GREENHILL SCHOOL · DALLAS, TX ·

2026 – 2027

Curriculum Guide

Greenhill

SCHOOL

Introduction

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Mission Statement

In a diverse and inclusive community, Greenhill prepares and inspires students to lead authentic, purposeful lives.

Vision Statement

We see our students joyfully reaching their full potential.

We see our school thriving as an academically excellent, diverse, inclusive, and connected community.

We see our world made more hopeful because of the Greenhill community.

Core Values

Excellence | Integrity | Compassion | Courage

Students 2026-2027*

Total Enrollment	1,459
Students of Color	61%

Accreditation, Memberships, & Affiliations

NAIS — National Association of Independent Schools

ISAS — Independent Schools Association of the Southwest

Numerous local and regional school affiliations

Faculty 2026-2027

Full-time Teaching Faculty	165
Faculty of Color	38%
Advanced Degrees	58%
Average Tenure	9 years
Alumni of Greenhill	9

Please see the Faculty and Staff Directory on the Greenhill website for a detailed list of all faculty members and contact information.

**Data as of August 20, 2026*

Calendar & Schedule

GREENHILL SCHOOL CALENDAR 2026-2027

AUGUST 2026

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- School Closed
- First & Last Days of the Semester
- Early Dismissal*
- Conference Day*
- Professional Development Day (*No Classes*)
- No PS Classes
- No US Classes
- US Athletics

**Division specific - see list on next page*

PS = Preschool | LS = Lower School | MS = Middle School | US = Upper School

AUGUST 2026

3	US Fall Athletics Begin
20	First Day of Classes
20-21	Preschool Early Dismissal at 11:00 am
28	No LS Classes *(LS Conference Day)*

SEPTEMBER

7	School Closed *(Labor Day)*
21	School Closed
28	No MS Classes *(MS Conference Day)*

OCTOBER

9	No US Classes *(PSAT Day)*
12-13	School Closed *(Fall Break)*

NOVEMBER

2	No US Classes *(US Conference Day)*
13	No PS/LS Classes *(PS/LS Conference Day)*
20	Thanksgiving Break Begins at 11:00 am
23-27	School Closed *(Thanksgiving Break)*

DECEMBER

18	Winter Break Begins at 11:00 am

JANUARY 2027

4	No Classes *(Professional Development Day)*
5	Classes Resume
15	No PS Classes *(Admission Observations)*
18	School Closed *(Dr. Martin Luther King, Jr. Day)*
25	No MS Classes *(MS Conference Day)*

FEBRUARY

12-15	School Closed *(Winter Weekend)*

MARCH

5	No PS/LS Classes *(PS/LS Conference Day)*
15-19	School Closed *(Spring Break)*
26	School Closed

APRIL

7-9	School Closed *(ISAS Arts Festival at Greenhill)*
12	No US Classes *(US Conference Day)*
30	No US Classes *(SPC Spring Championships)*

MAY

14	No PS/LS Classes *(PS/LS Conference Day)*
14	No MS Classes *(MS Conference Day)*
19	US Last Day of Classes
20	PS/LS Last Day of School
20	MS Grades 5-7 Last Day of School
21	MS Grade 8 Last Day of School
21	US Last Day of School
31	School Closed *(Memorial Day)*

COMMUNITY EVENTS

September 11	Founders Day Celebration
October 2	Homecoming
November 5-7	SPC Fall Championships *(Dallas)*
November 20	Grandparents' & Special Friends' Day
February 11-13	SPC Winter Championships *(Houston)*
April 7-9	ISAS Arts Festival *(Dallas, hosted by Greenhill School)*
April 29-May 1	SPC Spring Championships *(Dallas)*
May 20	Fourth Grade Farewell Ceremony
May 20	MS Academic, Arts, & Athletics Awards
May 21	Eighth Grade Recognition Ceremony
TBD	Baccalaureate
TBD	Commencement

School Hours

Divisional offices are open	7:30 am – 4:00 pm
Preschool (Prekindergarten/Kindergarten)	8:00 am – 2:45 pm
Lower School (Primer–Grade 4)	8:00 am – 3:15 pm
Middle School (Grades 5–6)	8:00 am – 3:45 pm
Middle School (Grades 7–8)	8:00 am – 4:05 pm
Upper School (Grades 9–12)	8:30 am – 4:15 pm
Middle School (Grades 7 & 8) sports practices	2:45 pm – 4:05 pm
Upper School sports and after-school activities	4:15 pm – 6:15 pm
After-school care (Extended Day)	2:45 pm – 6:00 pm
Early-morning supervision for Preschool and Lower School students	7:15 am – 7:45 am
Library hours, Monday-Thursday	7:45 am – 4:30 pm
Library hours, Friday	7:45 am – 4:00 pm

Preschool & Lower School Curriculum
2026-2027

Preschool

The Preschool division is filled with adventure, creativity, investigation, and friendship. Our faculty provides a research-based approach to teaching and learning in which children learn about themselves, others, and the world around them—all in an atmosphere of love, care, and acceptance. The best learning takes place when teachers and families communicate regularly and keep student success in mind. We strongly encourage active participation from parents and family members, which plays a significant role in each child's learning and growth.

Prekindergarten & Kindergarten

PREKINDERGARTEN GRADE LEVEL

Learning through play and a research-based curriculum is how we approach teaching and learning in prekindergarten each and every day! The prekindergarten year at Greenhill School is filled with wonder, discovery, and exploration. We take a balanced approach, whether it be challenging academics, interactive science opportunities, or essential social skills. Throughout the year, we focus on project-based learning opportunities that are multidisciplinary. We meet the individual needs of all of our students with authentic activities, global perspectives, and celebrations of equity and inclusion. Our masterful early childhood educators understand that we are helping to build a foundation of life skills, critical thinking, and an overall love of learning. The prekindergarten year is exciting, challenging, fun, and thoroughly enjoyed by our students, their families, and the teachers.

KINDERGARTEN GRADE LEVEL

Greenhill's kindergarten curriculum is based on the principle that a child's development and learning are integrated. We strive to provide an environment that provides active and authentic experiences that foster wonder, exploration, and discovery. We provide a balanced academic learning approach with play and direct instruction. Our environment provides a variety of learning activities and materials that are concrete, real, and relevant to the lives of our young children to help encourage them to take risks and make connections. Throughout the year, we also focus on project-based learning opportunities that are multidisciplinary. Throughout these units, we integrate all curricular areas and allow the interests of the children to guide much of the learning that takes place. We also foster independence and help to build social competence by providing ample time for play in combination with more structured independent and cooperative learning situations. We emphasize kindness, compassion, and respect. We give children guidance and support in this character development. Our primary objectives are to foster a love of learning and promote good citizenship in all of our students. By focusing on children's social, emotional, cognitive, language, and physical growth, we promote an effective developmental approach to learning.

Prekindergarten/Kindergarten Spanish

"¡Buenos días a todos aquí!" Our prekindergarten and Kindergarten Spanish curriculum introduces children to basic words and phrases while offering a glimpse into Hispanic culture. Through interactive activities such as reading Spanish books, singing songs, and playing games, students gain exposure to the language in a fun and engaging way. The goal is to spark curiosity and lay the foundation for further language learning, all while fostering an appreciation for Spanish-speaking cultures. Students attend Spanish class one and a half hours per week divided into three 30-minute sessions.

Prekindergarten/Kindergarten Art

Prekindergarten and kindergarten art focuses on teaching students self-expression through the exploration of art materials. Students engage in self-directed play with materials, engage in creative making, and share and talk about their artwork. Prekindergarten/Kindergarten Art is focused on the process of creating artwork rather than on the finished product.

Prekindergarten/Kindergarten Music

Through singing, dancing, and responding expressively to music, we strive to grow tuneful, beautiful, and artful music students. Prekindergarten and kindergarten students attend music class three times a week for 30 minutes. During these classes, children move, chant, and play games while finding their "singing voices," exploring tone and rhythm, learning to keep a steady beat, and playing percussion instruments.

Prekindergarten/Kindergarten Social-Emotional Learning

The Social-Emotional focus for students in prekindergarten and kindergarten is the journey of developing a strong sense of self. These skills are later used to develop a sense of compassion and empathy for those around them. Through the MindUp curriculum, students learn how their brains work and gain self-regulation strategies that are authentically practiced throughout the year. Students develop social awareness, relationship skills, and responsible decision making as these topics are addressed in a developmentally appropriate and engaging way. The year culminates with expressing gratitude and performing acts of kindness, leading to constructive activities to take mindful action in the world and improve the lives of others.

Prekindergarten Literacy

The Prekindergarten literacy curriculum is designed to spark the joy of learning in students by building a strong foundation in letters and sounds. We help develop phonemic awareness, speech production, and phonics using Jump Start to Literacy, a component of the CR Success curriculum which aligns with research-based literacy instruction. By engaging in interactive activities and balanced instruction, our hands-on phonics instruction teaches students alphabetic knowledge through

multiple, distributed instructional cycles. Students are exposed to high-quality literature involving songs, hand and body cues, imagery, kinesthetic cues, and stories. Students explore the beginnings of writing through storytelling and responding to writing prompts using inventive spelling and pictures. Read-aloud sessions from mystery readers and curriculum related enrichments play a key role in language development and foster a deeper appreciation for stories. Through these comprehensive experiences, we aim to instill a lifelong love for literacy in our young learners.

Prekindergarten Social Studies

The beginning of the year is a crucial time for prekindergartners to become comfortable with their new environment and understand the concept of being part of a classroom community. By exploring different areas of the school and its culture, these young students start to acclimate and learn what it means to be productive members of their community as well as embracing the core values of the school. Additionally, students participate in a yearlong service project that fosters empathy and compassion for others. Throughout the year, prekindergartners engage in activities that encourage them to build appreciation and respect for a variety of cultures and celebrations. Themes such as family, school community, and surrounding communities provide concrete experiences, helping them grasp broad and important topics.

Prekindergarten Science

The Prekindergarten science curriculum nurtures children's natural curiosity about the environment. From animals, seeds to rocks, water, and beyond, every element in their surroundings is a source of wonder. Science takes the form of specific project-based learning experiences that follow-up on child-driven curiosity about nature and the world. Prekindergartners observe, explore, and apply previous knowledge to their current areas of interest. Our student-centered approach provides concrete learning opportunities and responds to individual interests. Prekindergartners also engage in STEAM activities that include creative tinkering, exploration, and maker-based instruction.

Prekindergarten Math

The prekindergarten math curriculum encourages young children to make sense of the world around them through mathematical concepts. One of the first academic acquisitions young children often make is in the area of qualitative and quantitative thinking. Students come to us with varying degrees of concrete mathematical information. The prekindergarten Bridges and Number Corner curriculum builds on these concepts through interactive lessons, activities, and centers that develop skills in counting, comparing, matching, joining, and separating sets of objects; comparing objects by attributes such as length, weight, and capacity; matching, recognizing, comparing, and composing shapes; and recognizing patterns with proficiency and flexibility. We study how these skills are applicable in our everyday lives while incorporating mathematical vocabulary into discussions. We focus on building a strong number sense as well as critical thinking skills by challenging the students to not only solve problems but also explain their thought processes and reasoning.

Kindergarten Literacy

As early childhood educators, we believe young children first learn to read and write through authenticity, experimentation, exploration, and discovery. By incorporating the CR Success phonics program, reading and writing workshop, and the Handwriting Without Tears program we offer a holistic approach to literacy instruction for our students. Students are allowed to experience the freedom of making and learning through mistakes and scaffolding, as well as developing fluency with their reading and writing. Through interactive read-alouds and skill-based small groups, children expand their critical thinking and comprehension skills. In kindergarten, children develop phonemic awareness skills through engaging and interactive mini-lessons. Concurrently, explicitly taught phonics skills bridge the connection between spoken sounds and print to build a strong foundation for reading.

Kindergarten Social Studies

Self-confidence and social competence are the emphases of social studies in a kindergarten classroom. As students build their own sense of identity, they begin to build empathy for others as they engage in group collaboration, build relationships, and navigate social situations. Through community-building share times, Greenhill Goes Global, cultural presentations, family traditions, and inclusive read alouds, students learn to recognize, respect, and value others around them.

Kindergarten Science

Two global science themes drive Greenhill School's kindergarten science curriculum. Project-based learning helps deepen and enrich the themes of growing things and color and light by providing concrete experiences for kindergarteners. Children explore these themes through literature and hands-on activities, along with specific experimentation using the scientific method. Kindergartners are also engaged in makerspace STEAM activities that include creative tinkering, exploration, and maker-based instruction.

Kindergarten Math

In kindergarten, children acquire quantitative thinking skills through exploration and discovery using the Bridges Math curriculum. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful. Manipulatives foster the young child's need for concrete exploration and are used to help establish a solid foundation for math concept development. Kindergarteners explore and solidify math connections to life skills through authentic activities that emphasize problem-solving. The foundation of concepts, strategies, and tools that are built in kindergarten are spiraled and built on throughout the students' Lower School education.

Primer & Grades 1-4

PRIMER

Overview

The Primer classroom is a unique developmental opportunity for children after kindergarten, designed to give students a rich environment while practicing skills taught through a child-centered, hands-on approach to learning. The classroom focus is on the development of the whole child, including the social, emotional, physical, and academic components. Learning activities are planned with a great deal of emphasis on individual student development, with instruction continuously modified to meet the needs of each child.

What makes Primer unique?

- Provides a bridge between kindergarten and first grade.
- Provides a challenging curriculum that is designed to meet the developmental needs of each child.
- Provides hands-on activities with manipulatives and developmentally appropriate materials.
- Provides flexibility of instructional time and pacing with shorter time on tasks.
- Provides additional opportunities for large muscle exercise and small motor development.
- Provides for the transition from concrete to abstract learning.

Literacy

The Primer literacy curriculum is designed to meet the needs of each child and continue the development of each child's language skills. Reading, writing, and listening and speaking are integrated into cross-curricular activities throughout core and content areas such as math, art, music, science, social studies, and technology, thereby immersing the students in literacy activities throughout their day. The Primer literacy program builds the bridge to critical thinking, independent reading and comprehension, and writing in a variety of modes. The social studies curriculum is a journey of exploration through the multifaceted world and provides frequent opportunities for students to apply literacy skills. As the children mature, it is our goal to help each child develop mutual respect for others. Through open communication, the children learn to solve problems while gaining a sense of responsibility and accountability for their own actions.

Math

The math program in Primer uses a variety of real-life activities and concrete manipulatives to develop a strong conceptual basis for learning and build a mastery of basic skills. We explore strands from the full spectrum of mathematics, going beyond basic arithmetic to include number sense, algebra, measurement, geometry, data analysis, and probability. Activities are developed based on how children learn and what most captures their interest. There is an emphasis on mathematical competence and problem-solving, building higher-order and critical thinking skills. It is our goal to prepare students to enter the next level, confident in their math skills and enthusiastic about what lies ahead.

Science

The science program in Primer builds on the child's natural curiosity about the world they live in. We provide children with direct experience using materials, events, and ideas critical to later learning. We build on students' prior experiences, curiosity, backgrounds, and early ideas. Students engage in investigations and problem-solving techniques using basic science concepts. Students practice strategies involving questioning, exploration, and explanation-building (hypothesis). Primer science serves as an important link between science and the developing literacy and social skills of students and utilizes strategies that integrate science with other content areas.

Art

The Primer art program focuses on independent and collaborative student-led exploration. The student is the artist and gets to choose how best to visually represent their ideas. This promotes decision making and provides students with the opportunity to respond to their own interests. Emphasis is placed on what students learn and not what they produce. Primer students will learn creative problem-solving, how to manipulate different materials, and how to direct their own learning.

Music

The Primer music curriculum provides structure and order within an active, playful atmosphere that includes exploration, improvisation, movement, and hands-on learning. The twice-weekly lessons are sequential and include the following concepts: rhythm (steady beat, understanding the difference between long/short duration and fast/slow tempo), melody (high/low pitch, melodies that move up/down, matching vocal pitches), form (understanding same/different phrases, phrase length), and timbre (identifying vocal and instrumental qualities of sound).

Spanish

Primer Spanish focuses on strengthening the students' verbal skills. Through songs and literature, students learn about and appreciate Hispanic culture and heritage. In class, students are encouraged to take linguistic risks, say unfamiliar words, and sing songs in Spanish. Students love learning about how different holidays are celebrated in Spanish-speaking countries. Primer students attend Spanish class one hour per week, divided into two 30-minute classes.

Library

Primers learn about library procedures and practices, as well as how to best care for their books, and how to use a shelf-marker when searching for books. Important literacy skills are taught such as the parts of a book and how the library collection is organized. Primers also begin to understand that the library consists of both fiction and non-fiction books, and how to differentiate between these genres.

Physical Education

Primers participate in various movement activities designed to promote motor and manipulative development, the understanding of a healthy lifestyle, and a positive self-image. Emphasis is on enjoyment, challenge, self-expression, and social interaction within movement experiences. The curriculum

includes an aquatics unit accenting proper stroke development, water safety, and self-confidence during swimming and a climbing unit designed to support handwriting skills.

Social-Emotional Learning

Students build and strengthen social-emotional competencies through the MindUP curriculum. Daily repeated practice of mindful breathing hones attentive listening and calming. Students learn about how their brains work and explore becoming mindfully aware of all that is going on around them. As they progress through the curriculum, they practice perspective-taking and optimism, learning about the importance of mindset and how it affects learning and relationships. The year culminates with expressing gratitude and performing acts of kindness, leading to constructive activities to take mindful action in the world and improve the lives of others.

FIRST GRADE

Overview

First grade marks an important time of milestones for young children. During this year, first graders are encouraged to use and build upon previously taught social skills as their relationships grow. First-grade students will experience many opportunities to develop socially, emotionally, physically, and academically. Throughout the year, students explore the overarching theme of "change." In addition to direct instruction in reading, writing, and spelling, literacy skills are integrated into science and social studies thematic units of study. The curriculum seeks to combine literature with an emphasis on word construction and meaning, comprehension, and higher-thinking skills. But the true magic of first grade happens as children develop the ability to understand that they are independent thinkers and lifelong learners.

Literacy

In the first-grade literacy program, literature is used to connect themes, explore content, model good writing, and demonstrate proper grammar and mechanics to strive towards a balanced literacy approach. Teachers also work with children individually or in small groups to meet different student needs and propel the development of literacy skills and strategies. Written language is encouraged through journal writing, data collection, and various content-related assignments. Spelling is taught daily using a program called CR Success; this program begins in Kindergarten and continues through Fourth Grade. The publishing process begins in first grade with students prewriting, editing, and publishing many of their compositions. Manuscript handwriting is refined using Handwriting Without Tears throughout the year as motor skills develop. Social studies and science themes provide regular opportunities to apply literacy and research skills to meaningful topics. Children enter first grade with a wide spectrum of abilities, but a major goal for all students is to leave first grade choosing to read and write independently.

Math

The first-grade math program uses a cooperative learning, hands-on approach with a variety of materials, manipulatives, games, and activities to develop math concepts, strong number sense, and problem-solving skills in all students. The core mathematics curriculum is based on the Bridges Mathematics program and is supplemented by a variety of resources to meet the needs of a range of math abilities. Students are introduced to new concepts and continue to develop concepts including numbers and numeration, operations and computation, data and chance, measurement and reference frames, geometry, patterns, functions, and algebra. These math and problem-solving skills are developed over time in a wide variety of contexts. For Enrichment, students enjoy tackling Concept Quest problems, in which they can choose their level of difficulty. There is also a strong emphasis on developing and understanding addition and subtraction strategies to develop mastery for solving basic facts.

Science

In first-grade science, students apply processes that help them understand the natural world and learn that science is exciting, dynamic, and essential! They ask questions, make observations, and analyze information by engaging in hands-on labs in the areas of life, Earth, and physical science. Students begin by investigating and classifying developmentally appropriate science tools and using senses to describe observable properties and compare living and nonliving objects. While learning about plant and animal structures that help organisms survive and thrive, students record each of these essential "needs" in an Interactive Science Notebook (ISN). Our learning continues as students determine the movement and patterns of the sun and moon with the use of digital tools, in-class simulations, personal and in-class observations, and logging daily patterns in their ISN. Next, students begin a series of investigations on the different forms of energy, which include heat, light, and sound. They incorporate the scientific process to test thermal heat transfer, how materials behave when placed in a beam of light, and how sound waves travel through space to create different acoustics. Spring changes taking place in nature and in our science sustainability garden present the perfect opportunity to learn about the life cycle. Students use critical thinking to compare living organisms, such as a germinating seed and the monarch butterfly

Art

First-grade art is focused on students experiencing the process of art making and beginning to think like an artist. Art products occur through creative play, decision making, and exploration of materials. While students are engaging in process art experiences, they are talking to each other and adults, wrestling with problems that arise, and solving the problems creatively. When students make decisions for themselves in the art room, they are developing their self-expression and their self-confidence. First grade artists are exposed to many different materials and styles of art making.

Music

One of the primary goals in first-grade music is to instill the love of music in students. Our activities include singing, rhythm recognition, movement, instrument playing, listening, and improvisation. Students begin to read and write quarter notes, eighth notes, and quarter rests. They are also introduced to the solfège syllables sol, mi, and la. Elemental songs

are introduced and accompanied by Orff instruments. They present a spring program that incorporates movement, singing, and instruments.

Spanish

First-grade language lessons are designed to promote enthusiasm for the learning of new languages. Cultural lessons help students develop an appreciation of Latino and Spanish cultures and customs. The language program emphasizes functional skills in listening and speaking. Exposure to age-appropriate Spanish literature, songs, and games provides a multitude of learning opportunities. Building a solid foundation in the early years allows our students to construct conceptual frameworks for understanding language, culture, and diversity, enhancing their language learning potential in the Middle School years. First grade students attend Spanish class one hour per week, divided into two 30-minute sessions.

Library

First graders learn about library procedures and practices, as well as how to best care for their books. Important literacy skills are taught such as the parts of a book and how the library collection is organized. First graders also begin to understand that the library consists of both fiction and non-fiction books, and how to differentiate between these genres. Students focus on literature skills and concepts covered in the classroom, including elements of a story, sequencing, comparing, and contrasting, drawing conclusions, and a variety of genre studies, and books that celebrate various holidays and yearly celebrations In addition, students begin to learn how to choose a "just right" book and books of interest.

Physical Education

First-grade students participate in Physical Education daily for 45 minutes. The curriculum is focused on various movement activities designed to promote motor and manipulative development, the understanding of a healthy lifestyle, and a positive self-image. Emphasis is on enjoyment, challenge, self-expression, and social interaction within movement experiences. The curriculum also includes an aquatics unit accenting proper stroke development, water safety, and self-confidence during swimming and a climbing unit.

Social-Emotional Learning

Students build and strengthen social-emotional competencies through the MindUP curriculum. Daily repeated practice of mindful breathing hones attentive listening and calming practices. Students learn about how their brains work and explore becoming mindfully aware of all that is going on around them. As they progress through the curriculum, they practice perspective-taking and optimism, learning about the importance of mindset and how it affects learning and relationships. Students are always working on ways to build healthy relationships and problem-solve with others. The year culminates with expressing gratitude and performing acts of kindness, leading to constructive activities to take mindful action in the world and improve the lives of others.

SECOND GRADE

Overview

In second grade, students continue to practice and develop skills and strategies that promote academic, social, emotional, and physical maturation. The theme of "community" shines brightly in second grade. In social studies, students explore community and the ways in which we are each members of various communities. The lessons and integrated projects allow students to examine the impact that significant individuals have made in their communities and explore how they can create change in their community as well. We examine the impact significant individuals have made in their communities and learn how to be changemakers. In literacy, we strengthen reading and writing abilities through comprehensive fiction, poetry, and nonfiction units. Math builds upon students' number sense foundation and strengthens operational skills with the largest emphasis on addition, subtraction, and place value. Students are encouraged to problem-solve from different perspectives and take risks with the understanding that mistakes are how we learn, collaborate with others, and communicate effectively. Self-contained classrooms allow for several long-term, project-based units in which students practice working independently, in small groups, and with peers from other grade-level classrooms.

Literacy

The second-grade literacy program contains several different content areas: reading, writing, phonics, spelling, handwriting, and social studies. Reading and writing are taught in a workshop format to allow students to receive individualized support and challenges. During Reading and Writing Workshop, teachers work with children individually or in small groups to meet individual student needs and propel the development of literacy skills and strategies. Reading and writing are taught in five connected units to take a deep dive into genres. These units build confidence and strengthen skills. Each unit ends with a celebration and an opportunity to self-reflect. CR Success is used to continue building Spelling and phonics skills, and is taught daily using hands-on, interactive lessons and tools that address multiple learning styles to increase memory and improve application. In addition, students learn the cursive alphabet through weekly handwriting lessons emphasizing letter formation and connections within the Handwriting Without Tears curriculum. The social studies curriculum provides students with the opportunity to stretch and further develop their literacy skills in a real-world context through the study of communities.

Math

The second-grade math program is a rigorous and balanced curriculum. It raises expectations of the range of skills that a child can demonstrate in mathematics. The focus is on four main mathematical areas: algebraic thinking, numbers and operations, measurement and data, and geometry. Students explore and expand mathematical concepts while building a strong number sense foundation. Our goal is to introduce and expand children's understanding of the basic concepts and skills in number sense, algebra, measurement, geometry, probability, and

problem-solving. For enrichment, students enjoy tackling Concept Quest problems, in which they can choose their level of difficulty. Students build their automatic recall of basic math facts, which helps them solve everyday computational problems.

Science

As second graders, students grow in their ability to categorize and analyze scientific information during hands-on labs, in-class activities, and outdoor exploration. Greenhill's second grade science class capitalizes on the learner's increased metacognitive skills and enthusiasm for understanding the natural world. Students begin the year looking at everyday problems with curiosity and wonder. Then they apply scientific inquiry to formulate a hypothesis in an investigative lab to compare habitats of living organisms and record scientific findings in an Interactive Science Notebook (ISN). Seasonal changes taking place in the fall bring our learning outside to gather leaf specimens going through photosynthesis. Meanwhile, students carry out the scientific process in an experiment that simulates photosynthesis and extracts chlorophyll from a leaf. Winter's colder weather may keep us indoors, but students stay engaged as they classify matter by observable properties and make changes to matter in several STEM challenges. The design process is carried out to create a prototype with a purpose and then investigate how different types of materials can be used for specific purposes. In the spring, students examine predictable weather patterns through hands-on learning stations. Additional spring highlights include about changemakers in the field of science that have made an impact on real world problems affecting our planet.

Music & Movement

The second-grade curriculum is active, transitioning quickly from one activity to another. Like previous grades, much of the curriculum is play-based. Students experience musical concepts first through play before they are named and mastered. During the second grade year, students increase their rhythmic vocabulary to include quarter rests, half notes, half rests, and sometimes sixteenth notes. Simple meters are experienced and later named, as are changes in tempo and time signatures are labeled. Second graders also expand their pitch sets using solfège syllables (do, re, mi, etc.) and use corresponding hand signs to perform and improvise simple scale-tone melodies. Proper instrumental technique is practiced on unpitched percussion instruments, barred instruments (xylophones), and frame drums as students learn to create simple accompaniments to classroom singing on these instruments. Movement is also a key component of the curriculum. It helps students internalize form, character, and rhythm. In second grade, students explore how to move their bodies in different ways through self and general space. Students begin using their bodies to create shapes and explore different pathways. Classes use contradances and other folk dances to expand their vocabulary of movement which they draw on to choreograph their own sequences.

Art

The second-grade art curriculum encourages students to think like artists, build skills, practice various techniques, and make connections to other subjects and the world around them. Students have opportunities to choose their own materials and subject matter but also are tasked with creating their own solutions to art challenges with set parameters. While the focus is on the creative process rather than producing a finished product, second graders are beginning to evaluate and assess their own work. Our spiraling curriculum builds upon skills students have learned in previous years, allowing them to add layers of complexity to their work in both two- and three-dimensional mediums as they grow as artists.

Spanish

Second-grade students take Spanish classes throughout the year. Language lessons are designed to promote enthusiasm for the learning of new languages. Students discuss the relationship between English and Spanish as they study vocabulary and word parts. Cultural lessons help students develop an appreciation of cultures and customs. The language program emphasizes functional language and rudimentary training in listening, speaking, reading, and writing, as well as cultural awareness across cultures. Themes are often integrated with studies in the core classes. These comparative learning opportunities allow our students to construct conceptual frameworks for understanding language, culture, and diversity, enhancing their language learning potential in the Middle School years.

Computer Science & Engineering

In the second-grade classroom, students engage with a diverse range of online resources and technological tools to enrich their academic experience. The second-grade curriculum incorporates engineering principles to inspire students to cultivate a mindset of critical thinking, designing, and problem-solving within all classes. As part of their educational journey, second grade students are formally introduced to essential digital literacy skills and proficiencies, with a particular emphasis on fostering positive digital citizens. In this grade, technology serves as a valuable instrument for fostering creativity, reflection, and the refinement of ideas among students.

Library

Second graders learn about library procedures and practices, as well as how to best care for their books. Important literacy skills are taught such as the parts of a book and how the library collection is organized. Second graders also begin to understand that the library consists of both fiction and non-fiction books, and how to differentiate between these genres. Students focus on literature skills and concepts covered in the classroom, including elements of a story, sequencing, comparing, and contrasting, drawing conclusions, and a variety of genre studies, and books that celebrate various holidays and yearly celebrations. In addition, students begin to learn how to choose a "Just Right" book and books of interest. In addition, students begin to learn how to search for books using the library's online catalog and how to then find the book on the shelves.

Physical Education

Second-grade students participate in Physical Education daily for 45 minutes. The curriculum is focused on various movement activities designed to promote motor and

manipulative development, the understanding of a healthy lifestyle, and a positive self-image. Emphasis is on enjoyment, challenge, self-expression, and social interaction within movement experiences. The curriculum also includes an aquatics unit accenting proper stroke development, water safety, and self-confidence during swimming and a climbing unit.

Social-Emotional Learning

Students build and strengthen social-emotional competencies through the MindUP curriculum. Daily repeated practice of mindful breathing hones attentive listening and calming techniques. Students learn about how their brains work and explore becoming mindfully aware of all that is going on around them. As they progress through the curriculum, they practice perspective-taking and optimism, learning about the importance of mindset and how it affects learning and relationships. The year culminates with expressing gratitude and performing acts of kindness, leading to constructive activities to take mindful action in the world and improve the lives of others.

THIRD GRADE

Overview

The third-grade year focuses on the goal of empowering students to be in charge of their own learning as they develop their academic and social skills. The third-grade year is a transition year and a step up for students in developing their executive functioning and self-management skills, as classes are departmentized and students travel to different teachers for each subject. It is their first time managing a homework planner, and it's beginning to look more like Middle School. Third-grade students develop independence by demonstrating active listening and follow through, keeping materials, assignments, and homework organized, managing time wisely, and practicing problem-solving. Taking risks with expression of ideas both orally and in written form or requesting assistance when needed are encouraged on a daily basis. Living and working with one's peers requires cooperation, compromise, trust, respect, compassion, problem-solving, service, and effort. Third-grade students are expected to become self-managers of personal behavior, exhibit good social interactions, develop conflict resolution skills, and perform service for others.

Literacy

Writing opportunities abound in literacy class. Writing paragraphs that include a topic sentence, supporting details, and conclusion sentences begins our year, followed by writing units that include free-verse poetry, personal narratives, fables, and biography research. Planning and organizing ideas, writing drafts, revising and editing work, and writing final drafts for celebration in class anthologies are a part of every writing unit. Spelling and grammar lessons are also incorporated into literacy class weekly. Opportunities to write freely and creatively are provided weekly as well. Cursive handwriting and keyboarding skills are developed in our curriculum.

We begin our year in Readers Workshop by building stamina and exposing students to rich collections of literature that are read with partners, in reading groups, and during independent reading time. Reading comprehension skills are taught through read-alouds and direct instruction and in focused reading groups. We also emphasize reading fluency and accuracy in our lessons. Exposing students to a diverse collection of literature is a priority. Critical thinking is achieved through literature discussions, journaling, and other shared literature activities.

Math

Exploration, discovery, and explanation are crucial components for building understanding with children in the ongoing development of number sense and mathematical proficiency. The Bridges program is used as the basis of study, and many additional resources are used to supplement the program. Students focus intensively on the four critical areas specified by the Common Core State Standards for Mathematics in third grade: developing understanding of multiplication and division and strategies for multiplication and division within 100; developing an understanding of fractions, especially unit fractions; developing an understanding of the structure of rectangular arrays and area; and describing and analyzing two-dimensional shapes. Regardless of the particular focus of study, students are consistently asked to look at problems in different ways and to communicate their thinking through both oral and written explanations. They are often asked to "prove" their answers and explain their reasoning in detail, ultimately adding depth and dimension to their true understanding of mathematics. The Third Grade math curriculum also includes an enrichment program called Concept Quests in which students are able to reinforce and extend grade level learning through opportunities to work either independently and collaboratively.

Science

In third grade, students embark on a two-year educational science journey that spans through fourth grade, guided by the same teacher. During the initial year, the curriculum centers on enhancing students' comprehension of and interaction with their natural surroundings. It aims to instill an appreciation for the human impact on nature, foster a logical problem-solving approach, and incorporate the engineering design process to address real-world challenges. Examples include designing tornado shelters and engineering devices to safeguard cars against hail damage. The curriculum also explores the interconnectedness of science with various aspects of human existence.

Hands-on scientific investigations play a crucial role in this course, allowing students to actively engage in the processes of questioning, observing, predicting, measuring, testing, comparing, describing, relating class concepts to the physical world, communicating ideas, experimenting, and recognizing cause-and-effect relationships. Throughout their studies, students delve into diverse topics, such as Earth's position in the universe, Earth in the Goldilocks Zone: just right for life, balanced and unbalanced forces, weather and climate, introductory concepts of ecosystems and food chains, and adaptations. To document their scientific experiences, students maintain an extensive journal record. The curriculum covers a wide range of scientific domains, including life science, earth science, physical science, and environmental science. Additionally, ample opportunities are provided for students to

enhance their technical reading skills through the exploration of nonfiction materials.

Social Studies

In third grade, students begin a two-year course that continues through fourth grade, taught by the same teacher. In the first of the two years, the world opens up as they bring their increasingly sophisticated literacy skills to an exploration of the world in social studies. The multicultural curriculum connects to global themes, includes a variety of sources, and enables students to understand, participate in, and make informed decisions about their world. Students practice civic engagement and civil discourse, as well as exploration and discovery of knowledge from the core content areas of civics, economics, geography, and history. Through this literature, students learn to think critically, evaluate characters' decisions and actions, and relate concepts to their own experiences. Our primary goal is to inspire our students to love reading, writing, and exploring cultures.

Art

The third-grade art curriculum encourages students to think like artists, build skills, practice various techniques, and make connections to other subjects as well as the world around them. Students have opportunities to choose their own materials and subject matter but also are tasked with creating their own solutions to art challenges with set parameters. While the focus is on the creative process rather than producing a finished product, third graders are learning to evaluate and assess their own work. Our spiraling curriculum builds upon skills students have learned in previous years, allowing them to add layers of complexity to their work in both two- and three-dimensional mediums as they grow as artists.

Music & Movement

Like previous grades, the third-grade Music & Movement curriculum starts play-based. Students experience musical concepts first through age-appropriate games before they are named and mastered. However, as students develop their skills and are able to draw on musical tools, third graders begin to rely more on their own creativity to explore musical concepts. Meters are experienced and later named, as are changes in tempo. Third graders expand their pitch sets using solfège syllables (do, re, mi, etc.) and use corresponding hand signs to perform and improvise simple scale-tone melodies. As students are already familiar with proper instrument technique, third graders compose and perform more complex instrumental pieces at the xylophones. Students also begin transferring pitch relationships to the musical staff as they build their ability to visually recognize steps, skips, and leaps. Movement is also a key component of the curriculum. It helps students internalize form, character, and rhythm. In third grade, students build on their repertoire of movement and explore new collaborative concepts, such as points of connection and relationship (beside, over, under, alone, near, far, etc.).

Spanish

Third-grade language courses further student experience of Spanish language and cultures. Exposure is not only to Mexico and Spain but other related nations as well, giving the students facility to distinguishing between multiple cultures and languages. Studying both spoken and written structures allows students to navigate public spaces and communicate respectfully. While continuing to work with cross-curricular, grade-level academic themes, students also build functional language capabilities. Students develop recognition of major Spanish historical figures and learn about the geography and ethnic diversity of Latinx culture.

Computer Science & Engineering

Third-grade students begin working in a laptop environment for the first time. The shift from tablet to laptop helps students build their understanding of how to use a device to support their daily learning. The digital citizenship curriculum further investigates age-appropriate online behaviors, and students recognize the rights and responsibilities of living and learning in an interconnected digital world. In third grade our students receive direct device care instruction, such as keyboarding, operating system best practices, and navigating online resources. In computer science and engineering integrated units, students work independently and collaboratively to articulate and set goals and reflect on the learning process itself to improve learning outcomes. This is best demonstrated through the robotics build-a-thon at the end of the year.

Library

Third graders learn about library procedures and practices and how to navigate the library to find books of interest. They learn how to use the online catalog and practice locating books on the shelves. They also learn how to self-checkout their library books. In the fall, the Texas Bluebonnet Award Reading Program is announced, and all students are encouraged to participate. This program encourages reading for pleasure for students in grades 3-6 in hopes of exposing children to excellent writers across several genres. Students must read five of the books from the list in order to be eligible to vote. Third graders are also given the option to participate in a yearly reading challenge that encourages the students to read books from a variety of genres. Together in class, we also read and discuss a variety of genres and focus on literature skills and concepts covered in the classroom. Third graders are also introduced to beginning research skills and learn how to access our library's various online resources and databases.

Physical Education

Third-grade students participate in Physical Education daily for 45 minutes. The curriculum is focused on various movement activities designed to promote motor and manipulative development, the understanding of a healthy lifestyle, and a positive self-image. Emphasis is on enjoyment, challenge, self-expression, and social interaction within movement experiences. The curriculum also includes an aquatics unit accenting proper stroke development, water safety, and self-confidence during swimming and a climbing unit.

Social-Emotional Learning

Students build and strengthen social-emotional competencies through the MindUP curriculum. Daily repeated practice of mindful breathing hones attentive listening and calming. Students learn about how their brains work and explore becoming mindfully aware of all that is going on around them. As they progress through the curriculum, they practice perspective-taking and optimism, learning about the importance of mindset

and how it affects learning and relationships. The year culminates with expressing gratitude and performing acts of kindness, leading to constructive activities to take mindful action in the world and improve the lives of others.

FOURTH GRADE

Overview

The fourth-grade year focuses on building on the foundation of the earlier years in Lower School. As intellectual abilities begin to expand, students are challenged to engage in increasingly abstract and complex thinking while continuing to solidify basic skills and competencies and make them automatic. Students demonstrate increased independence, accountability, and self-management with their time, materials, and school tasks. They increase their organizational skills, build independent study habits, and engage in goal setting with their teachers. The theme of leadership is central to all aspects of fourth-grade life—in the classroom, on the playground, and in the greater community. Students explore numerous models of leadership, and each child constructs a concept of leadership that is meaningful to him or her. Students are expected to be leaders in a variety of arenas—in their family, among classmates, in the Lower School through leading assemblies and school-wide initiatives, and in civic leadership and community service.

Literacy

In Readers and Writers Workshop, students take a scholarly approach to the study of reading and writing. The fourth-grade students are exposed to a wide variety of genres in order to discover different purposes and styles of writing. Genre studies include narrative fiction, historical fiction, persuasive essays, nonfiction, and research. Through the use of mini-lessons, individual conferences, and small groups, teachers meet individual needs and support the development of literacy skills and strategies. Students are challenged to be reflective about the habits and practices of good readers, authors, and researchers. Spelling and word study continues within the CR Success program and turns to a focus on the roots and etymology of words and word parts, and students learn and practice grammar using the Empowering Writers program.

Math

Exploration, discovery, and explanation are crucial components for building understanding with children in the ongoing development of number sense and mathematical proficiency. The Bridges program is used as the basis of our studies, and many additional resources are used to supplement the program. Students have two math periods daily, a Number Corner lesson and a math class taught by the math specialist. Students focus intensively on the four critical areas specified by the Common Core State Standards for Mathematics in fourth grade: developing an understanding and fluency with multi-digit multiplication; developing an understanding of dividing to find quotients involving multi-digit dividends; developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and developing an understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. Students combine geometry with coding when they program a robot navigate a grid. Regardless of the particular focus of study, students are consistently asked to look at problems in different ways and communicate their thinking through both oral and written explanations. They are often asked to "prove" their answers and explain their reasoning in detail, ultimately adding depth and dimension to their true understanding of mathematics. The Fourth Grade math curriculum also includes an enrichment program called Concept Quests in which students are able to reinforce and extend grade level learning through opportunities to work either independently or collaboratively.

Science

In fourth grade, students continue a two-year course that began in third grade, taught by the same teacher. The goal of fourth grade science is to foster students' curiosity about the wonders of science. The curriculum places a strong emphasis on honing students' investigative skills while concurrently expanding their understanding of scientific vocabulary, facts, and theories. To actively engage with the subject matter, students maintain an interactive journal that documents their science-related experiences. The units covered encompass a wide range of topics, including the Scientific Method, the Engineering Design Process, Matter and Energy, Waves, Earth's changing landscape and the processes that lead to the changes on Earth—including weathering, erosion, and deposition, and Animal traits and behaviors.

For each unit of study, students partake in hands-on activities where they delve into and explore newly introduced topics. They actively investigate and experiment with the subject matter, fostering a deeper understanding of the concepts learned. Toward the end of the academic year, students delve into the fascinating realms of aerodynamics and flight physics. Through the incorporation of the engineering design process, they engage in planning, designing, creating, and testing air-pressure rockets. Throughout the course, the emphasis is placed on experimentation and practical applications. Students are encouraged to actively participate in flexible, independent science experiences that allow them to apply their knowledge in real-world scenarios.

Social Studies

In fourth-grade social studies, students continue a two-year course that began in third grade, taught by the same teacher. In the second of the two years, the students study American and Texas history. Social studies is closely tied to our focus on leadership. Students are encouraged to ask questions and reflect on the motivations, convictions, and strategies of the leaders of the past and present in order to make meaningful connections to our present world. In social studies class, students develop their note-taking and research skills, collaborate on group projects, and participate in meaningful discussions and debates. With the tools, knowledge, and experiential fourth grade curriculum, students move on to Middle School as active leaders.

Art

The fourth-grade art curriculum encourages students to think like artists, build skills, practice various techniques, and make connections to other subjects as well as the world around them. Students have opportunities to choose their own materials and subject matter but are also tasked with creating their own solutions to art challenges with set parameters. While the focus is on the creative process rather than producing a finished product, fourth graders are learning to evaluate and assess their own work. Our spiraling curriculum builds upon skills students have learned in previous years, allowing them to add layers of complexity to their work in both two- and three-dimensional mediums as they grow as artists.

Music & Movement

Fourth grade represents the culmination of students' musical learning in Lower School. As their knowledge of pitch and rhythm is rounded out, greater emphasis is placed on student-generated material. Students are asked more frequently to work in small groups to choreograph short movement sequences or compose instrumental pieces to accompany their peers' movement. Recorders (sometimes introduced in third grade but otherwise always added by the fall of fourth grade) give students their first introduction to playing a wind instrument. They are also the way that the school introduces named pitches on the musical staff. All fourth graders are also invited to join the Lower School choir, which meets after school one day a week.

Spanish

Fourth-grade language courses further student experience of Spanish language and cultures. Exposure is not only to Mexico and Spain but other related nations as well, giving students facility to distinguish between multiple cultures and languages. Studying both spoken and written structures allows students to navigate public spaces and communicate respectfully. While continuing to work with cross-curricular, grade-level academic themes, students also build functional language capabilities. Students develop recognition of major Spanish historical figures and learn about the geography and ethnic diversity of Latinx culture.

Computer Science & Engineering

Computer science and engineering constructs are embedded throughout the fourth-grade curriculum as students begin to leverage digital tools and resources to demonstrate competency in their learning goals and their journey toward digital independence. Investigations into the world of coding and robotics afford opportunities for students to learn to be critical thinkers and problem-solvers. The fourth-grade digital citizenship curriculum is centered around newly introduced collaboration and communication tools such as Microsoft Office 365 and Microsoft Outlook. Students begin to recognize the rights, responsibilities, and opportunities of living and learning in an interconnected digital world.

Library

Fourth graders learn about library procedures and practices and how to navigate the library to find books of interest. They learn how to use the online catalog and practice locating books on the shelves. In the fall, the Texas Bluebonnet Award Reading Program is announced, and all students are encouraged to participate. This program encourages reading for pleasure for students in grades 3-6 in hopes of exposing children to excellent writers across several genres. Students must read five of the books from the list in order to be eligible to vote. Fourth graders are also given the option to participate in a yearly reading challenge that encourages the students to read books from a variety of genres. Together in class, students also read and discuss a variety of genres and focus on literature skills and concepts covered in the classroom. Fourth graders are also introduced to beginning research skills, such as note-taking, understanding plagiarism, and learning how to create a basic citation. Students learn how to access and use the library's various online resources and databases.

Physical Education

Fourth-grade students participate in Physical Education daily for 45 minutes. The curriculum is focused on various movement activities designed to promote motor and manipulative development, the understanding of a healthy lifestyle, healthy competition, and a positive self-image. Emphasis is on enjoyment, challenge, self-expression, and social interaction within movement experiences. The curriculum also includes an aquatics unit accenting proper stroke development, water safety, and self-confidence during swimming and a climbing unit.

Social-Emotional Learning

Students build and strengthen social-emotional competencies through the MindUP curriculum. Daily repeated practice of mindful breathing hones attentive listening and calming. Students learn about how their brains work and explore becoming mindfully aware of all that is going on around them. As they progress through the curriculum, they practice perspective-taking and optimism, learning about the importance of mindset and how it affects learning and relationships. The year culminates with expressing gratitude and performing acts of kindness, leading to constructive activities to take mindful action in the world and improve the lives of others.

Middle School Curriculum 2026-2027

Grades 5-8

Middle School is a time of rapid developmental, intellectual, physical, and emotional growth. The Middle School program is designed to support these fundamental needs with targeted skills development, lively and challenging instruction, opportunities for choice, and strong, supportive relationships. A hallmark of Middle School is the focus on collaborative teaching and learning, and on demonstration of learning in many forms. Faculty work cross-departmentally to build lessons and expectations that apply to all students and topics.

FIFTH GRADE

English 5

English 5 stresses the development of narrative, expository, and descriptive writing skills, with special emphasis on paragraphing and organizing ideas. Students also learn to identify basic parts of speech and to use each one intentionally. In addition, students develop reading and thinking skills critical to understanding and appreciation of literary genres. Emphasis is on analyzing the fictional elements of setting, conflict, climax, characterization, and theme. Active reading strategies focus on developing strong annotation skills through explicit practice. A lively free choice reading program and partnership with the library encourage a lifetime love of reading.

Fifth Grade Language Carousel

In the Fifth Grade Language Carousel, students explore each of our three world languages – Chinese, Latin, and Spanish – for one-third of the year. Through interactive lessons in language, culture, and communication, students begin building foundational language skills while developing strong study habits and cultural awareness.

As students move through each language experience, they discover both the unique qualities and surprising connections among Spanish, Latin, and Chinese. The year culminates in the creation of a collaborative Language Village project that brings together learning from all three rotations.

Math 5

Math 5 emphasizes problem-solving and reasoning in practical situations while developing fluency across a range of topics. Key math topics include counting and number sense; operations and the relationships among them; and strategies for solving problems. The curriculum delves into broader mathematical concepts including collecting and analyzing data, understanding probability, exploring geometry, and introductory algebra. Beyond performing procedures accurately, students work to understand the reasoning behind the operations they study, to apply that reasoning in practical situations, and to explain their thinking with clarity and precision. The course also asks students to develop the habits of a mathematician (persistence, curiosity, flexible reasoning, and reflection on their own problem-solving) so that growth is reflected in procedural skills, conceptual understandings, as well as the quality of their mathematical practices.

Science 5

Serving as a dynamic bridge between Lower School exploration and upper-grade inquiry, this course introduces students to formal scientific study. Students examine interconnected core concepts across units in earth, life, environmental, and physical sciences, utilizing the local environment as a living laboratory. The curriculum emphasizes hands-on, collaborative problem-solving as students learn to collect, process, and analyze data. Ultimately, students discover how to transform scientific evidence into real-world decision-making.

History 5

This course builds profiles of ancient civilizations by examining geography, basic beliefs and values, government and economic systems, social structure, intellectual achievements, and arts and architecture. In-depth studies of ancient Sumer, Mesopotamia, Egypt, Kush, India, and China emphasize how geographical features and resources affect human settlement and behaviors. China also serves as a transition point to focus on human interactions and the cultural legacies of these civilizations, which is continued in the exploration of ancient Greece and Rome. Students build listening and note-taking skills, learn to read and construct maps, develop sequences, and use evidence to support conclusions. Students continue developing foundational research skills by using teacher- and librarian-curated books, databases, and websites to gather information from reliable sources. The class utilizes a variety of learning modes, including expository writing, individual project-based learning opportunities, and small-group collaboration.

FIFTH GRADE ELECTIVE PROGRAM

Each fifth grader selects from either Band or Strings for a yearlong music commitment. In addition, each student will participate in a rotation of four courses throughout the year: Choir, Drama 5, Design Thinking 5, and Visual Arts.

Visual Arts 5

In this course, students are introduced to the fundamental techniques and concepts of both two-dimensional and three-dimensional art. There is an emphasis on the elements of art and principles of design through a variety of projects that enhance student awareness of various media. Students participate in exhibitions in the fall and spring, as well as annual off-campus events.

Beginning Band: Brass & Woodwinds

Band classes in fifth grade focus on establishing a solid foundation of instrumental technique and musicianship skills that culminates in participation in sixth-grade band, the seventh/eighth grade band, and the Upper School concert and jazz bands. Students may try out any of the following: trumpet, trombone, French horn, euphonium, clarinet, oboe, or flute.

Choir

Choir emphasizes the development of vocal technique to be directed toward the choruses in the sixth, seventh, and eighth grades culminating in participation with the seventh/eighth grade Mixed Choir and the Greenhill Singers in Upper School. The main focus of choir is on sight reading, vocal technique, and

performance. The fifth-grade choirs perform many times during the year.

Strings 5 Green

Strings Green class is available for students who wish to begin the study of violin, viola, cello, or string bass. All prospective string beginners are encouraged to participate in the Jump Start to Strings summer program, which is a concentrated two-week term of daily individual lessons (ten 45-minute lessons total) to be scheduled at the mutual convenience of individual student families and the instructor. There is no fee for this program, but students and families must commit to a good faith effort during the two weeks. Students are also given some basic instruction in music theory.

Strings 5 Gold

Strings Gold is the intermediate strings class available for students who have been studying violin, viola, cello, or string bass for one year or more. Good habits of technique and of musicianship are emphasized in this class. Students play intermediate-level pieces for string orchestra and are introduced to appropriate works of chamber music. Alternative styles of string playing (fiddle, jazz, pop) are also introduced. Students are also given some basic instruction in music theory.

Design Thinking 5

Design Thinking 5 introduces students to the way professional designers and innovators think and work. Rather than arriving at solutions quickly, students learn to slow down, observe the world carefully, and deeply understand a problem before they ever pick up a tool. This "curiosity before answers" mindset is the foundation of Greenhill's design and innovation program.

Over the course of the quarter, students move through a design thinking framework: they identify real problems worth solving, generate and sketch ideas, build physical prototypes using hand tools and materials like cardboard and foam, and then test, refine, and present their work. The course culminates in a design showcase where students share their prototypes and explain the thinking behind them.

Drama 5

In this class, students will work in groups to create their own short plays and scenes, working together to plan, rehearse, and perform work in front of the rest of the class. Students will get comfortable working together in different theatre games and exercise while practicing appropriate audience behavior. Students will work on communicating given circumstances (who, what, where) in silent scenes, improvised scenes, and open scenes, telling stories to the audience using non-verbal behavior and specific dialogue. The class culminates in students creating their own commercials about original products, complete with jingles and celebrities!

Physical Education 5

Daily physical education provides students with various activities that contribute to students' physical, mental, and social development. The curriculum promotes safety, self-esteem, discipline, sportsmanship, and positive attitudes about physical activity. Every student is introduced to the skills and basic strategies of team and individual sports, with an emphasis on physical fitness. Activities include swimming, football, volleyball, field hockey, basketball, soccer, track, tennis, lacrosse, and softball and baseball; lifetime activities of swimming, badminton, and tennis; and a tumbling unit.

SIXTH GRADE

English 6

English 6 accentuates the appreciation and improved use of all language. Creative writing allows students to polish grammar, spelling, and punctuation skills, become better critics of language use, and develop a personal voice as a writer. Students develop specific skills that enable them to read well independently and to develop an enthusiastic and ever-broadening interest in reading. Students also engage in public speaking and performance of selected works. Across the Middle School, a lively free-choice reading program and partnership with the library contribute to the development of lifelong readers.

Math 6: Foundations and Applications

This course introduces students to foundational algebraic concepts while developing fluency across a range of topics. Units include whole number, integer, and rational number operations; ratios, rates, and proportional reasoning; application of percents; algebraic expressions and graphing; and geometry. Other topics integrated throughout include financial applications, exponents, problem-solving techniques, logical thinking, estimation, and diagramming. Beyond performing procedures accurately, students work to understand the reasoning behind the concepts and operations they study, to make connections across topics, and to explain their thinking with clarity and precision. The course also asks students to develop the habits of a mathematician (persistence, curiosity, flexible reasoning, and reflection on their own problem-solving) so that growth is reflected in procedural skills, conceptual understandings, as well as the quality of their mathematical practices.

Science 6

Building on the collaborative, problem-solving foundation established in fifth grade, this course guides students into deeper scientific inquiry. Sixth graders dive into focused Earth Science units, including astronomy, energy transfers, weather and climate, the hydrosphere, and geology. Throughout the year, students gather evidence to explore a critical, driving question: How do humans influence Earth's processes, and how do those processes shape human life?

History 6

This course helps students explore what happens when different civilizations contact each other and the various forms those interactions take. It addresses the origins, development, and core beliefs of major world religions; the medieval period in Europe; the impact of medieval Islamic cultures; the events of the Crusades and their impact on Christians, Muslims, and Jews; the importance of trade and cultural diffusion on West African civilizations; and the rise and fall of the Maya, Aztec, and Inca cultures in Mesoamerica. Note-taking and map-reading skills are practiced, as is using evidence to support conclusions in writing. Students strengthen their research skills by navigating curated databases and internet resources while practicing how to locate, organize, and synthesize information from multiple sources. Creative projects, connections to the modern world, and the beginnings of historical analysis in primary and secondary sources complement learning.

Chinese 6

Mandarin Chinese serves as the introduction to the Chinese program at Greenhill. The curriculum includes four main components: speaking and listening comprehension, reading and writing, research skills, and history and culture. In the first year, students lay the groundwork that will support their learning for years to come. Our approach balances experiencing the interconnectedness of the language from the beginning while breaking down the content into manageable parts. This ensures students can grasp the overall structure while mastering individual elements comfortably.

Latin 6

Latin 6

Latin 6 introduces students to the language, literature, and history of the ancient Roman world while exploring the lasting impact of Latin and Roman civilization on modern life. The course emphasizes reading comprehension, vocabulary acquisition, and developing confidence with basic grammatical structures as students work with adapted, level-appropriate texts. Oral Latin is incorporated to support pronunciation, reinforce vocabulary, and strengthen students' ability to engage with the language actively. The course encourages curiosity and collaboration as students make connections between ancient texts and modern languages, ideas, and institutions. Students strengthen analytical thinking and gain insight into the lasting influence of Latin on contemporary language and culture.

Spanish 6

Spanish 6 builds upon students' introductory language experiences by strengthening their communication skills and deepening their understanding of the Spanish-speaking world. The course emphasizes listening comprehension, speaking with confidence and accurate pronunciation, reading comprehension, and vocabulary development in meaningful contexts.

Students study foundational grammatical structures, including present-tense verb forms and high-frequency expressions, while developing the ability to communicate in the target language about everyday topics. Through the exploration of the histories, traditions, and perspectives of diverse Spanish-speaking cultures, students expand their global awareness and make meaningful cross-cultural connections. The course encourages curiosity, collaboration, and confidence as students continue their language-learning journey.

SIXTH GRADE ELECTIVE PROGRAM

Each sixth grader selects a yearlong music choice (Band, Strings, or Choir) and participates in a rotation of Design Thinking, Visual Arts, Stage Play, and Communications in the 21st-century.

Design Thinking 6

Design Thinking 6 introduces students to the way professional designers and innovators think and work. Rather than arriving at solutions quickly, students learn to slow down, observe the world carefully, and deeply understand a problem before they ever pick up a tool. This "curiosity before answers" mindset is the foundation of Greenhill's design and innovation program.

Over the course of the quarter, students move through a design thinking framework: they identify real problems worth solving, generate and sketch ideas, build physical prototypes using hand tools and materials like cardboard and foam, and then test, refine, and present their work. The course culminates in a design showcase where students share their prototypes and explain the thinking behind them.

Visual Arts 6

Students are introduced to the fundamental techniques and concepts of both two-dimensional and three-dimensional art. There is an emphasis on the elements of art and principles of design through a variety of projects that enhance student awareness of various media. Students participate in exhibitions in the fall and spring, as well as annual off-campus events.

Boys Choir 6

Choir emphasizes the development of vocal technique to be directed toward the choruses in the sixth, seventh, and eighth grades, culminating in participation with the seventh/eighth grade Mixed Choir and the Greenhill Singers in Upper School. The main focus of choir is on sight reading, vocal technique, and performance.

Girls Choir 6

Choir emphasizes the development of vocal technique to be directed toward the choruses in the sixth, seventh, and eighth grades, culminating in participation with the seventh/eighth grade Mixed Choir and the Greenhill Singers in Upper School. The main focus of choir is on sight reading, vocal technique, and performance.

Band 6

This course is the second year of band, and it focuses on establishing a solid foundation of instrumental technique and musicianship skills that culminates in participation in the sixth, seventh, and eighth grade band and the Upper School concert and jazz bands. The sixth-grade band performs several times during the year, participates in solo/ensemble contests, and performs music in a variety of styles.

Strings Green 6

Strings Green 6 class is the second year orchestral strings class for students who wish to continue the study of violin, viola, cello, or string bass. Students focus first on confirmation of basic skills of tone production and left-hand facility then add new skills of bowing, vibrato, shifting and positions. Students are encouraged to perform solos and chamber music on afternoon recitals. In addition to rehearsal at school, students are expected to practice at home daily.

Strings Gold 6

Strings Gold 6 class is available for students who have been studying violin, viola, cello, or string bass for one year or more. Good habits of technique and musicianship are emphasized in this class. Students play intermediate-level pieces for string orchestra and are introduced to appropriate works of chamber music. Alternative styles of string playing (fiddle, jazz, pop) are also introduced. Students are also given some basic instruction in music theory.

Stage Play

In Stage Play, students collaborate to create original acting scenes inspired by shared themes, stories, and ideas. A central part of the class is the use of intentional movement as a storytelling tool by exploring how physical expression can communicate character, emotion, and meaning long before a line is spoken. Through improvisation,

movement-based exercises, and ensemble work, students learn to embody fully realized characters while developing body awareness, confidence, and creative problem-solving skills. The class encourages collaboration, creative risk-taking, and strong ensemble connections in a supportive and energetic environment. Classes are active, imaginative, and physically engaged, culminating in an informal performance that celebrates storytelling, movement, and community.

Communication in the 21st-Century

The one-quarter course for Middle School students serves as an overview of the various communication methods used in the 21st century designed to develop and enhance students' oral communication skills. The goals of the course include fostering confidence, poise, self-esteem, listening skills, delivery techniques, organization, research techniques, and enhanced critical thinking within each student. The course also provides a brief introduction to formal debate, deliberation, and dialog embedded with the curriculum.

Physical Education 6

Daily physical education provides students with various activities that aid students' physical, mental, and social development. The curriculum promotes safety, self-esteem, discipline, sportsmanship, and positive attitudes about physical activity. Every student is introduced to the skills and basic strategies of team and individual sports, with an emphasis on physical fitness. Activities include swimming, football, volleyball, field hockey, basketball, soccer, track, tennis, lacrosse, and softball and baseball; lifetime activities of swimming, badminton, and tennis; and a tumbling unit.

SEVENTH GRADE

English 7

English 7 fosters a love of reading, an understanding of various writing styles, and an appreciation of good literature. Students recognize and understand abstract themes with special emphasis on an adolescent's point of view. Short stories and novels are analyzed for plot, character, point of view, voice, historical context, and other literary elements. Students translate their literary insights into well-constructed critical pieces. Traditional and structural grammar is studied within the context of writing. Continual emphasis is on diverse sentence construction and correct mechanics. Across Middle School, a lively free-choice reading program and partnership with the library contribute to the development of lifelong readers.

Math 7: Foundations & Applications

This course introduces students to pre-algebra concepts while developing fluency across a range of topics. Main topics include rational number operations from an algebraic lens; algebraic expressions and equation solving; introduction to functions and linear equations; exponent rules; application of percent and percent change; and 2D and 3D geometry. Other topics integrated throughout include financial applications, problem-solving techniques, logical thinking, and number theory. In addition to performing procedures accurately, students work to understand the reasoning behind the concepts and operations they study, to make connections across topics, and to explain their thinking with clarity and precision. As preparation for Algebra 1, students are pushed toward additional abstract thinking: generalizing patterns, reasoning with symbols, and attending to mathematical structure. The course also asks students to develop the habits of a mathematician (persistence, curiosity, flexible reasoning, and reflection on their own problem-solving) so that growth is reflected in procedural skills, conceptual understandings, as well as the quality of their mathematical practices.

Honors Algebra 7

This course presents a connected study of algebra organized around the concept of a function and the patterns of change that distinguish the linear, exponential, and quadratic families, while developing fluency across a range of topics. Main topics include equations and inequalities; linear functions; exponents and exponential functions; systems of equations and inequalities; operations with polynomials and radicals; solving quadratic and radical equations; quadratic functions; and rational expressions. Other ideas integrated throughout the course include function notation, domain, and range; multiple representations of a single relationship across tables, graphs, equations, and words; rate of change; data analysis; and mathematical modeling. In addition to performing procedures accurately, students work to understand the reasoning behind the concepts and operations they study, to make connections across topics, and to explain their thinking with clarity and precision. As the foundation for all higher mathematics, Algebra 1 raises the level of rigor and demands more of students: generalizing from patterns, reasoning abstractly and from structure, transferring concepts across topics, justifying their ideas and the methods they choose, and applying concepts to new and applied situations. The course also asks students to develop the habits of a mathematician (persistence, curiosity, flexible reasoning, and reflection on their own problem-solving) so that growth is reflected in procedural skills, conceptual understandings, as well as the quality of their mathematical practices.

Science 7

Using a compelling, issue-based approach, this course brings advanced biological concepts to life by connecting scientific ideas to real-world challenges. Students investigate how organisms live, grow, reproduce, and interact with their environments, with core units spanning cellular biology, genetics, human body systems, and ecology. Daily learning is dynamic, interactive, and fueled by hands-on labs, simulations, projects, and collaborative debates. Throughout the year, students hone their scientific reading and writing while building a strong foundation for independent laboratory research.

History 7

This course examines the history of the United States, focusing on the themes of freedom and equality. Students explore events and topics from multiple perspectives and wrestle with the nation's complex history. In addition, discussion of current events is woven throughout the course, and students expand their independence as researchers by using databases and search engines to locate sources and by creating annotated bibliographies that evaluate reliability and identify potential bias. Students enhance their ability to think critically about history, hone their listening and speaking skills, engage in civil discourse, and further develop their ability to craft claims supported with specific evidence. The course inspires students to connect history to their daily lives and

empowers them to act and become engaged citizens.

Chinese 7

This course has four main components: speaking and listening comprehension, reading and writing, research skills, and history and culture, a course of study that fits squarely within the general goal of the Greenhill Chinese program. The seventh-grade year ensures developmentally appropriate engagement with the many aspects of the Chinese language, literature, and culture. Its goal is to lay the groundwork for ongoing success at any level and in any type of Chinese study.

Latin 7

Latin 7 builds on students' growing understanding of the language, as well as further developing their understanding of the history, mythology, and culture of the ancient world. They continue to explore the enduring influence of the Latin language and Roman civilization on modern society. Throughout the course, students deepen their understanding of the diverse and interconnected cultures of the ancient Mediterranean world.

Students strengthen their skills in Latin vocabulary, grammar, and reading comprehension through adapted, level-appropriate texts. Continued practice with spoken and oral Latin activities helps students build fluency, improve pronunciation, and engage actively with the language in context. Collaborative activities, storytelling, and cultural exploration encourage students to think creatively, communicate effectively, and recognize the continued relevance of the classical world today.

Spanish 7

Spanish 7 cultivates students' enthusiasm for language learning through engaging and interactive experiences that enhance communication skills and deepen cultural understanding. Students work on strengthening their abilities in speaking, listening, reading, and writing while gaining increased confidence in using Spanish in real-world situations.

Class activities encompass conversations, role-playing scenarios, collaborative projects, games, discussions, and creative presentations that promote active participation and meaningful communication. Students engage with authentic texts, media, and cultural traditions from across the Spanish-speaking world, expanding their awareness of diverse perspectives and experiences. Through artistic, digital, and hands-on projects, students further develop their appreciation for Hispanic cultures while continuing to grow as confident and inquisitive language learners.

EIGHTH GRADE

English 8

English 8 students improve reading comprehension and higher- order thinking by engaging with several compelling texts. Emphasis is on literary techniques and the writing choices made by each author. Students are asked to develop opinions supported by the texts and to write critically using effective thesis statements and evidence provided by the authors. The course includes a free choice outside reading program, as well as frequent collaborative projects. Eighth grade writing instruction stresses the development of creative, expository, and analytical writing skills through familiarity with the writing process: outlining, drafting, editing, and revising.

Intro to Algebra

This course builds strong mastery and procedural fluency across a range of foundational topics while beginning the formal study of algebra. Main topics include number theory, expressions and the order of operations, solving and graphing linear equations, ratio, percent, and proportion, the Pythagorean Theorem, and geometry and measurement. In addition to performing procedures accurately, students work to understand the reasoning behind them, to make connections across topics, and to explain their thinking clearly. By giving students the time to develop genuine fluency and confidence, the course prepares them for a strong start in an Upper School sequence of math courses, culminating in Calculus in 12th grade, while developing the habits of a mathematician, so that progress is reflected in procedural skill, conceptual understanding, and the quality of their mathematical practices.

Algebra 8 and Honors Algebra 8

This course presents a connected study of algebra organized around the concept of a function and the patterns of change that distinguish the linear, exponential, and quadratic families, while developing fluency across a range of topics. Main topics include equations and inequalities; linear functions; exponents and exponential functions; systems of equations and inequalities; operations with polynomials and radicals; solving quadratic and radical equations; quadratic functions; and rational expressions. Other ideas integrated throughout the course include function notation, domain, and range; multiple representations of a single relationship across tables, graphs, equations, and words; rate of change; data analysis; and mathematical modeling. In addition to performing procedures accurately, students work to understand the reasoning behind the concepts and operations they study, to make connections across topics, and to explain their thinking with clarity and precision. As the foundation for all higher mathematics, Algebra 1 raises the level of rigor and demands more of students: generalizing from patterns, reasoning abstractly and from structure, transferring concepts across topics, justifying their ideas and the methods they choose, and applying concepts to new and applied situations. The course also asks students to develop the habits of a mathematician (persistence, curiosity, flexible reasoning, and reflection on their own problem-solving) so that growth is reflected in procedural skills, conceptual understandings, as well as the quality of their mathematical practices.

Honors Geometry 8

This Upper School–level course in Euclidian Geometry is open only to those who have completed Honors Algebra as seventh graders. The course covers the same scope as the Upper School Honors Geometry course with some additional extension topics integrated along the way. Logical reasoning and justification are key themes throughout the course. The challenging course requires significant time outside of class to finish practice problems.

Science 8

Serving as the capstone of the middle school science experience, this rigorous introductory course explores foundational chemistry and

physics concepts. Students engage in guided and student-led investigative approaches that are driven by central questions like "What is the nature of matter?" and "How do scientists communicate science?" Through collaborative laboratory work, eighth graders actively record data, critique their own and others' findings, and practice effectively communicating evidence-based conclusions—forming the perfect launchpad for high school science.

History 8

This course examines how internal and external forces shaped continuity and change within China, the Indian subcontinent, and African societies. After establishing an understanding of indigenous identities in the areas, the course explores global interactions, the period of exploration, industrialization, and modern developments. Through various sources and source types, students examine the implications of events from different historical perspectives, refine note-taking skills, develop analytical thinking skills, and enhance reading and writing proficiency. Students apply advanced research skills across disciplines by independently locating, evaluating, and properly documenting sources using databases and search engines in cross-curricular work as students connect with other disciplines and the world around them.

Chinese 8

Chinese 8 advances students' proficiency in Mandarin through the integrated development of speaking, listening, reading, writing, cultural understanding, and research skills, with a strong emphasis on confident communication and cultural presentation. Building upon the foundation established in earlier years, students expand their vocabulary, deepen their understanding of language structures, and communicate with increasing fluency, accuracy, and independence in a variety of real-world contexts.

The course highlights meaningful communication and deeper cultural inquiry through authentic materials, collaborative activities, presentations, and creative projects. Students explore Chinese history, literature, traditions, and contemporary life while examining the diversity and perspectives of the Chinese-speaking world. Through increasingly sophisticated language practice, discussion, and cultural analysis, students strengthen their analytical thinking, presentation abilities, and intercultural communication skills, preparing them for continued success in advanced Chinese study.

Latin 8

Latin 8 challenges students to engage more independently and critically with the language and culture of the classical world. Investigating literature, history, mythology, and Roman society, students examine the interconnectivity of the ideas and achievements of ancient and modern worlds.

As students experiment with increasingly sophisticated Latin texts, they refine their understanding of vocabulary and their systematic awareness of grammar while building fluency and confidence in translation and reading comprehension. Students evaluate data derived from literary and historical sources, synthesize cultural and linguistic knowledge, and develop evidence-based interpretations of classical texts and ideas. Through the processes of reason-based analysis, creative inquiry, and collaborative design, students optimize transferable higher-order thinking skills as they observe, interpret, and integrate their understanding of the classical world with both contemporary issues and the academic models and algorithms of higher education.

Spanish 8

Spanish 8 focuses on the continued enhancement of communication skills through a variety of student-centered learning experiences. Students develop their speaking, listening, reading, and writing abilities through engaging discussions, interviews, games, presentations, and collaborative projects that promote meaningful language use.

The course incorporates digital resources, authentic texts, and multimedia materials to facilitate language acquisition and cultural understanding. Students explore the literature, art, history, geography, and traditions of diverse Spanish-speaking communities, drawing connections between these cultures and their own experiences. Through creative and analytical activities, students expand their vocabulary, enhance their fluency, and build greater confidence in expressing themselves in Spanish as they prepare for more advanced studies.

SEVENTH AND EIGHTH GRADE ELECTIVES

Please note: Not all electives are offered each semester. Each seventh and eighth grade student is enrolled in two electives per semester. Electives can be yearlong or semester-long in duration.

Intro to Acting

Students are introduced to theater terminology, play performance-style improvisation games, and learn how to pick and edit appropriate performance pieces and develop believable characters. Emphasis is placed on working as an ensemble in a supportive setting where students are encouraged to make big choices, give and receive constructive feedback, and develop problem-solving skills. Students must take Intro to Acting or Musical Theater prior to One Act Play (offered in Semester 2) to achieve skill sets and a familiarity with program's expectations.

Intro to Drums/Percussion

This semester-long course is designed for the beginner-to-intermediate drummer who wants to learn to play a variety of percussion instruments ranging from drumset to percussion keyboards to world percussion and learn about different percussion music genres. They spend time studying important drummers and percussionists and collaborating with classmates to create music in different styles using the instruments they learn.

Choir Ensemble (Yearlong class)

The Middle School Choir Ensemble is comprised of seventh- and eighth-grade students. Musical selections range from standard choir repertoire of classical, holiday and pop music. The choir performs several times during the year, and students also have opportunities for events such as solo contest and honor choir. The skills and techniques developed will prepare students to participate in Greenhill Singers in Upper School.

Concert Band (Yearlong course)

This instrumental ensemble is comprised of intermediate-to-advanced players of woodwind, brass, and percussion instruments. The band learns pop music and standard concert band repertoire. The band performs several times during the year. Students may also participate in All-Region

Band Auditions and the Solo/Ensemble Contest. The techniques and skills learned in Seventh/Eighth Band prepare the students for participation in the Greenhill Band in Upper School.

Creative Writing

Students in Creative Writing engage in activities which emphasize creative thinking and develop writing skills. Activities include both prose and poetry – parodies, odes, comic books, and graphic novellas – with an opportunity to explore personal thoughts and reflections.

Introduction to Dance

Middle School Introduction to Dance invites students into the world of movement and expression through an engaging exploration of multiple dance styles, including ballet, jazz, hip hop and modern. Designed as a foundation for both the curious beginner and the budding performer, this course emphasizes body awareness, musicality, coordination, and creative expression. Students will build strength, flexibility, and confidence while learning fundamental dance vocabulary and techniques in a supportive, high-energy environment. Through improvisation, guided choreography, and collaborative projects, students also begin to develop their artistic voice and a deeper understanding of how dance communicates emotion and story. It prepares students for continued study in dance, including participation in Upper School Beginning & Intermediate Dance or future involvement in the Greenhill Dance Company. No previous dance experience is required, just curiosity, commitment, and a willingness to move.

Debate I

This class gives students the opportunity to explore different formats of academic debate and practice the process numerous times through debates against classmates. Students will learn basic tenets of the structure of an effective argument, efficient research techniques, tips on the presentation of arguments, and successful ways to respond to arguments.

Debate II

This class is for students seriously considering debate as an option in Upper School. Students will engage in an examination of competitive debate and focus on issues such as topic analysis, delivery, organization, and research. The course will introduce the policy, Lincoln Douglas, and World Schools debate formats in class. A year-end class tournament and potential local area tournaments are included in the course. *Prerequisite: Debate I.*

Advanced Debate

This course helps students experience all dimensions of competitive debate. Building on a foundation established in prior Debate courses, the class emphasizes participation in formal debates and will require participation in at least one tournament. The class reviews the basics and introduces advanced forms of argumentation, research, evidence comparison, cost-benefit analysis, note-taking, audience adaptation, and best practices in contemporary debate theory. Students will focus on either Lincoln Douglas Debate, Policy Debate, or World Schools Debate.

Evergreen Middle School

This introductory class will expose students to the basics of journalism and writing for The Evergreen. Students will learn how to define news; how to gather and organize information; how to write news and feature "leads"; and how to write complete news stories, features and profiles. The basics of news photography and design will be discussed, along with journalism ethics and bias. Students will write for the online or print editions of the Evergreen as they develop skills needed for Introduction to Journalism in Upper School.

Figure Drawing I & II

Students in the figure drawing studio will learn to draw the human form and develop proper proportions for their figures. Models and trips to the Recital Hall to draw the musicians allow students to draw from observation. Students will gain a better understanding of how to utilize Gesture and Contour Line drawing to develop their Figure Drawings. Students will use a variety of mediums like charcoal, soft pastels, graphite, and ink to produce their pieces. As the semester progresses, students will learn about Color Theory and Abstraction.

Graphic Design

The purpose of this course is to give students a core understanding of how graphic design impacts us every day and how to master the basics of good graphic design. This course explores graphic communication through the understanding of the elements and principles of design, such as color theory, composition, and emotional font selection. Students in the course will learn about the following disciplines: advertising, graphic design, web design, and illustration. Students will also learn to use industry tools such as Adobe Photoshop and Adobe Illustrator to bring their designs to life with product designs and vinyl work.

Introduction to Innovation

Introduction to Innovation is an engaging elective where students will learn essential innovation skills. Through hands-on experiences, students will become proficient in using tools in the Innovation Lab like laser cutters, 3D printers, basic hand and power tools, and other larger tools like the drill press and bandsaw. The course fosters creativity, critical thinking, and problem-solving through our design thinking principles. Students will engage in project-based learning, including a significant end-of-semester project. This course aims to equip students with the mindset and skills necessary to thrive in a world that values innovation and problem-solving, preparing them to become future innovators and change-makers.

Chamber Music

In this one-semester course, Greenhill gifts 7/8th grade music students with 55 minutes of rehearsal time every other day to grow their skills and enjoy making music with others. Some work on guitar skills, others keyboard skills. Other instrumentalists might use this class time for practicing alone or playing chamber music. Students work individually with Mr. Paraskevas and are given opportunity to play music collaboratively with others. By working in small groups, students grow their ensemble skills and enjoy playing chamber music with musical friends, learning from one another as well as from teacher instruction. In addition to rehearsal at school, students are expected to practice at home daily.

Jewelry

Discover the art of jewelry making through the exploration of techniques and mediums from across the globe. This hands-on course is designed for seventh and eighth grade

students and focuses on creating wearable jewelry pieces with wire, metal, clay, and beads while practicing traditional and contemporary techniques.

Middle School Improv 1

Improvisation is the art of acting without a script and writing on your feet. In the first half of this class, students will focus on playing for an audience, listening and being in the moment, finding their own comedic voices, being spontaneous, and building off each other's ideas using "yes, and..." In the second half of the semester, students will work as an ensemble to create scenes, establishing who/what/where, character, and emotions to perform scenes and short form games in front of an audience. Students will learn how to run their own shows, host short form games, and get suggestions from the audience. This class includes several informal performances for the Fine Arts classes.

Middle School Improv 2

In this course, students will take the skills learned in Improv 1 and focus on what is fun for the performer and for the audience. Students will review short form games learned in Improv 1 and dig into the balance of scene work and mechanisms that make them entertain and engaging. In the second part of the course, students will learn more complex short form games focusing on advanced skills such as jumping and justifying, committing to emotions and character, and audience participation games. Students will continue to work on their hosting skills and learn how to put together a show including choosing and casting performance games. This class includes several informal performances for the Fine Arts classes as well as a performance for friends and family at Spring Fling.

MS One Act Play Production (semester two)

In this course, students put into practice the skills that they have developed in Intro to Acting and Middle School Musical. They collectively choose, prepare, and perform a play for the community during Spring Fling. The focus is on audition preparation, plot analysis, character development, movement & blocking to enhance the story telling, and creating a relationship with the audience. The final steps before the actual performance include technical and dress rehearsals where actors join forces with theater tech students to put the final touches on the show. This class is so fun and truly prepares the performers for their upcoming high school theater experience. *Prerequisite: Completion of Introduction to Acting or by instructor approval.*

Online Entrepreneur: Becoming a Content Creator

Students will learn the skills needed to create weekly podcasts and videos for platforms such as Wonderly, YouTube, and others. These skills will include research, preparation, recording, editing, and publishing. Software tools such as OBS (Open Broadcast Software) Studio, Adobe Premiere Pro, and Adobe After Effects will be taught to allow the class to create engaging video content. Students will also learn from professionals in the industry about what it takes to get started in the field.

Photography (Beginning)

This course is an exploration in digital and analog photography using point and shoot cameras, digital negatives, and black and white chemistry. Students learn the intricacies of lighting, composition, and form while accomplishing assignments for use in the traditional black and white darkroom. Photoshop retouching skills are learned to further integrate technology with traditional photographic methods. Color theory and apps are learned towards the end of the course. No previous experience necessary.

Photography (Advanced)

Students will further explore analog methods using highly experimental techniques. These include silver gelatin toning, Sabattier printing methods, Solargraphs, Pinhole, Encaustic and Resin, and other Polaroid methods. This class mimics the Upper School course, Abstract and Experimental. Beginning Photography is a prerequisite for this course and this class. *Prerequisite: Photography (Beginning)*

3D Design

In this course, students will learn how to 3D model using Onshape, an industry-grade software. Students will learn how to model whatever they select from mechanical parts and toys to fashion and jewelry. Once students have modeled their creations, they will learn how to 3D print and laser-cut them in various materials. Skills learned in this class can be used in product design courses and will be applicable to other 3D software, such as 3D animation.

Robotics

In this dynamic class, students dive into teamwork, problem-solving, coding, team management, and the design process. They collaborate with peers to construct robots and tackle challenges, honing communication and cooperation skills. They will employ coding languages like Python and Scratch, mastering logical thinking and algorithmic problem-solving while also learning team dynamics, leadership, and time management.

Ceramics

Ceramics is a set of skills and techniques used to create objects in clay. We will focus on both sculptural and functional ceramics using hand building and wheel throwing processes. All students will learn how to work with clay through all its states, from soft clay to finished pottery. In the process we will learn the vocabulary of visual art as it relates to ceramics and learn about art from historical examples.

Sculpture

Sculpture is the process of creating three-dimensional art using a variety of processes and media. Sculptures use a combination of additive and subtractive techniques to build mass and form. The four main methods of material manipulation will include carving, assembling, modeling, and casting. Students will have several different types of materials they will be expected to work with including wire, wood, cardboard, found object, and mixed media to make works of art. In the process we will learn the vocabulary of visual art as it relates to sculpture.

Sinfonia (yearlong course)

Greenhill Sinfonia, Greenhill's Middle School String Orchestra, is open to intermediate to advanced level 7/8th grade String students. Sinfonia rehearses and performs appropriate orchestral works from the standard classical repertoire, as well as music by contemporary composers of educational music. Playing chamber music is an important part of Sinfonia's program, whereby students rehearse in trios or quartets, at times with coaching, other times rehearsing on their own.

Private lessons are greatly encouraged but not required. Students, however, are expected to practice regularly and prepare for each rehearsal. Greenhill Sinfonia is a year-long course.

Technical Theater I

This course introduces students to a broad range of skills and knowledge related to Technical Theater. With a strong focus on "doing," the class focuses on the basics of scenic construction, including the safe and proper use of many tools and materials. Other areas of design and production are also covered including set design, lighting, sound, makeup, and costumes. Students are actively engaged in the creation of sets, lights, and props for Greenhill Theater productions.

Technical Theater II

In Technical Theater II, students build upon and expand the knowledge and skill set they developed in Technical Theater I. They are exposed to more advanced techniques and are encouraged to meet the higher expectations of an advanced class. Projects vary each semester and are based on the program's needs and areas of student interest. Technical Theater II students are further involved with supporting Greenhill Theater productions, including opportunities to crew Middle School productions. Prerequisite: Technical Theater I.

Video Production

Middle School Video Production students write, produce, shoot, and edit a film all on their own as a large group. They use the same materials that the Advanced Video Production (AVP) students use to make the films that have made Greenhill one of the most decorated film production schools in the nation. No film experience is necessary, just the desire to be part of a filmmaking team.

Creative Coding

The creative coding class teaches skills used in game creation using the game engine Flowlab. Students will learn how to use flow-based visual logic to create engaging and visually appealing experiences without the need for text-based coding. Additionally, students will acquire UI/UX best practices employed by industry professionals at major game companies such as Blizzard, EA Games, and Riot, enabling them to design games that are both fun and enticing to players.

MIDDLE SCHOOL ATHLETICS

In seventh and eighth grades, students may join athletic teams for interscholastic competition. Across the three sports seasons, students may choose from:

- Baseball
- Basketball (boys and girls)
- Cross Country (boys and girls)
- Field Hockey
- Football
- Golf (boys and girls)
- Lacrosse (boys and girls)
- Soccer (boys and girls)
- Softball
- Swimming (boys and girls)
- Tennis (boys and girls)
- Track and Field (boys and girls)
- Volleyball (boys and girls)

Physical Education in the Sports Performance Center 7/8

Students select either physical education classes or the opportunity to join a competitive athletic team. These programs are offered simultaneously during the school day, with competitions after school. Physical education includes tennis, swimming activities, badminton, team handball, floor hockey, ultimate frisbee, strength and conditioning, dance, and activities that emphasize fitness and competition. The emphasis is on fostering healthy attitudes toward physical fitness, developing a positive self-concept, encouraging desirable social interactions, and building good sportsmanship.

Middle School Dance

The Middle School Dance program offers a dynamic exploration of various dance styles and serves as an athletic credit option. Students will delve into ballet, hip-hop, modern and other genres, focusing on technique, creativity, and teamwork. Through lively routines and engaging choreography, participants enhance physical fitness while cultivating self-confidence and artistic expression. The program provides a journey of discovery, passion, and fun, fostering an inclusive environment where dancers of all levels can thrive.

Upper School Curriculum 2026-2027

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Introduction

This section is intended to provide an overview of Upper School courses and graduation requirements for the 2026–2027 academic year. For students who enroll, the requirements for graduation in the box on page 2 should serve as a guide in making course selections. These requirements ensure an appropriate distribution of courses and areas of study while allowing students a measure of individual freedom of choice to pursue their own interests.

Faculty members serve as academic advisors and play an important role in shaping a student's course of study and extracurricular participation. Advisors and college counselors work together to assist students in the course selection process to help students plan a curriculum that not only provides appropriate background for further study but also takes into account the student's abilities and interests. In addition to the assigned advisor and college counselor, students and parents may also consult teachers, department chairs, or other administrators when planning a course of study.

Since Greenhill is a college preparatory school, the basic curriculum is accelerated and intensive. To meet the needs of students who have demonstrated both special abilities and interests, honors and Advanced Placement (AP) courses are offered in many subjects. Students are recommended for AP or honors courses based on that student's demonstrated ability, personal motivation, intellectual desire, and other departmental information. Students who enroll in honors or AP-level courses should expect a more in-depth exploration and a heavier workload in those courses. Each student's strengths, goals, and extracurricular commitments are different, and thus the course planning and selection process is a very individual one. We encourage students to challenge themselves in areas of strength and interest, but we also remind all students that a balanced life and curriculum is critically important. A student is considered fully enrolled every semester if that student is in a minimum of six courses: five from academic departments with course numbers beginning with 1-5, and one from the Design + Innovation department, Arts department, or PE department within the academic day. However, from a college admissions perspective, most students are best served and best prepared by studying each academic discipline each year and preferably each semester.

Requirements for Graduation

Department

ARTS
- 4 semesters of Arts classes

COMMUNITY SERVICE
- 18 hours in grades 9 & 10
- 24 hours in grades 11 & 12

DESIGN + INNOVATION
- 1 semester of Design + Innovation

ENGLISH
- Full year of 1010 English (9th)
- Full year of 1020 English (10th)
- 1 semester of 1730 Narrative Nonfiction (11th) or 1610 AP English Language and Composition
- Juniors and seniors must complete an English elective every semester of 11th and 12th grade. In 11th grade, students must complete 1730 Narrative Nonfiction or 1610 AP English Lanuage and Composition as one of their electives. In 12th grade, 1600 AP English Literature and Composition fulfills the English course requirement.

HISTORY AND SOCIAL SCIENCE
- Full year of 4010 Global History
- Full year of 4020 U.S. History
- 2 semesters during 11th & 12th grades; at least 1 semester must be Government in Action or AP US Government

MATHEMATICS
- 6 consecutive semesters starting in 9th grade

MODERN AND CLASSICAL LANGUAGES
- 4 consecutive semesters starting in 9th grade
- Students must demonstrate competency through Level III of one language

PHYSICAL EDUCATION/ATHLETICS
- 9th Grade: Foundations of Fitness and Wellness is a required course for all 9th grade students. Plus 1 semester of another Physical Education or 1 season of Team sport.
- 10th Grade: 2 semesters of Physical Education or 1 semester and 1 season of Team Sport or 2 seasons of Team Sport
- 11th Grade: 1 semester of Physical Education or 1 season of Team Sport
- 12th Grade: 1 semester of Physical Education or 1 season of Team Sport

SCIENCE
- Full year of Physics (9th)
- Full year of Chemistry (10th)
- Full year of Biology (11th)

Cross-Listed Courses

Students must declare the department number for any cross-listed course by the add deadline of the semester the course is in.

Chemistry of Photography	Arts (6140)	Science (5340)
Beginning and Intermediate Dance	Arts (6190)	PE (8565)
Theater: Musical Production	Arts (6450)	PE (8560)
Greenhill Dance Company	Arts (6440)	PE (8570)
Literature of Human Rights in the U.S.	English (1330)	History (4220)

NCAA Eligibility

Students who wish to play Division I or Division II sports in college must meet the eligibility requirements of the National Collegiate Athletic Association (NCAA). Eligibility is determined, in part, by completing a specified number of NCAA-approved classes in the subject areas of English, History/Social Sciences, Science, Mathematics, and Foreign Language. Almost all Greenhill courses in these areas meet eligibility requirements. However, a small number of our courses are NOT NCAA-approved, typically because they are too interdisciplinary in subject matter to meet the NCAA's narrowly defined requirements. Academic advisors and college counselors work with students considering Division I or II sports to select courses for a curriculum that will ensure NCAA eligibility. Students can also contact the Greenhill College Counseling Office for guidance.

Courses that are NOT NCAA-approved include Design + Innovation courses, Advanced Tutorials in English, Writing Tutorial, Reading Tutorial, Tutorials in History/Social Studies, Advanced Tutorials in History/Social Studies, Finance and Accounting, Advanced Tutorial in Mathematics, Advanced Tutorials in Modern and Classical Language, Chemistry of Photography, and Advanced Tutorials in Science. The Literature of Human Rights course may only count for English credit for NCAA eligibility purposes. The History of Human Rights course may only count for History/Social Sciences credit. Many Global Online Academy courses are approved by the NCAA. Please confirm approval status with the College Counseling Office or the Global Online Academy Site Director.

GRADUATION REQUIREMENTS

The academic year features a program emphasizing breadth and skill development. The basic unit of measure is the credit, representing the equivalent of a six-week course. Thus, a semester course is a three-credit course, and a full-year course is a six-credit course. Credits are earned by passing a graded course with a grade of D– or better or by passing a course designated as Pass/Fail. The graduation requirements consist of departmental requirements and completion of a minimum of six courses each semester.

COLLEGE PREPARATION

Greenhill's graduation requirements provide students with more flexibility in course selection for grades 11 and 12. Students, parents, and advisors are urged to keep in mind that colleges evaluate students in good part by the course selection reflected on the transcript. Many selective colleges will expect students to have more academic credits than Greenhill's academic requirements. Additionally, highly selective colleges care deeply about the level of academic challenge students have taken.

Consequently, it is vital both to select a range of academic subjects and to think carefully about choosing appropriately challenging classes in all academic areas. Colleges do not look favorably on transcripts that are light on academic challenge or overly skewed in any direction. The more selective the college, the greater the expectation that students will challenge themselves within the context of Greenhill's academic offerings.

Students are encouraged to pursue their academic and co-curricular interests, but should remember that colleges are looking for evidence of a balanced course of study.

ADVANCED PLACEMENT COURSE PROCEDURES AND POLICIES

Students may take up to three AP courses per year, in grades 11 and 12 only. In exceptional cases, especially where students have run out of other courses and the next appropriate courses are all APs, a student in grade 11 or 12 may take a fourth AP course. In certain cases, particularly in Science and Computer Science, a small number of grade 10 students are allowed to take one AP course. The only AP course available to grade 9 students is AP Physics 1, only for those students who are recommended for it, are concurrently enrolled in Honors Algebra II (or a higher level), and pass a placement test.

With the exception of AP US Government, AP Comparative Government, and AP English Language and Composition, which are one-semester courses at Greenhill, courses follow a yearlong college-level curriculum and culminate with an examination given in May. These examinations are given on campus at Greenhill, and students must pay a fee for each examination (though this fee is covered for students who qualify for supplemental Financial Aid).

Students taking an AP course are required to take the examination in that course. It is important to note that not all colleges give credit hours or advanced standing for AP test scores, regardless of score or discipline. Therefore, individual college curriculum guides must be consulted for precise policies. AP courses are listed with an accompanying "AP" to distinguish them from the other advanced courses offered in the curriculum. Prerequisites for enrollment in an AP course are specified within each AP course description.

Students in grades 11 and 12 may elect to take AP exams in subjects not offered by Greenhill, on a "self-study" basis, though Greenhill does not encourage this. Exam scores not connected to Greenhill coursework do not have a significant effect on students' college admission outcomes. In a case where a student has a strong interest in the subject, as well as time to study it on their own, a self-study AP exam is an option, but most students do not pursue such AP exams, nor do they need to. Students may not sit for self-study exams in subjects offered at Greenhill (whether in-person or via GOA); students must be enrolled in those courses before taking the exams.

Students in grade 10 may elect to take one AP exam in a subject not offered by Greenhill (whether in-person or via GOA), on a "self-study" basis; students in grade 9 may not take AP exams in subjects not offered by Greenhill. In the larger context of college admission evaluation, courses taken at Greenhill (at any level, not only AP) carry more importance than scores on AP exams taken independent of school coursework. Greenhill does not offer the AP Pre-Calculus exam.

THE CAPSTONE PROJECT

The Capstone Project (7900)

Full year

The senior capstone project provides outstanding seniors with in-depth exploration and study in a self-selected area of interest. This student-driven project requires advanced, independent, and interdisciplinary study that culminates in an exhibition of a final product. This yearlong experience also requires students to develop an idea, explore further understanding, and create an innovative product based on their analysis, synthesis, and unique presentation of learning outcomes.

A senior capstone experience culminates in a wide variety of projects, such as traditional academic research papers, creative writing projects, Arts performances, or other unique presentations. Students must work closely with both a Greenhill faculty mentor and a professional mentor who will guide the student's project closely throughout the year. By combining their current interests with relevant learning, students gain valuable experiences throughout their capstone project that will apply to future endeavors.

A student's capstone project proposal must include the following:

- A clear statement of focus that includes the motivation behind the topic
- A proposed bibliography/contact list (where applicable), including a list of outside expert(s)
- A list of credits/courses sought (maximum of 12) and the rationale;
- The name of the mentor

To receive more details and to obtain a proposal form, a student should contact the Director of Academics.

Community Service

In keeping with the school's core values, Upper School students are expected to experience and learn about different community needs as a requirement for graduation. The goal of the community service program is for students to build an awareness and understanding of genuine community needs and how their actions, large and small, can make a difference.

As students identify and select their community projects, they begin to see themselves as leaders and resources in the community. By serving their community, students are using critical thinking and problem-solving skills in new and challenging ways and ultimately changing their views of themselves and the world they live in.

The school's service aligns with the school's mission and vision because we see our world more hopeful because of the Greenhill community.

Note: Please see the Upper School Community Service box at right.

Upper School Community Service

The community service guidelines have been updated for the 2026-2027 school year.

Upper School graduation requirement:
Upper School students are expected to complete a minimum of 42 hours of community service during their four years in Upper School. All students are encouraged to exceed the minimum requirement.

A minimum of 18 hours during 9th and 10th grades

- Students may begin accumulating this block of hours June 1, the summer before their 9th grade year.
- Service hours may come from virtual, in-person, or for-school volunteer opportunities.
- A new student entering the 10th grade is required to complete at least 9 hours of service by the last day of the 2026-2027 school year.
- For students in the Class of 2029, it is expected that all service hours are submitted and verified by the last day of the 2026-2027 school year.

A minimum of 24 hours during 11th and 12th grades

- Students may begin accumulating this block of hours June 1, the summer before their 11th grade year.
- Service hours may come from virtual or in-person volunteer opportunities. **For-school volunteer hours will not count towards the 24 hours graduation requirement.**
- For students in the Class of 2027, it is expected that all service hours are submitted and verified by January 31, 2027.
- Students must complete a service project between the summer before their 11th grade year and January 31 of their 12th grade year. 12 of the 24 hours will come from the service project. More details about the service project are given to the students before the end of 10th grade.

Summer hours begin June 1, 2026.
All summer hours and the previous school year's hours (if applicable) must be submitted by September 30, 2026.

Community Service Guidelines
Greenhill School defines community service as time contributed to a nonprofit 501c3 organization. Service can be done onsite, virtually, or through a school-sponsored community service project. As a rule, the community should be benefitting from your volunteer service and you should not be receiving payment for your service.

Greenhill School defines "for-school service" as time dedicated to serving the school's internal community, including but not limited to its faculty, staff, groups, divisions, or departments. This type of service focuses on activities or contributions that directly support and benefit the people and operations within Greenhill School.

There are many volunteer opportunities that DO NOT meet the Community Service Guidelines. Students should request pre-approval from the Director of Service Learning and Community Engagement prior to performing community service outside the above stated guidelines.

For more information about service guidelines, opportunities, FAQ, and more, please refer to the Service Resources page on MyGreenhill.

Arts

Arts education at Greenhill School is based upon the conviction that aesthetic curiosity, self-discipline, and internal motivation are fundamental to learning. We believe that the arts are multidimensional and teach important life skills through art skills.

Arts at Greenhill provide students with an opportunity to celebrate their uniqueness and to strive for opportunities for collaboration.

Some visual art classes incorporate science, while plays written and produced by students often deal with important social issues. Likewise, video projects address social issues and concerns that confront young people.

While many students at Greenhill seize the opportunity to focus on a specific artistic discipline, many continue to explore and enjoy the broad and diverse arts offerings available.

Some Arts courses are offered for credit during Summer on the Hill. Most students at Greenhill graduate with more than the minimum requirements. Arts courses are offered at both the beginning and advanced levels, and all classes are graded.

STUDIO ARTS

Ceramics I (6210)

1st semester; 3 credits
There may be a fee for class-related supplies.

This is an introductory course to explore ceramic processes involved with pottery and sculpture. This class will introduce students to building with clay based on contemporary and historical influences. Emphasis will be placed on the elements and principles of design, such as line, shape, texture, and color. Students will start with hand-building techniques and pinch, coil, and slabs and then be introduced to the craft of wheel-thrown pottery. Students will be able to work with clay through all its states, from wet clay to finished fired ceramics.

Ceramics II (6260)

1st semester; 3 credits
Prerequisite: Ceramics I
There may be a fee for class-related supplies.

Students continue to advance their hand-building and/or wheel-throwing skills. This course is designed for students with previous clay experience. Assignments will be given at the beginning of the semester, working toward independent projects based on the student's skill level, interest, and instructor approval. Students will develop their own style of working and experiment with advanced wheel/hand-building and glazing techniques.

Chemistry of Photography (6140 FA or 5340 SCI)

1st semester; 3 credits
Class size limited to 13 students
There may be a fee for class-related supplies.

This course allows students to explore the interconnectedness of a Arts discipline (photography) and a science discipline (chemistry). Students simultaneously explore several photographic techniques and the chemical explanations behind those techniques. Students who have completed this course are able to reflect and speak on the artistic meaning of their images and explain, on a chemical level, the processes and techniques used to achieve the final works of art. Experiments and imagery are produced with black-and-white developer techniques, toning techniques, Sabattier effects, and 19th-century printing techniques. A final portfolio is produced along with a final project assessed on artistic and chemical understanding.

Design I (6050)

1st semester; 3 credits
There may be a fee for class-related supplies.

This course explores the basic elements of design including line, color, shape, form, value, space, and texture in connection with both abstract and applied design. Students will gain knowledge and experience working with concepts of positive/negative form, typography, size and scale, repetition, symmetry, and basic color theory, before moving into more applied design assignments. These may include logo design, posters, and signage. Students have the option to work in both hand rendered and digital art collage for assignments.

Design II (6080)

1st semester; 3 credits
Prerequisite: Design I or Instructor approval
There may be a fee for class-related supplies.

This course continues to explore the basic elements of design in fine art and print design. Students will use the skills and knowledge gained in Design I and use creative problem-solving while focusing on prompt-based assignments. For the second half of the semester, students will create a sequential series or final large work for exhibition, which could include book art, installation art, mixed media, digital art, or printmaking.

Digital Art (6090)

1st semester; 3 credits
Class size limited to 16 students
There may be a fee for class-related supplies.

Digital Art is an exciting and creative class designed to introduce the innovative world of digital media and graphic design. In this semester-long course, students gain a comprehensive introduction to the latest in digital art techniques, utilizing various software programs such as Adobe Photoshop and Adobe Illustrator. Instead of paints and pencils, students will use their own photography or found images for digital manipulation and drawing. They'll become familiar with concepts around visual communication, learn about elements and principles of design, and have opportunities to animate their creations—all while establishing their foundation in digital art.

Drawing I (6010)

1st or 2nd semester; 3 credits
There may be a fee for class-related supplies.

This is an introductory course that gives students a foundation in both technical and conceptual subject matter. Instruction is given on skill building, understanding vocabulary as it relates to drawing, and experimentation of materials through creative problem-solving. Sketchbook assignments will be used to reinforce skills and concepts as students navigate class assignments. Observational and conceptual assignments with various surfaces, techniques, and mediums will be explored. Learning how to create visual narratives is a component of the course so students can begin to find their voice as an artist.

Drawing II (6060)

1st or 2nd semester; 3 credits
Prerequisite: Drawing I or Instructor approval
There may be a fee for class-related supplies.

This course continues to focus on honing both technical and conceptual drawing skills.

Students continue their investigation of space, image, and form as they relate to still life, figurative, and conceptual studies, and have the opportunity to explore various surfaces and

media to aid them in communicating content. A final work/series is the focus for the second half of the semester. Students interested in building their portfolio in preparation for an Honors course and/or students who really enjoy the drawing process may repeat this course.

Jewelry Design and Fabrication I (6245)

1st or 2nd semester; 3 credits
Class size limited to 10 students
There may be a fee for class-related supplies.

Practice the art of jewelry design and fabrication through the exploration of techniques and mediums from across the globe. This hands-on course is designed for upper school students and focuses on research, design, and fabrication of wearable art jewelry. Through the exploration of various skills and mediums, such as metalsmithing, hand-building, and bead weaving, students will discover and express their artistic voice. Students will engage in critiques, collaborative projects, and reflective practices to refine their skills and artistic voice. Open to all levels, the class offers opportunities for beginners and advanced learners to grow and can be repeated as skills and projects build off prior knowledge. Students are encouraged to showcase their work in school exhibitions and contests.

Painting I (6030)

1st or 2nd semester; 3 credits
There may be a fee for class-related supplies.

This course gives students a strong foundation of painting concepts and techniques that allow for experimentation and exploration of materials and painting media, painting methodology, brush techniques, and basic color theory. Students can explore water-based mediums, oils, and mixed media while working on observational and conceptual assignments. A brief background in art history that includes important movements and artists will proceed experimentation and exploration of media for assignments. Learning how to create strong visual narratives is a component of this course so students can begin to find their artistic voice.

Painting II (6070)

1st or 2nd semester; 3 credits
Prerequisite: Painting I or Instructor approval
There may be a fee for class-related supplies.

This course continues the foundational skills and concepts explored in Painting I while helping students find their artistic voice. Students will have the chance to explore water and oil-based mediums, printmaking, experimental painting, and mixed media works while exploring both traditional and non-traditional surfaces. This course may be repeated for credit.

Photography I (6110)

1st or 2nd semester; 3 credits
Class size is limited to 13 students.
Camera provided by Greenhill Technology Department
There may be a fee for class-related supplies.

This is a beginning-level course for the novice photographer and is a hybrid of analog and digital darkrooms. A series of projects introduces students to a basic understanding of Adobe Photoshop, the generation of digital negatives for darkroom and experimental process use, DSLR camera capabilities, and how to utilize good composition, form, and light. Students learn how to photograph using manual settings, and how to improve their visual perception through individual assignments. Color theory, color correction, and studio lighting are also introduced. Weekly critiques are conducted to enforce syntax and process learning. Selected prints are matted for display, student exhibitions, and local/national contests.

Photography II (6120)

1st or 2nd semester; 3 credits
Class size is limited to 15 students.
Prerequisite: Photography I
Camera provided by Greenhill Technology Department
There may be a fee for class-related supplies.

Photography II is an exploration of the photographic medium with an emphasis on creative problem solving. Students will have full access to the analog and digital darkrooms and are encouraged to integrate the technologies to further their understanding of the medium. History of Photography, prompts, and the issues-based photographic projects are explored throughout the course. Students learn the process of writing and supporting an artist statement that prepares them for future classes. This course may be repeated for credit.

Printmaking (6040)

2nd semester; 3 credits
Class size limited to 16 students
There may be a fee for class-related supplies.

Printmaking introduces students to the creative and technical processes of making multiple original artworks through print. Students will explore a range of printmaking techniques including monoprint, and relief printing learning how to translate drawings and designs into expressive printed images. Emphasis is placed on craftsmanship, composition, experimentation, and creative problem-solving. Through both historical and contemporary examples, students will gain an understanding of printmaking's role in visual communication and artistic expression. Projects will encourage personal imagery and conceptual thinking.

Sculpture I (6220)

2nd semester; 3 credits
There may be a fee for class-related supplies.

Students learn sculpting skills, including the forming methods: additive, subtractive, fabrication, casting, and found object. Work is created in the round, and presentation of sculpture is addressed. Students work on assignments with paper, cardboard, wood, clay, glass, wax, and found objects.

Sculpture II (6230)

2nd semester; 3 credits
Prerequisite: Sculpture I
There may be a fee for class-related supplies.

Assignments will be given at the beginning of the semester, working toward independent projects based on the student's skill level, interest, and instructor approval. Students work on assignments with paper, cardboard, wood, clay, glass, wax, and found objects. Students are encouraged to begin to find their voices sculpturally.

Video Production (6510)

1st or 2nd semester; 3 credits
Class size limited to 20 students.
There may be a fee for class-related supplies.

This course can be many things. We work in small groups to produce several short films in a semester. For the Middle School student who worked in a large group, this class allows you to be much more in charge of learning all aspects of film preproduction, production, and postproduction. For the film fan, this class gets your feet wet with a greater appreciation of the art form. For the driven young filmmaker, this class starts to shape your skills and voice and fulfills the requirement for the Advanced Video Production (AVP) classes. No matter your motivation, this class is a space to watch, dissect, evaluate, and produce films. Prompts change from project to project and class to class, including animation projects. Students can take Video Production a total of two times in Upper School. Students can take Video Production: Studio all four summers for credit.

Woodworking I (6240)

1st or 2nd semester; 3 credits
Class size limited to 8 students
There may be a fee for class-related supplies.

Woodworking I is an introductory course designed for students interested in exploring woodworking techniques and materials. Focused on developing craft skills, artistic creativity, and understanding form and function, students will learn about wood types, milling, joinery, and finishing. The course uniquely combines 3D art and carpentry in a studio-based environment. Through a series of projects, students will apply both hand and machine techniques to produce works that blend aesthetics with utility. The semester culminates in a gallery showing their creations, showcasing their journey in the art of woodworking. This course is perfect for those looking to begin their journey in woodworking or to expand their artistic skills.

Woodworking II (6250)

2nd semester; 3 credits
Prerequisite: Woodworking I and Instructor Approval
Class size limited to 8 students
There may be a fee for class-related supplies.

Woodworking II is an advanced course for students who have completed Woodworking I and wish to expand their skills in woodworking and design. Students will undertake ambitious, self-directed projects that demonstrate both technical proficiency and personal artistic vision. This course provides an opportunity for serious students to develop portfolio-quality work in the woodworking discipline. This class may be repeated for credit. As an advanced course, Woodworking II will require additional shop time beyond the scheduled class time.

Honors 2D Art and Design (6085)

Full year; 6 credits
Prerequisite: 3 semesters of Drawing, Painting, or Design, and Instructor approval
There may be a fee for class-related supplies.

Honors 2D Art and Design provides an advanced exploration of 2D art as a medium for personal expression. Students will develop a comprehensive portfolio of eight major works, guided by an issue-based artist's statement that defines their creative vision and thematic focus. The course integrates a variety of traditional and contemporary 2D techniques, including drawing, painting, mixed media, and digital design, emphasizing both craftsmanship and conceptual development. Students will create exhibition-quality work while engaging in critiques, written reflections, and peer collaboration to refine their artistic style and voice. They will research and explore historical and contemporary artists and artistic movements and the relation to their unique voice. The course encourages participation in school and community exhibitions, contests, and online showcases. Students will also prepare their portfolios for submission to art schools or professional opportunities, fostering a strong foundation for future creative endeavors.

Honors 3D Art (6295)

Full year; 6 credits
Prerequisite: Ceramics I, Ceramics II, and Sculpture I, or Sculpture I, Sculpture II, and Ceramics I. Instructor approval is necessary.
There may be a fee for class-related supplies.

Honors 3D art is an advanced course that builds on the foundational skills learned in previous ceramics and sculpture courses. Throughout the course, students work independently to create eight major works of art using a specific set of materials based on independently established artists' statements. As they work, students will refine their skills while developing their own ideas and themes. Over the course, we will use the critique process for self-improvement and explore the relationship between expression and personal style. The yearlong course is divided into two sections. Students will focus on working with clay during the first semester, while the second semester will cover various sculptural media. At the end of the year, students will submit a final portfolio showcasing their highest levels of craftsmanship and personal voice.

Honors Photography (6150)

Full year; 6 credits
Prerequisites: Photography I and II and either another semester of Photography II OR Chemistry of Photography OR Abstract & Experimental Photography. Instructor approval is necessary.
There may be a fee for class-related supplies.

Honors Photography is an exploration of issues surrounding the pursuit of photography as a medium of personal and identity expression. Students are responsible for writing an artist statement (thesis) and supporting the proposal with an exhibition quality portfolio (a custom printed book), and an online account detailing the process of artistic intent. An abundance of 19th – 21st century technologies are utilized and integrated. Alternative aspects of book art and collaborative work is highly encouraged. Students will collaborate with campus-wide projects and prepare their work for submission to student exhibitions, contests, publications, professional gallery, and online opportunities. Application to the YoungArts Competition is required. Students must apply for approval to be included in Honors Photography.

Advanced Video Production (6560)

Full Year; 6 credits
Class size limited to 20 students.
Prerequisite: US Video Production and Instructor approval
There may be a fee for class-related supplies.

Advanced Video Production (AVP) is a yearlong class for the student who wants a more rigorous class of filmmaking. AVP students work in small, tight-knit groups to make high-quality short films. Class time is used for watching, discussing, and evaluating films, pitching stories in small and large groups, and preproduction and postproduction of shorts, field trips, and visiting artists. AVP films have been shown all over the state, nation, and world. AVP is a rigorous class and a strong family of makers.

Tutorial in Advanced Studio Art (6910)

1st or 2nd semester; 3 credits
Prerequisite: Students must have taken a beginning visual art course for a tutorial; permission from instructor and approval by the Head of Upper School and the Arts Director are required.
There may be a fee for class-related supplies.

One-semester tutorials are available to advanced art students. Topics are to be jointly proposed in writing by the student and instructor.

THEATER

Acting I (6330)

1st or 2nd semester; 3 credits

This engaging course is for the beginning actor or those with acting experience solely in Middle School. The class focuses on developing the actor's confidence and performance skill set in a low-risk, high-success environment with theater games, exercises, vocal work, stage combat, and character and script analysis. Over the semester, students are introduced to preparation techniques and fundamental performance skills. Students develop and present monologue audition pieces and scenes that challenge them to create lively, exciting characters. This course culminates in a final showcase of work.

Acting II (6335)

1st or 2nd semester; 3 credits

Prerequisite: Acting I or Instructor approval. This course may not be offered every year.

This advanced course is for the more experienced actor and is strongly recommended for the student who may be exploring an acting or film focus in college. The course concentrates on scene work in different acting styles for the stage and screen. Actors analyze scripts, develop movement and characters, and increase their improvisational acting skills. Works include texts written for the stage, film, and television. Scene work is often video recorded for review and critique. This course culminates in a final showcase to be presented to an invited audience.

Improv Comedy: Finding Your Funny (6340)

1st or 2nd semester; 3 credits

Learn how to unlock your authentic comedic voice on stage! In this semester-long course, students will focus on finding the fun, being spontaneous, and making big choices! In the first quarter, students will collaborate with their classmates to tell stories on their feet, support each other's ideas, and find their own truth in comedy based on their experiences and perspectives. In the second quarter, students will work together to create improvised scenes and comedic characters with strong points of view and absurd behaviors with a focus on what it takes to create an improvised show of short form games and longer formats. This class will culminate in a short form improv performance for a small audience. *Students can take Improv Comedy a total of two times in Upper School but not in consecutive semesters.*

Introduction to Writing for Stage and Film (6360)

1st semester; 3 credits

This course is designed to help all aspiring playwrights and screenwriters dive into the world of theatrical and cinematic storytelling! Students will learn practical writing techniques, the use of physical space in their writing, build believable and dynamic characters through dialogue, and develop plot structure with an emphasis on action and conflict. Students will have the opportunity to put what they've learned into practice right away, with assignments that range from short playwriting all the way up to a ten-minute play and a screenplay suitable for video production. When it's all over, we'll cap things off with readings of each student's work for real-life feedback in an intimate setting.

Technical Theater I (6320)

1st or 2nd semester; 3 credits

Class size is limited to 12 students

A hands-on course based on the process and techniques used in creating and manipulating scenery, properties, costumes, light, and sound to enhance a theatrical event. Workshop demonstrations and hands-on experience are featured and offer the student a project-based learning environment. This class can be repeated and tailored to the individual concentration and skill level of each student.

Technical Theater II (6325)

1st semester; 3 credits

Prerequisites: Technical Theater I

Class size is limited to 12 students

Technical Theater II is an advanced course tailored for students with prior experience in technical theater. This course provides an opportunity to delve deeper into specialized areas such as scenic painting, lighting, projection work, props design and fabrication, sound, and scenic construction. Students will have the flexibility to focus on their area of interest, enhancing their skills through hands-on workshops, demonstrations, and individual projects. A significant course component involves contributing to the semester's production, offering practical experience in a real-world setting. Assessments are project-based, emphasizing student commitment, engagement, and skill development. This course bridges the gap for students interested in advanced technical theater but unable to commit to the extensive outside-of-school time required by other technical practicum courses.

Theater Appreciation (6310)

2nd semester; 3 credits

Class size is limited to 12 students

This survey course is an exploration of everything theater and is designed to introduce students to the history of theater and all the exciting hands-on aspects of theater both onstage and backstage. Students will learn basic theater terms and attend professional live performances. They will also participate in different projects such as stage makeup, writing and performing a personal monologue, set building, stage combat and movement, lighting effects, and vocal work. By the end of this course, students will have a deeper understanding of theater and their potential place in it.

Tutorials in Advanced Drama (6930)

1st or 2nd semester; 3 credits

Prerequisite: Acting I or Theater Appreciation or permission from instructor and approval by the Head of Upper School and the Theater Director

Tutorials are available to advanced drama students. Topics are to be jointly proposed in writing by the student and instructor.

THEATER PRODUCTIONS

Advanced Acting and Performance (6490)

2nd semester; 3 credits

Class size limited to 12 students

Prerequisite: For Grades 11 & 12 only and Theater Director approval

There is a fee of $75 for meals and performance incidentals.

Advanced Acting and Performance challenges experienced actors to refine their skills and explore the art of performance through the study of a significant playwright, unifying theme or style. Students will engage in rigorous text analysis, character development, and ensemble-based rehearsals to create compelling and authentic performances. The course also provides opportunities for students to explore leadership within the creative process, fostering skills that could support roles as student directors or collaborative leaders. The course culminates in a showcase or full production, highlighting the ensemble's creativity and growth. Open to Juniors and Seniors only with prior acting experience, it prepares participants for advanced theatrical opportunities in school and beyond.

Theater: Musical Production (6450 FA or 8560 PE)

1st Semester; 3 credits (FA = Graded; PE = Pass/Fail)

Class size limited to 35 students

Prerequisite of one of the following courses: Acting I, Improv Comedy, Choir, Dance, or Theater Appreciation. A prerequisite can be taken concurrently with this class. Students may enroll in this course for either Arts or Physical Education credit.

There is a fee of $100 for meals and performance incidentals.

This course is designed for the student whose interests lie in musical theater performance. Every student is part of the ensemble, attends rehearsals, and learns dances and songs in the production. Students also develop exciting characters suitable for the production with an emphasis on character development, technical proficiency (correct posture, alignment, breath), and performance quality (focus, style, and musicality). Auditions generally take place

during the first week of the first semester. This course culminates in a performance weekend where students are showcased to the Greenhill community and beyond.

Theater: Play Production (6470)

2nd semester; 3 credits

Class size limited to 18 students

Prerequisite of one of the following courses, Acting I, Improv Comedy, Choir, Dance, or Theater Appreciation. A prerequisite can be taken concurrently with this class.

There is a fee of $75 for meals and performance incidentals.

This course is designed for students interested in developing and showcasing their performance skills performing in a nonmusical theater production. Every student is part of the performing ensemble, attending rehearsals, learning lines and blocking, and creating lively, exciting characters. Auditions generally take place during the first week of the second semester. This course culminates in a performance weekend for the Greenhill community and beyond.

Theater: Technical Practicum (6460)

1st or 2nd semester; 3 credits

Prerequisite: Technical Theater I

(Fall Only) There is a fee of $100 for meals and performance incidentals.

(Spring Only) There is a fee of $75 for meals and performance incidentals.

Tech Crew assists in the creation of sets, props, costumes, light, and sound throughout the term during the production cycle of theater and dance performances. Stage managers and assistant stage managers are also selected from the crew. During performances, Tech Crew members are responsible for running lights, sound, special effects, stage managing, facilitating costume changes, and moving set pieces and props. This rewarding yet time-intensive course culminates in producing all technical elements for an audience either in the Studio Theater or Rose Hall. As an advanced theater course, there are out-of-class expectations and commitments.

SPEECH AND DEBATE

Introduction to Debate I (6710)

1st semester; 3 credits

Introduction to Debate I is a one semester entry level course for students who are new to Greenhill School, have limited Middle School debating experience, or have never debated before. This course surveys the formats of Lincoln Douglas Debate, Policy Debate, and World Schools Debate over the semester. You will have the opportunity to practice each type of debate in class and are highly encouraged to sign up for, and compete in, at least one tournament. Students learn portable skills such as best practices in public speaking and critical thinking; learning to develop, defend, and respond to well-reasoned arguments; enhanced research skills; and collaboration and teamwork. Together these skills build a foundation for effective argumentation and advocacy, vital skills needed in an everchanging world. Most students in this class are 9th graders, but any student who chooses to explore Debate could enroll in the class. Students interested in pursuing debate should sign up for both Introduction to Debate I and Introduction to Debate II in the 2nd semester.

Introduction to Debate II (6715)

2nd semester; 3 credits

Prerequisite: Introduction to Debate I or Instructor approval

Introduction to Debate II is a one semester course for students who are interested in debate. This course introduces new concepts across the three formats Greenhill Debate competes in: Lincoln Douglas Debate, Policy Debate, and World Schools Debate. Students will have the opportunity to practice each type of debate in class and are highly encouraged to sign up for, and compete in, at least one tournament. The curriculum in Introduction to Debate II builds heavily on the concepts learned in Introduction to Debate I. Most students in this class are 9th graders, but any student who chooses to explore Debate could enroll in the class. Students interested in pursuing debate should sign up for both Introduction to Debate I in the 1st semester and Introduction to Debate II in the 2nd semester.

Intermediate Debate: Policy (6745)

1st or 2nd semester; 3 credits

Prerequisite: Director of Debate approval

This course builds upon the principles of Introduction to Debate by emphasizing the research component of argumentation, building on skills such as effective argument writing, and enhancing the most effective delivery techniques to persuade audiences and judges in interscholastic competitions on the policy debate resolution.

Sophomores typically take this course after taking Introduction to Debate, but any student with the written permission of the Director of Debate may take this course. Students in Intermediate: Policy Debate must attend a minimum of three interscholastic competitions per semester.

Intermediate Debate: Lincoln Douglas (6775)

1st or 2nd semester; 3 credits

Prerequisite: Director of Debate approval

This course builds upon the principles of Introduction to Debate by emphasizing the research component of argumentation, in addition to building on skills such as effective writing of arguments and enhancing the most effective delivery techniques to persuade audiences and judges in interscholastic competitions utilized throughout that school year.

Sophomores typically take this course after taking Introduction to Debate, but any student with the written permission of the Director of Debate may take this course. Students in Intermediate Debate: Lincoln Douglas must attend a minimum of three interscholastic competitions per semester.

Intermediate Debate: World Schools (6755)

1st or 2nd semester; 3 credits

Prerequisite: Director of Debate approval

This course builds upon the principles of World Schools Debate by emphasizing the component of argumentation and delivery, in addition to building on skills such as effective writing of arguments and enhancing the most effective delivery techniques to persuade audiences and judges in interscholastic competitions. This course is designed for students with some World Schools experience but needs additional content and skill-based support to maximize their chances of success. Students in Intermediate Debate: World Schools must attend a minimum of three interscholastic competitions per semester.

Advanced Debate: Policy (6740)

1st or 2nd semester; 3 credits

Prerequisite: Director of Debate approval

This course, intended for students active in interscholastic competition, covers advanced concepts in policy debate. Each year, the course material changes to correspond to the National High School Debate Resolution. This course may be repeated for credit. The minimum participation requirement for successful completion of this course is four tournaments per semester.

Advanced Debate: Lincoln Douglas (6770)

1st or 2nd semester; 3 credits

Prerequisite: Director of Debate approval

This course is intended for students active

in competing at high levels of debate—it will cover advanced concepts in Lincoln Douglas debate, including moral and political philosophy, critical theory, public policy, and content knowledge relating to the five Lincoln-Douglas topics that are debated each school year. The course may be repeated for credit. The minimum participation requirement for successful completion of this course is four tournaments per semester.

Advanced Debate: World Schools (6750)

1st or 2nd semester; 3 credits
Prerequisite: Director of Debate approval

This course examines the practice of contemporary World Schools Debate by engaging in a study of the topics related to many of the major societal issues of the day. The course introduces students to argumentation, persuasion theory, research, and strategy necessary to participate in interscholastic debate. The course may be repeated for credit. The minimum participation requirement for successful completion of this course is four tournaments per semester. Students of all grade levels may take this course with the approval of the Director of Debate.

Tutorial in Advanced Forensics (6940)

1st or 2nd semester; 3 credits
Permission from instructor and approval by the Head of Upper School and the Director of Debate is required.

One-semester tutorials are available to advanced debate and forensic students in the Upper School. Topics are to be jointly proposed in writing by the student and instructor.

MUSIC

Greenhill Chamber Orchestra (6420)

Full year; 6 credits
Prerequisite: Audition/approval from Instructor
There may be a fee for performance or contest related expenses.

The Greenhill Chamber Orchestra rehearses music from a wide range of styles with special emphasis on standard repertoire for orchestra. In addition, students are placed in trios or quartets to pursue chamber music, which forms a vital part of the curriculum. Students are expected to progress in skill and musicianship through their participation. Daily practice is expected. Private lessons are not required but are highly encouraged. Participation is by audition and is open to students of intermediate to advanced ability.

Greenhill Concert Bard (6430)

Full year; 6 credits
There may be a fee for performance or contest related expenses.

The Greenhill Concert Band is a full instrumentation band that performs a variety of music throughout the school year. This non-auditioned ensemble focuses on musicianship and ensemble playing. Students have the opportunity to participate in ATSSB and TPSMEA contests, such as all-region, all-state, and solo and ensemble contests. Members of the Greenhill Concert Band fill various ensembles such as the Greenhill Drumline, Jazz Band, Jazz Combo, Pep Band, and chamber groups.

Greenhill Singers (6410)

Full year; 6 credits
There may be a fee for performance or contest related expenses.

This course is an intermediate music course. It is a non-auditioned course, and all are welcome. Singers perform an eclectic array of choral repertoire spanning many styles, periods, and traditions. It covers basic and advanced principles of musicianship, theory, vocal technique, performance, and professionalism practices. Singers perform at various functions and concerts throughout the year. Students have the opportunity to compete in individual and interscholastic contests, such as all-region choir and all-state choir.

Songwriting (6415)

2nd semester; 3 credits
There may be a fee for performance or contest related expenses.

Students of all music experience levels will find challenges and rewards in this unique course. Those enrolled in Songwriting will be immersed in a unique and exciting learning experience. Combining lectures with workshop classes, students will explore the many components of song, such as lyrics, melody, delivery, harmony, rhythm, form, texture, and timbre. They will learn to use these elements to compose and record original material and gain insight into the music industry by attending live concerts and reviewing performances. This is an introduction to songwriting that broadens creativity and understanding of the art of songwriting.

Tutorial in Advanced Music (6950)

1st or 2nd semester; 3 credits
Permission from instructor and approval by the Head of Upper School and the Arts Department Chair is required.
There may be a fee for performance or contest related expenses.

One-semester tutorials are available to advanced music students. Topics are to be jointly proposed in writing by the student and instructor.

DANCE

Beginning and Intermediate Dance (6435 FA or 8565 PE)

1st or 2nd semester; 3 credits (FA = Graded; PE = Pass/Fail)
Credit can be received for either Arts or Physical Education and may change enrollment each semester depending on credit needs.

Step into the world of dance with Beginning & Intermediate Dance, a dynamic and immersive course that explores the fundamentals of ballet, modern, and jazz techniques. This class is designed to inspire creativity and build confidence as students develop strength, flexibility, and stamina through engaging and high-energy movement sessions. Through focused practice and collaborative choreography, students will refine their performance quality, discover stylistic differences between dance genres, and express their unique artistic voice. Whether you are new to dance or looking to advance your skills, this course fosters perseverance, teamwork, and self-expression in a supportive and fun environment. Aligned with the Arts Department's mission to celebrate the creative process, this class prepares students for more advanced opportunities, including auditions for the Greenhill Dance Company. Open to all skill levels, it fulfills either Arts or PE credit and encourages every student to explore their potential as a performer.

Dance for Athletes (6455)

2nd semester; 3 credits

This Arts class is a fantastic way to enhance your athletic performance. Designed for athletes who want to enhance their athletic and physical performance through techniques used in dance, the class will focus on agility, flexibility, balance, and endurance so you can perform at your best physically. No experience required—this beginner's program will help students improve movement skills needed when performing the demanding tasks required in sports and fitness, with a bonus: it is fun, too. Athletes should plan by

wearing loose-fitting clothing. A large portion of the class will be devoted to stretching and conditioning, emphasizing proper placement and technique within a dance class structure. No public performance is required.

Greenhill Dance Company (6440 FA or 8570 PE)

1st or 2nd semester; 3 credits

(FA = Graded; PE = Pass/Fail)

Prerequisite: Instructor Approval

Students are encouraged to enroll in this course as a full-year member but may enroll in a single semester. Credit can be received for either Arts or Physical Education and may change enrollment each semester depending on credit needs.

There is a fee of $100 for meals and performance incidentals.

This is the Greenhill dance performance group. This course is designed for the dance student whose interests lie in dance technique and performance. Emphasis is placed on technical proficiency, performance quality, and working as a vital member of the company. Students perform advanced movement sequences, participate in improvisation experiences, learn choreography, and engage in class discussions and peer-to-peer critique sessions. For those who are interested, students also have the opportunity to choreograph. Company members also engage in various aspects of production and promotion for dance performances, including the ISAS Arts Festival.

PUBLICATIONS

Cavalcade Yearbook (6650)

Full year; 6 credits

Cavalcade is a full-year course that teaches students about all the essential elements that go into producing a publication from conception to finished product. Students work in teams for each section of the book and create layouts centered on the ideas, graphics, typography, and design that the editor(s) in chief have created and discussed. Areas of concentration include team building, creating an effective theme, writing for publication, the interviewing process, typography and graphic design, effective caption writing, email etiquette, and photography. Instruction of Adobe InDesign and Adobe Photoshop is a huge component of the course, as these programs are used for the layout and design of the publication. Students can apply for future leadership positions at the end of the year. These are decided by the editor(s) after the interviewing process is completed.

Introduction to Journalism (6610)

Full year; 6 credits

This course prepares students to join the staff that produces the school newspaper, *The Evergreen*, and the digital news platform, *Evergreen Online*. Students learn the elements of journalism, focusing on the fundamentals of news gathering and writing. They analyze the structure, sourcing, arrangement of facts, and use of direct quotes in newspaper and magazine stories and learn to write short news stories and more complex articles, including in-depth features, profiles, and sports stories. They also learn the fundamentals of effective page design and how art and text work together to communicate meaning. As students learn how to responsibly inform and represent the Greenhill community, they demonstrate comprehension of the goals and ethics of a campus newspaper and digital news site. They also consider which stories are best suited for print versus online platforms.

Advanced Journalism (6640)

Full year; 6 credits

Prerequisite: Introduction to Journalism and permission from Instructor is required.

This course is designed for students interested in deepening their involvement with the print *Evergreen* or *Evergreen Online* staff. In addition to planning, writing, and editing articles and creating podcasts and video segments, students assume more editorial responsibilities, including story selection, evaluation and feedback, headline and photo caption writing, and participation in staff editorial and policy decisions. They also deepen their knowledge of effective page design and how art and text work together to communicate meaning and then apply that knowledge in their work on the newspaper or digital news platform. Students who serve on the editorial staff must sign up for this course.

Montage Literary Magazine: Publication Creation (6670)

2nd semester; 3 credits

This course takes you through the process by which a literary magazine gets made. The class compiles and transforms written and visual art submissions into a publication that primarily examines and showcases the relationship between aesthetics and rhetoric. Students learn what it takes to create a compelling and powerful presence on a printed page that includes compositional considerations, color, and typography. The course also includes design theory, basic layout, and technical Adobe InDesign and Adobe Photoshop skills.

Design + Innovation

The Design + Innovation department and program's goal is to provide students with an opportunity to learn how to become innovators as it has been defined by industry. The definition of innovation is the overlap of human need, technical feasibility, and business viability (or self-sustainability).

From this definition, the Design + Innovation program has been designed to teach students how to:

1. *Identify relevant problems*
2. *Solve problems technically*
3. *Make their solutions profitable or self-sustaining*

Innovation is about story, design, the human experience, and entrepreneurship, not just about technology, robots, and engineering.

If you see yourself as a highly technical person, please join us to explore this more deeply. You will learn about how impactful it can be to discover what problems people really need solved and how to solve them in elegantly simple and beautiful ways that can be productized.

If you see yourself as someone nontechnical, please join us to tell your story, design your dream, and see how easy it can be to make your ideas physically come to life. Come experience how this newfound knowledge will inspire your next dream.

Design + Innovation Graduation Requirement

All students are required to complete one semester of an offering under the Design + Innovation program to satisfy their graduation requirements. Courses are offered in both semester and yearlong variations. Although one semester is required, two semesters of credit will be given for yearlong courses.

Introduction to Computer Science (9210)

1st or 2nd semester; 3 credits

Introduction to Computer Science is an entry-level course that teaches students how to think computationally and build functional software. Topics include problem decomposition, algorithms, control structures, data representation, basic data structures, abstraction, and debugging. Students will work with core programming constructs such as variables, conditionals, loops, functions, and arrays, and will be introduced to object-oriented thinking and simple user-interface design. No prior experience is required.

Introduction to Design of Immersive & Interactive Art (9620)

1st semester; 3 credits

Students will be led through a course where they will explore and develop interactive art by learning how to integrate art with technology to design and create unique experiences. These experiences may be embodied in an immersive 2D/3D art installation, robotics, games, or augmented performances using a variety of media and materials. Students' culminating piece will be a fully functioning and installed piece of art. Patrons don't just look at the visual aesthetic but are able to interact with the art. The work that is developed should recognize the presence of an individual, understand at least at a basic level their engagement with the piece, and must respond intentionally and intelligently to the patron. No prior experience is required.

Introduction to Engineering: Mechatronics (9140)

1st semester; 3 credits

This course serves as an interactive way for students to get exposed to a variety of engineering processes while creating a fun project. Within the course, students will be introduced to 3D modeling, 3D printing, 2D mechanical design, 2D CNC processes, such as laser cutting, and a wide array of machine power tools. Skills learned will be applied through solving a problem selected by each student. Electrical components such as basic wiring, motors, switches, etc. may also be introduced. The first half of the semester will be dedicated to learning skills, while the second half will be dedicated to completing your project. Each class will culminate in a "showcase" of student work. No prior experience is required.

Introduction to Engineering: Microcontrollers (9150)

2nd semester; 3 credits

This semester course provides a hands-on introduction to microcontrollers, electronics, and printed circuit board (PCB) design. Students learn fundamental electrical concepts, read schematics, prototype circuits on breadboards, and program microcontrollers using a beginner-friendly IDE. The course covers sensor and actuator interfacing, communication protocols, and safe lab practices before moving into electronic design automation (EDA) tools for schematic capture, PCB layout, and fabrication. Students practice soldering and assembly techniques and perform systematic testing and troubleshooting. The course culminates with each student designing, assembling, and demonstrating a functional custom microcontroller board. No prior experience is required.

Introduction to UX Design (9330)

1st or 2nd semester; 3 credits

Ever wondered who designs your favorite apps before they're built? This course introduces students to UX design as a creative, non-coding role in technology. Students learn how to design with real users in mind by creating personas and journey maps, then bring ideas to life using Figma to build polished, interactive app prototypes. The class emphasizes visual design, usability, and clear design decision-making, while leaving the coding to engineers. Students experience how UX designers collaborate with developers in real tech teams and finish the course with professional-quality prototypes ready for presentation and feedback. No prior experience is required.

Advanced Computer Science: Data Management (9240)

1st or 2nd semester; 3 credits

Prerequisite: Intro to Computer Science or App Development or AP Computer Science A or department approval.

This course teaches students how to design and engineer production-ready data centric applications. Students learn the full back-end development pipeline—from data structures to storage architecture to implementation—using industry-standard tools such as Next.

JS, React, Vercel, and Azure Data Tables. Emphasis is placed on building Application Programming Interfaces, applying professional design processes, and writing clean, functional, component-based code. Students gain experience creating RESTful APIs to create, read, update, and delete data from Azure data tables. Through hands-on projects and iterative prototyping, students develop real-world engineering skills that mirror modern software development practices.

Advanced Computer Science: Mobile App Development (9340)

1st or 2nd semester; 3 credits

Prerequisite: Intro to Computer Science or App Development or AP Computer Science A or department approval.

This intermediate semester course trains students to design and build production-ready mobile user interfaces using modern tools and frameworks. Through hands-on labs and guided projects, students create high-fidelity designs in Figma, develop reusable component libraries with Material UI principles, and implement functional screens using React Native. The course covers translating UX flows into code, applying design systems, and integrating RESTful APIs to fetch and update data. By course end, students will deliver a fully designed and coded app prototype with a complete UX flow, UI kit, and documented engineering decisions.

Advanced Design of Immersive & Interactive Art (9630)

2nd semester; 3 credits

Prerequisite: Introduction to Engineering: Mechatronics, or Introduction to Design of Immersive & Interactive Art, or department approval

This advanced course challenges students to transform conceptual ideas into fully realized interactive installations that merge art, technology, and human experience. Building on existing technical and design skills, students focus on developing a cohesive artistic vision and executing it through thoughtful curation, spatial design, and integrated systems. Emphasis is placed on conceptual depth, creative authorship, and the complete lifecycle of installation-based work—from proposal and prototyping to exhibition and reflection. Through this process, students function as independent creators, applying both artistic and engineering disciplines to produce immersive, experience-driven projects. Students who have taken either an honors level Fine Arts course, Intro to Engineering or Design of Immersive & Interactive Art may enroll in this course.

Advanced Design Thinking to Open Entrepreneurship (9310)

Full year; 6 credits

Prerequisite: Any Design + Innovation Course, or departmental approval

In this course, students will experience and learn the entire process of developing a solution, from identifying the right problem to solve to building functional products to creating a business plan and pitch deck to raise money from venture capitalists. Past projects included apps, business, products, and machines. During the course, students will learn industry-proven processes such as ethnographic research, design thinking, prototyping to learn, and Lean Startup methodologies. Students will learn how to determine the size of their market and how much money is needed for success. By the end of the course, students will have a solution that is market ready.

Advanced Placement Computer Science A (9420)

Full year; 6 credits

Prerequisite: First year high school algebra with teacher recommendation, and department approval. Student must also be in grades 10-12.

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Advanced Robotics (9500)

Full year; 6 credits

Prerequisite: Intro to Computer Science or App Development or any Intro to Engineering class or AP Computer Science A, or department approval.

Students taking this course will be a part of Greenhill's FIRST Tech Challenge competition robot team(s). Robotics challenges will change each year and are driven by US First. Students will learn how to design a strategy for the challenge, develop team dynamics, build various electro-mechanical systems, and program their robot with Java. Students will be expected to participate in class, work outside of class as well as attend off-campus competitions.

Advanced Theory and Application of AI (9720)

2nd semester; 3 credits

Prerequisite: Any Design + Innovation Course, or department approval

This semester course introduces students to the fundamentals of artificial intelligence (AI) and how machines learn, reason, and perceive the world. Through hands-on labs and guided projects, students explore core topics including data literacy, supervised and unsupervised learning, neural network basics, large language models (LLMs), and computer vision. Students will work with real datasets and accessible tools to train, evaluate, and refine simple AI models for tasks such as image recognition and text generation. The course also covers responsible AI practices—privacy, bias, and ethics—and culminates in a student-designed capstone project and presentation. No prior programming experience is required; curious learners who enjoy problem solving, data, and creative technology are encouraged to enroll.

Honors Applied Computer Science (940H)

Full year; 6 credits

Prerequisite: Advanced Computer Science: Data Management, or Advanced Computer Science: Mobile App Development, or Applied Computer Science, or App Development, or UX Design, or department approval

After successful completion of Advanced Computer Science, students may elevate their Computer Science skills while creating professional deliverables. Students will work with real customers, driving the project timelines, and creating professional content. Students will work with their classmates to create dynamic applications to solve real problems.

Honors Design of Immersive and Interactive Art: Animatronics (9640)

1st semester; 3 credits

Prerequisite: Advanced Robotics, or Advanced Automation, or departmental approval.

This semester-long, project-based course explores animatronics where mechanical design, electronics, and programming come together to create lifelike motion and interactive characters. Students learn motion fundamentals—linkages, gears, joints—and gain hands-on experience with sensors, servos, motors, and power systems. Using microcontrollers and embedded programming, learners develop control sequences, implement sensor feedback, and

practice debugging. The course includes CAD modeling, rapid prototyping (3D printing, laser cutting), soldering and assembly, and PCB/fabrication basics. Students complete the year by designing, building, and demonstrating a fully integrated animatronic system, documenting engineering decisions and creative design choices.

Honors Design Thinking to Open Entrepreneurship (931H)

Full year; 6 credits

Prerequisite: Any level of Design Thinking to Open Entreprenueurship or department approval

After successfully completing Design Thinking to Open Entrepreneurship, students may continue their journey mastering the skills they have learned. Students will be required to develop their own project plan and deliverables working either in a group or on their own. Projects may be a continuation of a prior DTOE project, a venture capital funded endeavor or a brand-new idea. Emphasis on the three core lenses of Design + Innovation, human-centered design, technical feasibility and business viability will be required.

Honors Robotics (950H)

Full year; 6 credits

Prerequisite: Robotics (any level), or Automation, and teacher recommendation.

After successfully completing Robotics, students in this Honors level course will work as a part of the FIRST Tech Challenge team alongside students in the Robotics course. However, honors students will be expected to take on the more challenging aspects of the competition as well as act as mentors to less experienced students. Honors students will also be expected to manage timelines and deliverables. Honors students will be expected to participate in class, work outside of class as well as attend off-campus competitions.

Advanced Topics Tutorial (9920)

1st or 2nd semester; 3 credits

Prerequisite: Permission from instructor and approval by the Head of Upper School and the Design + Innovation Department Chair are required.

This class allows students who have prior Design + Innovation experience, are self-starters, and have scheduling conflicts to explore a variety of advanced topics related to Design + Innovation. Students can explore independent work that builds on prior projects or new initiatives. Students in this graded course will have very high expectations for self-governance and project management. Student goals will be agreed upon at the beginning of each course and will only be adjusted under unique circumstances.

Design + Innovation Department Flow Chart

All students are required to complete one semester of an offering under the Design + Innovation program to satisfy their graduation requirements.

Courses are offered in both semester and yearlong variations. Although one semester is required, two semesters of credit will be given for yearlong courses.

or courses are semester-long

courses are yearlong

or require prerequisites

Introductory

- Introduction to Computer Science (9210)
- Introduction to Design of Immersive & Interactive Art (9620)
- Introduction to Engineering: Mechatronics (9140)
- Introduction to Engineering: Microcontrollers (9150)
- Introduction to UX Design (9330)

Advanced

- Advanced Computer Science: Data Management (9240)
- Advanced Computer Science: Mobile App Development (9340)
- Advanced Design of Immersive & Interactive Art (9630)
- Advanced Design Thinking to Open Entrepreneurship (9310)
- Advanced Placement Computer Science A (9420)
- Advanced Robotics (9500)
- Advanced Theory and Application of AI (9720)

Honors

- Honors Applied Computer Science (940H)
- Honors Design of Immersive and Interactive Art: Animatronics (9640)
- Honors Design Thinking to Open Entrepreneurship (931H)
- Honors Robotics (950H)

English

For five thousand years, humans have employed reading and writing to make sense of themselves and their surroundings. The Greenhill Upper School English department explores how literature has been a necessary form of expression to develop the mind, body, and character in humans throughout history.

English 9 and 10 are required yearlong courses: English 9 traces the development of literature and human thought through the classical, medieval, and early- modern periods. English 10 continues to examine literature as a necessary form of expression and exploration of American culture. Juniors and seniors take semester electives. While students are encouraged to write in new forms and read works representing diverse voices and experiences, they are also urged to sharpen their critical writing skills and deepen their study of favorite authors. Students in grades 11 and 12 must take and pass an English course every semester. Students are required to take Narrative Nonfiction or AP Language and Composition, which are offered in the second semester of 11th grade. In grade 12 students may take a combination of English electives or AP Literature, which is a yearlong course. Students opting to take AP Language and/or AP Literature are required to take the examination.

Greenhill's US English department teaches students to craft writing for a variety of audiences and purposes. All writing reflects critical thinking and creativity, which can take the form of traditional argumentative essays, personal narratives, creative nonfiction, and creative writing (both poetry and prose). Students in the Upper School read critically across a rich array of voices and genres for a greater understanding of diverse perspectives. When students complete their four years of study in the Greenhill English department, they are prepared for critical, imaginative, and empathetic engagement in the world.

Distribution of graded semester-long English courses by semester

11th grade required:

2nd semester – Narrative Nonfiction: Finding Your Voice (1730)

OR

2nd semester - AP Language & Composition (1650)

11th/12th Grade Electives: Juniors and seniors must complete an English course every semester.

1st semester	Creative Writing (1710)	**2nd semester**	AP Language & Composition (1650)
	Global Literature (1150)		Literature and Philosophy (1420)
	Literature and Philosophy (1420)		Literature of the American Wild (1210)
	Literature of Human Rights in the U.S. (1330)		Modern Fiction (1110)
	Literature of World Religions (1410)		Narrative Nonfiction: Finding Your Voice (1730)
	Modern Fiction (1110)		Race & Subjectivity in Literature (1350)
	Multicultural Literature: Survey of Modern Poetry (1530)		Shakespeare (1535)
	Nature and Uses of Language (1720)		Social Class in Literature: Class on Class (1555)
	Reading and Writing Short Fiction (1120)		
	Shakespeare (1535)		
Yearlong	*12th Grade Only:* AP Literature and Composition (1600)		

NINTH GRADE

Ninth Grade English: Tales That Tell Us Who We Are: The Evolution of Human Consciousness in Literature, Part I (1010)

Full year; 6 credits

In addition to the main theme of humanity's continuing search for answers through writing, English 9 explores enduring concerns such as the relationship with the divine, concepts of virtue and the heroic ideal, the individual versus community, the search for the promised land/utopia, the search for identity, human possibilities versus human limitations, and conceptions of truth. Students study texts from a variety of traditions as they read for patterns and develop their critical-thinking skills.

Since writing is essential to the student's success in all academic areas, instruction in composition emphasizes not only imaginative patterns of thinking but also clear and persuasive expression of ideas. Classes include a focus on writing skills such as generating a thesis, organizing clear patterns of thought, phrasing sentences effectively, developing analytical paragraphs, revising, and editing.

TENTH GRADE

Tenth Grade English: Tales that Tell Us Who We Are: The Evolution of Human Consciousness in Literature, Part II (1020)

Full year; 6 credits

This course builds upon skills developed in Ninth Grade English so that students may become stronger readers, writers, and thinkers. Students examine U.S.-based literature to consider how literature responds to and shapes identity, oppression, culture and belonging, and power and voice. Tenth grade students write critically and creatively in response to their readings, enabling them to experience the artistic endeavor from both perspectives.

In addition to critical essays, students may write stories, poems, plays, explications, personal narratives, and response journals. Classes include a focus on writing skills such as generating a thesis, organizing clear patterns of thought, phrasing sentences effectively, developing analytical paragraphs, revising, and editing.

ELEVENTH GRADE

Juniors must take Narrative Nonfiction or AP Language and Composition second semester of junior year.

Narrative Nonfiction: Finding Your Voice (1730)

2nd semester; 3 credits

We tell stories to reveal and share how we think and feel about the world and ourselves. This course focuses on rhetoric as a means to self-knowledge. Students use rhetorical modes such as description, narration, exposition, and persuasion as tools to identify, develop, and craft their voices. In addition, students learn how to pair audience and purpose. The course also includes opportunities for public expression of these skills coupled with personal reflection.

Advanced Placement Language and Composition (1650)

2nd semester; 3 credits

Prerequisites: Completion of English 9 and English 10 with a minimum grade of B+

This course is designed to comply with the curricular requirements described in the AP English Course Description. The following has been pulled directly from the College Board description of the course and emphasizes some of the general expectations for any AP English Language and Composition course: "We are surrounded by written language that is often used intentionally to achieve a purpose. In AP English Language and Composition, students will read nonfiction texts through the eyes of a writer, exploring the choices writers and speakers make to persuade audiences. By analyzing how writing is composed, students will learn to better construct their own persuasive pieces."

ELEVENTH & TWELFTH GRADE COURSES

Juniors and seniors must complete an English elective every semester. The department offers a wide array of courses, so students can tailor their course of study according to their passions and interests.

Advanced Placement Literature and Composition (1600)

Full year; 6 credits

Prerequisites: Completion of first semester elective and Narrative Nonfiction or Advanced Placement English Language and Composition with a minimum grade of B+.

This course is designed to comply with the curricular requirements described in the AP English Course Description. The following information comes directly from that document and emphasizes some of the general expectations of any AP English Literature course: "An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone."

Creative Writing (1710)

1st semester; 3 credits

This course experiments with different techniques for writing poetry and short fiction. Students have two tools at their disposal: the workshop format for class meetings and sample texts. The workshop format challenges students to produce drafts on deadline while also providing constructive critiques of peer work. Students thereby improve their own writing by continuously playing the role of both author and editor. The class also reads a brief but focused list of sample texts. Attention shifts away from interpretation toward identifying writing techniques that we can incorporate into our own work. Depending on student interest, we may expand the course to include one of the following: screenwriting, playwriting, or personal essay (creative nonfiction).

Global Literature (1150)

1st semester; 3 credits

This course explores contemporary global fiction writing in English and English translation. What literary conversations exist beyond Western tradition? We explore the imaginations of writers who are not only innovative but also push the boundaries between their home cultures and the global village. The literature asks students to explore the power of the literary imagination as we consider how people make sense of their world. The course supports the mission of creating cross-cultural dialogues. Students will have the opportunity to do independent reading projects.

Literature and Philosophy (1420)
1st or 2nd semester; 3 credits

This course pairs philosophy—the concepts of knowledge, truth, personal identity, ethics, existentialism, fate, determinism, and free will—with literature. After an introduction to a philosophical concept, students examine a work of literature using philosophical theories to guide the discussion. Students determine if characters make decisions based upon knowledge or a belief, if they apply and maintain a consistent ethical standard, if personal identity is a product of the mind or the body, and if existence is fated or fashioned by free will. In both the philosophy and literature, readings range from the classics to contemporary selections and probe current cultural epistemology or whose voice carries the weight of "one who knows" and whose does not.

Literature of Human Rights in the U.S. (English 1330 or History 4220)
1st semester, 3 credits

Using primary source documents, plays, graphic novels, short stories, essays, poems, movies, oral history interviews, we explore the legacy of human rights challenges in the history of the United States and the continuing struggles of Americans today to live up to the founding credos. We may be the "City on the Hill," and our human rights heroes are many, but the American track record on social justice is not pristine. The course will include study in at least two of the following areas: US Policy of Ethnic Cleansing/Genocide/ Culturicide against Native Americans in Texas, The Civil Rights Movement of the 1950's and 1960's, The Contemporary LGBTQ Revolution, and A Case Study of Miscarriages of Justice in Dallas, TX.

Literature of the American Wild (1210)
2nd semester, 3 credits

This course focuses on analyzing how nature and environmental issues have been represented in literary narratives. Students will analyze texts that illustrate environmental concerns and examine the various ways literature treats the subject of nature to develop a deeper understanding of how they shape our attitudes toward the environment. These texts depict varying senses of what the world around us is, how it works, why it is the way it is, and what all that means for us as human beings. The readings, discussions, and writing assignments will help students develop the analytical skills appropriate to interpreting literary texts, formulating and sustaining critical arguments in writing, understanding the stakes of specific attitudes toward the natural world, and understanding how environmental issues are linked to other social and cultural concerns.

Literature of World Religions (1410)
1st semester; 3 credits

Even in a supposedly secular scientific age, religions remain a dominant force in most societies. Faith traditions obviously address some deep human needs. While they vary in their theologies, rituals, and commandments, religions endure and address the same profoundly human questions: What is ultimate reality? What are the fundamentals of human nature? Does life have a purpose? Why is evil so prevalent and so powerful? How can humans achieve wholeness and wisdom? By comparing the answers that religions offer to these questions, we may find clues to understanding both our neighbors and ourselves.

Modern Fiction (1110)
1st or 2nd semester; 3 credits

This course explores the development of prose fiction in the recent past and builds upon the foundation established in earlier courses. Particular attention is given to the changes literature has undergone in the post-modern period. Readings include selected works by such diverse authors as Saul Bellow, Jorge Luis Borges, Anthony Doerr, Elena Ferrante, Etgar Keret, Valeria Luiselli, Toni Morrison, Haruki Murakami, and Zadie Smith.

Multicultural Literature: Survey of Modern Poetry (1530)
1st semester; 3 credits

This course is designed as a survey of poetry from the 1980s to present day. Students learn how to think critically about complex social issues by examining the lyrical style of contemporary poets. Students focus on meter, rhyme scheme—end rhyme, slant rhyme, and internal rhyme—and the effect of line breaks and exaggerated stress patterns. By concurrently analyzing traditional poetic canon, students are able to make connections between the two styles of writing by familiarizing themselves with myriad poetic devices. Students write original poems, as well as complete an independent project that focuses on an individual poet's writing style, and analyze the effect of their poetry on contemporary society.

Nature and Uses of Language (1720)
1st semester; 3 credits

This course engages students in close reading, class discussion, and written analysis of American linguistics and semantics. The course examines the interaction of language and cultural change, and students read critically to decode the larger meaning of language within its cultural and social context. Students study the logical aspects of language, such as sense, reference, implication, and logical form; semantics, such as word meanings and word relations; and the cognitive structure of meaning. Students read selected works, both fiction and narrative nonfiction, to arrive at a deeper understanding of American linguistics and semantics and how language is used to create meaning and identity.

Race and Subjectivity in Literature (1350)
2nd semester; 3 credits

This is a course for people of all backgrounds to think about and discuss structures of race. Our ability to understand issues of race, our own story and role in race relations, and our own ability to participate in constructive dialogue and healing is constrained and limited by the belief systems we have inherited and embody, often unconsciously. We all possess implicit bias, and it colors our perceptions of everything we encounter. Importantly one of these is the way we perceive the issue and realities of race in our world. Even when challenged, these belief systems often hold fast stubbornly and prevent us from understanding ourselves and others fully, as well as prevent us from understanding the consequences of systemic oppression on individuals, our social fabric, and our cultural, economic, political, and educational institutions. Students in this course develop tools of self-compassion and loving kindness that can help us live with and heal from the hurts and the trauma that systemic oppression has caused.

Reading and Writing Short Fiction (1120)
1st semester; 3 credits

In her essay on writing short fiction, Flannery O'Connor states that a short story is "a complete dramatic action" that "should be long in depth and should give us an

experience of meaning." Indeed, for all of its relative brevity, a good short story can pack a sizeable, memorable, and even transformative punch. The course explores how this artistic form creates such a powerful effect, and discussions center on both literary interpretation and the creative process. The assessments reflect both ends of this spectrum, ranging from an analytical essay to a fully realized short story. Student groups also have the opportunity to teach a story of their choosing. In gaining a fuller understanding of the craft of writing short fiction and developing their own creative voices, students experience a variety of perspectives, places, time periods, styles, techniques, and themes. Authors have included Flannery O'Connor, James Joyce, Gabriel García Márquez, Helena Maria Viramontes, Ralph Ellison, Edgar Allan Poe, Bernard Malamud, Amy Tan, Alice Walker, and Stephen King, among many others.

Shakespeare (1535)

1st or 2nd semester; 3 credits

This course examines the works of William Shakespeare by exploring the human experience through his Comedies, Tragedies, and Histories. The curriculum emphasizes differentiating between the conventions of each genre such as the plot structures and humor of Comedies, the fatal choices of Tragedies, and the leadership and political intrigue found in the Histories. We will connect universal themes such as power, betrayal, love, and ambition to the original historical contexts of the plays and to contemporary social issues.

Social Class in Literature: Class on Class (1555)

2nd semester; 3 credits

Social Class in Literature explores elements of the expansive issue of socioeconomic class in 20th- and 21st-century America. Although it lies at the heart of the American Dream and our reputation as the "Land of Opportunity," socioeconomic status too often goes unexamined. Yet the questions it raises remain central to the American identity and vital to our unfolding story. Through critical analysis and personal reflection, the course delves into that narrative and seeks to heighten awareness of how socioeconomic status affects individual and collective identities, perceptions, interactions, experiences, and outcomes. In examining how writers have addressed these issues over the years, students read a variety of literary and critical pieces and consider other artistic mediums such as plays, films, songs, and television shows. As part of the organic and collaborative nature of the course, students teach a topic of their choosing, and there is often a service-learning opportunity.

Advanced Tutorials in English (1910)

1st or 2nd semester; 3 credits

Permission from instructor and approval by the Head of Upper School and the English Department Chair are required.

Semester-long graded tutorials are available to advanced Upper School students. Topics are to be jointly proposed in writing by the student and instructor.

ADDITIONAL PASS/FAIL COURSES

Permission from instructor and approval by the Head of Upper School and the English Department Chair are required.

Writing Tutorial (1950)

1st or 2nd semester; 3 credits (Pass/Fail)

Students interested in this studio course must submit a written proposal specifying the particular kind of writing in which they are interested and the length and number of works they attempt to complete during the semester.

Reading Tutorial (1960)

1st or 2nd semester; 3 credits (Pass/Fail)

Students interested in this studio course must submit a written proposal explaining the rationale of the tutorial and specifying the particular titles they are interested in reading during the semester.

English Department Flow Chart

Upper School students must always be enrolled in an English course, and are allowed to take two courses in a semester.

Students in 9th and 10th grade must be enrolled in the corresponding class.

Students in 11th grade must be enrolled in a class during the second semester.

Students in 11th and 12th grade must be enrolled in an elective every semester.

classes are for 12th grade students only.

	FIRST SEMESTER	SECOND SEMESTER
9th Grade	Ninth Grade English (1010)	
10th Grade	Tenth Grade English (1020)	
11th Grade		AP Language & Composition (1650)
		Narrative Nonfiction (1730)
11th and 12th Grade Electives	Creative Writing (1710)	Literature and Philosophy (1420)
	Global Literature (1150)	Literature of the American Wild (1210)
	Literature and Philosophy (1420)	Modern Fiction (1110)
	Literature of Human Rights in the U.S. (1330)	Race & Subjectivity in Literature (1350)
	Literature of World Religions (1410)	Shakespeare (1535)
	Modern Fiction (1110)	Social Class in Literature: Class on Class (1555)
	Multicultural Literature: Survey of Modern Poetry (1530)	
	Nature and Uses of Language (1720)	
	Reading and Writing Short Fiction (1120)	
	Shakespeare (1535)	
12th Grade Elective	AP Literature & Composition (1600)	

History/ Social Science

The Greenhill Upper School history curriculum deepens students' knowledge of history; sparks their curiosity about the world; promotes an understanding of global cultures; encourages students to become active citizens; and develops the research and communication skills that allow students to explore and convey information in sophisticated ways.

The Upper School program is divided into two sections: a core program in 9th and 10th grades in which students learn about global history and the history of the United States, and an 11th–12th grade program in which students are given a wide choice of semester electives and AP offerings. In the 9th and 10th grade courses, students learn first about the history of the world with a focus on non-Western cultures before diving into the history of the United States and its role in the world. The 11th and 12th grade electives encourage students to broaden their understanding of world history, social sciences, global cultures, and pressing international issues. All Upper School students must take a government course and are given two options to satisfy this requirement: Government in Action or AP US Government. The department has also added a special course for seniors who display a passion and aptitude for history. This Senior Seminar course has a different topic and teacher each year, and rising seniors must apply for consideration and acceptance into the class.

Across the program, primary documents, current events, and guest speakers supplement course material and enhance student interest. Research skills are also embedded into the program at every stage. All 9th and 10th graders are required to complete a formal research paper, and these skills are refined and advanced in the various upper-divisional elective courses. After completing the Upper School history program, students are prepared for continued study of history at the university level, as well as a life of thoughtful and engaged citizenship, locally, nationally, and globally.

History/Social Science Courses

Yearlong Courses

- Global History (4010)
- United States History (4020)
- AP European History (4640)

1st Semester Courses

- AP Comparative Government (4130)
- Economics and Society (4610)
- Genocide in the Modern World (4310)
- Globalization, Identity, and U.S. Food Cultures (4425)
- History of Human Rights in the U.S. (4220)
- International Relations (4465)
- Military History (4490)
- Senior Seminar: Early American History (4850)
- Understanding September 11 (4270)

2nd Semester Courses

- AP US Government (4120)
- Globalization, Identity, and U.S. Food Cultures (4425)
- Government in Action (4110)
- History of the Vietnam War (4255)
- Independence Struggles in the Non-Western World (4210)
- Law & Civil Liberties (4325)
- Military History (4490)
- Modern Middle East (4420)
- Urban Studies (4320)
- Women's History (4280)

NINTH GRADE

Global History (4010)

Full year; 6 credits

Note: There is a summer assignment for students enrolling in this course.

This course provides a comprehensive understanding of the dynamics and impacts of revolutions, beginning in roughly 1493, highlighting the diverse motivations and interpretations of those involved in these transformative events. Moving beyond Marxist explanations, we will focus on how revolutionaries understood their actions and contexts. Comparing revolutions like the "Glorious Revolution," the American, French, Haitian, Russian, and Arab Spring, we will identify common characteristics and shared lessons. Additionally, we will examine social revolutions that reshaped societies through movements for Civil Rights, Gender Equality, LGBTQ advocacy, and broader Social Justice efforts, demonstrating how these revolutions have challenged entrenched power structures and driven societal transformation.

To explore these questions, this year-long course will take students back to the early revolutions of seventeenth-century England and the transformative revolutions in America and France. We will then examine the revolutions of the nineteenth century and move on to the significant revolutions of the twentieth century in Russia, China, Cuba, Cambodia, Iran, and the Arab Spring. Alongside these, the course will investigate the Green Revolution, focusing on Agricultural Innovations, Global Food Production, and Economic Development, to illustrate how technological advancements have revolutionized global societies and economies. Furthermore, we will explore anti-imperialism revolutions, drawing on case studies from Africa, Asia, and Latin America to understand how colonized peoples resisted and overthrew imperial rule.

TENTH GRADE

United States History (4020)

Full year; 6 credits

Note: There is a summer assignment for students enrolling in this course.

United States History surveys the political, economic, and social history of the United

States from the Civil War to the present. The class is a chronological study of the modern U.S., focusing on themes of freedom, power, and the American Dream. *How did the United States rise from a regional backwater to a global superpower? Who does "We the People" include? How have individuals and groups fought for full citizenship and rights? How have race and class impacted the pursuit of life, liberty, and happiness? Is America "exceptional"? How have Americans interacted with their landscape and environment?* These are some of the questions this class seeks to explore. This class ties the study of the past to current events. For example, we trace the legacies of an unfinished Reconstruction to the Civil Rights Movement and then to protests in the news today. Students hone critical thinking, research, and writing skills and complete an independent research paper.

ELECTIVES

Juniors and seniors are required to take at least two semesters of electives that reflect their interests in history or social science. One semester of electives must be from a government course. Students satisfy their government credit by taking either Government in Action (4110) or AP Government (4120). Students may not take both government courses without departmental approval.

Advanced Placement Comparative Government (4130)

1st semester; 3 credits

Prerequisites: Students should complete AP Government or Government in Action before enrolling in this course; if they have not, they will be required to do summer work to get a basic understandinf of US government. All students taking this course must take the AP Exam in May.

AP Comparative Government and Politics is an introductory college-level course in comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.

Advanced Placement European History (4640)

Full year; 6 credits

Prerequisites: Completion of GX 9 and US 10 with a minimum grade of B+ is required.

Note: There is a summer assignment for students enrolling in this course and the AP examination in AP European History is required.

What role did the Black Death play in the development of the Renaissance? How did sugar change European politics? How did political consolidation affect the art world? What role did technology and scientific innovation play in shaping global communications? This class seeks to answer these questions and more as it covers European History from 1450 to the present. Students will develop historical arguments and make connections across time and place. The course will prepare students to take the AP Exam in May. The class is open to both juniors and seniors.

Advanced Placement US Government (4120)

2nd semester; 3 credits

Note: AP Examination in AP US Government is required.

Students are encouraged to consider AP US Government if they have a) demonstrated proficiency in their previous history courses and b) displayed a real interest in the study of politics and government. A grade of B or better in Global History and U.S. History is required.

The AP Government course is designed to give students a critical perspective on government and politics in the United States. This one-semester course is designed for the highly motivated student who wishes to earn college credit in government by taking the AP test. This survey of our political system examines the constitutional underpinnings of our system of government, how it has evolved over time, and how various actors and influences shape the making of policy. Primary emphasis is placed on the national government, with special attention given to the interaction between the branches of the federal government and, to a lesser degree, the states. Materials for the course include texts, supplementary readings, current magazines, films, and videos.

Economics and Society (4610)

1st semester; 3 credits

How can Economic Reasoning help us understand the world? How do people and firms make decisions? How does a nation's economy grow? How does inequality affect both the individual and the economy as a whole? Economics and Society will offer students a comprehensive introduction to the key principles of microeconomics and macroeconomics.

Topics covered include demand and supply, free enterprise, the function (and failure) of markets, economic cycles, fiscal policy, monetary policy, income inequality, environmental economics, and globalization. Students will gain an understanding of the United States economy and world economies along with insight into how economics shapes the daily life of each individual in different ways. Classes will include discussions, simulations, debates, role-playing, research, and presentations.

Genocide in the Modern World (4310)

1st semester; 3 credits

With our world "growing smaller" each day due to the advent of new technologies, particularly social media, what is our responsibility in the face of propagandized hate and mass violence? Through a deep dive into case studies of genocides throughout the 20th century, students engage in not only historical analysis but also the study of human behavior, especially as it relates to racism, religious intolerance, and prejudice. Genocide in the Modern World asks students to wrestle with ethical decision making, themes of justice and equality, and how communities attempt to reconcile, repair, and remember their dead. In the end, students should expect to come away with a greater understanding of their own role and responsibilities as a global citizen.

Globalization, Identity, and U.S. Food Cultures (4425)

1st or 2nd semester; 3 credits

Globalization, Identity an U.S. food Cultures explores food in modern American history since the Columbian Exchange, as a story of industrialization and globalization. Lectures, readings, and discussions emphasize the historical dimensions of—and debates about—the role that Indigenous Americans, African slaves, women, and immigrants have played in the development of American identity and food culture in the 21st century. Most significantly, this course emphasizes how food has been used as a way for many

Americans to find inclusion and acceptance into mainstream society. Students hone their historical thinking skills by researching appropriate and relevant primary and secondary sources, investigating historical events, constructing thesis-driven essays, and utilizing historically significant sensory experience to connect with the past.

Government in Action (4110)

2nd semester; 3 credits

The ultimate objective of this course is to help students become better-informed citizens regarding the workings of American government and politics. It is a process that begins with an in-depth study of the American political system, from its beginnings under the founding fathers to its current existence. Tracing and analyzing the evolution of the government's role allow students to gain insight into American politics and to assess how the American government has been a constantly evolving entity. Topics of study include the U.S. Constitution, the three branches of the federal government, the electoral process, the ideas and organization of the two major parties, and current issues facing the U.S., both at home and abroad. Analyzing how these topics affect students' lives—from knowing one's legal rights to understanding the importance of suffrage to the value of participating politically—helps make this a hands-on course as well. Students may not take both government courses without departmental approval.

History of Human Rights in the U.S. (1330 English or 4220 History)

1st semester; 3 credits

"With Liberty and Justice for All," eh? Not for everyone! Using primary source documents, plays, graphic novels, short stories, essays, poems, movies, and oral history interviews, we explore the legacy of human rights challenges in the history of the United States and the continuing struggles of Americans today to live up to the founding credos. We may be the "City on the Hill," and our human rights heroes are many, but the American track record on social justice is not pristine.

History of the Vietnam War (4255)

2nd semester; 3 credits

This course will explore the full arc of America's war in Vietnam, from the first hopeful contacts between U.S. military operatives and Vietnamese revolutionary forces at the end of World War II through the chaotic communist victory and American withdrawal from Saigon in April 1975. We'll explore how the miscalculations and missteps of four successive U.S. administrations culminated in a full-blown ground war in Vietnam. We'll examine how the war was fought and the decisive role of the anti-war movement on the U.S. homefront. This course will be a case study in flawed governmental decision-making, providing insights into how brilliant and well-intentioned public officials can produce catastrophically misguided policies.

Independence Struggles in the Non-Western World (4210)

2nd semester; 3 credits

The revolution starts now. This course will cover 20th century post-WWII independence struggles across the globe. Students will examine case studies of India and Algeria. Each case also considers regional geography, economics, pre-colonial civilizations, the nature and structure of colonial power, and the challenges that each country faces today. In addition to learning about an important chapter in the history of these countries, students leave the course with an enhanced understanding of the concepts of nationalism, autonomy, revolution and liberation. They then apply these concepts as they conduct research projects on additional independence struggles.

International Relations (4465)

1st semester; 3 credits

Are China and the U.S. on a collision course for war? Can the Israelis and Palestinians find a two-state solution in the Holy Land? Can the Paris climate accord help to cool a warming planet? Do powerful nations have a responsibility to assist vulnerable populations in faraway lands? These questions dominate global headlines and our daily news feeds. In this course, we go beyond the soundbites and menacing headlines to explore the context, causes, and consequences of the most pressing global issues. Grounding our understandings in the leading IR theories, we assess real-world problems, including the complex interplay of war and peace, conflict and cooperation, and security and human rights. Working with classmates and leaning on the expertise of guest speakers, students also identify and model ways to mediate and resolve some of the most pressing global conflicts.

Law and Civil Liberties (4325)

2nd semester; 3 credits

Can the state regulate firearm ownership? Do women have an unfettered right to have abortions? Is the right to privacy fundamental to ordered liberty? Is prayer in school the free exercise of religion or a violation of the separation of church and state? Do the police always need a warrant? This course examines the workings of the Supreme Court and how our lives are impacted by their decisions. Primary attention is given to the court's seminal decisions with respect to the Bill of Rights and Fourteenth Amendment of the Constitution. Students research court cases, debate the reasoning of the opinions, and organize and participate in moot court hearings.

Military History (4490)

1st or 2nd semester, 3 credits

Military History provides a global survey of human conflict from ancient times through the present. This course, while examining traditional concepts of strategy and tactics, also delves into the social and cultural history of war-making. The chronological focus for the first part of the course spans from the Greco-Persian Wars to the Gunpowder Revolution. The second half examines the important developments that occurred from the gunpowder age through the World Wars. Thematic topics include, but are not limited to military professionalism, armies and empire building, war-making and the nation-state, cultural perceptions of war, the experience of battle and the common soldier, the role of technology in conflict, modern war, limited war, total war, and asymmetric warfare.

Modern Middle East (4420)

2nd semester; 3 credits

We've all seen the alarming headlines from the Middle East recently: *"Hamas Launches Terror Attack Against Israel", "Iran Aims for Breakthrough in Nuclear Weapons", "Oil Markets Shaky on Fear of Middle East War"*, and on and on.

This class will take you beyond the headlines and the soundbites and will offer a comprehensive look at the broader forces

shaping the Middle East. Through readings, seminars, guest speakers, and case studies, you will gain insights and perspectives on the origins of these conflicts, their effect on the region and the world, and possible steps toward greater peace and security.

As unstable and conflict-ridden as this region can be, however, it is also home to three great religions, a rich cultural heritage, and many inspiring activists, humanitarians, and artists. This class will introduce you to these aspects of the Middle East as well, as you will research the people and movements that don't always make the headlines but do make a positive difference in everyday lives.

Senior Seminar: Early American History (4850)

1st semester; 3 credits

Note: Seniors only; interested students must write a 1-2-page statement of interest to Dr. Bresie.

E Pluribus Unum. Out of many, one. The Latin motto graces our currency and is something we see so often that we no longer think about it. But the idea that we have forged a nation from many disparate races, ethnicities, and religious groups is central to understanding the United States. This course will examine the formation of the United States from its Indigenous heritage through colonization, independence, nation building, and finally a secession crisis. We will do a deep dive into the ideology of America and explore how we have defined citizenship over time.

Understanding September 11 (4270)

1st semester; 3 credits

This course examines the key issues surrounding the terrorist attacks of September 11, 2001. In seeking to understand this momentous event, we explore the recent history of the Middle East (and the wider Islamic world), as well as America's often-conflicted role in this region. Using a variety of sources, media, and perspectives, students view 9/11 through a number of different "lenses." None of these lenses is sufficient by itself, but each has something to contribute as we construct an understanding of this complex event. Students also assess 9/11's impact on a global scale, looking at media reaction, policy responses, and the continued threat of terrorism worldwide.

Urban Studies: History of Dallas (4320)

2nd semester; 3 credits

What do you know about the city you live in? If we don't know our own stories, then what chance do we have to impact our local community going forward? The old axiom that "there is no compelling reason for Dallas to exist" bears examination, because the city does, indeed, exist, and its unique challenges and unique excellence today can be traced back to key moments in the city's evolution. Our fair city now finds itself in the midst of a boom that experts say will anchor the nation's third largest metropolitan area in the next ten years.

In this class, we'll explore a handful of these watershed events – the KKK's stranglehold on Dallas politics in the 1920s, the awarding of the Texas Centennial to Dallas, the role of Deep Ellum in the birth of the Blues, the Kennedy Assassination and the City of Hate moniker, the role of the Dallas Cowboys in helping the city come out of this dark period, the founding of DFW International Airport, in creating the foundation for the city we know today, and then we'll consider the changing demographics of Dallas in the 21st century and confront the whitewashing of our civic history through a deep-dive into local human rights atrocities. Each student will create a unique service project around a particular place of interest in the city, and the semester will end with a synthesizing of elements of Dallas' past with a commitment to bending the city's historical arc in a direction that each student believes worthy of their own personal investment.

Women's History (4280)

2nd semester; 3 credits

Do you know your grandmother's maiden name? Your great-grandmother's? Women make up half of the population, but their deeds and names tend to be obscured in the historical record. In this class, we attempt to reclaim women's place in history from pre-1492 to the present. While much of this class covers women who lived in the public sphere and left their names in the history books, we also try to look at the lived experiences of women who never made the news. We pay particular attention to how women's stories are recorded. We use the lens of intersectionality to guide our historical work. While we focus primarily on women in American history, we also try to examine women and the birth of feminism in a global context.

Tutorials in History/Social Science (4900)

1st or 2nd semester; 3 credits (Pass/Fail)

Advanced Tutorials in History/Social Science (4910)

1st or 2nd semester; 3 credits (Graded)

Permission from instructor and approval by the Head of Upper School and the History Department Chair is required.

One-semester tutorials are available to advanced students. Topics are jointly proposed in writing by the student and instructor.

History/Social Science Department Flow Chart

Students in 9th and 10th grade must be enrolled in the corresponding class.

Students in 11th or 12th grade are required to complete one class to fulfill graduation requirements.

Students in 11th or 12th grade must be enrolled in at least one elective.

	FIRST SEMESTER	SECOND SEMESTER
9th Grade	Global History (4010)	
10th Grade	United States History (4020)	
11th and 12th Grade Electives	AP European History (4640)	
	AP Comparative Government (4130)	AP US Government (4120)
	Economics and Society (4610)	Globalization, Identity, and U.S. Food Cultures (4425)
	Genocide in the Modern World (4310)	Government in Action (4110)
	Globalization, Identity, and U.S. Food Cultures (4425)	History of the Vietnam War (4255)
	History of Human Rights in the U.S. (4220)	Independence Struggles in the Non-Western World (4210)
	International Relations (4465)	Law & Civil Liberties (4325)
	Military History (4490)	Military History (4490)
	Senior Seminar: Early American History (4850)	Modern Middle East (4420)
	Understanding September 11 (4270)	Urban Studies (4320)
		Women's History (4280)

Mathematics

The Greenhill School mathematics curriculum is designed to furnish Upper School students with a strong conceptual understanding of mathematics, an appreciation for the power of mathematics, the ability to communicate mathematically in an increasingly technological world, and the mathematical skills required for college and future careers.

While the graduation requirement entails three consecutive years of mathematics in the Upper School, virtually all students go beyond graduation requirements and complete four full years of mathematics. Some courses are offered at regular, advanced, and honor levels. In consultation with advisors, their current math teacher, and the department chair, students may move between levels from year to year. All courses require a math teacher recommendation. There are opportunities to double up in math in the same year with Precalculus or Calculus and Statistics. For the student who takes Calculus, it is usually a one-year program. High-level students who take AP Calculus AB prior to their senior year and who have an interest in pursuing hard sciences such as Physics or Engineering may be recommended to take AP Calculus BC the following year. Read the course requirements carefully for these options and consult your advisor and current teacher should you be considering this approach.

Each student in a math course is required to own a TI-84 (recommended) or a TI-Nspire (non-CAS) graphing calculator. In all math classes, the calculator is used to enhance the understanding of concepts as well as to carry out certain processes. Proficiency in the use of a graphing calculator is an integral component of the curriculum.

Greenhill does not allow any yearlong mathematics course to be completed for Greenhill credit by independent study, by correspondence, or by a summer program.

Integrated Math I (2040)

Full year; 6 credits

This is the first course in a required two-year course sequence.

This course includes the study of numbers and sets, properties of operations, real numbers, equations and inequalities, verbal problems, factoring, operations with rational expressions, systems of linear equations and inequalities, irrational numbers, and quadratic equations. Students also learn to graph linear equations, systems of linear equations, absolute value functions and quadratic functions, and inequalities of the aforementioned group. Students acquire the necessary manipulative skills of algebra along with an understanding of the concepts involved. Additional topics are covered if time and talent permit.

Integrated Math II (2050)

Full year; 6 credits

Prerequisite: Algebra I, Integrated Math I or Advanced Geometry.

This is the second course in a required two-year course sequence.

This course is the second course in the Integrated Math sequence. It includes the study of Algbera II and Geometry topics such as quadrilaterals, functions, inverse functions, transformations, polynomials, rational expressions, challenging factoring, surface area, volume, circles, binomial theorem, probability, sequences and series, as well conics. The students will also be introduced to topics that will be widely used in precalculus such as the unit circle and trigonometry.

Advanced Geometry (2110)

Full year; 6 credits

Prerequisite: Algebra I

This course integrates the concepts of plane and solid geometry with an effective use of algebra. Topics covered include points, lines, planes, angles and angle relationships, parallel lines and planes, triangles, quadrilaterals, circles, similar polygons, area of polygons and circles, surface area and volume of solids, the basic unit circle and right triangle trigonometry, and other extended topics as time permits. These topics are taught using induction as a method of discovery, deduction, and formal proof with an emphasis on logical thinking.

Honors Geometry (211H)

Full year; 6 credits

Prerequisite: Algebra I and faculty recommendation

This course includes all topics studied in Advanced Geometry, going into greater depth and with a more rigorous approach.

Advanced Algebra II (2220)

Full year; 6 credits

Prerequisite: Algebra I (with an average for the year of at least C-), Advanced Geometry or the Honors equivalent, and faculty recommendation

The purpose of this course is to complete mastery of basic algebraic concepts and manipulations by stressing the "how" and "why" of mathematics. Topics include equations and inequalities, verbal problems, factoring, rational expressions, graphs of elementary functions, complex numbers, systems of equations, conics, exponents, logarithms, and sequences and series.

Honors Algebra II (222H)

Full year; 6 credits

Prerequisite: Algebra I, Advanced or Honors Geometry, and faculty recommendation

This course includes all topics studied in Advanced Algebra II, going into greater depth and with a more rigorous approach.

Precalculus (2310)

Full year; 6 credits

Prerequisite: Algebra II, Integrated Math II, or Advanced Algebra II and faculty recommendation

This course covers the initial topics of Advanced Precalculus (2320) with a focus on functions and trigonometry. Topics include general function concepts: conics, absolute value, piecewise-defined functions, symmetry, inverses, and transformations. These concepts are reinforced through examples from families of graphs, including polynomial, rational, exponential, and logarithmic functions.

In addition, this course reviews triangle trigonometry and circular function definitions of sine and cosine, and then proceeds to a treatment of all six trig functions, their graphs, inverses, and applications. Solving techniques for trig equations and verification of trig identities are studied.

Advanced Precalculus (2320)

Full year; 6 credits

Prerequisite: Integrated Math II, Advanced or Honors Algebra II and faculty recommendation

This course bridges the foundational material learned in Algebra II and the concepts needed in Calculus, with a focus of preparing students to be prepared for AP Calculus AB. Topics include general function concepts: absolute values, piecewise-defined functions, symmetry, inverses, transformations, and slope functions. These concepts are reinforced through examples from families of graphs, including polynomial functions, rational functions, exponential and logarithmic functions, and conics. The course also reviews triangle trigonometry and circular function definitions of sine and cosine and then proceeds to a treatment of all six trig functions, their graphs, inverses, and applications. Solving techniques for trig equations as well as verification of trig identities are studied. Finally, students learn elementary calculus concepts and other advanced topics, including limits, sequences and series, parametric equations, and vector equations. Many of these topics are prerequisites for a full-year college calculus course.

Honors Precalculus (232H)

Full year; 6 credits

Prerequisite: Honors Algebra II and faculty recommendation

This course covers all of the topics of Advanced Precalculus, going into greater depth and with a more rigorous approach. Additional topics include relations defined parametrically, basic matrix theory, and partial fraction decomposition, polar curves, the complex plane, and DeMoivre's Theorem. The course ends with an in- depth introduction to Calculus, including a deeper emphasis on the theory of limits, derivatives, and continuity with some of their applications. Many of these topics are prerequisites for the AP Calculus BC course.

Calculus (2410)

Full year; 6 credits

Prerequisites: Precalculus or Advanced Precalculus and faculty recommendation

This course is an introduction to the calculus of functions of a single variable intended for students who may need some calculus in their future for fields such as biology, economics, and business management. Topics include a brief review of polynomials, trigonometrics, and exponential and logarithmic functions, followed by a discussion of limits, derivatives, and applications of differential calculus. The course then moves on to an overview of integration, basic techniques for integration, and a variety of applications.

Advanced Placement Calculus AB (2420)

Full year; 6 credits

Prerequisite: Advanced Precalculus or Honors Precalculus and faculty recommendation

Note: The AP Examination in Calculus AB is required.

Calculus AB is an intensive first-semester college course in the calculus of functions of a single variable. This course covers differential and integral calculus by engaging with problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions. The content includes but is not limited to topics covered on the AP AB examination. Class attendance is required until the AP Exam in May.

Advanced Placement Calculus BC (2430)

Full year; 6 credits

Prerequisite: Honors Precalculus or AP Calculus AB and faculty recommendation.

Note: There is a summer assignment for students enrolling in this course and the AP examination in AP Calculus BC is required.

Calculus BC is an intensive first-year college course in the calculus of functions of a single variable. This course covers the material of AP Calculus AB as well as polar coordinates, parametric functions, Taylor and Maclaurin series, and advanced integration techniques, among other topics. The content includes but is not limited to topics covered on the AP BC Examination. Class attendance is required until the AP Exam in May.

Multivariable Calculus (2460) (post-AP)

Full year; 6 credits

Prerequisite: AP Calculus BC and faculty recommendation

This course is a study of advanced mathematics beyond the AP Calculus BC curriculum. The course covers the content of a multiple variable and vector calculus course. Topics include double and triple integrals and their applications to volumes and surface areas, cylindrical and spherical coordinate systems, and vector topics such as line and surface integrals, Green's Theorem, curl and divergence, Stokes' Theorem, and the Divergence Theorem. The course emphasizes graphical and numerical solutions as well as analytical ones. With time permitting, students will learn a basic introduction to differential equations or introduction to linear algebra. This course is considered an honors course.

Advanced Placement Statistics (2520)

Full year; 6 credits

Prerequisite: Rising 11th grade students must have completed Advanced Algebra II or the Honors equivalent; rising 12th grade students must have completed Advanced Precalculus or the Honors equivalent.

Note: The AP Examination in AP Statistics is required.

The purpose of the AP Statistics course is to introduce students to the major concepts and tools for collecting, displaying, analyzing, and drawing conclusions about data. The course is built around four main topics: exploring data, planning a study, understanding probability theory, and acquiring critical inferential reasoning skills. AP Statistics is a one-year course that is writing-oriented (communication of results and explanations of processes are emphasized) and calculator-based. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college Statistics course. Class attendance is required until the AP Exam in May.

Finance and Accounting (2830)

Full year; 6 credits

Prerequisite: 11th or 12th grade and completed Algebra II or Integrated Math II

This course has three components that will require students to apply many algebraic and precalculus concepts to real-world scenarios. The first component is an introduction to accounting and investing. This will include financial statement analysis and business ethics. The second component will involve developing a business plan, including a deep dive into the financial side of creating a business. The final component will involve creating a budget from a given scenario. The costs of leasing vs. buying a vehicle, gas and transportation, housing, utilities, taxes, retirement and savings, the importance of building a good credit score, purchasing food, entertainment, taking a vacation, having children, and obtaining various insurances—life, car, property, renter's, health, disability, etc.—are discussed. Finally, there will be a service component required to receive credit for the course.

Advanced Tutorial in Mathematics (2910)

1st or 2nd semester; 3 credits (Pass/Fail)
Permission from instructor and approval by the Head of Upper School and the Math Department Chair is required.

One-semester tutorials are available to advanced students. Topics are to be jointly proposed in writing by the student and instructor.

Advanced Tutorial in Mathematics (2920)

1st or 2nd semester; 3 credits (Graded)
Permission from instructor and approval by the Head of Upper School and the Math Department Chair is required.

One-semester tutorials are available to advanced students. Topics are to be jointly proposed in writing by the student and instructor.

LEGACY CORE COURSES

Algebra I (2010)

Full year; 6 credits

This course includes the study of numbers and sets, properties of operations, real numbers, equations and inequalities, verbal problems, factoring, operations with rational expressions, systems of linear equations and inequalities, irrational numbers, and quadratic equations. Students also learn to graph linear equations, systems of linear equations, absolute value functions and quadratic functions, and inequalities of the aforementioned group. Students acquire the necessary manipulative skills of algebra along with an understanding of the concepts involved. Additional topics are covered if time and talent permit.

Algebra II (2210)

Full year; 6 credits
Prerequisite: Advanced Geometry and faculty recommendation

The purpose of this course is to complete mastery of basic algebra concepts and manipulations by stressing the "how" and "why" of mathematics. Topics include equations and inequalities, verbal problems, factoring, fractions, functions and graphs, polynomials, complex numbers, systems of equations, and probability.

Math Department Flow Chart

PHILOSOPHY

At Greenhill, we look to inspire and empower students through a rigorous and engaging mathematics curriculum that fosters critical thinking, problem-solving skills, and a deep understanding of mathematical concepts. We strive to cultivate a love for learning, encourage collaboration and intellectual curiosity, and prepare students for success in higher education and beyond.

The math department's philosophy on correct math placement is finding the right balance between challenging students and ensuring they are equipped for success. Math teachers are thoughtful and intentional when determining each student's placement.

External courses may not align well with Greenhill's curriculum, potentially leaving gaps in knowledge and important skills. Any outside math coursework is done as a supplement to Greenhill's curriculum and cannot be used as a replacement for or to skip a Greenhill math course.

UPPER SCHOOL MATH PLACEMENT

In the Upper School, to enroll in a math class, students will be placed in the appropriate math class by math faculty and must have completed the listed prerequisites in the course catalog.

Progression through the Greenhill math curriculum is based on placement and prerequisites, and students may be placed in any of the classes listed in each grade level.

9th Grade

- Integrated Math 1 (2040)
- Honors Geometry (211H)
- Honors Algebra II (222H)
- Advanced Geometry (2110)
- Advanced Algebra II (2220)

10th Grade

- Integrated Math II (2050)
- Honors Algebra II (222H)
- Advanced Algebra II (2220)
- Honors Precalculus (232H)

11th Grade

- Precalculus (2310)
- Honors Precalculus (232H)
- AP Calculus BC (2430)
- Finance & Accounting (2830)
- Advanced Precalculus (2320)
- AP Calculus AB (2420)
- AP Statistics (2520)

12th Grade

- Calculus (2410)
- AP Calculus BC (2430)
- AP Statistics (2520)
- AP Calculus AB (2420)
- Multivariable Calculus (2460)
- Finance & Accounting (2830)

Modern and Classical Languages

The Upper School curriculum of the Modern and Classical Languages Department traverses diverse cultures from ancient and modern times and prepares students to be thoughtful global citizens. The department offers a wide range of courses at all levels in Chinese, Latin, and Spanish.

The requirement for graduation in the Modern and Classical Languages Department is twofold: first, students must be enrolled in a language course during their 9th and 10th grade years; second, students must complete Level III of one language. In order to advance to the next level, students must earn a minimum yearlong course grade of C–. Yearlong courses are the structure of our foundational levels I–III, and semester courses become available for students beyond the minimum requirement. While the semester courses allow some degree of flexibility in scheduling, it is necessary for a student to maintain a level of competency through sustained enrollment. Thus, a student must seek departmental approval if they interrupt the study of language for more than one semester.

The study of modern and classical languages at Greenhill provides students with the option of studying more than one language, with access to AP courses in all languages, and with a wealth of knowledge and experience from the instructors. Additionally, language study promotes the mission and embodies the core values of Greenhill School. Regardless of the language or level, the instructors in this department constantly challenge students to actively engage not only with the language forms but also with the culture of the language they are studying.

Spanish I (3110)

Full year; 6 credits

Spanish I is the introductory level for students who have very little or no background in Spanish. Students focus on the basic grammar structures as well as vocabulary dealing with daily activities, cultural experiences, and differences in the Hispanic world. Students begin to develop the four basic language skills: listening, speaking, reading, and writing. The thrust of the program, taught predominantly in the target language, is to develop oral and written proficiency with the long-term goal of mastering the necessary linguistic skills in order to communicate with native speakers.

Spanish II (3120)

Full year; 6 credits

Prerequisite: Spanish I with a minimum yearlong course grade of C– or placement by exam

Spanish II is the continuing course for students who have successfully completed Upper School Spanish I, 8th grade Spanish at Greenhill School, or who can satisfy the prerequisite through a placement test. The class reviews basic grammatical concepts presented in Spanish I and continues to improve the student's communicative proficiency in the basic skills of listening, speaking, reading, and writing. The goal is to enhance language acquisition and oral expression, thus preparing students for Spanish III. Cultural awareness and appreciation of the ever-increasing Spanish-speaking world is emphasized through the use of supplemental materials.

Honors Spanish II (312H)

Full year; 6 credits

Prerequisite: Spanish I or placement by exam and departmental recommendation

This course is designed for students who have demonstrated a strong background and interest at the beginning level of Spanish and would like to be considered candidates for an AP-level course in the future. It aims to strengthen the basic skills: listening, speaking, reading, and writing through the three modes of communication: interpretive, interpersonal, and presentational. The objective of the course is to develop and strengthen the grammatical components crucial to succeed in future honors courses. Assessments include traditional written exercises, oral presentations, and collaborative projects.

Spanish III (3130)

Full year; 6 credits

Prerequisite: Spanish II with a minimum yearlong course grade of C– or placement by exam

The objective of Spanish III is to advance students' oral communication and writing skills, strengthen their comprehension, and introduce them to contemporary and traditional topics in Hispanic countries. The course continues to develop listening, speaking, reading, and writing through interpretive, interpersonal, and presentational communication with an increased emphasis on grammatical accuracy. Students expand their grammar and vocabulary through spontaneous conversational practice and planned oral and written presentations. Grammar structures from Spanish I and Spanish II are reinforced to help students communicate with greater clarity and precision. In addition, students continue to build cultural awareness and personal responsibility skills throughout the course.

Honors Spanish III (313H)

Full year; 6 credits

Prerequisite: Honors Spanish II or placement by exam and departmental recommendation

Honors Spanish III is a yearlong course intended to further strengthen the student's mastery of Spanish and to prepare the student for an AP-level course. It is conducted in Spanish and requires spontaneous use of the language in written, oral, and listening form through the three modes of communication: interpretive, interpersonal, and presentational. The course integrates a thorough review of previous material by using topic-based vocabulary and grammar activities with consistent exposure to authentic materials in Spanish. History, culture, and current events of Spanish-speaking countries are integrated into the lessons.

Spanish IV (3140)

Full year; 6 credits

Prerequisite: Spanish III with a minimum yearlong course grade of C– or placement by exam

Spanish IV is designed to review previously learned grammar concepts while taking the students' fluency to a more advanced level of oral and written expression through the three modes of communication: interpretive, interpersonal, and presentational. This course focuses on the culture and daily activities of Spain, Mexico, and Central and

South America and introduces students to the Hispanic culture in the United States. The course, taught predominantly in Spanish, also explores films, music, art, history, and current events from the Hispanic world. In addition, students continue to build cultural awareness and personal responsibility skills throughout the course.

Spanish V: Readings in Latin American History (3155)

1st semester; 3 credits

Prerequisite: Spanish IV or AP Spanish Langauge and Culture; may be taken concurrently with Honors Spanish Literature.

Requiring considerable competency in Spanish, this course seeks to strengthen a student's proficiency in the language through the study of various social, cultural, and political developments in Latin America from the 16th-century to the present day. Course topics will vary and may include a history of pre-Colombian cultures, the Spanish Conquest of Latin America, the fight for independence, the struggles encountered as newly sovereign Latin American nations, and other historical movements and cultural expressions manifested in the arts, the food, and the music of various Latin American communities. In order to enhance their Spanish through a historical context, students apply the four language skills (listening, reading, speaking, and writing) through three modes of communication: Interpretive, interpersonal, and presentational. The course is taught entirely in Spanish and requires extensive reading and exposure to various digital media.

Spanish V: Composition and Culture (3160)

2nd semester; 3 credits

Prerequisite: Spanish IV or AP Spanish Language and Culture; may be taken concurrently with Honors Spanish Literature. This course requires considerable competency in Spanish.

In this course, students focus on different forms of creative writing by reading examples from influential authors of the Spanish-speaking world. Students then use the styles of these authors as models for original essays, short stories, poetry, and comics. Students explore contemporary cultural topics in the Hispanic world, such as art, history, identity, politics, and pop culture. Students are expected to enhance their four language skills: listening, reading, speaking, and writing through three modes of communication: interpretive, interpersonal, and presentational. The course is taught entirely in Spanish, and it requires extensive reading and exposure to various digital media.

Advanced Placement Spanish Language and Culture (3170)

Full year; 6 credits

Prerequisite: Honors Spanish III or Spanish IV, or placement by exam and departmental recommendation.

Note: The AP examination in AP Spanish Language is required.

This course, which is preparation for the AP Spanish Language and Culture Exam, is conducted entirely in Spanish. The content of the course is in accordance with the College Board Advanced Placement program and is centered on six basic themes. Vocabulary expansion plays a major role due to the exposure to authentic and unabridged materials. Integration of advanced grammar as well as synthesis of information from various sources into written and oral work is expected. Extensive use of digital resources is essential for developing interpretive, interpersonal, and presentational skills.

Honors Spanish Literature (post-AP) (3180)

Full year; 6 credits

Prerequisite: Spanish AP Spanish Language and Culture or placement by exam and departmental recommendation.

This course is designed for students who have taken the AP Spanish Language course and wish to continue their study of language, literature, and culture at the same level and depth as an AP course. The course objective is to introduce students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Latino literature (in Spanish). The course provides opportunities to develop greater proficiency in the Spanish language while developing the necessary skills and vocabulary to analyze, discuss, and write about different genres of literature. The course aims to help the student progress beyond reading comprehension to read with historical, cultural, and literary sensitivity to empower critical thinking and spontaneous discussion.

Latin I (3210)

Full year; 6 credits

This is the introductory course for students who have very little or no background in Latin. This course introduces study skills required for language study as well as the language, history, and culture of the ancient Romans. Students engage in a variety of assessments that allow the opportunity to demonstrate their proficiency.

Latin II (3220)

Full year; 6 credits

Prerequisite: Latin I with a minimum yearlong course grade of C- or placement by exam.

This course continues the work begun in Latin I, furthering students' knowledge of the Latin language and Roman history and culture. Students build language proficiency through reading increasingly complex Latin text and gain cultural competence through examining the cultural products, practices, and perspectives of ancient Romans and those who interacted with them. Cultural topics include the city of Pompeii and its excavation, gladiatorial games, and political office and power dynamics. Students engage in a variety of assessments that allow the opportunity to demonstrate their development of such mastery and prepare them for the next level of Latin.

Latin III (3230)

Full year; 6 credits

Prerequisite: Latin II with a minimum yearlong course grade of C- or placement by exam.

This course serves as a transition from adapted Latin and grammar paradigms to authentic Latin and complex grammatical structures. Students begin to read both prose and poetry from the Late Republic and Augustan Age. Students engage in a variety of assessments that allow the opportunity to demonstrate their proficiency and prepare them for the next level of Latin.

Latin IV (3240)

Full year; 6 credits

Prerequisite: Latin III with a minimum yearlong course grade of C- or placement by exam.

This course continues studies in authentic Latin and complex grammatical structures. Students read both prose and poetry from various genres of Latin literature. Students explore the world of the Romans as detailed by authors such as Cicero, Catullus, and Sulpicia and articulate similarities and differences across ancient Roman culture and modern cultures. Students engage in a variety of assessments that allow the opportunity to demonstrate their development of such mas-

tery. Plus, they continue developing their skills of literary analysis and criticism in preparation for the Advanced Latin Literature or AP course experiences.

Advanced Placement Latin (3250)

Full year; 6 credits
Prerequisite: Departmental recommendation
Note: The AP Examination in AP Latin is required.

Students read excerpts from different Roman authors, both in Latin and English, as set forth by the AP course syllabus. Students are expected to be able to translate accurately from Latin into English the texts they are reading, demonstrate a grasp of grammatical structures and vocabulary, and discuss passages within the context of each work as a whole. Stylistic analysis and interpretation, which develop from a student's ability to read the Latin version, are integral parts of this course. Readings from modern critical commentaries and other ancient texts help students to place their thoughts and ideas into context.

Advanced Latin Literature (3260)

1st or 2nd semester; 3 credits
Prerequisite: Latin IV with a minimum yearlong course grade of C– or placement by exam and departmental recommendation

With any portion of the extant literature written in Latin at the fingertips of the instructor, students in this course delve into thematically related units. Through class discussion, collaborative projects, and scholarly analysis, Latin students engage with all facets of the language, culture, and history. By striving for mastery of Latin, students prepare themselves for further advanced study, both here and beyond. This course may be taken multiple times for credit.

Honors Latin Seminar (post-AP) (3280)

Full year; 6 credits
Prerequisite: AP Latin or departmental recommendation

With any portion of the extant literature of the ancient Romans at their fingertips, students in this course delve into areas of their own interest. In the first portion of the course, teachers provide overarching themes within which the students research both primary and secondary works. Students engage in critical reading and participate in Socratic Seminars on these themes. They also craft teaching units that lead their peers through lesser-known works. Later, students select one aspect of their research during the year to prepare and write a lengthy research paper (similar to an honors thesis).

Chinese I (3410)

Full year; 6 credits

Chinese I is an introductory-level course for students who have very little or no background in Chinese. Students will develop an appreciation of the Chinese culture, its language, and its people through field trips, videos, and online authentic resources. The primary focus is the development of language skills: listening, speaking, reading, and writing. Activities include games, skits, communicative activities, and songs. Students completing Chinese I will have the ability to engage in limited, freestyle conversations. The expected outcome of this course is performing at the ACTFL novice mid-proficiency level.

Chinese II (3420)

Full year; 6 credits
Prerequisite: Chinese I with a minimum yearlong course grade of C–, Middle School Chinese 8, or placement by exam

Chinese II continues to expand cultural awareness of the Chinese world and to develop global cultural competency through cultural comparisons and small research projects. Expansion of high-frequency vocabulary and grammar structures continues. The goal of Chinese II is to enhance the proficiency of language skills to prepare students for Chinese III. By the end of the course, students are expected to perform at the ACTFL proficiency level of novice high to intermediate low.

Chinese III (3430)

Full year; 6 credits
Prerequisite: Chinese II with a minimum yearlong course grade of C–, or placement by exam

Chinese III introduces the students to greater structural complexity, both in terms of phonology and syntax. No longer is the short, simple sentence sufficient. Students must create sentences, both written and oral, of at least fifteen words while demonstrating creative engagement with a topic. Public speaking is also emphasized. Crucial is the student's ability to communicate freely using vocabulary and sentence patterns in fresh, original ways. Students at this level must show that they are making Chinese an integral part of their lives and worldview. Successful completion of Chinese III means that students can communicate within a variety of everyday contexts as well as interact with Chinese culture through increased demand for textual literacy.

Chinese IV (3440)

Full year; 6 credits
Prerequisite: Chinese III with a minimum yearlong course grade of C–, or placement by exam

Chinese IV introduces discourse-level complexity to both written and oral communication in Modern Standard Mandarin. Students are required to recognize differences in register based on position and context, even as they continue to build their functional vocabulary and refine their pronunciation. Fluency, even in limited contexts, is the goal. Students are now expected to take fuller individual responsibility for their study of Chinese, and they must work independently to develop automaticity in tonal contour while expressing themselves freely. Regular discussion based on readings in culture and current events exercise and extend the work in pronunciation and grammar of the first three years while introducing students to the practice of using Chinese to learn about the world we inhabit. After the successful completion of Chinese IV, students will have secured a lifelong, habitual learning relationship with Chinese.

Advanced Chinese (3460)

Full year; 6 credits
Prerequisite: Chinese IV with a minimum yearlong course grade of C–, or placement by exam

Advanced Chinese is the precursor to AP Chinese. The course introduces the advanced student to the practice of developing cultural knowledge while training in linguistic proficiency. Students in Advanced Chinese must at all times be prepared to use Chinese to learn Chinese, as the class is conducted primarily in the target language (Modern Standard Mandarin), and students become familiar with linguistic variation across Greater China. Advanced Chinese is demanding and engages all aspects of the Greenhill Chinese Program—listening, speaking, reading, writing, culture, the Chinese writing system, and research. Significant time and emphasis is placed on writing Chinese essays. Students taking this course should be making Chinese a crucial part of their worldview and daily experience.

Advanced Placement Chinese Language and Culture (3480)

Full year; 6 credits

Prerequisite: Chinese IV or Advanced Chinese with a minimum yearlong course grade of C- and departmental recommendation

Note: The AP Examination in AP Chinese Language is required.

AP Chinese Language and Culture is the capstone course of the Greenhill Chinese Program. The goal of this course is to provide highly qualified students with rich and varied opportunities to further their proficiency in listening, speaking, reading, and writing Modern Standard Mandarin Chinese. This, in turn, positions them for success on the AP Chinese Exam. Students enrolled in this class experience maximal exposure to myriad aspects of Chinese culture integrated into the process of communicating in and learning through Mandarin. Students practice using Chinese to comprehend and analyze issues that are pertinent to their life and community. Chinese is both the target language and the language of instruction, and assessments are regular and varied.

Advanced Tutorials in Modern & Classical Languages (3310)

1st or 2nd semester; 3 credits (Pass/Fail)

Prerequisite: Level IV or Advaned Placement and approval of the Department Chair and Head of Upper School.

One-semester tutorials are available to advanced students who are looking to pursue studies beyond, or in addition to, prescribed courses in the Modern and Classical Languages Department. Topics are to be jointly proposed in writing by the student and instructor.

Advanced Tutorials in Modern & Classical Languages (3320)

1st or 2nd semester; 3 credits (Graded)

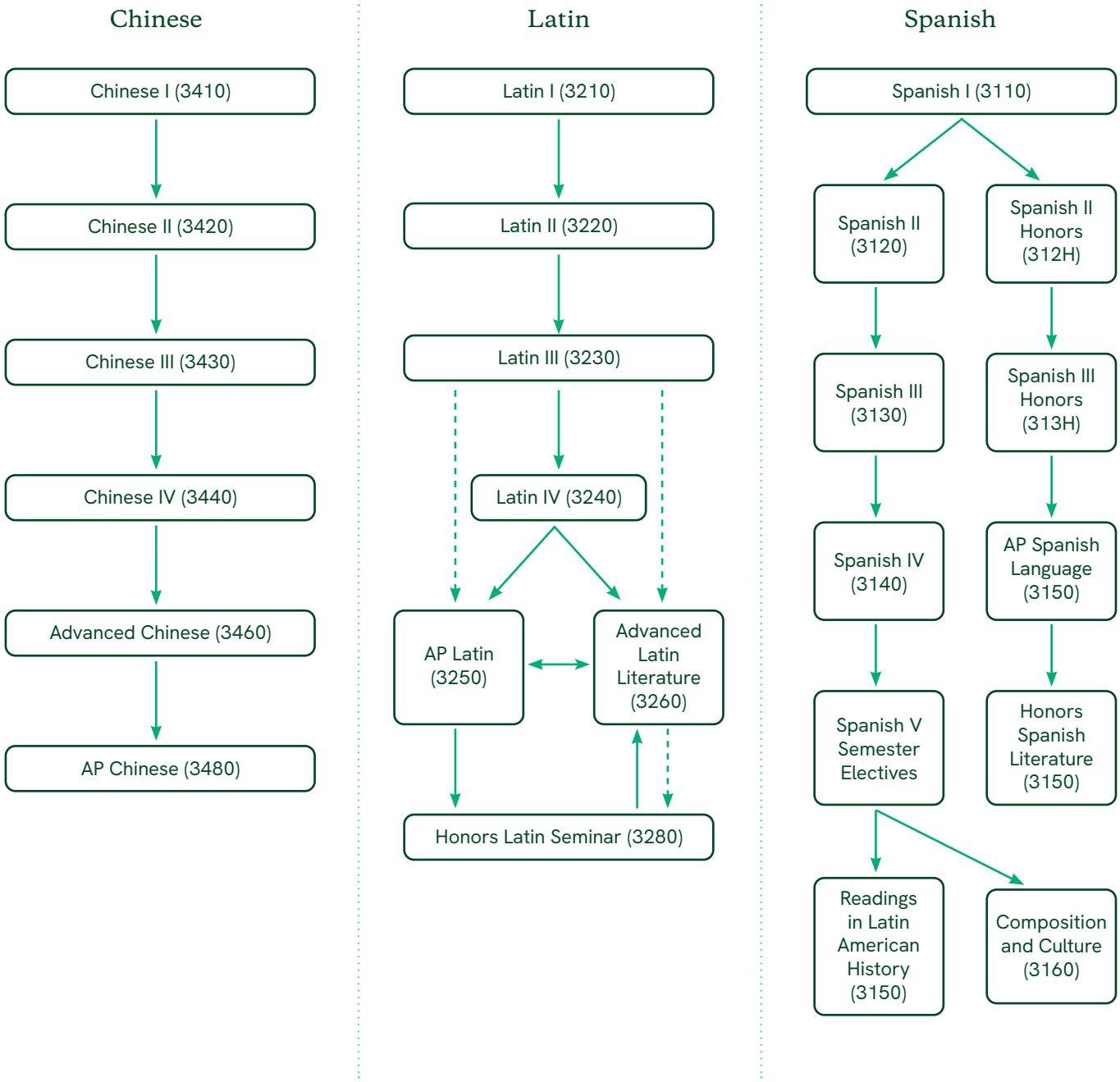
Prerequisite: Level IV or Advaned Placement and approval of the Department Chair and Head of Upper School.

One-semester tutorials are available to advanced students who are looking to pursue studies beyond prescribed courses, not to shadow courses offered due to a scheduling conflict, in the Modern and Classical Languages Department. In order to be considered as a graded tutorial, clear expectations, syllabi, and rubrics must be presented for consideration. Topics are to be jointly proposed in writing by the student and instructor.

Modern and Classical Languages Department Flow Chart

→ shows standard progression through MCL coursework

- - - → indicates possible progression



Physical Education

The Greenhill Physical Education program provides students with opportunities for the acquisition of the knowledge and skills necessary to create the foundation for engaging in an active, healthy lifestyle. Each course is designed to help students learn what it means to be physically fit by learning the components of health and skill-related physical fitness. Students are introduced to a wide variety of activities that emphasize how to manage and maintain a well-balanced fitness program. We strive to create a learning environment for our students to explore challenges in an active, supportive, and non-threatening atmosphere. Each student learns about the need for assessment and variety in their fitness program. In addition to the physical domain, it is our goal to help students develop a positive self-image, develop self-discipline, learn the basics of nutrition, and develop stress relief techniques. Ultimately, it is our goal to develop students who value the role of physical fitness and take personal responsibility for making informed decisions that help them achieve and maintain a well-balanced, healthy lifestyle.

Physical Education Requirements

- *9th Grade: Foundations of Fitness and Wellness is a required course for all 9th grade students. Plus 1 semester of another Physical Education course or 1 season of Team sport. 9th grade students are still encouraged to participate in multiple sports if it fits their schedule.*
- *10th Grade: 2 semesters of Physical Education or 1 semester and 1 season of Team Sport or 2 seasons of Team Sport*
- *11th Grade: 1 semester of Physical Education or 1 season of Team Sport*
- *12th Grade: 1 semester of Physical Education or 1 season of Team Sport*

Students may take only one physical education course per semester (unless prior approval has been granted by the department chair). It is recommended that students vary their physical education selection by taking a different course each semester.

Athletics Tutorials (8900)

1st or 2nd semester; 3 credits (Pass/Fail)

Students who are participating at an advanced level in an outside activity or sport may apply for a tutorial in lieu of participating in PE/Athletics. An online application must be completed prior to the school year that meets a set of criteria for approval by the Athletics Tutorial Committee. Criteria for approval include participation at the highest level available within a student's age group and a commitment of hours similar to that of an interscholastic sports team. A full list of criteria is listed on the online tutorial application.

Beginning and Intermediate Dance (6435 FA or 8565 PE)

1st or 2nd semester; 3 credits (FA = Graded; PE = Pass/Fail)
Credit can be received for either Arts or Physical Education and may change enrollment each semester depending on credit needs.

Step into the world of dance with Beginning & Intermediate Dance, a dynamic and immersive course that explores the fundamentals of ballet, modern, and jazz techniques. This class is designed to inspire creativity and build confidence as students develop strength, flexibility, and stamina through engaging and high-energy movement sessions. Through focused practice and collaborative choreography, students will refine their performance quality, discover stylistic differences between dance genres, and express their unique artistic voice. Whether you are new to dance or looking to advance your skills, this course fosters perseverance, teamwork, and self-expression in a supportive and fun environment. Aligned with the Arts Department's mission to celebrate the creative process, this class prepares students for more advanced opportunities, including auditions for the Greenhill Dance Company. Open to all skill levels, it fulfills either Arts or PE credit and encourages every student to explore their potential as a performer.

Foundations of Fitness and Wellness (8015)

1st semester; 3 credits (Pass/Fail)
Note: This course is required for all 9th grade students.

This course is designed to introduce students to the knowledge and skills that are necessary to build a lifelong balanced approach to fitness and wellness. Students will be introduced to a wide variety of fitness and wellness topics through classroom sessions and physical activity sessions. It is the goal of the course to help students make healthy choices and create habits to support them in maintaining a healthy lifestyle.

Greenhill Dance Company (8570 PE or 6440 FA)

1st or 2nd semester; 3 credits
(FA = Graded; PE = Pass/Fail)
Prerequisite: Instructor approval
Students are encouraged to enroll in this course as a full-year member but may enroll in a single semester. Credit can be received for either Arts or Physical Education and may change enrollment each semester depending on credit needs.

This is the Greenhill dance performance group. This course is designed for the dance student whose interests lie in dance technique and performance. Emphasis is placed on technical proficiency, performance quality, and working as a vital member of the company. Students perform advanced movement sequences, participate in improvisation experiences, learn choreography, and engage in class discussions and peer-to-peer critique sessions. For those who are interested, students also have the opportunity to choreograph. Company members also engage in various aspects of production and promotion for dance performances, including ISAS Arts Festival.

Independent Program Design (8050)

1st or 2nd semester; 3 credits (Pass/Fail)
Prerequisite: Departmental approval

This course is designed for self-motivated students who have the foundational knowledge through physical education courses to begin to create and implement a personal fitness plan. Students are responsible for establishing SMART goals and developing strategies of achievement on their own time, with assisted instruction by the sports performance staff. These programs are to be completed off-campus. Students are monitored by an instructor but are responsible for maintaining a complete fitness portfolio, including workout logs, food journals, activity monitor reports, and pre- and post-fitness tests. This course requires multiple orientation sessions prior to beginning the individualized program.

Additional notes: Students must have off-campus gym accessibility and access to fitness tracking gear/equipment (software, hardware).

Theater: Musical Production (8560 PE or 6450 FA)

1st Semester; 3 credits (FA = Graded; PE = Pass/Fail)

A Prerequisite of one of the following courses, Acting I, Improv Comedy, Choir, Dance, or Theater Appreciation. A prerequisite can be taken concurrently with this class. Students may enroll in this course for either Arts or Physical Education credit.

This course is designed for the student whose interests lie in musical theater performance. Every student is part of the ensemble, attends rehearsals, and learns dances and songs in the production. Students also develop exciting characters suitable for the production with an emphasis on character development, technical proficiency (correct posture, alignment, breath), and performance quality (focus, style, and musicality). Auditions generally take place during the first week of the first semester. This course culminates in a performance weekend where students are showcased to the Greenhill community and beyond.

Workout Challenge (8030)

1st or 2nd semester; 3 credits (Pass/Fail)

Prerequisite: Foundations of Fitness and Wellness or 4 seasons of Greenhill Athletics (two in 9th grade and two in 10th grade)

This course is designed to be an enjoyable, challenging, easy-to-follow workout program for students of all abilities. Students participate in a program designed by the sports performance staff. This course builds upon skills learned in Foundations of Fitness & Wellness. Workouts include elements of cardio, strength, core, and flexibility training.

Yoga (8040)

After School; 1st or 2nd semester; 3 credits (Pass/Fail)
Class size is limited based on class location.

Beyond being a physical system of exercise, yoga is a discipline, a philosophy, and a way of life. Through yoga, we become clearer of mind, stronger of body, and more peaceful at heart. The class focuses on breathing practices, physical postures, and flowing sequences that bring body and mind into alignment.

INTERSCHOLASTIC ATHLETICS

Full-time Team Managers

Fall, Winter, or Spring; 3 credits (Pass/Fail)

Note: Each team will have a preapproved number of slots for managers each season. Students accepted as team managers will register for the sport and are added to the team roster.

The purpose of the team manager program is to provide support for the school's interscholastic sports teams. The program is designed to give students valuable work experience by being a part of an interscholastic athletic team. A team manager's duties include completing post-game write-ups, assisting with practices, sports nutrition pickup, management of home contests, travel to away contests, scorekeeping, stat-keeping, videotaping, and various other administrative duties. Team managers must invest an amount of time comparable to the athletes. In order for a team manager to receive PE credit, they must participate in all team activities, including practices and competitions, and complete a required number of sports performance training sessions.

Greenhill Interscholastic Athletics Teams

Fall, Winter, or Spring; 3 credits (Pass/Fail)

Greenhill School places a high degree of importance on the educational value of our interscholastic athletics programs.

Each semester, Greenhill offers a variety of varsity and junior varsity athletic teams. Our athletics teams strive to provide competitive opportunities for students to develop not only their athletic skills, but also to learn the equally important concepts of sportsmanship, teamwork, leadership, relentless effort, resilience, and goal setting.

Teams practice for approximately two hours at the conclusion of the academic school day. Games and practices may be scheduled on Saturdays and during the holidays. Greenhill's teams participate in the Southwest Preparatory Conference (SPC).

Student Athletic Training Aide

Fall, Winter, Spring; 3 credits (Pass/Fail)

Prerequisite: Must receive prior approval from the Head Athletic Trainer

The Student Athletic Training Aide program offers students an opportunity to explore their interest in sports medicine and related allied health fields. This course provides students with an opportunity to assist and learn from a certified athletic trainer. Throughout the course, students are exposed to basic techniques used daily in the athletic training profession. This course satisfies a physical education requirement and requires some physical activity.

The following teams represent Greenhill

FALL	WINTER	SPRING
Boys	**Boys**	**Boys**
Cross Country	Basketball	Baseball
Football	Soccer	Golf
Volleyball	Swimming	Lacrosse
Cheerleading	Cheerleading	Tennis
		Track
Girls	**Girls**	**Girls**
Cross Country	Basketball	Softball
Field Hockey	Soccer	Golf
Volleyball	Swimming	Lacrosse
Cheerleading	Cheerleading	Tennis
		Track

Science

The Upper School Science program develops students' capacity to investigate the natural world through inquiry, analysis, and clear scientific reasoning. All students complete a coordinated sequence of Physics in 9th grade, Chemistry in 10th grade, and Biology in 11th grade, ensuring a strong conceptual and skills-based foundation for advanced study.

Across these courses, students learn to formulate precise scientific claims, test ideas using appropriate methods, and evaluate evidence with care. Emphasis is placed on expressing reasoning clearly, both in laboratory work and in class discourse, so that students learn to justify conclusions, assess the validity of explanations, and distinguish well-supported arguments from unsupported ones. In doing so, students develop responsibility for their own understanding and the ability to make thoughtful judgments in a world filled with competing claims.

Following the core sequence, students may choose from a broad range of elective offerings in the physical, life, and environmental sciences. These courses invite deeper exploration, interdisciplinary thinking, and engagement with contemporary scientific challenges. Collectively, the program prepares students to participate meaningfully in scientific conversations, pursue advanced coursework, and navigate complex information with clarity and confidence.

Minimum requirements for Science courses:

9th Grade: Physics

10th Grade: Chemistry

11th Grade: Biology

LAB SCIENCES

Physics (5410)

Full year; 6 credits

Physics is the introductory course in Upper School Science. This course is hands-on, minds-on, and frames science as a process of inquiry and model development. Class time is spent in lab investigations, group discussions, and problem-solving exercises as students create models to describe the natural world. Specific topics are chosen to lay a strong foundation for chemistry and biology, and include motion, momentum and force in one dimension, energy, electric force and energy, mechanical waves, and models of light.

Chemistry (5310)

Full year; 6 credits
Prerequisite: Physics

Chemistry comprises a study of the many areas of general chemistry, focusing both on those foundational areas necessary to understand modern biology and advanced topics necessary to succeed in a follow-on AP course in biology or chemistry. The character of this course is lab-centered, inquiry-based, and challenging. The process of science and the acquisition of essential facts are covered implicitly, and students are expected to integrate conceptual aspects from all disciplines of science while achieving an advanced chemistry experience. Specific topics include atomic and molecular structure, intermolecular forces, particulate understanding of matter, systems-based approach to chemical reactions, and thermodynamics.

Honors Chemistry (532H)

Full year; 6 credits
Prerequisite: Physics and departmental approval

Honors Chemistry is an introductory course in chemistry delivered at an accelerated pace. The course comprises a study of the many areas of general chemistry, focusing both on those foundational areas necessary to understand modern biology and advanced topics necessary to succeed in a follow-on AP course in biology or chemistry. The character of this course is lab-centered, inquiry-based, in-depth, and fast-paced. The process of science and the acquisition of essential facts are covered implicitly, and students are expected to integrate conceptual aspects from all disciplines of science while achieving an honors chemistry experience. Specific topics include atomic and molecular structure, intermolecular forces, particulate understanding of matter, systems-based approach to chemical reactions, kinetics, equilibrium, and thermodynamics.

Biology (5210)

Full year; 6 credits
Prerequisite: Physics, Chemistry

Biology serves to continue a student's growing sophistication in modern sciences by building upon core concepts presented in Greenhill's 9th grade and 10th grade Physics and Chemistry courses. Units of study are tied together by central themes in biology, such as emergent properties, cells, heredity, structure and function, environmental interactions, homeostasis, diversity, evolution, and science as a process of inquiry. This course utilizes inquiry-based labs to emphasize foundational concepts while drawing on concepts from all disciplines of science.

SCIENCE ELECTIVES

Chemistry of Photography (5340 SCI or 6140 FA)

1st semester; 3 credits
There is a fee for class-related supplies.
This course may be taken for either Arts 6140 or Science 5340 credit.

This course allows students to explore the interconnectedness of an Arts discipline (photography) and a Science discipline (chemistry). Students simultaneously explore several photographic techniques and the chemical explanations behind those techniques. Students who have completed this course are able to reflect and speak on the artistic meaning of their pictures and explain, on a chemical level, the processes and techniques used to achieve the final works of art. Experiments and imagery are produced with the wet plate collodion process, black-and-white toning techniques, solarization, and 19th-century printing/shooting techniques. A final portfolio is produced along with weekly tests/quizzes, critiques, and a final project assessed on artistic and chemical understanding.

Climate Science (5550)

1st semester; 3 credits
Prerequisite: Chemistry and Biology (may be concurrent)

The objectives of this course include using effective claim-evidence-reasoning argumentation to clarify concepts related to climate science and anthropogenic climate change. The course examines essential questions such as: What is climate change? What is Earth's energy budget? What role do green-

house gases play in determining climate? What impacts does climate change have on physical systems? What are the consequences of climate change on living systems and adaptations? What is the current scientific consensus and how has the climate change debate progressed in the scientific, public, and political arenas? What are climate change mitigation strategies, and how effective might they be? Essential skills that are assessed through the course include: explaining climate concepts, processes, and models presented in written format; analyzing visual representations of climate concepts and processes; determining scientific questions and methods; representing and describing data; performing statistical tests and mathematical calculations to analyze and interpret data; and developing and justifying scientific arguments using evidence.

Materials Science (5560)

1st or 2nd semester; 3 credits
Prerequisite: Physics and Chemistry

Materials Science is an interdisciplinary course that combines elements of physics, chemistry, and engineering to unlock fields of study and research that focuses on understanding and manipulating different types of materials to create new and improved products for various industries and technologies. It involves investigating the structure, properties, and behavior of materials, such as metals, ceramics, polymers, and composites, without requiring a deep knowledge of chemistry. This application is a critical aspect of engineering, as virtually all technological advances are limited by the available materials. As a result of this challenge, Materials Scientists and Engineers are engaged in exploring the numerous ways that materials can enrich everyday lives. Without this effort to discover and develop new materials, our world of computers, wireless phones, biomedical implants, and varying modes of transportation would not be possible.

Nutritional Biochemistry (5220)

2nd semester; 3 credits
Prerequisite: Physics and Chemistry

Nutritional Biochemistry is an interdisciplinary course that combines elements of chemistry, biology, and nutritional science to study the biochemical processes involved in metabolism and the products humans consume. It involves: the study of the chemical structure of macro- and micro-nutrients; investigating the way foods are created, used, and processed; harnessing different microbiological processes in food production; and understanding how nutrients are broken down, absorbed, transported, and utilized by the mammalian body for energy. Students will gain insights into how nutrients interact with living organisms, revealing how genetics, nutrition, and health outcomes are intertwined. This class will extend upon knowledge from students' prior study in biology and chemistry.

Physics II: Astronomy (5435)

2nd semester; 3 credits
Prerequisite: Physics and Chemistry

This is a descriptive survey course studying our struggle to comprehend the universe.

It begins with an extension of the 9th grade Physics topics to celestial motion as described using Kepler's Laws and Newton's Law of Universal Gravitation. Additional topics covered include changing skies, constellations, the solar system, astronomical tools, strange and distant celestial phenomena, extraterrestrial life, and cosmological theories.

Physics II: Biophysics (5455)

1st semester; 3 credits
Prerequisite: Physics and Biology (may be concurrent)

Biophysics is the branch of physics that applies the principles and methods of physics to study biological systems. Biophysics is rapidly becoming one of the most important frontiers of basic research and already has an enormous impact on our daily lives and on the environment. This includes, for example, using and developing tools from physics to study biological systems, such as medical imaging, structural biology (examining proteins in 3D), and single molecule biophysics (examining intact cells in their environment in real time). The focus of this course is to study life from the molecular scale to cells. The ultimate goal is to computationally describe the dynamics of how neurons and muscle cells work and apply cutting-edge technology to find out how biological systems function on the most detailed level.

Advanced Tutorials in Science (5910)

1st or 2nd semester; 3 credits (Pass/Fail)

Advanced Tutorials in Science (5920)

1st or 2nd semester; 3 credits (Graded)
Permission from instructor and approval by the Head of Upper School and the Science Department Chair is required.

One-semester tutorials are available to advanced students. Topics are to be jointly proposed in writing by the student and instructor.

ADVANCED PLACEMENT ELECTIVE COURSES

Advanced Placement Biology (5290)

Full year; 6 credits
Prerequisites: Chemistry and departmental approval
Note: There is a summer assignment for students enrolling in this course and the AP Examination in Biology is required.

This is a rigorous one-year college-level biology program culminating in the AP Examination. Coursework includes laboratory and independent projects. Students perform an extensive series of laboratory investigations as specified by the College Board. Students taking this course are expected to complete a series of summer assignments to review basic chemistry and biology concepts they may not have considered for several years. Credit for two semesters of biology is typically awarded by colleges for a qualifying AP Exam score.

Advanced Placement Chemistry (5390)

Full year; 6 credits
Prerequisites: Chemistry, Algebra II, and departmental approval
Note: There is a summer assignment for students enrolling in this course and the AP Examination in Chemistry is required.

AP Chemistry covers all topics studied in a typical one-year, college-level chemistry course. The course has an intensive lab component. Students taking this course are expected to complete a series of summer assignments to review basic chemistry concepts they may not have considered for several years. Credit for two semesters of chemistry is typically awarded by colleges for a qualifying AP Exam score.

Advanced Placement Environmental Science (5590)

Full year; 6 credits
Prerequisites: Chemistry, Biology (may be concurrent), Algebra II, and departmental approval
Note: There is a summer assignment for students enrolling in this course and the AP Examination in Environmental Science is required.

Dynamic processes operating on a timescale of milliseconds to millennia to millions of years shape the landscape and ecosystems that we experience every day. Perhaps the two most compelling revelations in environmental and earth science are: 1) these processes are intricately connected, and 2) we, as humans, have a unique ability to impact these unlike any other species. Understanding

environmental systems begins with a broad understanding of biology, chemistry, physics, geology, and ecology and how these disciplines interconnect. In addition, there is great social, political, and economic significance to the appreciation of environmental dynamics over the past century. This college-level course gives students a solid quantitative background in addressing environmental issues and affords students the opportunity to wrestle with the monumental task of deciding what to do about it.

Advanced Placement Physics I (5470)

Full year; 6 credits

Prerequisites: One year of Geometry, one year of Algebra II (may be concurrent), and departmental approval. 9th Graders interested in taking AP Physics I must be enrolled in Honors Algebra II, pass a placement exam, and receive departmental approval

Note: The AP Examination in Physics I is required.

This course is equivalent to a first-semester, algebra-based, college-level introductory physics class. This course provides an in-depth exploration of translational and rotational mechanics, the relationship between energy, time, and momentum, simple harmonic motion, and fluid mechanics. This course has a strong laboratory component. Group collaboration, critical thinking, problem-solving, scientific inquiry and communication skills are stressed. Credit for a first semester of college physics may be awarded by colleges for a qualifying AP exam score.

Advanced Placement Physics II (5480)

Full year; 6 credits

Prerequisites: AP Physics I; Advanced Precalculus (may be concurrent) and department approval or Physics, Advanced Precalculus (may be concurrent), and department approval. Students who have not taken AP Physics I prior to enrolling in AP Physics 2 will have to complete a summer assignment.

Note: The AP Examination in Physics II is required.

This course provides a study of thermodynamics, electricity and magnetism, mechanical waves and sound, optics, and modern physics. The course has a strong laboratory component. Group collaboration, critical thinking, problem-solving, scientific inquiry, and communication skills are stressed. Credit for a second semester of college physics may be awarded by colleges for a qualifying AP Exam score. This course of advanced physics study is most appropriate for students interested in a medical, or life sciences major in college.

Advanced Placement Physics C (5490)

Full year; 6 credits

Prerequisites: Either a year of Physics and AP Calculus BC (may be concurrent) OR a previous AP Physics course and AP Calculus AB (may be concurrent)

Note: There is a summer assignment for students enrolling in this course and the AP Examinations in both Physics C-Mechanics and Physics C-Electricity & Magnetism are required.

This course provides an in-depth study of mechanics as well as electricity and magnetism, at a mathematical level that requires the use of calculus. There is a significant laboratory component to the course, and it moves at a brisk pace. Credit for two semesters of engineering physics may be awarded by colleges for each qualifying AP Exam score. This course of advanced physics study is most appropriate for students interested in an engineering, physical science major in college.

Science Department Flow Chart

Students must be enrolled in a ■ or ■ class during 9th, 10th, and 11th grade.

All ▭ and ▭ outlined courses are optional

All ▭ courses require specific pre-requisites and/or co-requisites that may or may not be met by the year of eligibility.

All ■ courses require either a teacher recommendation and/or a placement test

9th Grade

- Physics (5410)
- AP Physics 1 (5470)

10th Grade

- Chemistry (5310)
- Honors Chemistry (532H)
- AP Physics 1 (5470)
- AP Physics 2 (5480)

11th Grade

- Biology (5210)
- AP Biology (5290)
- AP Chemistry (5390)
- AP Environmental Science (5590)
- AP Physics 1 (5470)
- AP Physics 2 (5480)
- AP Physics C (5490)
- Chemistry of Photography (5430)
- Climate Science (5550)
- Materials Science (5560)
- Nutritional Biochemistry (5220)
- Physics 2: Astronomy (5435)

12th Grade

- AP Biology (5290)
- AP Chemistry (5390)
- AP Environmental Science (5590)
- AP Physics 1 (5470)
- AP Physics 2 (5480)
- AP Physics C (5490)
- Chemistry of Photography (5430)
- Climate Science (5550)
- Materials Science (5560)
- Nutritional Biochemistry (5220)
- Physics 2: Astronomy (5435)
- Physics 2: Biophysics (5455)

Summer on the Hill
(courses for credit)

The Summer on the Hill Program offers myriad courses over an 11-week season for students of all ages. Below are the courses that are available for Upper School students that also are accepted as credits toward graduation. These courses and credits are recorded on transcripts. Online registration will open in early February 2026 at www.greenhill.org/summer. Inquiries, questions, and clarifications may be sent to John Thompson in the Summer on the Hill Office (x5490).

Please note: Greenhill does not accept summer work from other programs or schools.

Note: Courses, schedules, and costs shown in this section are offered during summer 2026.

Abstract and Experimental Photography (6135)

For credit: Course 6135; Grades 9-12;
June 1-18 (9:00 am - 12:00 pm)

To receive credit, Upper School students are required to attend all three weeks and have 100% class attendance.
Prerequisite: Photo I, or for instructor's approval, see Mr. Lopez.

There is a fee for class-related supplies.

Join Mr. Lopez as we delve deeper into the meaning and redefinition of the process of photography. Utilizing traditional and contemporary techniques, this course will explore the relationship between silver, light, metal, glass, and paper, and we'll endeavor to create images using untraditional and experimental ways. Students will create wet cyanotypes, chemigrams, solargraphs, explore alternative silver emulsion toning methods, experimental Polaroid techniques, and pinhole imagery. Finally, students will explore the highly experimental process, Mordançage—a process that melts the gelatin of the black-and-white print. We will take a field trip to photograph in downtown Dallas to generate images for the class. Images will be submitted to future exhibitions and contests.

Introduction to Computer Science (9210)

For credit: Course 9320; Grades 9-12;
June 22-July 10 (9:00 am - 12:00 pm)

To receive credit, Upper School students are required to attend all three weeks and have 100% class attendance.

Introduction to Computer Science is an entry-level course that teaches students how to think computationally and build functional software. Topics include problem decomposition, algorithms, control structures, data representation, basic data structures, abstraction, and debugging. Students will work with core programming constructs such as variables, conditionals, loops, functions, and arrays, and will be introduced to object-oriented thinking and simple user-interface design. No prior experience is required.

Introduction to Design of Immersive & Interactive Art (9620)

For credit: Course 9610; Grades 9-12;
June 1-18 (12:30 pm - 3:30 pm)

To receive credit, Upper School students are required to attend all three weeks and have 100% class attendance.

Students will be led through a course where they will explore and develop interactive art by learning how to integrate art with technology to design and create unique experiences. These experiences may be embodied in an immersive 2D/3D art installation, robotics, games, or augmented performances using a variety of media and materials. Students' culminating piece will be a fully functioning and installed piece of art. Patrons don't just look at the visual aesthetic but are able to interact with the art. The work that is developed should recognize the presence of an individual, understand at least at a basic level their engagement with the piece, and must respond intentionally and intelligently to the patron. No prior experience is required.

Government in Action (4110)

For credit: Course 4110; Grades 11-12;
July 6-24 (9:00 am - 12:00 pm)

To receive credit, Upper School students are required to attend both weeks and have 100% class attendance.
Students please note: If you plan to take AP Government, you should not take this course.

The ultimate objective of this project-based course is to help students become better-informed citizens regarding the workings of American government and politics. Students will engage in an in-depth study of the American political system, from its beginnings under the founding fathers to its current existence. Tracing and analyzing the evolution of the government's role allow students to gain insight into American politics and to assess how the American government has been a constantly evolving entity. Throughout the course students will apply their knowledge in a Zombie Apocalypse project where they will be tasked, like our Founding Fathers, with writing a new Constitution that meets the needs of the moment while being adaptable enough to survive long term. Topics of study include the U.S. Constitution, the three branches of the federal government, the electoral process, federalism, political ideology vs political party, political socialization, and foreign and domestic policy.

Introduction to Engineering (9110)

For credit: Course 9110; Grades 9-12;
June 22-July 10 (12:30 pm - 3:30 pm)

To receive credit, Upper School students are required to attend all three weeks and have 100% class attendance.

This course serves as an interactive way for students to get exposed to a variety of engineering processes while creating a fun project. Within the course, students will be introduced to the Arduino microcontroller platform, learn some basic programming, learn about different types of sensors and actuators, and explore 3D modeling, 3D printing, 2D mechanical design, and 2D CNC processes, such as laser cutting. Your project is of your choosing. Examples of past projects include innovative clock designs, an audible system to help guide the blind, IoT-enabled light-up "heart messaging" devices, and more. The first half of the semester will be dedicated to learning skills, while the second half will be dedicated to completing your project. Each class will culminate in a gallery showing of student work.

Introduction to UX Design (9330)

For credit: Course 9330; Grades 9-12;
June 1-18 (9:00 am - 12:00 pm)

To receive credit, Upper School students are required to attend all three weeks and have 100% class attendance.

Ever wondered who designs your favorite apps before they're built? This course introduces students to UX design as a creative, non-coding role in technology. Students learn how to design with real users in mind by creating personas and journey maps, then bring ideas to life using Figma to build polished, interactive app prototypes. The class emphasizes visual design, usability, and clear design decision-making, while leaving the coding to engineers. Students experience how UX designers collaborate with developers in real tech teams and finish the course with professional-quality prototypes ready for presentation and feedback. No prior experience is required.

Video Production Studio (6520)

For credit: Course 6520; Grades 9-12;
June 1-12 (9:00 am - 3:00 pm)

To receive credit, Upper School students are required to attend both weeks and have 100% class attendance.

Join Mr. Doyle this summer on campus at Greenhill's state of the art building, the Marshall Family Performance Center, for a one-of-a-kind film class. We will break into groups each week (materials can change between each group) to make short narrative films. We can make stop motion films, documentary films, comedies, dramas, and whatever your mind can create. Three of last summer's films were screened at film festivals. One film was screened at 5 festivals including South by Southwest, LA Cine Fest, and the Oak Cliff Film Festival, another at the All-American Film Festival in New York and the Texas Union Film Festival at UT, and the last one at the All-American Film Festival in New York. The mood was exceptional last year. One class made a comedy, live action film and next week they made a beautiful, dramatic stop motion film. Many of you will want to enroll in both classes to receive Upper School course credit.

Global Online Academy

Greenhill is a member of a global consortium of independent schools that are collectively known as the Global Online Academy or GOA. GOA is a nonprofit, global partnership of leading independent schools bringing intellectually challenging programs and excellent teaching online. These classes are open to all Greenhill students during their junior and senior years. Junior and senior students receive priority enrollment. Sophomore students who have completed their Design + Innovation graduation requirement can be nominated by an advisor but are not guaranteed enrollment. GOA courses are not open to freshmen. Tuition is $577 per semester and $1,154 for a yearlong course. Summer tuition ranges from $840 to $1,200.

Students interested in enrolling in GOA courses must complete the application process online. The form is located through the GOA box on the Greenhill Resource Board. Enrollment in GOA courses is also contingent upon advisor and GOA Site Director approval. (For select courses, Department Chair approval is also needed.)

Students are allowed to take one GOA class each semester for a total of four GOA classes during their time at Greenhill. Students may also choose to enroll in one GOA course per summer.

Reasons for taking a GOA class include:

- *GOA offers a course that is not currently offered at Greenhill.*
- *Create flexibility in your schedule and explore the world of online learning.*
- *The class you want at Greenhill is full, and GOA offers a similar course.*
- *Connect with students from across the country and around the world.*

Online courses are not for everyone. They require a high level of ability to be self-disciplined and self-directed. These courses follow set schedules, which are largely asynchronous and are NOT self-paced.

Students should expect to commit a minimum of 5 to 7 hours a week (or more) to a single GOA class during the year, and 10 to 15 hours a week (or more) during the summer.

GOA courses must be part of a student's daily schedule and cannot exceed Greenhill's definition of a full schedule of eight academic classes and one after-school sport/activity.

Including GOA, a student may not exceed eight course enrollments on a semester transcript. Students must schedule a GOA course in lieu of a free period and utilize the designated time to work on their GOA class as if it were a Greenhill class meeting on campus.

Students earn three credits for each semester class taken.

Global Online Academy

Arts
Courses labeled Arts count toward the graduation requirements and are applied to the (junior or senior) year the course is taken.

Design + Innovation
All courses labeled Design + Innovation count toward the graduation requirements.

English
Courses labeled English count toward English electives.

History
Courses labeled History and Social Science count toward history electives.

Integrated Studies
These classes count toward general graduation credits but do not satisfy any specific graduation requirement.

Mathematics
These courses count as Math elective credits but cannot be used to fulfill any part of our existing sequential course requirements.

Modern & Classical Languages
Students must complete Greenhill requirement of level III in any single language. GOA language classes may be taken concurrently in 11th or 12th grade to expand a student's experiences in languages. These classes earn a language elective credit.

Science
Courses labeled Science count toward elective science.

Global Online Academy Academic Calendar 2026-2027

SUMMER 2026 DATES

Enrollment opens Monday, February 16, 2026

Summer: June 15-July 31, 2026

June 8	Course welcome pages published for students.
June 15-16	Synchronous teacher/student pre-course conversations. These are important initial conversations between teachers and students.
June 18	Last day to ADD/DROP a summer course with no financial penalty.
June 23	Last day to DROP a summer course with 50% refund of enrollment fee.
July 31	Summer courses end.
August 7	Smmer Grade Reports distributed

Semester 1 dates: August 26 – December 11, 2026

Semester 2 dates: January 13 – April 30, 2027

Full-year dates: August 26, 2026 – April 30, 2027

Enrollment opens Tuesday, March 31, 2026. Important note: Students should be aware of both Greenhill and GOA add/drop deadlines. GOA deadlines outline potential financial penalties.

SEMESTER 1

August 19, 2026	Semester 1 and yearlong course welcome pages published for students
August 26	Semester 1 and yearlong courses begin
August 26-28	Synchronous teacher/student pre-course conversations. These are important (ungraded) initial conversations between teachers and students.
September 3 (6 pm CST)	Last day to ADD a GOA course (and last day to DROP with no financial penalty)
September 10 (6 pm CST)	Last day to DROP a Semester 1/Yearlong course with 50% refund of enrollment fee
October 16	End of Grading Period 1
October 19	Midterm Learning Reports distributed
October 19-23	Mid-semester break
December 4	Course Catalog for 2027-2028 is published, along with 2027-2028 Academic Calendar
December 11	Semester 1 ends (end of Grading Period 2)
December 18	Semester 1 Grade Reports distributed

SEMESTER 2

January 6, 2027	Semester 2 course welcome pages published for students
January 13	Semester 2 courses open (yearlong courses resume)
January 13-15	Synchronous teacher/student conversations for Semester 2 courses. These are important (ungraded) initial conversations between teachers and students.
January 21 (6 pm CST)	Last day to ADD a Semester 2 course (and last day to DROP with no financial penalty)
January 28 (6 pm CST)	Last day to DROP a Semester 2 course with 50% refund of enrollment fee
March 5	End of Grading Periods 1 (semester) and 3 (yearlong)
March 8-12	Mid-semester break
March 13	Midterm Learning Reports distributed
March 31 (6 pm CST)	Enrollment opens for 2027-2028 academic year courses
April 30	Semester 2 ends; end of Grading Periods 2 (semester) and 4 (yearlong)
May 7	Grade Reports distributed

Global Online Academy Catalog

COURSE TITLE	TERMS	DEPARTMENT
Abnormal Psychology	Summer, Semester 1, Semester 2	History
Algebra I Prep for Success*	Summer	N/A
Algebra II*	Summer	N/A
American Sign Language Through Culture I	Yearlong	Modern and Classical Languages
Anatomy & Physiology	Semester 1	Science
AP African American Studies	Yearlong	History
AP Art History	Yearlong	History
AP Comparative Government & Politics	Yearlong	History
AP Human Geography	Yearlong	Integrated Studies
AP Macroeconomics	Yearlong	History
AP Microeconomics	Yearlong	History
AP Psychology	Yearlong	History
Applying Philosophy to Global Issues	Semester 1	History
Arabic Language Through Culture I	Yearlong	Modern and Classical Languages
Advanced Arabic Language Seminar	Yearlong	Modern and Classical Languages
Architecture	Summer, Semester 1, Semester 2	Arts
Arts Entrepreneurship	Semester 2	Integrated Studies
Biochemistry: Medicine, Drugs & Addiction	Semester 2	Science
Bioethics	Summer, Semester 1, Semester 2	Science
Business Problem Solving	Summer, Semester 1, Semester 2	Integrated Studies
Capitalism: Past, Present & Future	Semester 2	History
Climate Action & Sustainability	Semester 1	History
Computer Science I: Computational Thinking	Summer, Semester 1, Semester 2	Design + Innovation
Computer Science II: Analyzing Data with Python	Semester 1, Semester 2	Design + Innovation
Computer Science II: Game Design & Development	Semester 2	Design + Innovation
Creative Nonfiction Writing	Summer, Semester 1	English
Cybersecurity	Semester 1, Semester 2	Design + Innovation
Data Visualization	Semester 1	Design + Innovation
Developmental Psychology	Semester 1, Semester 2	History
Digital Photography	Summer, Semester 2	Arts
Discourse Across Difference	Semester 2	Integrated Studies
Entrepreneurship in a Global Context	Semester 1, Semester 2	History
Fiction Writing	Semester 2	English
Filmmaking	Semester 1	Arts
Game Theory	Semester 1, Semester 2	Mathematics
Genocide & Human Rights	Summer, Semester 1	History
Geometry*	Summer	N/A
Global Health	Semester 1	Science
Graphic Design	Semester 1, Semester 2	Design + Innovation
Health & Fitness	Summer, Semester 1	Integrated Studies
International Relations	Summer, Semester 1, Semester 2	History
Introduction to Artificial Intelligence	Semester 1, Semester 2	Integrated Studies
Introduction to Blockchain & Cryptocurrency	Semester 2	Integrated Studies

** This course is not eligible for credit and may only be used for remediation purposes.*

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COURSE TITLE	TERMS	DEPARTMENT
Introduction to Branding & Marketing	Summer, Semester 1, Semester 2	Integrated Studies
Introduction to Economics	Summer, Semester 1, Semester 2	History
Introduction to Legal Thinking	Summer, Semester 1, Semester 2	Integrated Studies
Introduction to Organic Chemistry I	Semester 1	Science
Introduction to Organic Chemistry II	Semester 2	Science
Introduction to Psychology	Summer, Semester 1, Semester 2	History
Investing I	Summer, Semester 1, Semester 2	History
Investing II	Semester 1, Semester 2	History
Japanese Language Through Culture I	Yearlong	Modern and Classical Languages
Japanese Language Through Culture II	Yearlong	Modern and Classical Languages
Japanese Language Through Culture III	Yearlong	Modern and Classical Languages
Linear Algebra	Semester 1, Semester 2	Mathematics
Medical Problem Solving I	Summer, Semester 1, Semester 2	Science
Medical Problem Solving II	Semester 1, Semester 2	Science
Multivariable Calculus I: Vector and Differential Calculus	Semester 1	Mathematics
Multivariable Calculus II: Integral Calculus	Semester 2	Mathematics
Music Composition & Production	Semester 2	Arts
Neuropsychology	Semester 1, Semester 2	Science
Number Theory	Semester 1	Mathematics
Personal Finance	Summer, Semester 1, Semester 2	Mathematics
Perspectives on Gender & Culture	Semester 2	History
Positive Psychology	Semester 1	History
Precalculus*	Summer	N/A
Prisons & Criminal Justice Systems	Semester 1, Semester 2	History
Problem Solving with Engineering & Design	Summer, Semester 1, Semester 2	Integrated Studies
Race, Culture & Community	Semester 1	Integrated Studies
Social Psychology	Semester 1, Semester 2	History
Vibe Coding: Code, Create & Launch with AI	Summer	Design + Innovation

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To read Global Online Academy's course descriptions, scan the QR code or visit globalonlineacademy.org/student-program/student-courses.

It is the policy of Greenhill School to administer its educational programs, including admission and financial aid, without regard to race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, or disability.

Greenhill
SCHOOL

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