



Course Catalogue

2019 – 2020

School Year

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Introduction

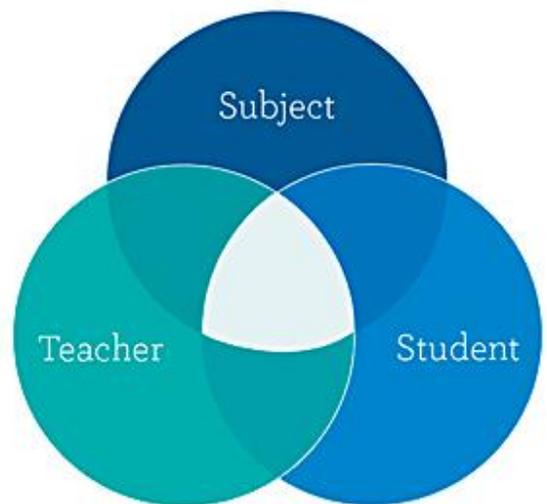
Developing Writers, Speakers, and Problem Solvers

We at Hyde believe a strong academic background is an essential building block in the development of one's unique potential and destiny in life. In addition, Hyde School requires participation in four other areas of community life to complement the academic endeavors of our students: performing arts, community service, athletics, and leadership development. Hyde's commitment to education and caring for the whole person, as reflected in this all-encompassing view of education, supports and nurtures the intellectual, spiritual, physical, emotional, and social development of our students.

The Hyde School model of academics is represented through the prestige of the Learning Triangle: student, teacher, and subject at the core of our intellectual pursuits. The triangle recognizes the powerful relationships between discovery and learning. This approach creates a bond between the student and the teacher at the base of the triangle, in pursuit of excellence in the subject area. This catalyst serves to strengthen the bond between teacher and student through mutual investigation. When optimized, this powerful triangle becomes truly conscience-centered in its quest for knowledge.

Through this powerful core of academic scholarship, Hyde values the process of learning in a profound manner, evaluating students with both an effort and achievement grade at every marking period. The effort grade reflects a student's attitude, intellectual dedication, and character in the classroom. The achievement grade represents both a student's mastery of course material and objectives, as well as the quality of work the student completes. Effort and achievement are combined in assigning a final course grade.

In all pursuits of knowledge, academic, athletic, performance, social, and self-awareness to name a few, Hyde has a commitment to its Learning Promise:



Hyde Learning Triangle

The Hyde Learning Promise

In preparation for life, we develop writers, speakers, and problem solvers through

Comprehension

Critical Thinking

Collaboration

Communication

Creativity

In addition to challenging themselves in the classroom and putting their best effort into intellectual endeavors, Hyde students are expected to:

- Demonstrate a desire to be lifelong learners;
- Take risks by choosing courses that appropriately honors the student's academic performance and potential, and challenges the student's intellectual character and work ethic;
- Act out of concern by supporting their peers with academic challenges;
- Take leadership roles in the classroom and in the community; and
- Maintain high expectations for themselves and their classmates.

There are also several unique facets of the Hyde academic experience, including:

- Student self-assessments of effort in the classroom;
- Extensive focus on the craft of writing;
- Commitment to the performing arts, including a state of the art recording studio and music program and singer and songwriter workshop with some of Nashville's accomplished music industry professionals;
- State-of-the-Art STEAM program offering a professional-grade Digital Arts computer lab with extensive graphic software, computer laboratory, and dedicated Innovation Lab; and
- Opportunities to earn college credit while enrolled at Hyde through dual credit courses or taking classes at the USM campus in Portland;
- Continued exposure to frequent and high quality public speaking opportunities for all students.

By maintaining a focus of who we are, rather than what we can do, Hyde School's academic program enriches minds, builds confidence, and prepares students for life in the classroom and beyond.

Hyde Character and Leadership Seminar

Objectives: To develop the ability to communicate publicly and privately a sense of self awareness, to have meaningful conversations and relationships, to live according to a developing moral compass and hold themselves and others to a high standard, to develop an attitude of compassion and unity so that they may lead themselves, their peers and their family to their best, and to develop a willingness and resilience to be uncomfortable in pursuit of their unique potential.

Course Description: This one credit experience is a requirement for Hyde graduation. Within this course, students meet at various times throughout the academic schedule.

- **Academic Block:** Each week a cohort of 7-10 students and 2 faculty members (Discovery Group) meet for 90 minutes, following a set curriculum that teaches the Hyde Philosophy (5 Words: *Courage, Integrity, Leadership, Curiosity, Concern* and 5 Principles: *Truth, Conscience, Humility, Brother's Keeper, Destiny*). During this academic block, students learn to share their personal vision, set personal and family goals, develop effective communication skills, learn coping strategies, and develop a deeper awareness of themselves.
- **Leadership Evaluations:** All students participate in an evaluation process of themselves, their peers and the faculty. Hyde's Inner Leadership Model (ILM) allows students to give and receive accurate feedback so that their growth throughout the 5 components of the ILM can be tracked and monitored. The 5 components of the ILM are Public Speaking, Stepping Outside One's Comfort Zone, Self-Awareness, Family Context and Meaningful Relationships.
- **Residential Life:** Within the dorm culture, there is a curriculum that parallels and reinforces the guiding principles of a Hyde education. Through mentorship and faculty led dorm meetings, students are guided through experiences of diversity, community service, cultural diversity, leadership, conflict resolution, and the responsibilities of cooperative living.
- **Family Learning:** Woven through many aspects of the Hyde education, family excellence is a primary focus. Founder, Joseph Gauld, teaches that parents are the primary teachers of character and the home is the primary classroom. Hyde supports this philosophy in multiple ways. Individually, students are taught and encouraged to look at and be curious about their family strengths and challenges. During Family Learning Center (FLC) weekends, students and parents get to a deeper understanding of each other and learn effective ways of sharing and resolving past and present issues. Family Weekends, different from the FLC, happen in the fall and spring of every year, and this is another avenue for families to come together in a truthful, communicative, educational manner. Family Weekends are multi-faceted with emphasis on the learning and growth within the Discovery Groups.

Hyde Academics at a Glance

- A wide range of courses, including AP, Honors, and Dual Enrollment (college credit);
- A 6:1 student/teacher ratio;
- A grading system that recognizes both effort and achievement;
- Personalized academic attention and extra help and guidance from our hard-working faculty;
- Academic support for students with learning struggles; and
- ESL services and courses.

New to the 2019/20 Academic Program:

- In 2016 Hyde introduced **STEAM curriculum** that continues into the 19/20 year, offering Introduction to Computer Science, Innovation Lab/ Maker Space, Media, Sound Engineering & Stage Production, and Introduction to Robotics as the core classes.

The STEAM (Science, Technology, Engineering, Art, Math) curriculum emphasizes the application of important mathematical, artistic, and scientific skills to real world problems. In these classes, students work in a project-based, teamwork-focused environment, using a broad spectrum of creative skills in an engineering design driven program to build realworld applications.

- **New Course Offerings :**
 - The STEAM department is offering Everyday Philosophy of Aesthetics and Digital Media courses as a STEAM option really focused on bringing the ART to STEAM. Additionally, to appeal to those students who desire a hands-on experience, we will offer Metalworking in the Fall semester and Subtractive Manufacturing in the Spring semester.
 - Our English department is now offering semester based courses that will count as English 10 or English 11 credit for students who want to choose the topics they will focus on and those who could benefit from opportunities to strengthen their skills in composition through reading comprehension, creative writing, and vocabulary and grammar practice.
 - We have added Economics back into the program, as well as, new to Hyde academic offerings, Introduction to Psychology, Current Events, and a Sports Physiology course to help diversify our selections and offer more choice.

Graduation Requirements

With an expectation that all students achieve at their intellectual best, Hyde has defined the following minimum requirements for graduation:

Subject Area	Number of Credits
English	4
History	3
Mathematics	3
Science	3 (two with lab component)
Foreign Language	2 (of the same language)
Electives	3
Hyde Character and Leadership Seminar	1 credit for each year in attendance at Hyde

One full year is equivalent to one credit

Within these parameters, students must include the following courses:

- World History, United States History, Government (seniors only);
- Algebra 1, Geometry, Algebra 2 (or individualized math alternative); and
- Biology and Chemistry.

Semesters and Quarters

We will be moving to 4 Quarters and 2 Semesters for our Academic Year starting in the Fall of 2019. This will be an easier transition for the majority of our students coming in from Semester based programs, as well as for students who need partial credits. This change will also allow us to offer several Semester long course options, diversifying our course Catalog to best meet the varied needs of our students. This will also work more effectively with the structure of our summer Academic Onward program where students can work to earn up to a quarter of a credit for each week of study.

Grading

The academic year is organized into a fall and spring semester, each being made up of two quarters. **Each quarter, “Check Period” Grades** are issued and available online for parents/guardians to view (through MyBackpack¹), and after MidTerms at the end of a quarter. At the end of each semester, a full grade report is generated.

At the conclusion of each quarter, students take Mid Term or Semester exams assessing cumulative knowledge of core course concepts. **Grade Reports**, are available online within one week of the close of the term. These reports contain a teacher’s comment, the student’s effort grade, achievement grade, and final exam grade for each course. The student’s year end Final Grade is also reported on the spring term grade report. The final grade for the year averages all three trimesters with a weight of 25% Effort Grade and 75% Achievement Grade.

The Effort Grade reflects an evaluation of the student’s attitude, effort, and character in the classroom. The Achievement Grade reflects an evaluation of both the student’s mastery of course material and objectives as well as the quality of work the student completes.

Hyde School evaluates on a 100-point scale, as shown below with a GPA conversion matrix to the 4-point scale. When calculating GPA, AP courses are weighted with a 10-point bonus while Honors courses receive a 5-point bonus. However, the bonuses are not indicated on transcripts or in credit earnings. For college application purposes, the weighted and unweighted GPA is included on the School Counselor report submitted to each college.

Following the trend of a growing number of public and private schools, Hyde School does not provide a class rank. For seniors applying to college, Hyde lets the student’s GPA and transcript speak for their past accomplishments and future potential.

Score	Grade	GPA Conversion
95–100	A	4.0
90-94	A-	3.75
86–89	B+	3.5
83-85	B	3.0
80-82	B-	2.75
76–79	C+	2.5
73-75	C	2.0
70-72	C-	1.75
68–69	D+	1.5
66-67	D	1.0

¹

MyBackPack is a website allows parents access to their child’s grades. To ensure privacy, a required code is provided to each parent/guardian. Set-up instructions will be sent to parents by the school’s technology department.

65	D-	0.5
64 or below	F	0.0

AP and Honors Courses

Hyde School's academic program provides motivated students with challenging courses at the Honors and Advanced Placement (AP) levels. AP Courses are taught at the equivalent rigor of courses taken by college freshmen and include a significant amount of readings and assignments outside the classroom. Students are expected to take the national Advanced Placement Exam for each AP course they complete. These exams are administered on campus in May of each school year. Students are carefully selected for inclusion into an AP course. Acceptance into an AP course is considered based on teacher recommendations, a minimum grade of B+ in similar course work, approval by the Director of Studies, and a commitment for a high level of discipline from the student.

The following Advanced Placement courses are offered:

- AP Calculus AB
- AP Calculus BC
- AP English: Language and Composition
- AP Environmental Science
- AP US History
- AP Physics 1
- AP Studio Art

Honors Courses

Hyde offers an "Honors" designation within the majority of its non-AP classes. Students desiring this distinction must contract with their teacher and complete an enriched body of advanced work for the course during each trimester. Upon the successful completion of this distinguished work, the course will be listed as Honors on all grade reports and transcripts.

University of Southern Maine- Portland

While enrolled at Hyde School, some Senior and PG students have the opportunity to take classes at the University of Southern Maine. Students attend classes on the USM campus in Portland. Hyde provides transportation during the academic day.

Students may earn college credit to begin building an official college transcript while at Hyde.

A Student's Academic Schedule

Hyde School offers a wide range of course selections in each discipline. Hyde's curriculum emphasizes core fundamentals in the lower grade levels while allowing for wider interests to be explored in the upper grade levels.

Prior to enrollment at Hyde, the Director of Studies, Coordinator of Academic Support, Registrar, and the College Counseling Office analyze a student's incoming transcript(s) and other relevant educational testing and/or reports. This team then frames an academic schedule that reflects the following:

- Meets Hyde's college preparatory requirements for graduation;
- Appropriately honors the academic performance, interest, and potential of a student; and
- Challenges each student's intellectual character and work ethic.

When it has been determined that a student would benefit from Hyde's Academic Support Program, a student's schedule will reflect this recommendation. In these cases, parents/guardians will need to approve that recommendation due to the additional financial obligation.

The standard class schedule allows for five courses. The Director of Studies will grant a student permission to take a sixth course when it is apparent the student can meet the demands of a more rigorous course load.

For post-graduate (PG) students, their course of study is individually designed to strengthen their current high school transcript for college and post-secondary admission. PG students often take four classes and are heavily involved in leadership opportunities within the school. Care is taken to insure that PG and all student-athletes stay on course to meet the **NCAA Academic Initial-Eligibility Standard**.

Typical Programs of Study:

9th Grade	10th Grade
English 9	English 10
Algebra I	Algebra II
Biology	Chemistry
World History	AP History or US History
Spanish I or 2	Spanish 2 or 3
11th Grade	12th Grade
English 11 or AP English Composition	English 12
Geometry, College Algebra, or Pre-Calculus	Pre-Calculus, Calculus or AP Calculus
Physics or Upper Level Science	AP Physics I or Upper Level Science
AP or 20th Century History	Government
Spanish 3 or 4, or Art/Humanities	Art/Language/Humanities

Independent Study

Upper-class students may arrange an independent study project that would allow for an in-depth focus in an area of special interest with the approval of the Director of Studies. Independent Study Projects may be completed on or off campus. A contract for the Independent Study Project must be signed between the Director of Studies, a supervising faculty member, and the student. These partial semester, semester or year-long projects must offer significant learning experiences, and should neither duplicate on-campus courses nor repeat previous projects or summer job experiences. The student works closely with a supervising faculty member who serves as the principal point of contact, to whom the student reports the progress and results of the project. Students are expected to dedicate a minimum of three hours per week to their project.

Study Hall

Students have a two-hour study hall Sunday through Thursday evenings (in the event of Saturday classes, study hall is also held on Friday evening). The goal is for all students to develop the skills and strategies necessary to productively use study hall time independently.

Quarter Check Period grades serve as an indicator of a student's ability to productively use

their evening study time and leads to the assignment of one of four study designations by the Director of Studies.

Dorm Study: All students are on Dorm Study during the evening study hall block. Duty faculty will grant individual students permission to study in the library or computer lab at night during the designated study hall hours.

Independent Study Hall: As the school year progresses and a student continues to demonstrate a pattern of academic accomplishment in all classes, he or she becomes eligible for Independent Study Hall. Students in the Independent Study Hall designation are allowed to self-schedule their study time and location so long as their academic performance demonstrates personal excellence, and there is no disruption to other students during evening study hall hours.

MASH (Make-up Assignment Study Hall): For those students who struggle to be independently responsible, they are subject to enrollment in MASH, an extra supervised study hall on the weekends or, if necessary, during a sports block.

Guided Study Hall: For students needing even more study support, their families are encouraged to enroll in Guided Study at an additional cost. Guided Study takes place in designated classrooms and is under the direct supervision of adult tutors. These trained professionals work directly with students in 1:4 ratios or smaller, to help them plan their time, initiate and complete assignments, develop good study habits, and provide academic assistance.

Google Sites and Classroom

Hyde School utilizes Google Sites and Google Classroom in its academic program. These electronic management systems allow teachers to create and post assignments, videos or website links, make announcements, distribute assignments, communicate, and stay organized. These platforms allow teachers and tutors to easily track missing assignments. This teaching tool also allows teachers to provide direct, real-time feedback and assessments.

For students, these management systems increase engagement in the classroom and allow for improved time management and personal organization. Google Classroom allows students and faculty to experience an effective method of collaboration. Learning to use such platforms is critical for preparing students for today's college learning environment.

Academic Support

Building on Hyde's unwavering commitment to helping students realize their unique potential, Hyde's Academic Support Program emphasizes student ownership of the learning process. This program utilizes current research to create individualized strategies for students with specific learning challenges. The academic support team combines this knowledge with Hyde's commitment to develop independent learners and thinkers. This approach helps students build academic confidence and competence – building important strengths for college and beyond.

Personalized Academic Support for Students

The Hyde School Academic Support Program serves students who have particular learning

needs* and who require additional support to find success in Hyde's college-preparatory curriculum.

The program provides learning strategies related to reading, writing, mathematics, organization, planning, study and test taking skills, homework completion, and additional support in other content areas.

Hyde's individualized areas of support offer multiple pathways for students to develop the academic confidence and ownership necessary for success in college and beyond. The Director of Academic Support works with the Director of Studies, classroom teachers, parents, and the student to design the appropriate level of support for each student.

**The program aids students with a variety of learning needs including: ADHD, Executive Functioning Disorder, and mild-specific learning disabilities.*

Areas of Support

1. **Daytime Services:** Daytime Services provide specific skill development in the areas of academic reading and writing, math fundamentals, executive function, language development, and test-taking and study strategies during a class period of the academic day. Students receiving Daytime Services meet in a structured small group setting within the daily academic rotation. Led by Hyde faculty or highly qualified private tutors, these sessions typically replace a sixth class or study hall and work in alignment with the student's core classes as well as Executive Function skills.
2. **Evening Guided Study Hall:** Guided Study Hall meets five nights a week during scheduled evening study hours and is recommended for students needing a professionally-facilitated, structured, small-group setting to make good use of their study time. In addition to providing tutoring in specific content areas, tutors work directly with students on planning their time, initiating and completing assignments, developing good study habits, and providing academic assistance.

There is an additional fee for these areas of support.

ESL Program

Hyde's ESL program provides assistance to English Language Learners for the purpose of integration and acculturation into mainstream classes. In all four critical English language skill areas – reading, writing, listening, and speaking – students learn study techniques, critical thinking skills, grammar and vocabulary development and application, and situational oral communication practices. Hyde has a variety of leveled courses designed to meet the needs of non-native English speakers.

College Counseling

Applying to college can be complicated and confusing—especially for students trying to balance the college application process with their school work, athletics, extra-curricular activities, and community service.

In Hyde School's College Counseling Workshop, seniors and postgraduate students meet one-on-one and in small groups to prepare for the college process. The College Counseling Workshop is a specific academic block where there is intensive preparation of all application materials; including the Personal Statement, Supplemental Essays, Resumes, and individual applications requirements. Time is spent in both group and individual settings so that each student has a well-rounded list of appropriate colleges or universities to which they will apply resulting in a selection of well-matched acceptances. The College Counseling Office also assists students with SAT and ACT registration, Fee Waivers, and NCAA Eligibility.

With a college acceptance rate of 96 to 98 percent, Hyde's exceptional programming prepares all students of diverse backgrounds, skills, and needs for the challenges they will face in college and beyond.

Contact the Office of College Counseling

Tricia Uber
Director of College Counseling
tuber@hyde.edu

Summer Academic Onward

Academic Onward is a continuation of Hyde's college preparatory curriculum through the month of July. The program provides a structured opportunity for students to acquire learning strategies, improve course averages, and enhance learning skills and attitudes. Academic Onward is designed to serve three categories of students.

1. Currently enrolled students who seek/need to earn additional credit, potentially, with a higher grade mark. This additional partial or full credit gives students the opportunity to show an increase in a course grade for their summer work. Students in this category will need, on average, one week of programming per course.
2. Students with credit deficiencies. By taking full or half-credit courses, students missing a full credit in one course or needing to add partial credit to more than one course will be required to participate in the entire four-week program.
3. All students who matriculate at Hyde School during late winter or spring will be required to participate in Academic Onward. This allows students to gain missing credits, while also providing new students to work on their leadership skills and commitment to personal excellence.

There is an additional fee for each week of study needed in July.

Maine Leadership Alliance: Dirigo, “I Lead”

Maine has a long history of leaders who display courage and integrity. They have excelled at working with others for solutions as well as standing alone on principle when important.

Hyde School has a history of helping students discover their unique potential. In order to become the best possible self, a person must develop an understanding of themselves, the presence to speak, and the grit and confidence to go the distance when the going gets tough.

This is what Hyde School calls Inner Leadership, and through the Maine State Leadership Alliance, students are asked to move past their comfort zone and contribute. Given the support of mentors, community leaders and peers, they undergo transformative change within themselves. They see leadership modeled first-hand by interacting with Maine entrepreneurs and organizations committed to leadership development.

Through these experiences, students gain the tools and the courage to step up and become leaders.

Maine Youth Leadership Day:

Each fall, Hyde School hosts a Maine Youth Leadership Day, where students from all over the state are invited to come to campus for the day and participate in workshops run by business and community leaders, as well as fellow student groups. A prominent Maine leader will kick off the day with an inspirational keynote address, and the day wraps up with a student-run panel, where all students are invited to participate. Past keynote presenters have included Senators Susan Collins and Angus King. Typically over 1,000 students from over 30 schools are in attendance and leave inspired, bringing back what they have learned at Hyde to their schools.

Hyde School Course Offerings 2019-2020

English: (4 credits required)

- English 9*^H
- English 10*^H
- English 11*^H
- Dystopian Literature (Fall Semester)
- Creative Writing Workshop (Spring Semester)
- Beowulf and Anglo Saxon Warrior Culture (Fall Semester)
- Shakespeare (Spring Semester)
- PG Professional & Creative Composition
- AP English: Language & Composition
- English 12*^H

Mathematics: (3 credits required)

- Algebra 1*^{# H}
- Algebra 2*^{# H}
- Geometry*^{# H}
- College Algebra[#]
- PreCalculus^H
- Calculus^H
- AP Calculus AB
- AP Calculus BC

Social Sciences: (3 credits required)

- World History *^H
- AP History
- U.S. History*^H
- 20th Century World History^H
- Government*^H
- PG Government & Ethics
- Economics
- Current Events
- Intro to Psychology

Science: (3 credits required)

- Biology*^H
- Chemistry*^H
- Environmental Science Topics^H
- Marine Biology and Oceanography
- Sports Physiology (Semester)
- Physics^H
- AP Physics I
- AP Environmental Science

- ESL: Basic Literacy
- ESL II: Intermediate Literacy/ Advanced Literacy

Foreign Language: (2 credits required**)

- Spanish 1^H
- Spanish 2^H
- Spanish 3^H
- Spanish 4^H

Electives: (3 credits)

Visual Arts:

- Foundations in Art
- AP Studio Art

Music:

- Introduction to Music and Songwriting
- Advanced Music Theory & Performance

STEAM:

- Introduction to Robotics
- Computer Science Principles
- Innovation Lab / Maker Space
- Sound Engineering and Stage Production
- Digital Media and Technology
- The Everyday Philosophy of Aesthetics
- Metalworking (Fall Semester)
- Subtractive Manufacturing (Spring Semester)

Other:

- Sports Management

* Denotes course required for graduation.

Course also taught as a self-paced independent challenge.

** Two years of same language required.

^H Distinguished students can earn Honors designations in most non-AP courses, even without a separate course section.

Independent Studies in other subjects are granted upon approval of the Director of Academics.

Course Descriptions

English Department

Mission Statement

The study of English seeks to create a dialogue between the student and language through literature, drama, poetry, and other media. As the act of storytelling is central to the human experience, this is a lifelong relationship. Students are encouraged to develop habits of thoughtful reflection, critical analysis, creativity, fearless imagination, rigor, and clear expression of their emerging voices. Above all, this course of study provides a space where students may examine their sense of conscience and compassion through their growing understanding of community, world, and self.

English 9

This course introduces students to a variety of literary genres, including short stories, novels, and drama. This course emphasizes personal writing and class discussions as effective means of exploring literature. Students' study of language and literature emphasizes a strong review of grammar and usage, as well as sentence structure and paragraph form. Students practice writing, speaking and listening in small and whole group projects. Their reading and study skills are strengthened throughout the year. Students also write essays of literary analysis, beginning with paragraphs and progressing to the multi-paragraph theme.

English 10

In this course, using the underlying questions of "Who am I?" and "How do I define my identity?" students will explore the intricacies and complications that accompany our preconceived responses to such questions. Passing our understanding of such terms as "individuality," "conformity," and "normalcy" through lenses of gender, class, race, age, and morality, students will develop a vocabulary and methodology to critique and grapple with these issues. As a class, we will seek to develop dynamic definitions for these terms through rigorous discussions, while identifying the key strategies such writers as Franz Kafka, Ernest Hemingway, J.D. Salinger, Arthur Miller, Sandra Cisneros, and Ray Bradbury use to explore these topics. Through analyzing the techniques of these authors, students will grow as both critics and authors, always while striving to develop their own voice as a writer.

English 11

While reading essays, novels, and poetry, students learn to critically evaluate a range of literary themes and concepts. Students aim to improve their reading, writing, vocabulary and grammar skills through a range of methods and specific instructional strategies. Along with this, students compose persuasive, expository, and research based essays. Additional activities will require

students to create oral presentations either individually or as a member of a group and collaboratively create reading based projects.

Shakespeare's Drama (Spring Semester)

This course will introduce students to the theater world of Elizabethan London, to Early Modern English, and to the necessary historical context for appreciating the dramatic works of William Shakespeare. The term will focus on three of his plays: the tragedy *Macbeth*, the history play *Richard II*, and one of his last plays, the comedy *The Tempest*. The class will require that students become comfortable with reading Shakespeare aloud as well as performing scenes in class.

The ideal student for this course will be curious about other historical periods, fearless when it comes to interpreting new vocabulary, and ready to grapple with difficult poetic language. This elective is meant for highly motivated 10th & 11th grade students.

Beowulf & Anglo-Saxon Warrior Culture (Fall Semester)

Beowulf is a warrior epic written around the year 1000 in the most ancient form of English: Anglo-Saxon. It tells the story of a warrior, Beowulf, who travels to Denmark to save a kingdom from the attacks of a monster called Grendel. Later, as an old king, Beowulf dies in battle with a dragon. In this class, students will learn about the warrior culture of early medieval England and read Beowulf and shorter poems about warrior life in this period. Attention will also be paid to Anglo-Saxon as a language and to the special features of Anglo-Saxon poetry.

This elective is meant for highly motivated 10th & 11th grade students.

Creative Writing & Poetry Workshop (Spring Semester)

This course is designed for students to develop their ability in creative writing in three main genres, short stories, poetry, and creative non-fiction. The course will include analysis of literary models in each specified genre. The students will be asked to keep a journal and develop a portfolio of personal work throughout the semester to be handed in. Through lecture, discussion, assigned reading, writing exercises, a memoir workshop, novel chapter writing, and peer critiques in a writer's workshop format, the students will examine the elements of literary creation and pursue their best in their own writing.

Dystopian Literature (Fall Semester)

Thomas More wrote *Utopia* in 1516, three hundred and fifty years later, in 1868, John Stuart Mill coined 'dystopia' as the antithesis of More's beautiful nowhere-land. These authors represent just two of the many contributions of literature, political science, and philosophy to

our current range of possibilities in what might make the world/society an ideal place, or a horrible one. How has the utopian ideal of the “good life” changed in modern times? What does it look like now, and where can it be found? Is a utopian society truly possible, or is it merely a hopeful dream we strive for and never truly achieve? Where have we seen dystopian societies form in reality, and where in the future could they possibly appear? This course will explore some dimensions of utopian and dystopian thinking, including an examination of the topic in classic novels, modern short stories, and film.

Readings will range from the classical period to the present, including Moore’s *Utopia*, Marx’s *Communist Manifesto*, Orwell’s *1984*, Bradbury’s *Fahrenheit 451*, and a brief look into 20th century dictators. We will examine film, viewing scenes from, *Minority Report*, *Blade Runner*, *Children of Men*, and *The Road*.” As we highlight utopian and dystopian contributions throughout history, this course will aid students in crafting individual dystopian literature of their own.

AP English Language and Composition

Juniors in AP Language and Composition class are challenged to engage as readers, writers, speakers and problem solvers in their world. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Over the course of the year, students uncover and polish their own powers of communication through discussion and debate, building vocabulary, and engaging in an intensive speaking, writing and revision process.

English 12

The senior year, specifically through English 12, provides an opportunity for students to excel by creating independent, thoughtful, critical thinkers who possess and practice the following skills: the ability to analyze situations, assess what they believe to be right, and the courage to take action. The instruction of writing serves as the foundation of the class, as the concepts and skills associated with written expression are relevant to the human experience - the authorship of our own lives. Until now, the seniors’ “stories” have been largely written by others. Through exploring whether they are merely another character in someone else’s story or an author ready to pick up the quill, they question their readiness to find their voice - their words. Emphasis is placed on reflecting, analyzing, and connecting the course’s theme with essential language skills through a multi-media approach: reading, writing, listening, viewing, and creating.

PG Professional and College Writing

Similarly to English 12, the PG students will engage in professional writing that will apply to their future. This includes college essays, resumes and CV's, cover letters and emails, and proper use of MLA format. Equal emphasis will be placed on creative writing that fosters an awareness of audience (beyond the instructor). Students will solidify their understanding of the difference between editing and proofreading and practice drafting by participating in peer-editing in a workshop setting. The ongoing practice of journaling will also have a place. There is a high expectation for in-class participation.

ESL (English as a Second Language)

Mission Statement

Hyde's ESL program provides assistance to students' integration and acculturation into mainstream classes. In all four critical English language skill areas of reading, writing, listening, and speaking, students learn study techniques, critical thinking skills, grammar and vocabulary development and application, and situational oral communication practices. Hyde has a variety of leveled courses designed to meet the needs of non-native English speakers.

ESL I: Basic Literacy

This course introduces students to basic structures and vocabulary of the English language through the skills of reading, writing, speaking, and listening. Students learn strategies in order to advance their reading, listening, and pronunciation skills. They expand oral comprehensibility and write complete sentences, a standard paragraph, and short content-based essays. They utilize level-appropriate conventions of grammar and punctuation with a focus on improvement, confidence and communication ease.

ESL II: Intermediate Literacy/Advanced Literacy

This course provides English language learners the opportunity to build upon the skills gained in ESL I: Basic Literacy. Students practice communication through writing and active reading strategies as they explore texts, such as current news publications, as well as works of fiction and nonfiction. Feedback and coaching are provided to guide students towards improvement in specific challenge areas.

Advanced Literacy, students continue to hone their English speaking, listening, reading, and writing skills. In addition to practicing communication through active writing and reading, they also spend time preparing for the American university application process by working on application essays and other related tasks. Whole group lessons and activities are balanced with individual student-teacher sessions.

Mathematics Department

Mission Statement

The mission of the Mathematics Department at Hyde is to promote our students' growth as problem solvers and critical thinkers. We aim to foster an appreciation for mathematical subjects and mindsets as well as to challenge our students in effectively communicating their understanding of those subjects. The focus of the mathematics curriculum at Hyde is geared toward real world applications and experienced-based understanding of course materials so that students may apply what they learn toward topics beyond the classroom.

Algebra I

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: operations with real numbers, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, and nonlinear equations.

Algebra 2

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts, including the study of trigonometric functions. This course allows the student to develop a mastery of algebraic techniques and a thorough knowledge of elementary functions and the graphs of these functions.

Geometry

This course will introduce the study of points, segments, triangles, polygons, circles, solid figures, and their associated relationships as a mathematical system. Emphasis is placed on the description and use of inductive, deductive, and intuitive reasoning skills. Powers of abstract reasoning, spatial visualization, and logical reasoning patterns are improved through this course. Points, segments, polygons, circles, and solid figures are the structures studied. Algebra I skills are used throughout this course.

College Algebra

CAT is an extension of the concepts involved in Algebra 2. This course is designed for the student who does not intend to participate in Calculus or Statistics track courses. The course will involve a thorough review of Algebra 2 skills and concepts, and a framework of analytical skills. Topics of study include algebraic equations and inequalities, absolute value, polynomial, rational and exponential functions, systems of equations and inequalities, and trigonometry.

Pre-Calculus

This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. This class is important for any student planning to take a college algebra or college pre-calculus class.

Calculus

This course is designed for students who have completed courses in pre-college mathematic curriculum. Students will cover topics including limits, derivatives, applications of derivatives, definite and indefinite integrals, applications of integration, and the Fundamental Theorem of Calculus.

AP Calculus AB

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions

AP Calculus BC

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Independent Math Challenge Program

Through the use of a research-based, accurate placement assessment and personalized learning tools to help students refresh on lost knowledge, Hyde gives students the opportunity to succeed in a personalized ICP math class option, if necessary.

Science Department

Mission Statement

Hyde School's Science Department endeavors to give students broad exposure to traditional science fields and increase their overall science literacy. Class lectures, interactive lessons, group projects, field trips, and laboratory experiments combine to form a strong foundation of skills and knowledge with the intent that students will pursue further study in the physical and natural sciences. “

Biology

Biology introduces students to habits of observing, critiquing, and relating general biological topics to the living world around them. They begin to see behaviors and attributes as adaptations to survival and reproduction, and then to apply these concepts to vertebrate anatomy, cell physiology, health, plant biology. Students become familiar with the adaptive strategies of the full range of life forms. Concepts and terminology are perceived as tools for understanding the complexity of their own lives as they exercise their skills in writing, presenting, analyzing, and applying material from the class, the text, research, and their own experiences.

Chemistry

This course provides an opportunity for students to understand the nature of chemistry through exploration, experimentation, student directed projects, and a rigorous study of scientific principles related to the study of matter. Course content will include atomic structure and theory, chemical composition, bonding, and chemical reactions. In addition to gaining knowledge about matter and chemistry, students focus on improving academic skill, as well as developing tools that will be useful for their future as learners.

Environmental Science Topics

This course surveys key topic areas including the application of scientific process to environmental analysis, ecology, energy flow, ecological structures, earth systems, and atmospheric, land, and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment. Students explore actual case studies and conduct hands-on research activities. Students also learn that political and private decisions about the environment and the use of resources require accurate application of scientific processes, including proper data collection and responsible conclusions.

Physics

This course is intended to stress the physical aspects of science and the further development of scientific reasoning. The fundamental concepts dealing with mechanics, heat, light, sound, electricity, and nuclear physics are investigated through extensive use of laboratory exercises and computers. Physics course work requires students to demonstrate fairly advanced math skills as the math level is rigorous.

Sports Physiology (Semester or Year Long)

In this course, students explore what it means to live a healthy lifestyle through the use of exercise, specifically resistance training. They will learn the basics of physical fitness and how different stresses affect the body. Students will create an individualized plan for their own athletic growth based on the needs of their current sport. This course serves to enlighten students on the topic of Sports Physiology, by addressing the following questions: How exactly does the body respond to intense exercise? How do muscles work? How is exercise performance measured? What are the metabolic and physiological demands of resistance training? And how can I best train for the specific demands of my sport? Through a series of reading assignments, presentations, and knowledge assessments, students will be able to answer these questions.

Marine Biology and Oceanography

The overall objective of the course is to explore the amazing range of ecosystems in the world's oceans and coastal areas and to examine how abiotic (physical, chemical) and biotic factors (interactions with other living organisms) shape the ecological characteristics of organisms in these marine systems. We will also learn about the role of human interactions with these ecosystems and discuss some of the complexities of the current science/policy issues.

AP Physics I

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

AP Environmental Science

The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Social Sciences Department

Mission Statement

The History Department at Hyde School offers a dynamic approach to the study of our past and makes frequent and deliberate connections to our future. The purpose of the curriculum is to offer both broad and focused views into humanity's development and to challenge perceptions through Hyde's focus on character. Through the variety of courses offered, the unique and creative approaches of the History Faculty, and the rigorous integration of technological resources and myriad opportunities to express deep comprehension, the History Department at Hyde School seeks to guide students in a process of critical discovery and self-evaluation in keeping with our commitment to "Writers, Thinkers, and Problem Solvers".

World History

World History is a year-long required survey course that explores the key events and global historical developments since 1350 A.C.E. that have shaped the world we live in today. The scope of Modern World History provides the latitude to range widely across all aspects of human experience: economics, science, religion, philosophy, politics and law, military conflict, literature and the arts. The course highlights connections between our lives and those of our ancestors around the world. Students uncover patterns of behavior, identify historical trends and themes, explore historical movements and concepts, and test theories. Students refine their ability to read for comprehension and critical analysis; summarize, categorize, compare, and evaluate information; write clearly and convincingly; express facts and opinions orally; and use technology appropriately to present information.

US History

This course concentrates on the politics and economics of the United States, as well as the areas of military conflict, technology, popular culture, and geography. Some of the major units to be studied are: Exploration and Colonialization; Constitutional history; Jeffersonian and Jacksonian democracy; the Antebellum South and Slavery; the Civil War and Reconstruction; Industrialization and Immigration; the Progressive Era and World War I; the Roaring Twenties and the Great Depression; World War II; the Cold War; domestic policies of Twentieth century presidents; and 20th Century Civil Rights movements. Various individual leaders and their personalities are also discussed.

AP US History

AP US History focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to the present. Seven themes of equal importance – American and National Identity; Migration and Settlement; Politics and Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and

change over time and make comparisons among various historical developments in different times and places.

20th Century World History

This course encourages students to think about history critically and to question our understanding of the past. Students consider the roles of policymakers, leaders, laborers, families, minorities, and citizens of other countries in shaping how the United States of the 21st century looks and operates. The class uses selected events and characters from the twentieth century to hone their analytical reading, writing, and research skills and to reflect on the American experience. In this course, the class will continue to work on the essential skills of the historian: summarizing, drawing conclusions, comparing and contrasting, analyzing cause and effect, hypothesizing, and making inferences.

Economics

This Course will explore basic Microeconomic and Macroeconomic principals, the business cycle and the structure of several economic models. Students will understand how households and firms make economic decisions, the greater impact of those decisions and will learn to analyze current economic situations. Topics include use and valuing of environmental resources, Money and Banking and modeling.

Introduction to Psychology (Semester or Year Long)

This course will introduce you to the fundamental principles of psychology and to the major subjects of psychological inquiry. It has been designed to not only provide you with the tools necessary for the study of psychology but to present you with a sampling of the major areas of psychology research. The course begins with a short overview of how the practice has developed as an academic discipline and an introduction to a number of the principal methodologies most commonly deployed in its study. The subsequent units are arranged around broad areas of research, including emotion, development, memory, and psychopathology. We will focus on well-substantiated research and current trends within each of these categories.

Current Events (Semester or Year Long)

Using current events, this elective course focuses on world and local issues that affect students' everyday lives, such as economics, government, and conflict. This course uses newspapers, online media, cartoons, and newscasts to support class discussion. Additionally, students participate in group projects, presentations and work with primary source materials and opinion pieces in order to better understand the world around them.

Government

Throughout Hyde School's history, the study of Government as it relates to self and community is a seminal part of the Senior Year experience. As stated in Hyde: Preparation for Life, "Government teaches us about our responsibilities to community ... [it] helps us become part of the great American experiment committed to the dignity and worth of all individuals." Government provides students the opportunity to explore the notion of "big citizenship" – what it means to be a part of something bigger than self.

Using the Constitution as our guide, students critically analyze relevant theories and concepts, apply them to historic and current events, and develop connections across Hyde's curriculum. Students study the governmental institutions provided by the Constitution (Legislative; Executive; Judicial), as well as major institutions not written in the Constitution (media; political parties; interest groups). The goal of Senior Government is not to tell students "what" to think; instead, the goal is to teach seniors "how" to think in order to strengthen their capacity for reasoned judgment.

Students in Senior Government are assessed not only on their academic performance, but also on their contributions to the Hyde community (both inside and outside the gates) and their commitment to Hyde's words, principles, and inner leadership deliverables.

PG Ethics

PG students will be heavily immersed in Hyde Words, Principles, Inner Leadership, Seminars, and real world ethical dilemmas in this course designed to give PG students an intensive Hyde experience in this course. A Government course with the addition of Hyde Ethics, this class is double blocked to allow for the addition of veteran Hyde guest speakers such as Joe Gauld- Founder, Malcolm Gauld- Executive Chairman, Laura Gauld- Head of School and President, Executive Director of Boarding Schools and other veteran faculty.

After gaining a deep understanding of how the Hyde philosophy is transferable to all aspects of living, students will research and present on a component of their character education and its relevance in the world outside of Hyde.

Languages Department

Mission Statement

The Hyde School Language Department systematically and sequentially develops the basic skills of language acquisition: Reading and listening comprehension, articulation, writing, and conversation. Through this evolving attainment of a foreign language, students begin to appreciate the various cultural and geographical settings in which the language is used, as well as the historical and present context of its expression.

Spanish I

This course provides students with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis is on the acquisition of four skills: listening, speaking, reading and limited writing.

Spanish 2

Building on skills developed in Spanish I, this course provides instruction in more complex grammar and more advanced oral and written expression in the language. Major goals of this course include developing stronger abilities to read and to present knowledge in both oral and written form with clarity, purpose, and understanding. As a class, we will learn about other Spanish-speaking cultures which will require students to evaluate contexts, perspectives, and assumptions as to why Spanish is an important, wide-spread language in the world today.

Spanish 2 - Cultures

This course is designed to provide students who have difficulties in one or more of the language systems — reading, writing (especially spelling and grammar), listening, speaking — an alternative approach to completing their two-year foreign language requirement. The course adapts the Spanish 2 curriculum by reducing the syllabus to the essential elements, slowing the pace of instruction, reducing the vocabulary demand, providing constant review and incorporating as much visual/tactile/kinesthetic (i.e. multisensory) stimulation and support as possible.

Spanish 3

The emphasis in Spanish 3 is on understanding and developing the ability to use correctly, previously learned grammatical concepts, along with new aspects of Spanish grammar, to attain proficiency in Spanish. Students will therefore express themselves both orally and in writing at a more advanced level. Through listening, speaking, reading, and writing the target language, students will build additional vocabulary and grow their knowledge of the culture, history, arts, traditions, and peoples of the Spanish-speaking world.

Spanish 4

This course continues covering, more in depth, culture and Spanish Literature by presenting more advanced vocabulary, grammatical concepts, writing, and conversational skills. All grammatical concepts are thoroughly reviewed and expanded where students will be applying these to writing compositions. Reading strategies and fundamentals of formal composition are introduced in conjunction with level-appropriate literary selections. The Spanish IV class is conducted almost exclusively in Spanish. Throughout their years of preparation for Spanish IV course in the Spanish Language, the students are expected to practice Spanish as their level allows with designated partners, other classmates and teachers.

Visual Arts Department

Mission Statement

The Visual Arts program emphasizes the development of each student's creativity, artistic skills, and analytical thinking, emphasizing process over product. The mission of the Visual Arts program is to make the artistic process available to all students and levels through the cultivation of an environment which supports the student's creative growth and personal expression through exploration of various mediums and materials.

Foundations in Art

This course is for the student who has an interest in the visual arts, yet minimal art experience, or little or no formal art training. The student explores many processes, concepts, and artistic principles. Students are then able to move on to specific interest areas in the art curriculum.

Studio Art

Students will be encouraged to discover their preferred medium, will be challenged to experience new mediums, and will have the ability to drive the experience of the Studio Art course based on interests and skill level.

AP Studio Art

Advanced Placement Studio Art is an honors-level class set up to prepare and develop portfolios for the AP review. Rigorous, yet self-driven, students are encouraged to develop their own voice and style through a variety of art practices and mediums. The fall term will be centered on creating 12 pieces for the breadth section of the portfolio, while the rest of the year is centered on developing a set of twelve concentration pieces that deeply explore and investigate a theme. Studies of art history, art criticism, and group discussions takes place in conjunction with studio projects. AP students are required to display their artwork and participate in an art exhibit in the local community.

Pre-requisite: Foundations in Art or teacher approval of a personal portfolio

Music Department

Mission

The music department seeks to provide students with opportunities to learn and develop their musical interests and talents. Through courses, workshops, field trips and campus activities, students are able to participate in several different ways, including school-wide performances and songwriting workshops with professional musicians. All of this supports the school's unique emphasis on music and performance as seen in the annual auditions and all school performing arts show. Creativity and expression are emphasized alongside discipline and work ethic.

Introduction to Music and Songwriting

This course is designed for students with or without prior experience in performing and/or creating and writing music. Students study music theory, write and perform their own music, and develop increased mastery of playing musical instruments.

Advanced Music Theory and Performance

Advanced Music Theory and Performance builds upon a student's introduction to music with advanced music theory and performance topics such as rhyming, lyrics, mood, melody, harmony, tension, consonants, movements, and chords.

STEAM

Science – Technology – Engineering – Arts – Mathematics

Computer Science Principles

This gives students a broad understanding of the fundamentals of computer programming and object-oriented design principles. Students learn to write, design and execute programs, understand fundamentals such as data types, variables, and arithmetic and logic operators. The focus of the class is on principles of problem solving and basic concepts including control structures, methods and functions, data structures, encapsulation and algorithms. There are no prerequisites for this class, but a strong understanding of basic mathematics (successful completion of Algebra I and/or Geometry) is recommended.

Introduction to Robotics

This course offers students experience with all aspects of designing, constructing, programming and running robots of their own creation. The class uses the Lego Mindstorm kits and Robolab software for basic instruction and the RoboRio/Java driven First FRC package for competition. Students work hands-on, both alone and in teams, to design, build and program their robots as well as follow a disciplined documentation protocol to document their designs and progress. There are no prerequisites for this class, but a strong understanding of basic mathematics (successful completion of Algebra I and/or Geometry) is recommended. The winter trimester of this course includes competing in the First FRC Robotics competition on a student designed and students constructed, full scale robot.

Innovation Lab / Maker Spaces

Innovation Lab topics will change from year to year. Because Innovation Labs are dynamic, problem-solving projects rather than typical content-driven classes, we offer here descriptions of the issues and work undertaken by the instructors — their obsessions, really — rather than conventional course descriptions. Students and instructors will work together to define the courses and chart a path for the academic year.

Sound Engineering and Stage Production

In this course, students learn the technical skills necessary to support a staged production, including operating a sound mixing board; installing and arranging stage lighting; supporting performers on stage; and recording live studio performances.

Metalworking (Fall Semester)

This course introduces carving, CNC milling, and other cutting techniques as a digital counterpoint to 3D printing. The course will explore the relationship between CNC cutting, engraving, and vector graphics in the digital fabrication processes. Students will learn Computer-aided design and manufacturing software (CAD CAM) to prepare for the prototyping and manufacturing of objects. In addition, students will learn a variety of techniques for generating vectors based output, using them to create both two-dimensional and three-dimensional forms. Emphasis will be placed on project-based learning.

Subtractive Manufacturing (Welding & Casting) (Spring Semester)

This course introduces students to the metal manufacturing processes of welding and casting. Students will learn the safety protocols and basic processes of three of the most common types of welding -Shielded Metal Arc Welding, Gas Tungsten Arc Welding and Gas Metal Arc Welding as well as sand casting with aluminum. Emphasis will be placed on project-based learning.

Digital Media and Technology

This class acts as an introduction to the world of photography. Students will understand every element of a photograph; how to compose, how to use light and color, and how to edit. Through class discussions and demonstrations, examination of masterworks, weekly assignments and group critiques, students will gain a deep understanding of the photographic language and the cultural implications of photography. Students are encouraged to provide their own digital and film cameras, but the department has cameras for loan if necessary.

The Everyday Philosophy of Aesthetics

We live in a world where every small detail was a decision. This class will examine and dissect the objects around us through the lens of design, humans factor engineering, and marketing. Together we will break down the brand development process step-by-step in an effort to understand core brand values and the visual vocabulary required to communicate a message. This class will culminate to creating your own brand image, logo and platform to share your work.

Additional Electives

Sports Management

This introductory course emphasizes the management of principles related to the business of sports. It includes personnel, programs, marketing, media, financial management and an overview of career possibilities in this growing field. The course goals are to provide students with an understanding of how basic principles and structures in management, marketing, law, finance and ethics interrelate as components in the overall operation of sport management. Furthermore, students will gain an understanding of the historical evolution of professional sport management practice, current issues and future trends in the various sectors of the sport industry and career opportunities available in sport management. This course will enhance the student's written and verbal communication skills, critical thinking skills, and their ability to discuss and formulate a position on ethical dilemmas in sport management.

Evening Courses

SAT Prep

This fee-based course will cover SAT test taking strategies, extensive practice with math concepts, the most frequently tested grammar topics, critical reading methods, specific methods and strategies for answering multiple choice questions, essay analysis and style, as well as the introduction to the best available apps and online practice materials.

Our SAT tutor is Hyde faculty member, Sean Condon. He has valuable experience with test prep. Prior to joining the Hyde team, he taught courses for all the major admissions tests, including the SAT, GRE, GMAT and LSAT. Mr. Condon was the recipient of Kaplan's teacher of the year award. He has already been successful helping Hyde students to improve their scores.

*SAT Prep has a one time fee associated with it.

Hyde Schools 2016-2018 College Acceptances

Graduates in the classes of 2016, 2017 and 2018 were admitted to the following institutions:

Albertus Magnus College
 American Univ.
 Assumption College
 Austin College
 Bard College
 Beacon College
 Belmont University
 Berklee College of Music
 Binghamton Univ.
 Boston College
 Boston Univ.
 Bowdoin College
 Bowling Green State Univ.
 Brandeis Univ.
 Bryant Univ.
 CA State Univ.
 California State Polytechnic Univ. - Pomona
 Champlain College
 Chapman Univ.
 Clark Univ.
 Coastal Carolina Univ.
 Colby College
 Colby-Sawyer College
 College of Charleston
 College of Wooster
 Colorado College
 Columbia College Chicago
 Concordia Univ. - Canada
 Curry College
 Dalhousie Univ. Canada
 Dean College
 DePaul Univ.
 Dickinson College
 Drexel Univ.
 Eastern Connecticut State Univ.
 Eckerd College
 Elon Univ.
 Emerson College
 Emmanuel College
 Florida Institute of Technology

Florida Southern Univ.
 Fordham Univ.
 Franklin Pierce Univ
 Furman University
 George Mason Univ
 Gettysburg College
 Goucher College
 Hampshire College
 Hampton Univ.
 Hartwick College
 High Point Univ.
 Hobart & William Smith Coll.
 Hofstra Univ.
 Humboldt State University
 Indiana U. Bloomington
 Indiana Univ. of PA
 Ithaca College
 James Madison Univ.
 Johnson & Wales Univ.
 Keene State College
 Lafayette College
 Lake Forest College
 Lasell College
 Le Moyne College
 Lesley University
 Lewis & Clark College
 Long Island Univ., Post
 Loyola Univ. Maryland
 Loyola Univ. New Orleans
 Lynn Univ.
 Maine Maritime Academy
 Manhattan College
 Manhattanville College
 Marist College
 Marymount Manhattan College
 Marymount Univ.
 Mercy College - All Campuses
 Merrimack College
 Michigan State Univ.
 Milwaukee School of Engineering
 Mitchell College

Monmouth Univ.
 National Louis University-Chicago
 New England College
 New York Univ.
 Nichols College
 Northeastern Univ.
 Nova Southeastern Univ.
 Ohio Wesleyan Univ.
 Old Dominion Univ.
 Pace University, New York City
 Pennsylvania State Univ.
 Providence College
 Purdue Univ.
 Quinnipiac Univ.
 Ramapo College of New Jersey
 Rensselaer Polytechnic Institute
 Rhodes College
 Rider University
 Rochester Inst. of Tech.
 Rockland Community College
 Roger Williams Univ.
 Rowan University
 Rutgers Univ.
 Sacred Heart University
 Saint Joseph's College-ME
 Saint Mary's College of CA
 Salve Regina Univ.
 San Diego State Univ.
 Santa Clara Univ.
 Seattle Univ.
 Simmons College
 Southern New Hampshire Univ.
 Southern Univ. at New Orleans
 Springfield College
 St. John's University - Queens
 St. Joseph's College ME
 Stony Brook Univ.
 Suffolk Univ.
 SUNY Albany
 Syracuse Univ.
 Temple Univ.

Texas A & M Univ.
The College of Wooster
The Culinary Institute of America-
NY
The George Washington Univ.
The Ohio State Univ.
The Univ. of Alabama
The Univ. of Texas, Austin
Trinity College
Univ College Utrecht, Netherlands
Univ. at Buffalo, SUNY
Univ. of Arizona
Univ. of California, Irvine, Riverside,
Santa Cruz, San Diego
Univ. of Colorado at Boulder
Univ. of Colorado at Denver
Univ. of Connecticut
Univ. of Delaware
Univ. of Denver
Univ. of Hartford
Univ. of Illinois Urbana-Ch.
Univ. of King's College Canada
Univ. of Maine
Univ. of Maryland, College Park
Univ. of Massachusetts
Univ. of Miami
Univ. of Minnesota, Duluth
Univ. of NC, Asheville
Univ. of Nevada
Univ. of Nevada, Las Vegas
Univ. of New Hampshire
Univ. of New Hampshire at
Durham
Univ. of New Haven
Univ. of Oregon
Univ. of Ottawa (Canada)
Univ. of San Francisco
Univ. of South Carolina
Univ. of Southern California
Univ. of Southern Maine
Univ. of Tampa
Univ. of Tennessee, Knoxville
Univ. of the Pacific
Univ. of Vermont
Univ. of Virginia
Univ. of Washington
Univ. of Wisconsin
Ursinus College
Valparaiso University
Virginia Commonwealth Univ.
Wake Forest Univ.

Washington State Univ.
Wentworth Inst. of Technology
West Virginia Univ.
Western New England Univ.
Wheaton College
Whitman College
Whittier College
Willamette Univ.
Xavier Univ.