deductive reasoning. Students are encouraged to discover the concepts of geometry, relationships between families of geometric figures, congruency and similarity, transformations, areas and volumes, and an introduction to right-triangle trigonometry.

**Geometry Honors**

*Prerequisite: Algebra 1*
This rigorous course covers all Geometry topics and adds additional explorations of constructions, coordinate geometry, non-Euclidean geometry, and others at a deeper level and faster pace.

**Quantitative Reasoning**

Prerequisite: None (*)

Mathematics is *so much more* than a narrow march toward calculus. Designed with advice from mathematicians and encouraged by selective admissions colleges, QR explores the power of mathematics through the diversity, challenge, and elegance of mathematical thought. QR content can flex to follow topics of student interest while honing problem-solving tools including coding, modeling, data and statistics, competition-style mathematics, and independent study.

Successful QR students are more interested in understanding processes than finding answers, in comparing alternative solutions to discern deeper patterns, and in learning through multiple approaches and collaboration. Students completing QR will be stronger in all future math courses. As such, it can be inserted into most students’ sequences as a stand-alone math course for the year(“) or taken by anyone as an elective second math class.

QR can be

- An honors option course available to students in any grade
- A student’s only math course before proceeding to the next sequential math class
- An elective course
- A semester or year-long course

In cases of greater demand than availability, enrollment priority will be given first to students opting for QR as their only year-long math course, and then to younger students.

* The only disallowed enrollment option is QR as a solo course preventing enrollment in a precalculus or later class by 11th grade.

**Algebra 2**

*Prerequisite: Geometry*

This course reviews and expands on the material introduced in Algebra 1. It significantly expands the number of available functions to include linear, absolute value, quadratic (including complex numbers), general polynomial, exponential, logarithmic, rational, and radical functions. Additional topics include matrix operations, systems of equations in several variables, transformations, sequences, series, and basic probability.

**Algebra 2 Honors**

*Prerequisite: Geometry*

This rigorous course includes all Algebra 2 topics in greater depth as well as linear programming, logistic functions, and some three-dimensional graphing. The pace is fast with emphasis on multiple representations and modeling with the goal of developing student flexibility for transforming representations from one perspective to another.

**Pre-Calculus**

*Prerequisite: Algebra 2*

This course expands polynomial, rational, transformation, exponential, and logarithmic concepts begun in Algebra 2 while introducing conceptual limits, trigonometric functions and proof, probability, and statistics. Following Pre-Calculus, students should be well-prepared for both Calculus and AP Statistics.

**Honors Pre-Calculus AB**

*Prerequisite: Algebra 2 Honors or Algebra 2 plus department permission*

In addition to the topics in Pre-Calculus, this more rigorous class deeply explores the theory and applications of trigonometric functions, a wide variety of trigonometric applications, and a conceptual approach to limits. Other topics include parametric relationships, the overlap of algebra and geometry in analytic geometry and generalized non-rigid transformations. In some years, the class explores polar functions and coordinate systems. Students completing Honors Pre-Calculus AB enroll in AP Calculus AB.
Honors Pre-Calculus BC
Prerequisite: Algebra 2 Honors plus department permission
In addition to all of the topics in Honors Pre-Calculus AB, this quickly-moving course includes in-depth and rigorous explorations of advanced transformations, rational functions, circular functions, analytic geometry, polar-defined relations, mathematical induction, and a formal exploration of limit theory. The course material is explored in greater depth and at a much faster pace than in Honors Pre-Calculus AB. Students completing Honors Pre-Calculus BC typically enroll in AP Calculus BC.

Calculus
Prerequisite: Pre-Calculus
This course deeply explores the foundational concepts of limits, differentiation, and integration. While not equivalent to a first-year college calculus course, completion of Calculus prepares a firm foundation for entry into any first semester college-level calculus class. Following Calculus, students may choose to take AP Calculus AB and/or AP Statistics.

AP Calculus AB
Prerequisite: Honors Pre-Calculus AB or Calculus plus department permission
The goal of this class is to help students appreciate the power of the calculus and to prepare them for success on the AP Calculus AB exam. The course meets the College Board’s expectations for the equivalent of one semester college-level calculus class. It provides a rigorous treatment of limits and continuity; the derivative of a Cartesian function; the derivative's application to rates of change, related rates and optimization; the indefinite integral; the definite integral and its application through the Fundamental Theorem of Calculus to area and volume; and an introduction to differential equations. Each topic is considered through algebraic, graphical, numerical, and verbal perspectives.

AP Calculus BC
Prerequisite: Honors Pre-Calculus BC or AP Calculus AB plus department permission
The goal of this class is to help students appreciate the full power of calculus and to prepare them for success on the AP Calculus BC exam. The course meets the College Board’s expectations for the equivalent of two semesters of college-level calculus, preparing its students for advanced placement in college mathematics. In addition to all of the topics in AP Calculus AB, students study and apply derivatives and integrals to curves defined by parametric and polar equations while also exploring advanced techniques of integration; arc length of curves defined in various ways; sequences and series; and power, Taylor, and Maclaurin series. Course material common to AP Calculus AB is explored at an identical depth, but the overall class moves at a faster pace.

AP Statistics
Prerequisite: Algebra 2
This course is designed to prepare students for advanced placement in college statistics, following the AP Statistics syllabus developed by the College Entrance Examination Board. Topics include interpreting graphical displays; summarizing, and comparing distributions of univariate and bivariate data; methods of data collection; simple and complex probability computations; probability and sampling distribution functions; the Central Limit Theorem; and generalizing sampling results through statistical inference. The course is completely technology-based and is designed to help students earn credit, advanced placement, or both for a one semester college statistics course.

Differential Equations and Linear Algebra – 2019-20
Prerequisite: AP Calculus BC plus department permission
This full-year honors course covers the majority of the content typical of a third or fourth-semester college calculus class and a semester-long college course in linear algebra, including linear and separable first-order differential equations, slope field and numerical approximations, applications and modeling via differential equations, systems and advanced matrix work, curve fitting, generalized vector spaces, solutions and applications of higher order differential equations, eigenvectors and eigenvalues, solution stability, LaPlace transformations, series methods, and matrix approaches to linear and nonlinear transformations.
Multivariable Calculus – 2018-19

Prerequisite: AP Calculus BC plus department permission

This full-year honors course covers the full content typical of a third or fourth-semester college calculus class, including derivative and integral applications of vector-defined functions, curvature, partial differentiation, generalized Taylor series, advanced integration techniques in multiple variables, Maxwell's equations, and the foundational Green's, Divergence, and Stokes' theorems. Significant portions of the course employ technology. Multivariable Calculus and Differential Equations/Linear Algebra may be offered in alternate years to meet student needs.

Math Help Center Interns [fall or spring or both]

Math Interns offer their math experiences in service to their schoolmates in the math conference room between these math offices and the science building by reviewing concepts, helping with homework, offering different ways to think about problems, and possibly assisting teachers during classes as a “TA”. While Interns are often a first or extra line of help, they partner with math teachers whenever they want or need additional perspectives or support.

The more math an Intern knows, the more likely the she or he will be able to help a random student's question, so to be eligible, Math Intern applicants should have completed at least Algebra 2, but completion of precalculus or higher is preferred. Math Intern applicants do not need to have taken any honors math courses, but more math experiences improve helpfulness and utility. All Math Interns are expected to meet one block per cycle for ¼ credit per semester.

Intensive Course

Curves, Surfaces, and Space: An Introduction to Topology [fall]

Have you ever wondered about the shape of the universe? Do you wonder about the fourth dimension? Do all triangles’ angles sum to 180 degrees? If any of these questions interest you, this intensive course may be the perfect fit for you! This course will start with the reading of Flatland by Edwin A. Abbot, which will be used to introduce the topic of dimensionality. This will then lead into several different areas of higher-level geometry including: non-Euclidean geometries of hyperbolic and spherical; topology of two and three dimensional manifolds; visualization of mathematical spaces; and important formulas relating topology and geometry, and much more. Use of Hawken's Maker Space will be utilized for a hands-on approach to some of these topics. Students must have completed Geometry as a prerequisite.

Online Learning

Game Theory [spring - grade 12 only]

Do you play games? Do you ever wonder if you’re using “the right” strategy? What makes one strategy better than another? In this course, we explore a branch of mathematics known as game theory, which answers these questions and many more. Game theory has many applications as we face dilemmas and conflicts every day, most of which we can treat as mathematical games. We consider significant global events from fields like diplomacy, political science, anthropology, philosophy, economics, and popular culture. Specific topics include two-person zero-sum games, two person non-zero-sum games, sequential games, multiplayer games, linear optimization, and voting and power theory.

Linear Algebra [spring - grade 12 only]

Prerequisite: completion of Geometry and Algebra 2 or the equivalents.

In this course students learn about the algebra of vector spaces and matrices by looking at how images of objects in the plane and space are transformed in computer graphics. We do some paper-and-pencil calculations early in the course, but the computer software package Geogebra (free) will be used to do most calculations after the opening weeks. No prior experience with this software or linear algebra is necessary. Following the introduction to core concepts and skills, students analyze social networks
using linear algebraic techniques. Students will learn how to model social networks using matrices and to discover things about the network with linear algebra as your tool. We will consider applications like Facebook and Google.

**Number Theory [fall - grade 12 only]**

Prerequisite: A strong background in precalculus and above, as well as a desire to do rigorous mathematics and proofs.

Once thought of as the purest but least applicable part of mathematics, number theory is now by far the most commonly applied: every one of the millions of secure internet transmissions occurring each second is encrypted using ideas from number theory. This course covers the fundamentals of this classical, elegant, yet supremely relevant subject. It provides a foundation for further study of number theory, but even more, it develops the skills of mathematical reasoning and proof in a concrete and intuitive way, good preparation for any future course in upper-level college mathematics or theoretical computer science. We progressively develop the tools needed to understand the RSA algorithm, the most common encryption scheme used worldwide. Along the way we invent some encryption schemes of our own and discover how to play games using number theory. We also get a taste of the history of the subject, which involves the most famous mathematicians from antiquity to the present day, and we see parts of the story of Fermat's Last Theorem, a 350-year-old statement that was fully proven only twenty years ago. While most calculations will be simple enough to do by hand, we will sometimes use the computer to see how the fundamental ideas can be applied to the huge numbers needed for modern applications.

**SCIENCE**

**Physics 9**

Physics 9 is the introductory course in Hawken's physics-first science curriculum. Students will take the course, a full-year equivalent, in either the fall or spring semester, with coursework in the rotation followed by a three-week intensive. In the rotation, students study the motion of objects (mechanics) including measurement, one-dimensional motion, two-dimensional motion, Newton's laws of motion, conservation of energy, and momentum. In the subsequent intensive, students will explore electromagnetism, waves, sound, light, and other topics as they move through three, one-week mini-courses. Physics 9 will take full advantage of science's experimental approach to acquiring knowledge, and skills learned in this course will provide the foundation for explorations of chemistry, biology, and other offering in the science curriculum. Based on a student's success in Physics 9, they will move to either Chemistry or Honors Chemistry in their sophomore year.

**Chemistry (10th grade)**

In this course, students learn the principles and concepts from which chemical phenomena can be predicted and explained. Major topics covered are the mole concept, gas laws, kinetic-molecular theory, structure of the atom, bonding, composition of matter, rates of reactions, energy in chemical reactions, equilibrium, oxidation and reduction, acid-base theory and solution chemistry.

**Chemistry Honors (10th grade)**

Honors Chemistry introduces students to the properties and behavior of matter. Honors Chemistry is designed to reinforce the concepts mastered in biology and to prepare students for the problem-solving foundation of physics. Honors Chemistry is an introductory chemistry course; the goal of Honors Chemistry is to develop a strong foundation in chemistry so students can successfully undertake advanced studies in chemistry, biology, and physics.

Honors Chemistry takes both conceptual and quantitative approaches to the study of chemistry. Students will be introduced to the material world through an extensive array of lecture-based discussions, demonstrations, projects, and laboratory explorations. Further, chemistry is a laboratory-based science, so students learn to work safely and confidently in a laboratory setting by completing weekly laboratory assignments.
Finally, Honors Chemistry will prepare students for success on the SAT Subject Test.

**Biology (11th grade)**

Biology is the study of life. We will tackle this big discipline through a wide variety of topics and activities, including lecture-based discussions, demonstrations, projects, and laboratory explorations. Students will explore concepts in evolution including climate’s impact on living things, anatomy and physiology including a series of dissections and a revisit of sex education, modern genetics including bioethical considerations, and ecology including a case study in Cleveland’s own community. Students will learn to use the laboratory and field to enhance their understanding of these topics, and will learn to work safely, confidently, and responsibly in a research setting by completing, and even designing, a series of experiments throughout the course.

**AP Biology**

*Prerequisite: Chemistry Honors (or a high grade in regular Chemistry).*

AP Biology is an introductory college course which follows the AP syllabus of the College Board. Chemistry is central to the course, especially in reference to such biochemical topics as enzymes, biomolecules, photosynthesis, respiration and molecular genetics. Other topics covered include evolution, Mendelian genetics, anatomy and physiology of plants and animals, and ecology.

**Honors Modern and Computational Physics [fall or spring or both]**

*Prerequisite: Physics 9  
Co-requisite: Calculus*

In Honors Modern and Computational Physics, students will learn the basics of programming in both Python and Java. We will use these tools to understand how computers can help us answer deep questions about nature. We will explore the nature of reality as speeds get close to the speed of light (special relativity) and how one person’s space can be another person’s time! We dive into the workings of an atom to learn the rules of Quantum Mechanics – matter can go through other matter and the reality of a quantum system depends on if you’ve measured it or not! The Universe is much weirder than intuition lets on!

**AP Chemistry**

*Prerequisite: Physics 9 and Chemistry Honors (or a high grade in regular Chemistry).  
Corequisite: Physics.*

AP Chemistry is a second-year chemistry course. It is the equivalent of an introductory college course and follows the AP syllabus guidelines of the College Board. Topics that are well-covered in first year chemistry (such as electron configurations, gas laws, and stoichiometry) are revisited briefly, but the main emphasis is on depth in the more difficult introductory areas (such as bonding, equilibrium, kinetics, acid base, redox and electrochemistry, and thermodynamics). The laboratory component of AP Chemistry challenges students to become more independent and sophisticated in planning and modifying experiments so that they accomplish their purpose, with awareness of their limitations.

**Marine Science [fall rotation+intensive]**

This course is a year-long elective to be held during the fall rotation/fall intensive, spending two weeks at the Island School / Cape Eleuthera Institute (Cape Eleuthera, Bahamas) during the intensive.

Marine Science is an upper-level ‘capping course’, designed to reinforce the concepts mastered in our freshman-level biology, sophomore-level chemistry, and junior-level physics courses. The goal of Marine Science is to develop a strong foundation in oceanography and marine biology; this foundation will allow students to pursue their individual interests in these fields. Students will be introduced to the marine environment through an extensive array of reading assignments, lecture-based discussions, field trips, projects, and laboratory explorations; our intensive trip to the Island School (and the associated Cape Eleuthera Institute) will serve as an anchor to the curriculum. *May be taken for honors credit.*

**Environmental Science [fall or spring or both]**

Environmental Science is an upper-level ‘capping course’, designed to reinforce concepts mastered in our biology, chemistry, and physics courses. This lab and field-based science course will introduce students
to major ecological concepts and the environmental issues that affect the world in which we live. We will learn about people's interactions with their environment on local, regional, and global scales. The first part of the course will provide an introduction to ecology and evolution, as well as the human world today. The second part of the course will have four main focuses: the physical Earth, food and agriculture, global health, and sustainable energy. Through all of these topics, we will learn to relate important environmental issues to our own lives.

**Prototyping and Design Lab 1 [fall or spring]**

The course will allow students to explore their ideas, interests and inventions using tools and techniques found in a digital fabrication lab (Fab Lab). Students will be able to discover a variety of engineering and design techniques through computer assisted design (CAD) software, digital programming and the use of fabrication equipment such as 3D printers, laser cutters, CNC milling, and electronics. Modeled after the rapid-prototyping Fab Lab at the MIT's Center for Bits and Atoms, the course will require students to complete several design challenges, reflect and document their progress. We will work and learn together to foster a creative, safe, and collaborative environment to plan, design, build and shape the world around us. While there are no specific prerequisites for the course, it will build on what students have learned in previous science courses and reinforce the use of integrated technology as a tool for designing and making.

**AP Physics C**

*Prerequisite: AP Physics B or completion of regular Physics with a grade of B+ or above.*

*Co-requisite: Chemistry and AP Calculus BC.*

This course is a second-year physics course. AP Physics C includes theoretical and experimental work in mechanics, electricity and magnetism, and modern physics. Work in the class expands on the material of the first-year physics course and extends into several other areas. This course is must be taken in conjunction with BC Calculus or higher because as the ideas of Calculus are applied to analyze physical phenomena.

**Psychology**

This year-long advanced course (with preference given to seniors) focuses on critical thinking and the understanding and application of psychological principles. This is a survey course that will include the history of psychology, neuroscience, developmental trends, intelligence, motivation, abnormal psychology and social psychology. Through active class discussion, hands-on activities and film-excerpts, students will be exposed to the science of psychology. Although this is a survey course, students must be prepared for deep analysis and assessment of complex concepts. There will be required summer readings and a response paper to those readings. *May be taken for honors credit.*

**Intensive Courses**

**Continuations of rotation courses:**

- Physics 9
- Chemistry / Chemistry Honors
- Marine Science

**AP Biology [fall intensive + spring rotation]**

**Whodunnit? Forensic Science: Crime Scene Investigation 101 [spring]**

Piecing together the details of a crime scene is essentially piecing together a narrative. This course will focus on the many stages of investigating evidence to unfold the tale of the crime that took place. In this class, we will ask how do the small details combine to create a whole picture. Using analytical and deductive reasoning skills, combined with the practical skills of forensic techniques, students will master the preservation of justice through scientific applications. This course will appeal to students who are interested in the concepts of profiling, crime scene investigation, and crime/mystery literature. Students examine the art of plot development and the puzzle piece tropes of mystery literature, both through reading and dissecting
well-established texts within the genre and through their own writing. Students will learn cutting-edge forensic techniques including fingerprint and DNA analysis. Cross discipline, students ask how do we layout and tell the story of a crime. One highlight will be a multi-part final project in which students will collect and analyze evidence at a staged crime scene, create the narrative of the crime, and present their findings as expert witnesses in a mock grand jury trial. The course will also speak to pop culture interests and involve delving into the psychology of crime. This course will also touch on issues of perspective related to crime. This is the title of the course that earns science elective credit.

STEMM Pathways

Scientific Research 1 [fall]
This is an independent study course designed to teach students to read and think critically about scientific research. Students will be able to take a step back from the nitty-gritty of test taking and equation memorization and think broadly about experimental methods, limitations and questions. By the end of the semester, students should be more scientifically literate and curious and will have had a chance to develop a question and delve into the feasibility of answering that question.
This course is open to sophomores, juniors and seniors with departmental approval. Students may enroll in Scientific Research 1 without enrolling in Scientific Research 2.

Scientific Research 2 [spring and summer]
Prerequisite: Scientific Research 1
Students begin the process of finding a summer research mentor. Students conduct research of the literature in an area of interest for their summer project. Students are expected to secure a mentor by March and will spend the remainder of the course reviewing journal articles provided by their mentor and making presentations to other members of the class. Students prepare a research protocol by consulting with their mentor as well as with the teacher of the scientific research course. This course is intended to take only half as much time as a regular course during the spring semester. Credit for this course depends upon the student spending several weeks of the summer successfully completing a scientific research project with a mentor at NASA, Case Western Reserve University, Cleveland Clinic, VA Hospital, University Hospitals, or another research lab.

Scientific Research 3 [fall]
Prerequisite: Scientific Research 2
Students are trained in writing a scientific paper and making a scientific oral presentation. Students then write a paper based upon their summer research project that has the format of a publishable journal article and make an oral presentation to the class and to interested members of the Hawken community. Students in the second year of the course will also work with students in the first year of the course. This course is intended to take only half as much time as a regular course during the fall semester. Half credit.

Online Learning

Abnormal Psychology [spring - grade 12 only]
This course focuses on psychiatric disorders such as schizophrenia, eating disorders, anxiety disorders, substance abuse, and depression. As students examine these and other disorders, they learn about their symptoms, diagnoses, and treatments. Students also deepen their understanding of the social stigmas associated with mental illnesses. This course may be taken as a continuation of Introduction to Psychology, although doing so is not required.

Bioethics [fall or spring - grade 12 only]
Ethics is the study of what one should do as an individual and as a member of society. In this course students evaluate ethical issues related to medicine and the life sciences. During the semester, students explore real-life ethical issues, including vaccination policies, organ transplantation, genetic testing, human
experimentation, and animal research. Through reading, writing, and discussion, students learn basic concepts and skills in the field of bioethics, deepen their understanding of biological concepts, strengthen their critical-reasoning skills, and learn to engage in respectful dialogue with people whose views may differ from their own. In addition to journal articles and position papers, students will be required to read Rebecca Skloot’s The Immortal Life of Henrietta Lacks.

**Global Health [fall - grade 12 only]**

What makes people sick? What social and political factors lead to the health disparities we see both within our own community and on a global scale? What are the biggest challenges in global health and how might they be met? Using an interdisciplinary approach to address these two questions, this course improves students’ health literacy through an examination of the most significant public-health challenges facing today’s global population. Topics include the biology of infectious disease (specifically HIV and Malaria); the statistics and quantitative measures associated with health issues; the social determinants of health; and the role of organizations (public and private) in shaping the landscape of global health policy. Students use illness as a lens through which to examine social issues like poverty, gender, and race. Student work includes analytical and creative writing; research, and peer collaboration; reading and discussions of nonfiction; and online presentations.

**Medical Problem Solving 1 [fall or spring - grade 12 only]**

In this course students collaboratively solve medical mystery cases, similar to the approach used in many medical schools. Students enhance their critical thinking skills as they examine data, draw conclusions, diagnose, and treat patients. Students use problem-solving techniques in order to understand and appreciate relevant medical/biological facts as they confront the principles and practices of medicine. Students explore anatomy and physiology pertaining to medical scenarios and gain an understanding of the disease process, demographics of disease, and pharmacology. Additional learning experiences include studying current issues in health and medicine, building a community-service action plan, interviewing a patient, and creating a new mystery case.

**Medical Problem Solving 2 [spring - grade 12 only]**

*Prerequisite: completion of Medical Problem Solving 1.*

This course is an extension of the problem-based learning done in Medical Problem Solving 1. While collaborative examination of medical case studies will remain the core work of the course, students will tackle more complex cases and explore new topics in medical science, such as the growing field of bioinformatics. Students in MPS II will also have opportunities to design cases based on personal interests, discuss current topics in medicine, and apply their learning to issues in their local communities.

**Neuropsychology [spring - grade 12 only]**

This course is an exploration of the neurological basis of behavior. It covers basic brain anatomy and function as well as cognitive and behavioral disorders from a neurobiological perspective. Additionally, students explore current neuroscience research as well as the process of funding that research. Examples of illnesses that may be covered include: Alzheimer’s disease, traumatic brain injury, and stroke. In addition, we explore diagnostic and treatment issues (including behavioral and pharmaceutical management) as well as attention, learning, memory, sleep, consciousness and emotional intelligence. Students conclude the course by developing a fundraising campaign to support research and/or patient care initiatives related to a specific neurological condition and nonprofit foundation. Neuropsychology can be taken as a continuation of Introduction to Psychology, although it is not required.

**Positive Psychology [spring - grade 12 only]**

What is a meaningful, happy, and fulfilling life? The focus of psychology has long been the study of human suffering, diagnosis, and pathology, but in recent years, however, positive psychologists have explored what’s missing from the mental health equation, taking up research on topics such as love, creativity, humor,
In this course, we’ll dive into what positive psychology research tells us about the formula for a meaningful life, the ingredients of fulfilling relationships, and changes that occur in the brain when inspired by music, visual art, physical activity, and more. We’ll seek out and lean on knowledge from positive psychology research and experts, such as Martin Seligman’s Well Being Theory, Mihaly Csikszentmihalyi’s idea of flow, and Angela Lee Duckworth’s concept of grit. In exploring such theories and concepts, students will imagine and create real-world measurements using themselves and willing peers and family members as research subjects. As part of the learning studio format of the course, students will also imagine, research, design, and create projects that they’ll share with a larger community. Throughout the development of these projects, they’ll collaborate with each other and seek ways to make their work experiential and hands-on. Students will leave the class with not only some answers to the question of what makes life meaningful, happy, and fulfilling, but also the inspiration to continue responding to this question for many years to come.

**Social Psychology [fall - grade 12 only]**
Social psychology examines how the thoughts, feelings, and behaviors of a person are influenced by the actual, imagined, or implied presence of others. Students design research projects that explore contemporary issues relevant to this course, including but not limited to social media, advertising, peer pressure, and social conflict. In order to equip students to do this work, the course begins with an overview of research methods in psychology as well as several historical studies by Solomon Asch, Stanley Milgram, and Philip Zimbardo. Students develop foundational knowledge of social psychology by exploring a diversity of topics, including attitudes and actions, group behavior, prejudice and discrimination, interpersonal relationships, conformity, attraction, and persuasion. The capstone project of this course is student-designed research project that will be submitted for publication, presentation to an audience, or used to catalyze change in local communities.

**COMPUTER SCIENCE**

**Web App Development [fall + optional intensive]**
Have you ever wondered what happens when you click that “like” button in Facebook? How do those pictures actually “get” on Instagram? How does Snapchat save pictures and then know when to remove them? The goal of this course is to get you fluent in the language of the World Wide Web. To that end, you will learn about the technologies that turn that address you type in your search bar into a page of results, how those results get to your device, and what your browser does to present the information for your use. The course will focus on developing proficiency with all the relevant technologies during the rotation and then roll into the intensive where you will spend your time creating a final project of your choosing.

 Likely technologies involved: Some variety of SQL-based database, Python/Django, Javascript/JQuery, HTML, CSS, Bootstrap.
All Greek to you? Don’t worry, they won’t be after you’ve completed this course! No prior software creation experience assumed.

**Front-End Web Development: HTML, JavaScript, CSS, and More! [spring]**
Have you ever wondered what really goes on to make a website look pleasing as well as function in a user friendly way? Have you ever wondered how Desmos makes things so easy and looks to clean? In Front End Web Development we will learn the tools and skills needed to create our own fully functional website – from how to make buttons and make them look to how we want, to creating a fully functional hangman game to challenge your friends. We will delve into HTML – the language that develops the “skeleton” of a website, CSS – the language used to dress your website up and make it look nice, and Javascript – the language used to change elements in real time as the user desires. Front End Web Development will synthesize coding fundamentals and frameworks with art and design!
Mobile App Development [spring + optional intensive]

Have you ever said, “I wish my phone would ________.” If so, with a little creative energy and a good bit of perseverance, here’s your chance to do something with that idea. We will focus on building apps for the iPhone platform. During the rotation portion of the course you will gain experience with Apple’s development framework by developing simple apps (flashlight, to-do list, etc.) to get you familiar with the app creation process. The rotation will culminate in a project allowing you to highlight all you’ve learned to this point. The intensive will be devoted entirely to your idea; researching the viability of your idea, searching the marketplace to see what is available that is close to what you want to do, thinking about how what you do will be different/better/easier to use. After approval of the specifications you create it is time to get busy with designing, building, testing, refining and, ultimately, completing an app on your own! Your goal is to finish the course with a working app!

Intensive Courses

Tech Incubator 1 [fall]

This is the intensive designed to follow Full-Stack Web Development. The design of this course is create the time and space for you to showcase all that you learned during the rotation and create a web-based application you can be proud of. If you have other software development goals, you may register for the course with the permission of the instructor.

Tech Incubator 2 [spring]

This is the intensive designed to follow Mobile App Development. The design of this course is create the time and space for you to showcase all that you learned during the rotation and create a mobile application you can be proud of. If you have other software development goals, you may register for the course with the permission of the instructor.

Online Learning

Introduction to Computer Science [year - grades 11 and 12 only]

This is an interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. Not only will this semester- or year-long course prepare students for AP Computer Science A and AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems, skills that are important for every student. Available for one semester or the full year.

AP Computer Science A (Java) [year - grades 11 and 12 only]

Students will learn to design and implement computer programs that solve problems relevant to today’s society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems.

Computer Science 1: Computational Thinking [fall or spring - grade 12 only]

Computational thinking centers on solving problems, designing systems, and understanding human behavior. It has applications not only in computer science, but also myriad other fields of study. This introductory level course focuses on thinking like a computer scientist, especially understanding how computer scientists define and solve problems. Students begin the course by developing an understanding of what computer science is, how it can be used by people who are not programmers, and why it’s a useful skill for all people to cultivate. Within this context, students are exposed to the power and limits of computational thinking. Students are introduced to entry level programming constructs that will help them
apply their knowledge of computational thinking in practical ways. They will learn how to read code and
pseudocode as well as begin to develop strategies for debugging programs. By developing computational
thinking and programming skills, students will have the core knowledge to define and solve problems in
future computer science courses. While this course would be beneficial for any student without formal
training as a programmer or computer scientist, it is intended for those with no programming experience.

**Computer Science 2: Analyzing Data with Python [spring - grade 12 only]**

*Prerequisite: Completion of Computer Science I: Computational Thinking or its equivalent.*

In this course, students utilize the Python programming language to read, manipulate and analyze
data. The course emphasizes using real world datasets, which are often large, messy, and inconsistent.
Because of the powerful data structures and clear syntax of Python, it is one of the most widely used
programming languages in scientific computing. Students explore the multitude of practical applications of
Python in fields like biology, engineering, and statistics.

**Computer Science 2: Game Design and Development [spring - grade 12 only]**

*Prerequisite: Completion of Computer Science I: Computational Thinking or its equivalent.*

In this course, students practice designing and developing games through hands-on practice.
Comprised of a series of “game jams,” the course asks students to solve problems and create content,
developing the design and technical skills necessary to build their own games. The first month of the course
is dedicated to understanding game design through game designer Jesse Schell’s “lenses”: different ways of
looking at the same problem and answering questions that provide direction and refinement of a game’s
theme and structure. During this time, students also learn how to use Unity, the professional game
development tool they use throughout the class. They become familiar with the methodologies of
constructing a game using such assets as graphics, sounds, and effects, and controlling events and behavior
within the game using the C# programming language. Throughout the remainder of the course, students will
work in teams to brainstorm and develop new games in response to a theme or challenge. Students will
develop their skills in communication, project- and time- management, and creative problem-solving while
focusing on different aspects of asset creation, design, and coding.

**Computer Science 2: Java [spring - grade 12 only]**

*Prerequisite: Completion of Computer Science I: Computational Thinking or its equivalent.*

This course teaches students how to write programs in the Java programming language. Java is the
backbone of many web applications, especially eCommerce and government sites. It is also the foundational
code of the Android operating system and many tools of the financial sector. Students learn the major
syntactical elements of the Java language though object-oriented design. The emphasis in the course will be
on creating intelligent systems though the fundamentals of Computer Science. Students will write working
programs through short lab assignments and more extended projects that incorporate graphics and
animation.

**NON-DEPARTMENTAL ELECTIVES**

**Public Speaking and Rhetoric [fall or spring]**

This course is designed to give students the opportunity to develop confidence and valuable skills in
the areas of public speaking, research, argumentation, debate, and creative performance. Students will be
introduced to multiple speech styles including persuasive, informative, and extemporaneous, as well as study
various argumentation theories and logical fallacies. Upon completion of this course, students will have the
tools necessary to be successful public speakers and/or debaters in the real world. This course is open to all
grade levels. Instruction will be differentiated and assignments will be individualized to accommodate
students with all levels of experience. Participation on the Speech and Debate team is not required for
enrollment in this course.
**Fab Lab Interns [fall or spring or both]**

The Fab Lab internship is offered to any student that has previously taken a Fab Lab, Engineering, or Design Fundamentals course, or has demonstrated a strong interest and proficiency in the areas of digital fabrication including: prototyping, electronics, coding, or use of Fab Lab equipment (laser cutter, 3D printer, CNC milling). Interns would commit to spending at least one free block per rotation in the space where they are to perform the duties of a Fab Lab Manager. This would include helping individual students or classes on the instruction, use and safety of the tools and equipment in the Fab Lab. Interns are expected to complete an independent project and document the process. Interns that complete the required time commitment and responsibilities are able to receive one semester of elective credit in science for completing the year. Interested students should contact Fab Lab Director to apply.

**Media Lab Interns [fall or spring or both]**

The Media Lab internship is available to 11th or 12th grade students who have demonstrated a strong understanding and use of media, film, recording, editing, or photography, and enjoy working with others to share their expertise. The Media Lab Intern would have leadership responsibility in the M.A.C Lab that may include monitoring the space, room sign-ups, equipment distribution and maintenance, documentation and contributions to the Hawken digital media library and website. Interns would be expected to commit to spending at least one free block per rotation in the M.A.C Lab performing the duties of the Media Lab Intern and helping out students or faculty members that need help. Interns will be graded on a pass/fail basis and a non-diploma arts elective credit can be earned. Interested students should contact the Director of Makerspaces for more information.

**Spanish Conversation Center Facilitator [fall or spring or both]**

Spanish conversation facilitators are students who have completed Spanish 4 Honors and are currently enrolled in AP Spanish Language or AP Spanish Literature. Conversation facilitators should be able to lead dialogues in Spanish to encourage students in Spanish 1, 2 and 3 to practice the grammar and vocabulary that they are learning in class. Working as a Spanish conversation facilitator counts as ¼ credit per semester.

**Tech Center Interns [fall or spring or both - grades 10 through 12]**

The Tech Center Interns will spend at least one free block per rotation aiding the Tech Help Center with technology support and education at Hawken. This may include but will not be limited to the following: TI-Nspire installs, adding printers, printer toner levels (via PaperCut), troubleshooting, network drives, movie formatting issues, malware/spyware scanning, hardware diagnostics, power and charging levels, network connectivity, software errors, SFC scan, and network projectors. Interns will also participate in instruction sessions as needed and act as a triage center for students and faculty experiencing technical difficulties. Interns may also propose new technology initiatives. For this, interns will receive one semester of elective credit for completing a full year of the program. Interns must already be enrolled in five academic classes to be eligible for the program.

**Writing Center Interns [fall or spring or both - grades 11 and 12]**

This program is for 11th and 12th grade students who are proficient in writing, and enjoy it, and who also enjoy working with younger and less experienced writers on projects assigned from a variety of disciplines. Interns are an integral part of the Writing Center staff and are assigned to the center just as they would attend any other course. Interns are graded on a P/F basis and credit is earned; an internship is also considered part of a student’s minimum course load during one or both Rotations. Students interested in the program should contact the Writing Center director to apply.
Intensive Courses

Hawken Project [spring - grades 11 and 12]

A Hawken Project is an off-campus mentorship between a qualified Hawken junior or senior and a professional adult in the student’s field of interest. Projects are intended to be culminating Hawken experiences, providing valuable transitions to college and post-academic life. The Hawken project is an opportunity to explore a career path, have a once in a lifetime adventure, serve a community in need – they encourage self-discovery, independence, and responsibility, the hallmarks of a Hawken education.

The Hawken Student is responsible for designing their project with the support of parents, teachers, advisors, proctors, and mentors. The proposal process starts in October for a spring intensive. Students who choose this course option must work with the Project committee throughout the school year, turning in final Project proposals in February.

Mind Games: Experimental Psychology and Statistics [fall]

Does the type of music playing while you eat affect the taste of your food? How is reading from a computer screen different from reading a paper book? Many of these questions can be answered by a well-designed experiment. In this class students will pose and answer questions addressing various areas of Psychology, such as memory, cognition, sensual perception, emotion, motivation and others. They will learn how to state hypotheses and design and carry out experiments to test them. We plan to incorporate collaboration with researchers at local universities of hospitals. This course can be taken by itself or to supplement Psychology and/or AP Statistics. While it covers some of the same concepts as the rotation classes, the intensive is entirely project-based and is focused on the scientific process and experiment design.

PERFORMING ARTS

Acting Fundamentals [year or rotation]

This course is open to all students in grades 9-12 and serves both as an introduction to acting for students with no experience, and as a continuation of practice for students who have already taken the course. The class explores improvisation, movement, vocal technique, juggling, clowning and physical comedy, script and scene analysis, and the basics of acting technique in a highly physical and ensemble-based environment. With a structure similar to a performing ensemble, students of all experience levels will work together on new material/repertoire each rotation. Additionally, this course includes a theatre appreciation requirement for attending theatre in the thriving greater Cleveland theatre scene.

Advanced Acting [year or rotation]

Prerequisite: Acting Fundamentals (or equivalent experience with theatre director approval)

This course is for students who have already fulfilled the Acting Fundamentals requirement wishing to continue and deepen their practice of theatre and performance. Similar in structure to a performing ensemble, intermediate and advanced students will work together on new material/repertoire each rotation. During this course, students will practice intermediate and advanced improvisation, movement, mask work, vocal technique, speech, script and scene analysis, acting Shakespeare, film and TV acting, and the Michael Chekhov Acting Technique. Additionally, this course includes a theatre appreciation requirement for attending theatre in the thriving greater Cleveland theatre scene.

Chorale [year]

The Hawken Chorale is open to all students in grades 9-12 and provides its members with a high quality choral music experience-emphasizing the fundamentals of music—while developing and nurturing a positive sense of attitude, discipline, honesty, integrity, respect, and responsibility. Repertoire includes music from diverse genres and cultures while building skills in sight-singing, vocal technique, improvisation and audiation. Beyond allowing the students to become better musicians, the high standards of excellence and ideals taught and demonstrated within the classroom will help students become better prepared as individuals and citizens of our society. This performance-based course includes participation in several
public performances and events outside of school.

**Concert Band [year]**

The Upper School Concert Band is open to instrumental musicians in grades 9-12. Students’ technical and musical skills are challenged and developed through large- and small-ensemble experiences. One goal of the course is to expose student musicians to a wide variety of musical styles and expressions, and develop a greater appreciation for this art. Students considering this course should have already completed several years of instrumental instruction, either through a school program or private lesson instruction. This performance-based course includes participation in several public performances and events outside of school.

**Creative Movement [year or rotation]**

Grades 10 through 12 may take this course for PE credit.

This course is for dancers, musicians, actors and students who want to enhance self-awareness and develop a process that generates creativity. Fundamental movement sequences are utilized to develop body awareness, improve coordination and enhance concentration. Social and interactive methods will invite students to trust their unique ideas and develop their own creative intuitions. Students will work collaboratively to create original interpretations of dances and movement sequences. The class explores improvisation, movement, rhythmic study, Plastique Animee, yoga and fundamental movement technique in a highly physical and ensemble-based environment. Creating original choreography is an important part of this course. For 10-12 grades, the course may be taken for either physical education or arts credit; for 9th graders, the course may only fulfill an arts credit. Students do not need previous experience to enroll in the course.

**Jazz Band [year]**

This performance-based course will consist of a select group of students interested in learning how to play jazz. Participation in this group is determined by audition prior to the beginning of the school year. The purpose of this course is to play music in a variety of jazz related genres, to become more comfortable with improvisation, and to improve sight-reading skills. Students considering this course should have already completed several years of instruction, either through another school program or private instruction. The Jazz Band will participate in the regularly scheduled Music Department concerts and has the option of performing at area festivals, concerts, and school related events.

**Stagecraft [year or rotation]**

Stagecraft is open to students in grades 9-12 and is a hands-on course that gets students working with the tools and techniques of theatrical production in a practical way. The goal of this course is to enable students to develop fundamental skills in stagecraft and apply them through practical experiences. Topics covered will include set design, construction, CNC milling ("ShopBot"), scenic painting, lighting design and electrical elements, sound design and overall technical theatre operations. Students who register for this course also agree to serve as build or running crew for one Hawken Players production during the school year. This class can be taken for multiple rotations or multiple years. Additionally, this course includes a theatre appreciation requirement for attending theatre in the thriving greater Cleveland theatre scene.

**String Ensemble [year]**

The String Ensemble is open to students in grades 9-12 and provides its members with a wide range of repertoire designed to challenge and expand the student’s level of expertise. This performance based course includes participation in several public performances and events. While the String Ensemble welcomes all string players regardless of prior experience or training, it is strongly suggested that students have a fundamental background in playing technique and sight-reading skills. Attendance at all concerts is required.
Intensive Courses

The Creative Process [fall]

As author and educator Sir Ken Robinson points out, students today will be entering a job force that that few can visualize, requiring them to complete tasks that no one has yet thought of. Perhaps that helps explain why the best companies list creativity as the most essential job skill for new employees. This project-based intensive course teaches students that creativity is a process that can be learned - and that it extends far beyond the traditional spheres of the visual and performing arts. They learn to apply time-tested processes and are given ample opportunities to engage in and refine their own individual creative processes through a variety of real-life situations and applications that involve problem solving, brainstorming, product creation, and meaningful reflection. This process helps students to generate, name, and perfect their own creative process while dispelling the myths of talent and predestination. The course includes a one week trip to creative centers at Harvard and MIT to work with some of the thought-leaders in the field.

Music in the City [fall]

In this course, we will develop and articulate a personal philosophy about the purpose and value of music in Cleveland, Ohio. We will explore everything from how people use and respond to music in our city, to how social and political events of history influence and define the Cleveland music scene. Students will attend several live musical performances, meet with musicians and artists, and visit performing arts venues throughout the city. We will experience some of Cleveland’s great musical and cultural traditions through analysis, discussions of the music within the greater context of our city, and live performances. Any student interested in tapping into the rich performing arts scene in Cleveland should consider taking this course, regardless of their level of performance experience. There are no prerequisites, and students from all musical backgrounds are welcome.

Comedy and Social Satire [spring]

This course aims to explore the power of comedy within society, starting with the nature of laughter and how comedy works, and culminating in a comedy show written and performed by the students, including both live and filmed components. We will explore everything from “what makes things funny,” to the ways that satire can steer public discourse. Assignments will include analysis of existing comedic film, video, and text, and creative comedic writing and performance. Any student interested in finding out how humor can change the world should consider taking this course, regardless of their level of writing and/or performance experience.

Create Music [spring]

This course is designed to develop a student’s ability to recognize, understand and describe the processes of music. The course will engage students in learning to hear, perform, write, create and analyze music while interacting with the music technology. Areas of study include melody, harmony, rhythm, scale variations, chord structures and music reading. Interactive methods will invite students to learn how the mind naturally hears and understands music. Students will work collaboratively to create original compositions and improvisations. The class will travel to local recording/electronic music studios to record compositions and projects. As a part of the course, students will also visit several different venues in Cleveland to showcase their original compositions. There are no prerequisites, and students from all musical backgrounds are welcome.

VISUAL ARTS

All year-long studio arts courses except Art or Design Fundamentals and AP Studio Art may be taken as separate rotations (either fall or spring), if desired.

Art Fundamentals [year]

Experience the joy of artmaking! You have something unique to express and Art Fundamentals will help you become a confident artist. In this fine arts course you will work with many types of artistic
materials, and learn the secret techniques of the masters, their processes and underlying design concepts. You will master new skills, experiment, structure original designs, and develop a deeper understanding of the creative process. To quote George DiCarlo, "If it’s not fun you’re doing it wrong." **This course satisfies the prerequisite for further visual art electives in the rotation.**

**Design Fundamentals [year]**

Design Fundamentals is an introductory course that explores the art elements and principles of design using artistic and digital design processes to produce two and three-dimensional works of art in the Fab Lab. Students will explore design, software, and fabrication techniques including the Laser cutter, 3D printer, and CNC milling machines. **This course satisfies the prerequisite for further visual art electives in the rotation.**

**Art & Design Fundamentals [year]**

This is a year long course that alternates between the Art Studio and the Fab Lab. One rotation is dedicated to working with many types of artistic materials, and learning the secret techniques of the masters, their processes and underlying design concepts. This will be a hands-on studio experience. The other rotation will focus on work in the Fab Lab. Students are introduced to the full fabrication process from planning through creation, using the variety of materials used in the Lab. **This course also satisfies the prerequisite for advanced visual art electives in the rotation. This course satisfies the prerequisite for further visual art electives in the rotation.**

**Design Fundamentals & Coding [year]**

This technology integrated arts course will provide students a unique way to explore art techniques and creative expression. Utilizing the Fab Lab as their art studio, students will combine their knowledge and experience of computer coding and programming with digital tools and machine to create interactive works of art. Students will continue to explore the relationship between software and hardware as they connect electronic components to codes and actions they have designed and programmed. Students will learn how to use a variety of art and technology tools to make, control, and manipulate digital masterpieces. **This course satisfies the prerequisite for further visual art electives in the rotation.**

**Studio Art 3 [year]**

*Prerequisite: Art Fundamentals or Design Fundamentals*

If you are a student interested in designing your artistic future or considering the AP Studio art course in the future this class is for you. It will give you the opportunity to experiment, explore and work at the intense levels expected from the AP students without the pressure of completing the portfolio. Students may work either two dimensionally or three dimensionally.

**Studio Art 4 [year]**

*Prerequisite: Art Fundamentals or Design Fundamentals*

This advanced level course gives you the tools and techniques to put into reality your vision and hone your skills using an array of materials and methods. Students can work either three dimensionally or two dimensionally. This is designed for the serious art student as an alternative to the AP Studio class.

**AP Studio Art [year]**

*Prerequisite: Departmental approval.*

The AP Studio Art course is designed for an advanced art student. Not based on a written examination, instead students submit portfolios for evaluation at the end of the school year. There are three distinct portfolios: the Drawing Portfolio, the 2-D Design Portfolio, and the 3-D Design Portfolio. The portfolios are designed to allow freedom in structuring AP Student Art courses while keeping in mind that the quality and breadth of the work should reflect first-year college-level standards. An AP Student Art course addresses three major concerns that are constants in the teaching of art: (1) a sense of quality in a student’s work, (2) the student’s concentration on a particular visual interest or project, and (3) the student’s need for breadth of experience in the formal, technical, and expressive means of the artist. AP work should reflect these three areas of concern: quality, concentration, and breadth. The student should expect many
outside assignments including figure drawing, figure modeling, and independent museum and gallery trips. Placement in AP Studio Art will be by departmental recommendation.

Architecture and Design [fall or spring]
Prerequisite: Art Fundamentals or Design Fundamentals

The Architecture and Design course will allow students to explore the elements and principles of art and design through computer based modeling, prototyping and iterative design. The course encourages students to develop a unique set of visual art and fabrication skills, knowledge, sensitivity, and attitude towards creating and shaping the world around them. The Fab Lab will enhance the experience by introducing students to fabrication machines, tools and materials for rapid prototyping and construction. Students will become familiar with the design studio approach to solving real-world challenges and be able to apply these concepts to design challenges outside of the classroom.

Ceramics/Advanced Ceramics [year]
Prerequisite: Art Fundamentals or Design Fundamentals

Through sequential experiences you will learn the methods and techniques of ceramics. This class will include a review of historical and contemporary approaches to ceramics. However, a hands-on working knowledge of clay is needed for you to fully realize your vision. Therefore, a fundamental skill and mastery of materials is necessary before conceptual ideas can be realized. It is for this reason that clay manipulation, techniques and craftsmanship will be emphasized throughout the course.

Sculpture/Advanced Sculpture [year]
Prerequisite: Art Fundamentals or Design Fundamentals

In this course you will investigate the creative process through a curriculum that encourages the development of both technical and conceptual skills. Using a variety of materials and processes, you will create and manipulate forms in space through a variety of genres including carving, modeling, casting and construction. There are many ways to make objects and this class will give you the tools necessary to discover your best approach to artmaking.

Drawing & Painting/Advanced Drawing & Painting [year]
Prerequisite: Art Fundamentals or Design Fundamentals

In Drawing & Painting, you will broaden your experience of drawing, painting, and printmaking in a variety of genres including still life, portraiture, and landscape. This course provides a deeper exploration of media and techniques by looking at historical and contemporary styles, and by engaging in meaningful experimentation. You will enjoy wide latitude in structuring your projects, and become more confident in developing personal interpretations.

In Advanced Drawing & Painting, you will work with the teacher to structure individual investigations and projects that explore a range of two-dimensional artistic media, styles, and genres. For example, you may choose to continue building on ideas that are encountered in Drawing & Painting, or develop new projects inspired by local exhibitions, engage student models for more complex figurative paintings, or expand painting skills by exploring other genre and media such as landscape, watercolor or printmaking.

Beginning Photography [fall or spring]
Prerequisite: Art Fundamentals or Design Fundamentals

This course builds a foundation for anyone seriously interested in understanding the fundamentals of taking good photos. The best way to learn about photography is to start at the beginning and that means simple cameras, film and a darkroom. Learn how a camera works, what light does to film and how that translates to digital photography. Composition, studio lighting, photo history and gallery presentations are among other topics covered. This hands-on course is required for any student interested in continuing with the spring Digital Photography intensive.

Designing Graphics in Commercial Art [fall]
Prerequisite: Art Fundamentals or Design Fundamentals
Imagine yourself as the owner of a start-up company and you need a logo. Imagine you started your own band and need to design a concert poster. The tools and concepts that will spell success are good graphic designs. Learn to master Adobe Photoshop as the foundation for all your digital art needs. Creativity and imagination are prerequisites. Learn the design ideas that will help you with other school projects and beyond.

**Animation [spring]**

*Prerequisite: Art Fundamentals or Design Fundamentals*

Animation is a slightly different filmmaking class. Do you like SpongeBob? South Park? Robot Chicken? Want to try your hand with paper cut-outs or claymation? This class samples hands-on and digital techniques of animation that do not require drawing skills. All you need is an imagination. Viewing animation from its’ basic beginnings to more current trends will be an important part of the course. Watch animation, create animation and enjoy animation.

**Intensive Courses**

**Introduction to Filmmaking [fall]**

The goal of this intensive will be the creation of a complete live action short film(s) generated entirely by the class. Filmmaking is a collaborative art that requires all participants to communicate ideas and pool their talents into a project. Students will write scripts, direct, film, edit and create sound and visual effects using the Adobe Creative Suite and iMovie. Students will also view and analyze short films, learn cinematic terminology and develop a clear understanding of the roles and responsibilities of each facet of filmmaking.

**Wearable Art and Fashion [fall]**

You begin with a wisp of an idea. You put your idea on paper. You make a pattern. You choose the materials, be it paper, fabric, duct tape, plastic, steel, or refurbished materials. You will journey into your imagination as you design, create and construct wearable art pieces. From the simplest form to the outrageously funky, all things are possible in this hands-on innovative world of fashion fall intensive. Come join me as we stroll together down the runway in amazing style. As part of this intensive we will spend several days at the Mary Bethune School in Cleveland working with 4th, 5th, and 6th graders on a collaborative art project for their school.

**Before the Selfie, There Was Paint! Regal, Emotional, and Digital Cool. Cultivating the Public Self in the Crosscurrents of History. [spring]**

Obsessing over public identity is nothing new. This course focuses on colorful individuals whose multiple portraits were and are meticulously designed. We will examine the eras that shaped these individuals, their roles in shaping their eras, and the personal stories behind the images. Queen Elizabeth I, George Washington, Frida Kahlo, Kehinde Wiley, and Cleveland’s own rising star, Rose Haserodt are among the figures we will explore. Hands-on projects will incorporate motivations and techniques inspired by these unforgettable paintings to help students craft their own selves for the world to see.

**Digital Photography [spring]**

Advanced photo students are encouraged to explore and experiment in a variety of areas that will include computer and hands on art making techniques like photo transfers, photo manipulation in Photoshop, studio and location shooting among others. Field trips in and around Cleveland will provide resource material for the projects. Most importantly, the student utilizes the skills developed during beginning photography to continue to stretch creatively and technically beyond their current abilities and explore the aesthetic possibilities of photography in the 21st century.

**Graffiti + Murals [spring]**

In this intensive you will engage in two artistic forms. First, graffiti as a means of social and political expression where you will use spray paint to transform the brick wall in the art courtyard. Second, you will either create a large group mural on the hawken Campus or off site in Cleveland. You will explore the history
PHYSICAL EDUCATION

The philosophical emphases of the Upper School physical education department are the development of a lifelong commitment to fitness and a personalized healthy lifestyle. Through our strength and conditioning program and use of our state of the art facilities, students identify and shape their individual relationship to fitness.

Physical Education 9, 10, and 11

Ninth graders learn these fitness principles through an individualized physical education program by use of a heart rate monitor system and team oriented activities. Traditional physical education models feature a selective sampling of different sports. The invasion-sport model utilized at Hawken is directed to sports that have naturally high aerobic and anaerobic fitness components and that are based on “invading” the other team's space to score goals or points. The net-sport model is directed to net games such as badminton, volleyball, and pickleball, that utilize court awareness and controlling the object (birdie/ball) and directing it into the strategic areas of the opponent's space. Beyond ninth grade, physical education is broken into an "advanced performance-training” course and a basic “fitness-training” program; both of which aim to expose students to appropriate levels of fitness and conditioning through use of our weight room and other athletic based facilities.

Physical Education Sports Exemptions

All ninth and tenth graders are required to take physical education. Students in eleventh grade are exempted from their fifth semester of physical education if they are participating in interscholastic athletics or Outdoor Leadership*. Tenth and eleventh grade students involved in dance may receive credit for physical education (typically one semester per year).

*contingent upon attending at least 2 trips and maintaining a leadership role

Health 1

Health 1 is targeted toward ninth graders and generally addresses contemporary health issues such as stress and stress management, mental health in adolescents, nutrition, human sexuality, drugs and alcohol, and many more. Student-driven topics and presentations are also part of the course. A study skills approach is utilized whereby students are responsible for researching, sharing, and reflecting on discovered information along with lecture and group activities. The Health 1 course is also offered during the Hawken Summer Studies Program as an option for those who would like to earn their Health 1 credit over the summer, adding flexibility to their regular school-year schedules.

Health 2

Health 2 is typically taken in the sophomore year and is structured around the American Red Cross’s “First Aid with AED” certification. First Aid and CPR certification is earned following successful completion of the course. The Health 2 course is also offered during the Hawken Summer Studies Program as an option for those who would like to earn their Health II credit over the summer, adding flexibility to their regular school-year schedules. Students may also take the course independently with the Red Cross to earn credit.