



Curriculum Guide

**SCHOOL
MISSION**

Pomfret School empowers students to pursue lives of purpose and meaning.

To inspire the next generation of change makers and problem solvers.

**STRATEGIC
VISION**

PORTRAIT OF THE GRADUATE

- Learns with curiosity and integrity
- Engages inclusively with the community
- Communicates purposefully
- Navigates challenges strategically
- Creates authentically
- Leads and collaborates with humility
- Cultivates habits of wellbeing

Graduation Requirements 2024-2025

English: Four years of English. Must be taken every term and through all three terms of 6th Form.

History: Three years of History, including Humanities I: Global Studies, Humanities II: American Studies, and the equivalent of one full year of history (three terms) during the junior or senior year.

Mathematics: Three years through Integrated Math III/Algebra II and through the junior year.

Science: Two years of yearlong laboratory science: Engineering: Science by Design, Engineer Your World, Physics, Chemistry, or Biology; students must take the equivalent of one full year of science (three terms) during the junior or senior year.

Wellbeing: Foundations in Wellbeing plus one additional term long wellbeing class in junior or senior year. If students join in grade 11 or 12, then one wellbeing class must be completed.

World Languages: Through level three of a world language: French, Latin or Spanish

Arts:

Three terms of Arts Immersion plus four additional terms of Art for 9th grade entry

Five terms of Arts for 10th grade entry.

Three terms of Arts for 11th grade entry

Two terms of Arts for 12th grade entry

Arts/Wellbeing Requirements	Arts	Wellbeing	Total
Entered grade 9 (4-year)	7	2	9
Entered grade 10 (3-year)	5	2	7
Entered grade 11 (2-year)	3	1	4
Entered grade 12/PG (1-year)	2	1	3

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Competency Based Grading and Traditional Grading

In the school year 2024-2025, Pomfret will continue to grade according to competencies in 9th and 10th grade and will add some classes that have 11th and 12th graders. This Curriculum Guide identifies which classes will use Competency Based Learning (**CBL**) and which will be Traditional (**Traditional**). A class labeled “CBL” will grade according to outcomes or skills on individual assignments, with midterm and end-of-term grade reports still report letter grades ranging from A to E. A class labeled “Traditional” will have 0-100 or A-E grades on all assignments.

Collaborative Learning Center

At Pomfret, we believe the gifts and talents that make each brain unique should fuel a passion for learning and exploration — not hinder it. Located on the second floor of the du Pont Library, the Collaborative Learning Center (CLC) is the hub of academic support. Here, our dedicated team of learning specialists will equip you with the skills, tools, and confidence you'll need to succeed at Pomfret and beyond. The CLC offers individual and small group sessions to students in the program. Students work individually with CLC tutors, either in a 35 minute or 70 minute block. Students are assigned to these blocks after testing has been reviewed by the director of the CLC. The CLC also provides study halls during student free periods that families can choose for their children without testing.

Arts

The requirements for Arts are as follows:

Arts:

Three terms of Arts Immersion plus four additional terms of Art for 9th grade entry

Five terms of Arts for 10th grade entry

Three terms of Arts for 11th grade entry

Two terms of Arts for 12th grade entry

Arts/Wellbeing Requirements	Arts	Wellbeing	Total
Entered grade 9 (4-year)	7	2	9
Entered grade 10 (3-year)	5	2	7
Entered grade 11 (2-year)	3	1	4
Entered grade 12/PG (1-year)	2	1	3

ALL ARTS COURSES ARE GRADED ACCORDING TO COMPETENCY BASED LEARNING

Courses listed in alphabetical order:

2D Game Design (Term long)

In this course, students will learn the principles of Game Design and begin to master GML Code using Game Maker. By the end of the semester, students will be able to create and animate sprites, and code their own game from start to finish. There are no prerequisites for this course. Students will earn an Art credit upon successful completion of this course. (CBL)

ADV Ceramics (Year long)

This is a year long course for students who have demonstrated through both dedication and skill level their commitment to creating in clay. Students will spend the year designing their pieces, keep a detailed sketch book either digitally or on paper. They will build an extensive portfolio of work to be showcased at the end of the year in an Advanced Art Showcase. PREREQUISITE: Students must apply for this class and must have completed Ceramics I, II, and at least one other term of ceramics to be considered. (CBL)

ADV Dance Repertory (Term long)

Advanced Dance Repertory is a fast-paced dance performance workshop for highly motivated and experienced young artists. Students are expected to work in a variety of global dance styles and techniques, and to deepen their ability to teach, create, learn, perform and discuss dance in a nuanced way. Students are assessed on citizenship and engagement, creativity, analytical skills and

positive contributions to the class environment. Permission of the instructor is required for this course. (CBL)

ADV Photography: Master Portfolio (Year long)

Embark on a transformative journey in Advanced Photography a comprehensive year-long endeavor tailored for passionate photography enthusiasts. Delve deep into the art form as you meticulously craft and refine a personal series throughout the academic year. With a focus on your chosen subject, you'll hone your skills through regular exploration and experimentation. Collaborative opportunities with Honors-level peers will enhance your understanding of series development, teamwork dynamics, and the invaluable practice of peer teaching. Leveraging advanced camera controls, you'll masterfully capture, critique, and evolve your narrative, whether through 35mm film, digital composites, or a fusion of both mediums. Your creative journey will culminate in the submission of a polished portfolio at the end of each term. Immersive lectures, dynamic discussions, and hands-on assignments will guide your learning experience, ensuring a well-rounded education in photography.

Prerequisite: Successful completion of Honors Photography or equivalent. Instructor approval required. (CBL)

ADV Studio Art: Painting and Drawing (Year long)

The Advanced Painting and Drawing course is specifically designed for our most talented students who possess a deep passion for art and aspire to elevate their skills to an advanced level. This program is tailored for responsible, creative, and self-motivated students who have already established proficient drawing and painting skills. A significant degree of independence and maturity is essential, and expectations are equivalent to those of any other honors course offered at Pomfret School. Students are expected to spend additional time in the studio outside of class, maintain a sketchbook, and meet all deadlines for assignments. The primary objective of this course is to cultivate a portfolio that showcases mastery in painting and drawing. Evaluation criteria include attendance, classroom participation, exploration and time management. Instructor approval is required. (CBL)

Arts Immersion (Year long)

Pomfret freshmen participate in an exciting, fast paced course that integrates multiple programs in the arts. Designed as a full immersion into creativity in varied disciplines, students will develop their imagination as a necessary life-long resource to problem solving, as well as hone their skills in written and oral presentation. Armed with this experience in self-expression, reflection and metacognition, our freshman will make more informed choices about their course of study for their remaining three years at Pomfret. (CBL)

Ceramics I (Term long)

This is an introductory course in working with clay and glazes. Students will learn hand building techniques and create 3-4 pieces that range from functional pottery to more sculptural pieces. There are no prerequisites for this class. (CBL)

Ceramics II: Handbuilding (Term long)

This course will allow students who have already completed Ceramics I to dive deeper into the creative process and put their hand building skills to the test. Students will be given prompts for each piece they are expected to create, however they will have the freedom to create it using their choice of hand building techniques. PREREQUISITE: must have completed Ceramics I. (CBL)

Ceramics II: Intro to the Potter's Wheel (Term long)

Students will learn how to throw on the potter's wheel. This class works through 4-5 different pieces. Students will learn how to center clay, make mugs, bowls, plates, and lidded jars.

PREREQUISITE: Students must have completed Ceramics I (CBL)

Drawing & Painting from Direct Observation (Term long)

The aim of this course is to develop your ability to draw from direct observation, rather than relying on preconceived notions. Through a combination of sighting and drawing techniques, we will focus on improving your observational skills with an emphasis on intentional mark-making. We will also experiment with a range of drawing techniques. This course is perfect for beginners or individuals looking to refine their drawing and painting skills. While most assignments will be completed in class, the studio will be accessible to you at all times. (CBL)

Drawing & Painting from References (Term long)

In this drawing and painting class, you will learn the art of creating stunning paintings or drawings using good reference materials. These reliable resources include the internet, magazines, and your photo gallery. By learning how to use these resources effectively, you will add depth and meaning to your work, enabling you to express yourself better through art. We will also discuss the proper application of these resources, keeping in mind the importance of avoiding plagiarism. This class is best suited for those with a strong technical foundation who wish to convey their ideas and emotions through their artwork. (CBL)

Drawing & Painting from Your Imagination (Term long)

In this course, you will have the opportunity to unleash your creativity and bring your imaginative ideas to life through unique works of art. With a range of prompts, you'll hone your creative problem-solving abilities and put your conceptual skills to the test. The primary objective of this class is to teach you how to communicate and express yourself through your art in an original, captivating, and personal manner. Your artwork will have depth and significance, making this class perfect for individuals who possess a solid technical and conceptual foundation and are eager to enhance their skills even further. (CBL)

Drawing in France: L'Atelier au Château (Summer Term in France - Not offered in Summer of 2024)

At L'Atelier, we provide you with an opportunity to grow your artistic ideas, sharpen your skills with expert advice, and develop or add to your portfolio as an art student. Whether you are supplementing an advanced level portfolio or just exploring your passion for drawing, this program offers you the time, space, and guidance you need while providing a global experience through food, culture, and authentic French accommodations and excursions. Each student is involved in three art sessions per day and is required to show his or her work in a public exhibition on the final evening of the program. (CBL)

Eng: Playwriting (Term long)

Playwriting is designed to identify and investigate the tools needed to specifically craft a stage worthy play. Through a series of reading and writing assignments based on Aristotle's six elements of drama, each student will explore action, character, idea, language, music, and spectacle. Reading assignments will include plays from a variety of successful playwrights. Each student will be responsible for

writing a one-act play by the end of the term. *This course may count toward the fulfillment of either a student's English or fine art graduation requirement.* (CBL)

Game Design - Storytelling and Analog Design (Term long)

In this course, students learn how to successfully create an intricate story, characters, and mechanics, all from the lens of game design. They will look at analog game design, and create assets for a playable game for the end of term. Students will end the term play testing the games, written, designed and built through the course. Students will also explore 2D digital design in the framework of building their game board and gaming components. No materials are needed to complete this course. Students will earn an art credit upon completion of this course. (CBL)

Graphic Design (Term long)

In this course, students will learn how to use photoshop and to design graphically within the program, using imagery, text, and creating their own graphics to create a variety of different pieces throughout the semester. There are no prerequisites for this course. Students will earn a credit in Art upon successful completion of this course. (CBL)

History of Dance & Music in American Culture (Term long)

This Fine Arts/History elective explores the ways that dance and music performance are inextricably linked to and within the development of American pop culture. Through readings, movement, watching, listening and discussion, students trace the evolution of American popular dance and music, delving into its many multicultural influences, from post-Civil War Reconstruction to the present day. Through this work, students explore how creating and consuming performance art throughout our modern history has functioned as a holistic expression of the constantly-evolving American identity. Students are assessed on citizenship and engagement, creativity, analytical skills and positive contributions to the class environment. *Cross-listed with History.* (CBL)

HON Ceramics (Term long)

Students will spend the term building a portfolio of work while continuing to further their skills, either through hand building or the potters wheel, or both. PREREQUISITE: Students must apply for this class and must have completed Ceramics I and II to be considered. (CBL)

HON Chamber Ensemble (Year long)

Honors Chamber Ensemble will explore the world of instrumental chamber music of all genres and musical time periods. This is open to all string, brass, and woodwind instruments. (CBL)

HON Contemporary Music Performance (Year long)

This honors level ensemble builds upon the skills developed in Contemporary Music Performance. Students will drive song selection and arrangement, though jazz standards and other music selected by the instructor will be studied to help broaden the students' musical background. This course focuses heavily on improvisation and composition. The material is rehearsed during classroom time and performed at a variety of venues, including a final concert each term. Students will be required to understand the basics of standard Western musical notation and have an intermediate level of skill on their primary instrument. Vocalists will be considered and may be requested to audition for the various groups. Permission of the instructor required. (CBL)

HON Painting and Drawing (Year long)

The Honors Painting and Drawing class is tailored to high-achieving and ambitious students who

possess a strong passion for art and seek to elevate their skills to the next level. The class typically requires a year-long commitment, but students may enroll per term if preferred. The curriculum is designed for responsible, creative, and self-motivated students who have already established a solid foundation in drawing and painting skills. Honors-level artists in this course are encouraged to utilize their creative abilities as a means of expression and communication and to explore various mediums and techniques. The course is structured to challenge students and motivate them to take creative risks beyond their comfort zones. Evaluation is based on attendance, classroom participation, creativity, and the completion of a sketchbook. Students are expected to devote their best efforts to each artwork and effectively articulate the inspiration behind their creations in thoughtful and engaging ways. (CBL)

HON Photography: Portfolio Build (Term long)

Embark on a transformative journey in Honors Photography, a semester-long exploration tailored to elevate your foundational photography skills while crafting a personal photographic series. Throughout the term, participants will adeptly capture, process, and curate a cohesive body of work aligned with their unique passions and interests. Emphasizing iterative refinement, students will meticulously develop, critique, and reshape their narrative of choice. Collaborating alongside Advanced Photography peers, students will tackle group assignments, fostering skills in series development, collaborative teamwork, and the art of peer instruction. Culminating in a portfolio showcasing their final series, students will demonstrate mastery through a blend of lectures, discussions, critiques, and immersive hands-on projects. (CBL)

Prerequisite: successful completion of at least two prior formal photography courses. Instructor approval required. (CBL)

HON Vocal Chamber Ensemble - “GriffTones” (Year long)

In Honors Vocal Chamber Ensemble, we will explore a wide range of vocal music from contemporary acapella works to more traditional repertoire... and everything in between! Students will be asked to prepare music for special events including Chapel, Candlelight, Fall Family Weekend Arts Showcase, Revisit Day, Spring Music Concert, and Commencement. Members of the GriffTones are expected to enroll in this course every term of their Pomfret career upon joining the ensemble. This course is open to all vocalists. (CBL)

Improvisation and Sketch Comedy (Term long)

Improvisation and Sketch Comedy is a course that uses each student’s intuition and imagination in the creation of live theater. Through a series of exercises and projects, students will learn how to speak and move on impulse, collaborate with others, and structure their own creativity in a form that is immediate and alive. Student will also investigate techniques of sketch comedy used successfully by many comedy groups including Second City. A class performance will be open to the school community at the conclusion of the term. (CBL)

Intro to Animation (Term long)

In this course, students will explore the 12 Principles of Animation, and learn how to animate by hand and digitally, incorporating the principles into their work. Through this course, students will explore both the analog and digital process of building an animated film. There are no prerequisites to this course. Students will earn an art credit upon successful completion of the course. (CBL)

Intro to Guitar & Ukulele (Term long)

Intro to Guitar & Ukulele is an introductory course—no previous guitar or ukulele experience is required. This class will introduce students to the anatomy, best practices, techniques, and performance on guitar and ukulele. We will explore reading music notation, lead sheets, and chord charts for both instruments by performing literature for ensembles: duets, trios, quartets, and larger groups. This literature will include compositions written for guitar and ukulele ensembles, and arrangements of pieces originally written for other settings (including solo instruments, orchestras, and popular music). We will look to develop students' individual skills while working towards a collaborative effort (public performance and/or recording). Ownership of a nylon string guitar and/or ukulele is strongly encouraged, but not required. Pomfret School will supply a nylon string guitar and/or ukulele for this class as needed. (CBL)

Movement for Athletes (Term long)

Movement for Athletes explores dance as it relates to overall fitness, strength and conditioning. Students explore foundational dance technique and dance-based exercise such as yoga-dance, pilates, Latin-American Zumba, barre conditioning, introductory ballet and jazz technique, and dance therapy. Regardless of athletic background, students in this class build a foundation in strength and fitness that carries over into other creative and athletic pursuits. (CBL)

Music Production (Term long)

Music Production is an intro course where students will study contemporary electronic music composition, technique, performance, and recording using synthesis, computer sequencing, and recording technology. Through projects and instruction, students will learn the basic process of producing a piece of music by editing MIDI and Audio data, using active listening to analyze productions of any genre, and applying basic techniques to manipulate sounds within the Digital Audio Workstation using Balance, Panning, EQ, Compression, Delay and Reverb. (CBL)

Photography as Art, Commerce & Documentation (Term long)

Explore the intersections of photography as commercial, documentation and fine art. Students learn about famous photographers, art movements, and conceptual photography techniques. You will create your own series of fine art photographs with a focus on personal expression and visual storytelling. You will explore documentary photography as it relates to chronicling events and illustrating time and place. You will approach documentary photography as a genre of photography that aims to chronicle events, environments, people, and social issues in a truthful and unbiased manner. Finally, you will explore the world of commercial photography as it relates to advertising, marketing, product promotion, and branding. Unlike fine art photography, which emphasizes personal expression and aesthetic value, commercial photography is primarily driven by the need to sell products or services, convey specific messages, and engage target audiences for a specific client. You will engage in dynamic lectures, thought-provoking discussions, and constructive critiques, empowering you to apply critical principles of artistry with precision. (CBL)

Photography: Darkroom to Digital (Term long)

Journey back in time to the roots of photography with our exploration of classic black-and-white darkroom techniques. Through hands-on experience, we'll capture subjects using diverse tools including 35mm cameras, Pinhole cameras, and Holga cameras.

You'll immerse yourself in the traditional art of film development, mastering the process one roll at a time, while also gaining proficiency in the fundamentals of printing. Additionally, we'll delve into the

modern twist of scanning negatives, blending vintage aesthetics with contemporary convenience, enabling seamless sharing of your creations across social platforms.

This inclusive Photography course welcomes students of all skill levels, offering a rewarding journey into the heart of analog photography. (CBL)

Photography: iPhoneography (Term long)

Unlock the creative potential hidden within your smartphone with our innovative class, where what's in your mind matters more than what's in your hands. In today's world, your smartphone is more than just a device – it's a powerhouse of inspiration, versatility, and imaging capabilities.

Discover how to harness your smartphone's full potential as a creative tool, seamlessly blending the roles of camera, darkroom, and visual laboratory. From capturing fleeting moments to refining images on-the-go, explore the unprecedented color, depth, and texture that your smartphone offers.

Dive into a realm of possibilities once limited to bulky DSLRs, as you navigate web-based Adobe Photoshop and Lightroom to experiment with alternative techniques. With Adobe software provided, you'll craft a portfolio worthy of gallery acclaim, documenting the world around you in stunning detail.

Own your journey into mobile photography – all you need is your own smartphone to embark on this transformative experience. (CBL)

Photography: People, Places & Things (Term long)

Embark on a captivating exploration of Photography: People, Places & Things, a term-long course into the art of photographically capturing varying subjects. From pinhole photography to intricate digital composites, students will traverse the digital landscape, mastering composition, exposure, motion, and depth of field.

Delve into the nuances of storytelling, subject lighting, self-portraiture, and emotive expression as you hone your craft. Harnessing the power of Adobe Lightroom and Photoshop, you'll refine your digital post-processing skills, elevating your work to new heights.

Engage in dynamic lectures, thought-provoking discussions, and constructive critiques, empowering you to apply critical principles of artistry with precision. (CBL)

Podcasting (Term long)

A project based course that introduces students to professional podcast creation. This course provides conceptual and hands-on experience for your individual idea of a podcast. Students will learn to develop a concept, record themselves and/or interview. Students then do all the audio post production needed to create a professional sounding podcast. (CBL)

Private Music Instruction (Term long)

One-on-one lessons with accomplished musicians. The private music instruction program at Pomfret offers students an exciting opportunity to explore the world of music through 45-minute weekly lessons. Lessons are scheduled during the academic day (lunch, free block), during afternoons or evenings, and on weekends. Scheduling is determined by the instructor and student. There is an additional lesson fee (\$495) per term, but financial aid is available. While consistent instruction is

strongly encouraged, it is not required. (CBL)

Production Seminar (Term long)

Production Seminar is an experiential course in design and stagecraft for the theatre. Students will be introduced to principles of design and asked to apply them to a series of projects. These projects will include the design of scripted plays from various periods in theatre history, including the theatre of the 21st century. Students will learn how to read a script as both director and designer and create a ground plan to scale. Significant time will be spent on the design and construction of Pomfret Theatre's annual musical. Students should be prepared to treat the stage and the scene shop as their studio and should expect to work with lights, sound, and tools used in the construction of a theatrical set. (CBL)

Recording Techniques (Term long)

The Recording Techniques course offers a practical approach to contemporary recording, editing, mixing, and post-production methods aimed at musicians who wish to record themselves and others in a personal recording setup. By completing hands-on projects, including a final recording and mixing project, students will gain an understanding of audio technology basics, microphone usage, recording methods, audio signal routing, working with a DAW, file exchange, signal processing, editing, and mixing skills. (CBL)

Sonic Storytelling: Foley for Film (Term long)

Foley - The art of creating sound effects for film, television, and other media using everyday objects and techniques. From footsteps to clothing rustle, you'll discover how to create realistic and engaging soundscapes that bring scenes to life. Through practical exercises and demonstrations, you'll develop the skills and knowledge needed to enhance storytelling with sound. (CBL)

The Art of Creativity (Term long)

Where does Creativity come from? How do we define it? Why do children play so easily, but as we get older, we find it so challenging? What prevents us from simply letting go? How can we rediscover our inner artist?

In The Art of Creativity, an exciting workshop-based course offering, we will explore these questions and creativity's role in our everyday life.

We will explore new ideas and interests through daily journaling and weekly artist's dates, which will help develop the foundation for a personal artistic project to finish the term. In weekly letters, you will uncover your creative champions and those who may have held you back.

Our daily work (and play) will involve activities to explore different art forms and the important role that failure plays in the creative process. This may include making music, creating TED talks, drawing pictures, writing poetry, and digital storytelling... our work will feel different every day.

Cross-listed with Wellbeing. (CBL)

The Art of Filmmaking (Term long)

This course introduces students to the craft and theory of filmmaking. By taking on the roles of director, screenwriter, actor, editor, and audio engineer to produce a series of short films, students have a hands-on experience in storytelling for the screen. Students will work both collaboratively and individually on projects that include first ideas/concepts, storyboarding, visual vocabulary, rhythm,

sound, and capturing/framing movement on camera. Various software will introduce students to post-production techniques to produce films that are clear, compelling, and evocative. Group film screenings, readings, discussions and feedback sessions further develop and deepen students' perspectives on their own work. (CBL)

The Power of Story (Term long)

The Power of Story: Film, Faith, and the Human Spirit. No other art form shapes our national consciousness as much as film. Stories told on celluloid can have a unique and immediate impact upon our view of ourselves and the search for meaning in our lives. In this course, we look at a series of films that have illuminated the human spirit and reminded us of the power and importance of storytelling in our understanding of what it means to be human. We will explore the transformative power of personal narrative and how the seeing, hearing, and telling of these stories can impact our daily lives. This course will utilize major worldview considerations as a framework for examining the many facets of the human experience. *Cross-listed with Wellbeing. Open to sophomores, juniors and seniors or by departmental approval.* (CBL)

This is the Voice! (Term long)

This is the Voice! is designed to provide students with a comprehensive foundation in vocal techniques, performance skills, and stagecraft. Through a combination of practical exercises, theoretical study, and performance opportunities, students will develop the necessary skills and confidence to excel in various vocal performances, including solo and ensemble singing, musical theater, and choral performances. This course emphasizes both the artistic and technical aspects of vocal performance, as well as the importance of stage presence, expression, and communication. (CBL)

Diploma Certificates

(Not required but a possible exploration)

Pomfret's certificate program invites motivated and independent-minded students to pursue an area of academic passion beyond the Pomfret curriculum. Certificates are diploma distinctions that appear on a student's transcript. A certificate is earned when a student completes an ambitious, coordinated, and personally relevant exploration of a focused area of study.

Certificate Domains: Artistic Expression and Design, Global Citizenship and Awareness, Social Justice, STEM Exploration, Sustainability

Successful students will showcase their learning and reveal newly developed skills and work products through portfolio-based assessment and a final oral defense. Skills and content knowledge gained through direct instruction, understandings explored through project-based learning, and experiential opportunities gained beyond Pomfret School all will be leveraged to meet certificate requirements.

The certificate program has been designed to encourage interdisciplinary study, independent learning, and deep exposure to a field of interest. This program allows for students to pursue excellence in a rigorous way while encouraging personal exploration and discovery. Pomfret's Vision of the Graduate will serve as a guiding tool for assessment and reflection. The program seeks to celebrate and showcase independent student research, critical thinking, and confidence to tackle messy, real-world problems, and help students articulate how their personal learning journeys have shaped their worldview and forged new understandings and awareness. We are confident this work will prepare our students to lead and learn in an interconnected and inclusive society beyond the Hilltop.

Each certificate domain offers connections to the School's academic offerings and the foundational experiences that are the hallmark of a Pomfret education. Successful students will use those within-school experiences as a springboard to create a personally relevant and powerful learning adventure of their own design.

English

The requirements for English are as follows:

English: Four years of English. Must be taken every term and through all three terms of English IV.

The sequence is as follows:

Third Form: Humanities I

Fourth Form: Humanities II

Fifth Form: Electives

Sixth Form: Electives

The Pomfret English curriculum is vigorous and vibrant thanks to an English faculty who love the literary arts and have made them an integral part of their lives.

After the full-year courses of Humanities I and Humanities II, students must take at least one English elective each term. Our elective offerings are robust and dynamic, with classes like Beat Literature, the Invisible Man, Poetry Writing Workshop, LA Noir, Magical Realism of Haruki Murakami, and Women in Shakespeare. Students are able to delve into their individual interests each year and throughout their tenure at Pomfret.

English courses at Pomfret challenge students to engage fully with the texts, their teachers, and their peers in our discussion-based classes. Students write often, in a variety of genres, from the analytical to the personal to the imaginative.

Courses are listed in alphabetical order:

ADV Eng: Absurdism; or, Man’s Search for Meaning; or, What are we doing here? (Term long)

What does it all mean? Is there any purpose? The 20th-Century movement of Absurdism attempts to answer those questions. Through the drama and short fiction of authors such as Camus, Beckett, Stoppard, and Pirandello we will attempt to find some reason or purpose behind the human experience. When we need a breather from that, we’ll examine how these authors use the techniques of humor, impossible events, and questioning (oh, so much questioning), to push their audiences towards introspection without making them too uncomfortable. If you are in search of meaning in modern life, these authors may not necessarily have answers for you but they will help you on your way. (CBL)

ADV Eng: *A Secret History*: Exploring Donna Tartt’s Masterpiece (Term long)

Donna Tartt’s first novel, *A Secret History*, is a compelling and thought-provoking work of fiction that has captivated readers since its publication in 1992. The novel is a complex exploration of classical literature, ancient Greek philosophy, and human nature. Students will also have the opportunity to explore the historical and cultural context of the novel, including the academic environment of a small liberal arts college in New England, and the influence of ancient Greek

philosophy on modern Western thought. Students will be encouraged to analyze the novel from different perspectives, including gender, race, and class, to gain a deeper understanding of the text. Assignments will likely include short response writing, essays, Harkness discussions, and active class participation. (CBL)

ADV Eng: Comedy and Tragedy (Term long)

Students in this course will collectively choose the Shakespearean tragedy of the early 1600s: *Julius Caesar*, *Hamlet*, or *Macbeth*. We will closely examine this selected play and pay particular attention to the issues of devastating arrogance, jealousy, the quest for power, the desire for revenge, and the consequences of suffering that all three plays address. Of course there needs to be a fiction to film element too, so depending on the selected play, we will look at Marlon Brando's *Julius Caesar* (1953), Laurence Olivier's *Hamlet* (1948), or Roman Polanski's *Macbeth* (1972). The comedy will come from across the Channel as we read Molière's *Tartuffe*. Like the Bard, Molière was a careful observer of life and manners and satirically depicted the French upper-class and religious zealots in his play that would prove the prototype for centuries of comic playwrights to follow. (CBL)

ADV Eng: Creative Writing (Term long - M block class only)

A true writing workshop, this class will allow students to create, revise, and build upon independent creative projects in the form of their choice (poetry, fiction, nonfiction, memoir) in a collaborative setting. Students will have the opportunity to present their work to peers and their instructor for feedback, criticism, and praise. In addition, we will learn about essential elements of craft through outside readings and lessons. (CBL)

ADV Eng: Dante's *The Inferno* (Term long)

In this advanced course, students will journey through Dante Alighieri's *Inferno* (Hell), the first part of the classic Italian epic, *The Divine Comedy*. As we navigate our way through the afterlife, guided by Virgil, we will encounter various lost souls and sinners and analyze the motif of *contrapasso* – the punishment befitting their crimes. Students will come away with an understanding of symbolism and allegory, the distinction between Dante as writer and as pilgrim, and the historical and theological context of this seminal piece of literature. The class will also have ample opportunity to discuss questions of human nature, morality, and justice that still resonate today. Finally, we will look at how Dante has influenced culture to this day – delving into art, games, music, and other texts. Students can expect to compare and contrast various translations of this epic poem, write an analysis and present on one *canto*, recite a passage of Dante's poetry, write a longer essay, and cap the term off with a creative project that draws the various circles in hell in connection to the modern world. (CBL)

ADV Eng: David Foster Wallace (Term long)

Students enrolling in this course will learn about one of the most enigmatic writers of the late 20th and early 21st century. A graduate of Amherst College and adjunct professor at Emerson College, David Foster Wallace embodies what it means to be a modern thinker. A polymath whose obsessions ranged from Kafka to English language usage, lobster to tennis, the media to politics, Wallace's writing is as wide-ranging in style as it is in content. Students will read selected essays and short stories, in addition to the author's teaching notes from *The David Foster Wallace Reader* in order to try to tap into what made the author tick, and to better hone their own fiction and essay writing skills. (CBL)

ADV Eng: Drama of Eugene O’Neill (Term long)

Eugene O’Neill is one of America’s most accomplished playwrights. He is a Nobel Prize winner and was a notable cultural figure of the 20th-Century. Despite that success, though, he seemingly never cracked a smile. O’Neill’s drama is often philosophical, frequently autobiographical, and always brooding. His passion seemed to be depicting the darker desires of modern man on stage, but he frequently cut through the gloom with a characteristically dark and biting sense of humor. Students who love drama, both as a literary genre and between their characters, will find something to love with Eugene O’Neill. (CBL)

ADV Eng: Emily Dickinson (Term long)

The so-called “American Renaissance” of the mid-19th Century was largely dominated by men like Ralph Waldo Emerson, Nathaniel Hawthorne, and Walt Whitman whose literary output and political attitudes made them celebrities of their day. Standing at the opposite pole is Emily Dickinson, whom Joyce Carol Oates describes as representing the “intensely inward, private, elliptical” parts of the American psyche. Largely unknown in her lifetime, Dickinson has subsequently become a touchstone of American poetry. In this course, we’ll examine not only her influence, but her craft. We’ll read closely, intensely. We’ll write sharply, sparsely. And we’ll come to know the person through her poems and the poems as they live on. (CBL)

ADV Eng: Gender and Identity (Term long)

In this advanced course, we will examine how different societies can act to pressure individuals into conformity, and will look specifically at how this can happen through gender roles and expectations. The course will focus on Margaret Atwood’s dystopian novel *The Handmaid’s Tale*, and also cover additional readings, film, and media. In addition to reading Atwood’s book in depth, we will study feminism, social justice, gender roles, the legal system, and other “big ideas”, always seeking to relate them in a practical way to the world of today. (Traditional)

ADV Eng: Homer’s *Odyssey* (Term long)

This course will explore what is commonly thought to be one of the earliest pieces of literature (behind *Gilgamesh* and *Iliad*). Homer’s epic focuses on Odysseus’ ten-year journey across the “wine dark sea” to his beloved Penelope at home in Ithaca. Students will engage with the conventions associated with epic poetry as they write about both character and conflict. Additionally, rather than all read the same translation, the class will be exploring the nuances of language by utilizing four different translations of the poem. This epic poem is widely considered a “rite of passage” for high school students, and we will read and discuss the poem in its entirety. Modern texts, like Madeline Miller’s *Circe* for example, frequently allude to elements of Homer’s tour de force, and we will actually read excerpts from Miller’s novel to help inform our reading of Homer’s *Circe*. Also, a guest artist will visit Pomfret who has put the entire epic to song. (CBL)

ADV Eng: *Invisible Man* (Term long)

“I am invisible, understand, simply because people refuse to see me.” This course will dive deep into Ralph Ellison’s epic tale of one man’s search for his identity. *Invisible Man* raises important questions: Who are we? Can we be who we want to be? Or are we nothing more than who society says we are? The nameless African-American narrator, a descendant of slaves, begins his journey in the American South; he migrates north to Harlem, seeking opportunity and fleeing injustice. Harlem in the 1930s serves as the primary setting of the novel. The Invisible Man’s quest for self-actualization is at once uniquely a plunge through African-American history but also into the

universal human story of seeking the self. This is one of those novels that will make you view and judge the world differently, perhaps even yourself. You will both mock and relate to the narrator as he is thrown about by the cruel world and then question and cheer the narrator as he plots his revenge. Finally, reading Ralph Ellison's masterpiece allows us, at once, to measure how far we've come as an American society and to see how far we still need to go. ([Traditional](#))

ADV Eng: L.A. Noir (Term long)

The city of Los Angeles has always served as a source of fascination for America and the world, and, throughout the 20th century, its history and culture have been shaped by the enigmatic style/genre called noir. In this course, we will explore the literature and film that came to represent the city and, to an extent, the nation. From hardboiled detective stories to movies that reveal the dark underbelly of American culture, the work we do in this course will hopefully allow us to learn more about ourselves and the way that the stories we tell define us. We'll read and watch works by Raymond Chandler, Dorothy B. Hughes, Howard Hawks, and David Lynch, among others. ([CBL](#))

ADV Eng: Literature in Adaptation: *Mrs. Dalloway* and *The Hours* (Term long)

This class will consider the genre of literary adaptation – text-to-text, and text-to-film. The text at the heart of this course is Virginia Woolf's 1925 novel, *Mrs. Dalloway*, a stream of consciousness narrative that follows several characters on a single day in post-WWI London. In 1998, Michael Cunningham reimagines Woolf's own novel to create his literary adaptation, *The Hours*. A tribute to Woolf's work, for certain, but he writes something all his own. Reading both of these novels side-by-side will allow us to explore why authors adapt other writers' work. What is gained in this transaction? Does adaptation lessen the original, or does it expand it? In our study of both novels, we will need to learn more about the complex life that Woolf endured, for Cunningham's novel writes Woolf into his own work of fiction. After looking at this text-to-text adaptation, we will then explore film adaptation; Daldry's 2002 film adaptation of Cunningham's novel is an award-winning film of the same title, filled with a star-studded cast. We will explore the challenges of adapting words on the page to moving pictures on a screen and learn some film techniques while doing so. ([Traditional](#))

ADV Eng: Philosophy in Literature (Term long)

We create art for a multitude of purposes: entertainment, education, communication, etc. In this class, we will examine the way philosophers use literary strategies to transmit their ideas. Through an examination of Plato, Descartes, Aquinas, Kant, Hume, and Mill, among others — we'll learn how to read philosophy, and how to write about it. Students will have to craft essays in which they attempt to answer some of the same questions these philosophers spent their lives working on. Along the way, we will introduce ourselves to some of the major topics in contemporary philosophy: from epistemology, to ethics, to philosophy of religion, and beyond. ([CBL](#))

ADV Eng: Style, Translation, and Parody (Term long)

To read well, one might argue, is to read as if one were writing it. One might consider: What choices are made at the level of words and grammatical structure to create meaning? And when we talk of a writer's voice or style – what is it that we are pointing to? This advanced course will combine critical analysis with a workshop-based format. Students who would do well in this course should be enthusiastic about words, writing, and language – and be willing to experiment! As much an exploration of writing style, students will dive in and play with language: imitating beloved writers, writing parodies, and transposing and translating texts. The hope is that students will not only gain

insight into each author, but, in a time when AI and ready-made language is at our fingertips, have the space to develop their own voice. Knowledge of a second language is NOT necessary for this course. While there *will* be opportunities to translate from another language into English, we will also consider changes of register, dialect, and genre as “translation.” (CBL)

ADV Eng: *The Fountainhead* (Term long)

The Fountainhead is Ayn Rand's homage to the American idea of individualism, and is featured greatly in a movement she called "Objectivism." Students in this advanced course will read Rand's work and grapple with the philosophy of Rand, trying to understand the merits and deficits of said philosophy in the 21st century. We will entertain ideas of what sustains humans, and how self-sufficiency plays an important role for modern society. Come join us as we meet Howard Roark who "struggles for the integrity of his creative work against every form of social opposition." (CBL)

ADV Eng: *The Last Samurai* (Term long)

How is it possible that “the best book of the century (for now)” was out of print for over a decade? Take a tumble into Helen DeWitt’s dense, but rewarding, *The Last Samurai*. This novel, ripe with intertextual references and allusions, is sure to require plenty of discourse and discovery, outside of the nightly reading. DeWitt’s work is a contemporary epic that builds, very specifically, on ideas from *The Odyssey* and *The Iliad*. Students will also watch and analyze Kurosawa’s *Seven Samurai* in order to better understand DeWitt’s work, while also enduring a crash course in several languages and mathematics, whose inclusion threaten to question what a novel has been, is, and can be. (CBL)

ADV Eng: The Long Poem and the Short Novel (Term long)

Often neglected and maligned, the long poem and novella are brilliant genre forms that don’t receive as much air time as they deserve. We will look closely at some longer poems of about 500 lines to see what characteristics these poems possess to set them apart from their short and epic brethren. Similarly, we will explore how the novella falls between the short story and the novel. Students will write analytically, creatively, and engage in Harkness-style discussions as they take a deep dive into these two amazing literary forms. Students will also be exposed to the ballad stanza and how it forms the backbone of Coleridge’s *Rime of the Ancient Mariner*. (CBL)

ADV Eng: The Magical Realism of Haruki Murakami (Term long)

Haruki Murakami, a former Japanese jazz club owner, and later-day marathoner is a writer of incredible imagination and ingenuity. To read and appreciate Murakami, one must surrender the ego and give oneself up to the worlds he creates. In a 2011 New York Times profile, the author rightly declares that Murakami has established himself as the “unofficial laureate of Japan — arguably its chief imaginative ambassador, in any medium, to the world: the primary source, for many millions of readers, of the texture and shape of his native country.” Students wishing to take this course must be prepared to read with total focus and to aid in written interpretations and elucidating class discussions. Murakami demands our full attention and in return, readers will get an all-expenses-paid cultural exchange voyage extraordinaire. Buckle up! We will begin by reading short stories, mostly from his collection, *The Elephant Vanishes*. The majority of the term will feature his award-winning 2002 (English translation - 2005) novel, *Kafka on the Shore*. Throughout the course, students will be encouraged to develop critical reading and writing skills and engage in group discussions, individual projects, and, potentially, creative writing exercises. (*Please note there is potential for a related, but not required, experiential learning trip to Japan that would be associated with this course!*) (CBL)

ADV Eng: The Works of Anton Chekhov (Term long)

This course will introduce students to the life and works of Anton Chekhov, one of the greatest playwrights and short story writers of the late 19th and early 20th centuries. Chekhov's plays and stories are known for their complex characters, nuanced portrayals of human relationships, and exploration of the human condition. Through close reading, discussion, and analysis, students will gain a deep appreciation for Chekhov's literary genius. The course will feature some of Chekhov's most famous works, including his plays, *Uncle Vanya*, *The Cherry Orchard*, *Three Sisters*, and *The Seagull*, as well as his short stories, such as "In the Cart," "The Bet," "Gooseberries," and "The Darling." We will explore Chekhov's style, themes, and techniques, and how they contributed to his unique place in the literary canon. This course is ideal for students interested in literature, theater, psychology, and history. (CBL)

ADV Eng: Toni Morrison (Term long)

On a short list of American Nobel Prize winners, Toni Morrison left an indelible impact on our literary history. She accomplished that by crafting a rich collection of stories packed with unforgettable characters, macabre occurrences, and emotional impact. Morrison is likely best known for celebrating the complications of the black experience in America in her work. She also demanded to be appreciated as an artist beyond the expectations placed on her because of her race. By balancing the historic novel, *Beloved*, with Morrison's more contemporary-set work, we will consider how her title as one of America's greatest authors is both because of her race and independent from it. (CBL)

ADV Eng: Why She Wrote: Joan Didion's Novels & Essays (Term long)

As a life-long writer, Joan Didion was able to see America through the lens of a novelist, journalist, feminist, critic, screenwriter, and so much more. With a curiosity-driven approach to writing, she described different aspects of American culture with a unique voice and unsurpassed clarity. In this course, we will begin by looking at Didion's techniques and approach as a writer, using her famous essay *Why I Write* as a foundation, as we explore our own motivations and approaches as writers. We'll then dive into a collection of Didion's essays and select novels in order to acquaint ourselves with one of the great American literary voices. The course will also be writing-intensive, with students writing in a variety of genres, including creative nonfiction, critical analysis, and more. (Traditional)

Eng: A Tale of Two Cities (Term long)

Charles Dickens was celebrated for his circuitous tales that seemed to capture all aspects of the human experience. *A Tale of Two Cities* is no exception. The novel compares the predictable stability of 18th-Century London and the chaotic turmoil of a Paris in the throes of the French Revolution. There is espionage and bloodshed, loyalty and romance. In addition to enjoying that drama, we will consider the curiosity of publishing a work of historical fiction in serialized segments. Dickens released *A Tale of Two Cities* in weekly installments of a literary journal, occasionally tweaking things to allude to contemporary news and respond to the desires of his audience. As we read, we will keep an eye out for how that publication method impacted the final work. (CBL)

Eng: Beat Literature (Term long)

Come and explore the literary movement of the Beat Generation, a counter-cultural movement in America during the 1950s that rejected traditional values and aesthetics. Students will analyze the works of prominent Beat writers like Kerouac, Ginsberg, Burroughs, and di Prima, examining

themes, techniques, and historical context. They will also work to understand the cultural and social significance of the Beat Generation, its impact on American literature and society, and its role in post-WWII countercultural movements. (CBL)

Eng: Consciousness of the Self (Term long)

The quest to understand the self and one's place in the world is at the heart of the human condition. Thus, appropriately, most great works of literature contain characters in this human struggle to define the self. As readers, we become voyeurs, prying into the minds of these men and women navigating their way through society and its constrictions, and we soon begin to identify with our protagonists' vulnerabilities because their struggles and uncertainties are universal. Using the framework of "Body, Mind, and Spirit," the readings of this class will allow us to examine aspects of ourselves—our identity, our perception, our relationships, our world. In addition to the three books of the course, we will also use spiritual texts, scientific articles, other literary genres, and meditation, yoga, & mindfulness practices to explore our sense of self. Assessments will include in-class written and oral commentaries, short essays, text-based analytical essays, and personal writing. (Traditional)

Eng: Gender Roles: Women in Shakespeare (Term long)

In the past four centuries — since the publication of William Shakespeare's First Folio — his work has been subject to an unsurpassed (and seemingly unsurpassable) quantity of praise, critique, analysis, interpretation and reinterpretation. And so, for this class, we will narrow our focus a bit, and examine a critical, if controversial, aspect of Shakespeare's legacy: how he portrays women. We will focus our study largely on two of his comedies, reading in full and watching adaptations of *Twelfth Night* and *Much Ado About Nothing*. We may also touch on relevant portions of other plays — such as *The Taming of the Shrew*, *A Midsummer Night's Dream*, *Othello*, or *Macbeth* — in order to round out and contextualize the topic. Our goals will be to better understand not only what these portrayals tell us about Shakespeare, but how they continue to shape literature, theater, and the broader world. (CBL)

Eng: Into the Wild: Literature, Wellbeing, and Community (Term long)

In this class, the students have been exploring the fundamental connection between self, community, and place. Our attention to traditional practices and stories has guided some of our questioning, thinking, learning, and discovery about the ways in which both wilderness and community are at the heart of our human experience. We will continue to explore some of the following questions: What are our obligations to the natural world, and how do those obligations inform—or conflict with—our obligations to one another? What constitutes a sense of place, and what role does this concept play in developing a sustainable and spiritual relationship with the land and the community around us? This class has frequently taken us outside and out into the field where we explore, reflect, observe, connect, and seek to experience the true shape of wilderness and community. Jon Krakauer's book, "Into the Wild" serves as our primary text, but mindfulness and meditation practices, as well as articles, poems, films, and other forms of art are frequently at the heart of our discussions. *Cross-listed with Wellbeing.* (Traditional)

Eng: Irish Drama (Term long)

Ireland has a rich literary tradition, and this course will specifically introduce students to the world of Irish plays. Starting from the traditional roots of Celtic mythology to the modern-day innovations of contemporary Irish playwrights, students will explore the evolution of Irish drama and its impact on

the world stage. Iconic works by playwrights such as J.M. Synge, Oscar Wilde, Sean O’Casey, Samuel Beckett, and Marina Carr – amongst others — will inform our understanding of identity, gender, religion, politics, and social change in Ireland. It is important to note that this course will primarily engage with identity in regards to a colonial context as Irish writers sought to define “Irishness” against British colonial rule. At question, then, are the ways one wrestles with the legacy of colonization, expresses a sense of self, and explores or resists being othered. Along the way, students will discover the unique blend of wit, lyricism, and melancholy that seem to suffuse Irish storytelling. They will also have a chance to engage with the founding and history of the Abbey Theatre, one of the first national theaters of Europe. This course will not just appeal to those who enjoy theatre or Ireland, but those who are simply curious about the power of storytelling in grappling with a sense of identity. (CBL)

Eng: *Jane Eyre* (Term long)

It has been said that *Jane Eyre* is the first, true romance novel written in the English language, and all the “harlequin romances” that have followed in the 175 years since its publication are copies of the paradigm that Charlotte Bronte created. Unlike most English “*Buildungsromans*”, with the focus on the development of a youthful male hero (think Pip from Dickens’ *Great Expectations*), this tale is a first person narrative from a female perspective. We will look closely at Jane, her growth as a woman, and her tenuous position as an outsider at various times in her life. For summer reading, a recommended text will be *Wide Sargasso Sea*, a 1966 *Jane Eyre* prequel of sorts that focuses on an important character, Bertha Mason, from Bronte’s novel. (CBL)

Eng: Literature of New England (Term long)

New Englanders are conventionally known for expressive reticence. Despite that fact, New England has a rich literary tradition. This course will take a broad look at that history, examining authors from, or works set in, New England. The aim is to dabble in as many genres of literature as possible. From novels to poems, drama to nonfiction, expect a diverse array of short reading assignments in this course. The ultimate goal will be to pin down what, if anything, defines New Englanders and how that is seen through their literature. (CBL)

Eng: Literature of the Wilderness (Term long)

The Great Books chronicle prophets and seers journeying into the deserts or climbing atop mountains to behold their visions and receive their divine messages. Henry David Thoreau escaped to the woods at Walden Pond to live deliberately. Max sailed around the world in “Where the Wild Things Are” to calm his mind, in order to return home a changed boy. In fiction and in real life, humans have been doing this for ages -- retreating into the wilderness, venturing into wild landscapes away from the hustle and bustle of the human world, to find peace, truth, adventure, beauty, but mostly to find ourselves. This course will examine literature written about the wild places of the American landscape and, more broadly, explore the significance of the wilderness to the human imagination and spirit. We will read a variety of personal narratives, poetry, and pieces of non-fiction written about these wilderness landscapes, and we will also read works of fiction that are set in the wild. Though a variety of voices and works will inform this class, Robin Wall Kimmerer's book, *Braiding Sweetgrass*, will serve as a key text. This class will frequently venture outside. (Traditional)

Eng: Lost Boys (Term long)

Using *The Lord of the Flies*, William Golding's novel about British schoolboys trapped on a deserted island, as a jumping off point, this course will focus on the often misguided wanderings of young men. We will try to figure out why audiences seem perpetually captivated by the unsettling period of adolescence and how that time is often presented to us as both charming and repulsive at the same time. Extending from a couple works of classic literature, we'll also think about contemporary portrayals of adolescence in popular culture and try to decide why such an awkward period in people's lives continues to have an enduring appeal. (CBL)

Eng: Magical Realism (Term long)

This class explores the line between fantasy and reality, in narrative texts from three continents. We'll navigate the modern fable, contemporary fairy tale, and magical realism, where the familiar meets the inexplicable in mythic or dreamlike occurrences. These texts often incorporate allegory, metafiction, and techniques from postmodernist or postcolonial discourse. Through stories and novels from diverse regions, we'll examine the contexts, boundaries, definitions, and manifestations of fabulist writing, including magical realism. (CBL)

Eng: Misfits in Literature (Term long)

What does it mean to "fit in"? Can a person who does not – or refuses to – fit into society or follow the "norm" be heroic in some way? In *Misfits in Literature*, students explore stories of the rebels, original thinkers, outliers, and other protagonists who, for various reasons, are at odds with their environments in some way. Beyond reading stories of the literary misfits in fiction, students may also study works by writers and poets who themselves were or are "misfits" for various reasons. The course will be reading and writing-intensive, with students writing in a variety of genres, including creative nonfiction, critical analysis, and more. (Traditional)

Eng: Playwriting (Term long)

Playwriting is designed to identify, investigate, and use the tools needed to craft a stage worthy play. Through a series of reading and writing assignments based on Aristotle's six elements of drama, each student will explore action, character, idea, language, music, and spectacle. Reading assignments will include plays from a variety of successful playwrights. In addition to weekly writing assignments, each student will be responsible for writing a one-act play at the conclusion of the term. *This course may count toward the fulfillment of either a student's English or art graduation requirement.* (CBL)

Eng: Russian Literature (Term long)

Russian Literature this term will focus on Alexander Pushkin's novel in prose, *Eugene Onegin*. If you liked *The Great Gatsby* sophomore year, this class is for you. One might consider Fitzgerald's *Gatsby* to be the "Great American Novel," and also one could suggest that *Eugene Onegin* is the Russian equivalent. Written entirely in Pushkin sonnets (almost 400 of them!), this novel traces a young man and his pursuit of both personal happiness and the woman he previously had spurned, Tatyana. We will investigate the sonnet as a form and look closely at Pushkin's unique choice for the telling of this story. Creatively we will take a short passage from *The Great Gatsby* and try our hand and retelling this passage in a Pushkin sonnet. (CBL)

Eng: Satire (Term long)

Embark on a thought-provoking and humorous journey through the world of satire in this course, spanning from classical masterpieces to contemporary gems. Delve into the intricacies of Menippean, Juvenalian, and Horatian satire, dissecting poetry, prose, drama, media, and comedy.

Students will learn literary techniques intertwined with social, political, and aesthetic contexts, allowing them to engage in immersive close readings, and unravel the nuances of understatement, hyperbole, irony, metaphor, and tone. This course is sure to sharpen your critical vocabulary and rhetoric. (CBL)

Eng: Short Fiction (Term long)

Often shunned by many readers, the short story has everything that the longer novel does: setting, character development, and a problem(s). In this elective, we will closely examine a new piece of short fiction each class from authors like Junot Diaz, Jamaica Kincaid, Ernest Hemingway, Anzia Yezierska, John Updike, and others. These writers provide myriad opportunities for thorough literary analysis, and students will hone their analytical writing skills with in-class essays on topics like setting in Jack London's "The Law of Life", male-female relationships in John Steinbeck's "The Chrysanthemums", and class difference in Katherine Mansfield's "The Garden Party"). With a new story each day, students will quickly need to become better, more thorough readers and thinkers as there is no acclimation period for a short story like there would be with a 300 page novel. The Signature Assessment will ask students to craft a creative piece based on one line from a story and a close analysis piece. (CBL)

Eng: The Works of Octavia Butler: Science Fiction Pioneer (Term long)

This course is anchored by what is likely Butler's best-known novel, the 1979 time travel narrative, *Kindred*, in which the protagonist moves between 20th century Los Angeles and the antebellum South. Butler was awarded a MacArthur "Genius" Fellowship in 1995 and was the first science fiction writer to ever garner this prestigious award. She was also the first African American woman to win widespread recognition for science fiction writing. In addition to *Kindred*, students will read several Butler short stories. This course is ideal for students interested in this genre and who are going to engage deeply in the themes Butler highlights, such as social justice, and feminism. Throughout the course, students will be encouraged to develop critical reading, writing, and discussion skills. (CBL)

Eng: True Crime Writing: An Exploration of Truman Capote's *In Cold Blood* (Term long)

This course will delve into the fascinating and often unsettling world of true crime writing, with the central text being Truman Capote's *In Cold Blood*. The book, published in 1966, is a seminal work of true crime literature and a masterpiece of narrative journalism. The book, a 'nonfiction novel,' tells the story of the brutal murder of the Clutter family in rural Kansas in 1959 and the subsequent investigation and trial of their killers. In addition to our primary text, we will engage in short-form true crime articles (and likely podcasts, too!). This course is ideal for students interested in literature, journalism, history, and criminology. (CBL)

Eng: Water for Elephants: Historical Fiction of the 1930s (Term long)

Sarah Gruen's 2006 best-selling novel (subsequently turned into both a Hollywood movie and a Broadway musical), is a classic page-turner romance adventure in which the tale is told through the memories of a nonagenarian who left his Ivy League college and found himself in the company of a 1930's era traveling circus. Dealing with themes of compassion, cruelty, love, sacrifice, and resilience, the story encourages readers to see life through the eyes of the many characters (and animals) in the Benzini Brothers Most Spectacular Show on Earth. It is purported that the novel has many parallels

to the biblical story of Jacob from The Book of Genesis and, therefore, students will engage in that narrative as well as other articles and short stories that will help frame this compelling novel. Students can expect to read closely in preparation for classroom discussions while also honing writing skills in the form of discussion posts, comparative analysis papers, and in preparation for classroom presentations. (CBL)

Eng: Writing Fiction (Term long)

American flash fiction master Lydia Davis begins her short story — “The Center of the Story” — this way: “A woman has written yet another story that is not interesting, though it has a hurricane in it, and a hurricane usually promises to be interesting.” In this course, we will closely examine a wide selection of (mainly) contemporary short stories and try to find what makes them interesting, urgent, and relevant to society. In addition, students will write original stories (from suggested prompts) that we will discuss in an open workshop format in class. They will be required to submit a revised manuscript of their stories (based on the suggestions of their peers and me) for the final project and to participate in a public reading. (CBL)

Eng: Writing Poetry (Term long)

In 1862, Emily Dickinson wrote to the author, literary critic, abolitionist, and minister Thomas Wentworth Higginson to ask him, "Are you too deeply occupied to say if my Verse is alive?" In this course, we will explore poetry through a survey of (some of) the various forms it can take. Every week, students will read, reflect upon, and discuss poems selected by the instructor. In addition, they will each draft a minimum of one new poem per week and present it to the class in an open, workshop setting. Revision--based on feedback both from instructors and peers--will play an important part in preparing end-of-term portfolios. Students may also be required to participate in a public reading. (CBL)

Humanities I: English (Year long)

Third-form writers hone their narrative-writing skills and by the end of the year are exploring the fundamentals of essay writing. Working first on sentence- and paragraph- level writing skills, students end the year by writing one- to three-page essays. Throughout the third form year, students explore the question, "How do I disturb the universe?" In tackling this question, students examine closely issues surrounding identity, race, gender, and social class. As they explore others' voices through short stories, essays, poetry, plays, and novels, students strive to acquire fundamental writing, close-reading, and oral skills. The focus of written work is the development of exposition, observation, and description skills. Students discover and develop their respective voices through continuous narrative and expository writing assignments. Critical-reading skills are stressed daily. The concrete elements of writing, from word to phrase to clause to sentence to paragraph to completed work—whether taking the form of a three-part critical essay, a descriptive passage, an emulation, a journal entry, a story, or a poem—receive consistent attention. Grammar and vocabulary are also staples of the third-form curriculum. Texts may include Jesymn Ward's *Salvage the Bones*, Marjane Sartrapi's *Persepolis* as well as a collection of short stories and essays chosen by faculty. (CBL)

Humanities II: English (Year long)

Pomfret School's Humanities II: English course offers a student-centered American studies curriculum that fosters a love of reading through close analysis and critical thinking. Students will continue to develop the skills needed to communicate effectively in various writing forms and in public speaking. Our curriculum seeks to uncover social issues that impact students' everyday lives. As we move into an increasingly diverse community, our curriculum makes connections to

contemporary works and issues, particularly as they relate to diverse perspectives, with mainstream texts. Additionally, other genres will complement the written texts, including but not limited to film, social media, graphic novels, television shows, podcasts, and works of visual and performing art. Working in tandem with Humanities II: American Studies, students will uncover issues surrounding civil rights and identity in coming of age stories, consider voices from marginalized groups, and understand the role of the media past and present in describing the culture and compass of the United States. Ultimately, Humanities II: English seeks to prepare students as engaging citizens in an interconnected society. (CBL)

External Programs

(Not required but opportunities for exploration)

With prior approval from the Dean of Academics, students may participate in academic programs away from Pomfret School's campus during the academic year for a term or more, or during school breaks. Academic work completed successfully will be reviewed by the Academic Office and if approved, a transcript provided by the external program will be included with the student's Pomfret School transcript to document their academic work outside of Pomfret School.

[The Mountain School Semester in Vermont](#)

[The Island School](#) Eleuthera, The Bahamas

[High Mountain Institute](#) CO

Pomfret School Summer Experiential Travel Courses

The following courses are led by Pomfret faculty members and will appear on the School transcript. Financial aid is available.

[Destino Salamanca | Spain](#)

Dates: June 15 – July 29, 2024 (Depart US 6/15, arrive in Spain 6/16)

Cost: Approximately \$4,000 (exclusive of airfare)

Course Credit: 1 World Languages Credit Certificate Pursuit: Global Citizenship & Awareness

Destino Salamanca is a two-week intensive language program that offers Pomfret students a total immersion experience with four hours of daily language instruction, home stays with Spanish families, daily cultural activities, and weekend trips to Segovia and Madrid.

[Rooted in Place | Vermont](#)

Dates: August 23 - September 1, 2024 Cost: \$2,400

Course Credit: 1 Wellbeing Credit Certificate Pursuit: Sustainability

Vermont is a place of deep connection to the rhythms of the natural world, a place of close communities living close to the land. And Vermont asks those who visit it to think more deeply and with greater inspiration about the possibilities that exist for living well in the midst of today's challenges. In this wild, remote landscape, students will have opportunities to deepen their connections to the land, to the people they meet, to one another, and to themselves.

Marine Ecology and Climate Change | Hurricane Island, Maine

Dates: August 23 - September 1, 2024

Cost: \$1,495

Course Credit: 1 Science Credit

Certificate Pursuit: STEM or Sustainability

Studying the smallest of systems can unearth the largest of ecological principles. In this wet and hands-on exploration of marine ecosystems and climate change, join resident researchers at Hurricane Island to explore the changing ecology of the Maine coast and consider the evidence and implications of climate change.

Wild Galápagos - Ecuador

Dates: May 30 – June 10, 2024

Cost: \$4,900 (exclusive of airfare, estimated at \$600)

Course Credit: 1 Science Credit

Certificate Pursuit: STEM, Sustainability, Global Awareness and Citizenship, or Character and Leadership

From small communities of the Andean cloud forest to the world famous Galápagos Islands, this program is the perfect combination of Ecuadorian culture, tradition, and nature. This course is filled with experiences unequaled anywhere else on the planet that you'll be sure to remember fondly forever.

History and Social Sciences

The requirements for History and Social Sciences are as follows:

History and Social Sciences: Three years, including Humanities I: Global Studies, Humanities II: American Studies, and the equivalent of one full year of history or social sciences (three terms) during the junior or senior year.

Pomfret is proud that its History and Social Sciences Department offers a relevant, diverse, and challenging curriculum. The department's program requires students to take Humanities I: Global Studies and Humanities II: American Studies as graduation requirements, but there are numerous electives that allow students to gain a richer understanding of the stories and perspectives that shaped, and continue to shape, our world. In addition to a full spectrum of traditional histories, students can explore such fields as economics, government, psychology, and religion. Our elective series enable students to undertake in-depth studies of U.S. and ethnic histories, current events, and important global issues. The History and Social Sciences Department faculty prides itself on building students' critical thinking, research, and writing skills and creating courses that fuse our historical passions and expertise with student interest. The History and Social Sciences Department offers numerous advanced courses that students may take upon application and approval.

Courses listed in alphabetical order:

ADV African American Studies (Year long)

“Black” history is American history. In Advanced African American Studies, we will examine the history of race relations in the United States. The ideas of race, ethnicity, and culture are complex, ambiguous, and ever-changing. We will explore how the Americas have historically defined and redefined “race”, focusing on how evolving ideas have effectively shaped American laws, institutions, belief systems, and defined the experiences of African Americans and other ethnic groups. The course will take an interdisciplinary, thematic approach and topics will include class, color, civil disobedience, legislation, the dynamics of reform, and contemporary black nationalism. This class is a yearlong honors-level history course, open to juniors and seniors, which provides an introduction to African American history. ([Traditional](#))

ADV American Studies: Criminal Justice (Year long)

This is an Experiential Education Course with a Travel Component during Project: Pomfret

- ❖ *There is a separate [application](#) and additional course fee for all Experiential Education Courses*
- ❖ *Financial Aid is potentially available for all students*

For many Americans, the main interaction with the criminal justice system is through television; *Cops*, *Law & Order*, *The Wire*, and *Orange is the New Black* are just a few of the dozens of shows that dramatize the criminal justice system. However, for too many people, particularly those who are poor, immigrants, or BIPOC, the criminal justice system plays an outsize role in their lives in ways that are often overlooked by the dramas we watch on our small screens.

The purpose of this course is to introduce Pomfret students to the five main elements of the criminal justice system: the law, the police, the courthouse, incarceration, and the process of reentry into society. Beyond simply learning about the system, this course will be grounded in experiential,

hands-on learning. We will meet with Pomfret alums and local officials involved in the legal system; we will complete Case Studies about wrongly convicted citizens; we will volunteer our time and energy to work with local non-profits; we will take a variety of field trips, both to local courthouses, and to Montgomery, AL to visit the *The National Memorial for Peace and Justice* and the *Legacy Museum* during Project: Pomfret. The end goal of this course is to empower each student to find his/her own voice to push for real-world reforms to help create a more fair, equitable system for all.

(Traditional)

ADV Psychology (Year long)

The Advanced Psychology course introduces students to the scientific examination of the causes and intricacies of human behavior. Students will learn how psychological research is conducted and the ethical standards applied to such research. Human behavior will be examined through the biological, cognitive and social lenses. The evolution of psychological perspectives will lay the groundwork for in-depth examinations of the psychology of development, learning and memory, personality, motivation, human relationships, health and abnormal behaviors. Students will apply the principles of psychological research by designing and conducting their own experiments. Emphasis will be placed on the development of skills used to understand and execute psychological research, including reading psychological research and experiments, identifying and replicating research methodologies and applying psychological patterns and phenomenon to data analysis. *Cross-listed with Wellbeing. This course is open to SENIORS ONLY by departmental approval.* (Traditional)

ADV Topics in American Studies (Year long)

This is a survey of U.S. History from the eve of the American Revolution to the present day, focusing on the political, social, economic, diplomatic, and cultural trends that have existed over the past three centuries. While the principal focus of the course will be on the birth, development, and growth of the United States, we will also look at the interaction between the United States and the world. Through the extensive study of primary sources (speeches, documents, Supreme Court decisions, political cartoons, paintings, photographs, advertisements, songs, newspaper articles, etc.), as well as a thorough and varied historiography (textbook and secondary sources), each member of the class will become a historian who develops his or her own original ideas and arguments about the past. Assessments in this course cultivate discussion, public speaking, research and time management more than they cultivate memorization and recitation of facts. Perspective-taking and healthy discourse are the pillars of this fast-paced Advanced U.S. History class. Furthermore, and perhaps most significantly, through an analysis of the past, we will become more informed citizens and begin to develop a clearer understanding of the world we live in today. (CBL)

ADV Topics in Global Studies (Year long)

This course takes a thematic approach to analyze important points in world history throughout Asia, Africa, the Middle East, Europe, and the Americas. The fall term emphasizes features of early civilizations. The winter term explores the clashing of civilizations. The spring term explores the scrambling of civilizations in a globalized world. Students evaluate what features of civilization have been most influential in shaping modern governments, cultures, economies, and societies around the world. The course focuses on developing higher-level thinking, reading and writing skills as the main assessments are research papers, presentations, and discussions. (CBL)

ADV US Government & Politics (Year long)

This course teaches students to understand and critically analyze the important concepts in United States politics through the in-depth study of American government, its foundations, and contemporary discourse. Students will survey the history of the U.S. government and its branches in the first term. The focus of the winter term will be on the courts and the landmark Supreme Court cases that have changed the landscape of America over time. The spring term will center around campaigns and elections. Through exposure to a diverse array of primary and secondary sources, in addition to continuous examining of current events, students will gain a deep understanding of the historic and modern American political system. *This course is open to juniors and seniors.* (Traditional)

Asian American History (Term long)

As Chinese-Cuban historian Diego Javier Luis has pointed out, “There were Asians in the Americas before the founding of Jamestown.” Indeed, the Asian American timeline runs deep, stretching centuries before the California Gold Rush of the mid-1800s. This course challenges students to reroute and reperiodize the standard Asian immigration story by exploring the staggering diversity of communities encapsulated within the social formation “Asian American.” Students will begin by examining the little-known history of the transpacific slave trade that carried free and enslaved South Asians to the port of Acapulco in the 16th century. We will compare this early Asian presence in America to subsequent waves of immigration, driven by push-pull factors of war, natural disaster, economic opportunity, education, and many other forces. Particular attention will be paid to U.S. colonial and military occupations in Asia, which created new categories of Asian Americans: military brides, Amerasians, colonial subjects, and refugees. Students also will engage with contemporary issues and debates involving Asian American and Pacific Islander communities, including Covid-19 racism, human trafficking, healthcare disparities, language barriers, and the bamboo ceiling. *Asian American History is open to all juniors and seniors.* (CBL)

Bigger Than Ourselves (Year long)

In this yearlong experiential learning course students get involved in solving real-world problems that focuses on food insecurity in America: understanding the complexities of the problem and educating our school community on these issues.

The curriculum covers aspects of food insecurity in America, including the history and policy creation of federal and state food insecurity programs. Working in partnership with a local social service agency to deliver nutritious, kid-friendly meals from our own on-campus food pantry, students are learning about food access and affordability, while simultaneously educating the larger school community about these issues. Throughout the course, they are expected to pose questions, solve problems and assume responsibility for the program to be successful. *Cross-listed with Wellbeing and open to juniors and seniors.* (Traditional)

Building & Spending Wealth in America's Gilded Age (Term long)

This elective will examine political, economic, and cultural developments in the United States from approximately 1873 to 1920. The Gilded Age (1873-1900) and Progressive Era (1890s-1920) witnessed the rise of the United States as an industrial and world power. We will explore the reasons for and consequences of America’s rapid economic growth (paying particular attention to railroads, the factory system, mining, labor unions, and the evolution of the finance sector), increased immigration, and urbanization. We will read examples of primary and secondary literature, including case studies, newspaper articles, and essays, and we will study the roles of magnates including J.P.

Morgan, Andrew Carnegie, and J.D. Rockefeller in influencing American banking and heavy industry. (CBL)

Caribbean Studies (Term long)

In this elective course, we will explore the diverse histories, cultures, and forms of thinking of Caribbean societies. We will begin with a study of the geographical and sociocultural aspects of the Caribbean and an overview of its history. We will examine contact between European colonial powers and indigenous peoples, Africans, and Asians within the contexts of colonialism and slavery. We will then strive to understand the modern Caribbean through different topics, such as globalization and inequality; migration and diaspora; the legacies of slavery and colonialism; race and racism; and tourism. We'll also explore various artistic, intellectual, and religious traditions, including the music styles of calypso, kadans, soca, reggae, and salsa, as well as literature, film, social movements, and contemporary politics. (CBL)

Comparative Religions I (Term long)

Abrahamic Monotheism (Judaism, Christianity, and Islam)

In this term long course we will explore various aspects of the Abrahamic monotheistic religious faiths: Judaism, Christianity, and Islam. Religion is a fundamental aspect of human existence nearly as old as humanity itself. Today, roughly 85% of the world's population identifies with a religious group of some kind, with roughly 55% identifying with one of the Abrahamic faiths. Far from existing solely in the realm of private belief, religion has had an incredible impact on the development of human culture including influence on the development of rituals/traditions, holidays, art, music, literature, architecture, ethics, law, government, and more. The development of Western civilization specifically has been inextricably influenced by the Abrahamic monotheistic faiths. Throughout the term we will pursue an overview of each of the three Abrahamic faiths in themselves, explore the impact each has had on world culture, and compare/contrast various elements between them. The aim of this course is to come to a fuller understanding of the motivating belief system of a large percentage of the world's population, understand the way these religious traditions have impacted the world, and gain skills necessary to navigate conversations around belief and faith. (Traditional)

Comparative Religions II (Term long)

Eastern Spirituality

In this course we will examine various belief systems held by people throughout the world and how they relate to one another. The focus of the winter term will be exploring Eastern religion and spirituality. This course focuses on a broad array of skills through the examination and contemplation of various beliefs, practices, primary texts and histories of different forms of religion and spirituality. Through their consideration of these various elements, students will investigate the nature of religious belief and how to thoughtfully consider similarities and differences between faiths. Ultimately, students will gain a more nuanced understanding of the nature of religious belief and practice as it manifests in various contemporary settings. *No prerequisites; open to all juniors and seniors.* (Traditional)

Comparative Religions III (Term long)

Folk Religion & New Religious Movements

In this course we will examine various belief systems held by people throughout the world and how they relate to one another. The focus of the spring term will be exploring tribal and folk religious traditions along with new religious movements. This course focuses on a broad array of skills through the examination and contemplation of beliefs, practices, primary texts and histories of different forms of religion and spirituality. Through their consideration of these elements, students will investigate the nature of religious belief and how to thoughtfully consider similarities and differences between faiths. Ultimately, students will gain a more nuanced understanding of the nature of religious belief and practice as it manifests in various historical and contemporary settings. (Traditional)

Economics Series:

Microeconomics (Term long)

Build on to this course as well as the Macroeconomics elective will be: What is growth and how is it measured? Students will be asked to consider their own personal values as a consumer, as well as those behind the businesses they purchase goods and services from. Discussion and structured debates will be the primary format for this class. *Cross-listed with Math. This course is open to juniors and seniors or by departmental approval.* (Traditional)

Macroeconomics (Term long)

In this course, students will begin exploring how a nation's income is measured, carefully analyze Gross Domestic Product and debate whether it's an outdated measurement for growth. Next, a look into costs of living will segway into inflation and its relationship with unemployment. Understanding measurements for savings and investment will guide students into a look at the basic tools of finance. Open-economy concepts of trade balance, exchange rate, and aggregate supply/demand will broaden the lens of the class and initiate a look into developing nations and their economies. Lastly, students will play a stock game that will allow them to buy and short sell stocks on an on-line platform, tracking their portfolio over the course of the term. Short writing assignments, quizzes, and tests will be the primary forms of assessment in this class. *Cross-listed with Math. This course is open to juniors and seniors or by departmental approval.* (Traditional)

Economics and Entrepreneurship (Term long)

In this course, students will learn about starting and managing a small business. Readings, viewings of the show "Shark Tank," and class discussion will guide our learning. Students will complete numerous "practice pitches" where they have a short window of time to pitch an idea to an audience of stakeholders while also considering a variety of marketing strategies. Inquiries into local businesses and learning from successful Pomfret alumni will be interspersed throughout the course. By the end of the term, students will develop their own ideas for a business and write a detailed business plan. *Cross-listed with Math. This course is open to juniors and seniors or by departmental approval.* (Traditional)

Europe in the Interwar Years (1918-1938) (Term long)

We will explore what are perhaps the two most tumultuous decades in European political and

cultural history—the period after World War I and before World War II. We will examine how the first world war contributed to the second, focusing on the consequences of the Treaty of Versailles for Germany, France, and the United Kingdom. We will also learn about the economic collapse of Weimar, the so-called “Weimar Decadence”, the “Golden Era” of Gustav Stresemann, Hitler’s rise to and consolidation of power, the organization of the Nazi state. We will study the reasons for Mussolini’s rise to power in Italy, and the rapid political developments in Spain leading to the Spanish Civil War in 1936. Throughout the course, we will analyze political cartoons, paintings, literature, and music from the era that will help us to better understand the cultural climate of the interwar years in Europe. (Traditional)

History of Dance & Music in American Culture (Term long)

This Fine Arts/History elective explores the ways that dance and music performance are inextricably linked to and within the development of American pop culture. Through readings, movement, watching, listening and discussion, students trace the evolution of American popular dance and music, delving into its many multicultural influences, from post-Civil War Reconstruction to the present day. Through this work, students explore how creating and consuming performance art throughout our modern history has functioned as a holistic expression of the constantly-evolving American identity. Students are assessed on citizenship and engagement, creativity, analytical skills and positive contributions to the class environment. *Cross-listed with Arts.* (CBL)

HON Global & Sustainable Development (Year long)

This is an Experiential Education Course with a Travel Component during Project: Pomfret

- ❖ *There is a separate [application](#) and additional course fee for all Experiential Education Courses*
- ❖ *Financial Aid is potentially available for all students*

This yearlong course provides an in-depth look at the interdisciplinary field of sustainable development, utilizing historical and recent developments in the social, political, and physical sciences. The course addresses the fundamental question: how can different countries, communities, and individuals develop in ways that are socially just and environmentally sustainable? The course looks at the complex relationships between governments, economies, societies, and the Earth's physical environment. The fall term examines the reasons societies succeed and fail, while comparing and contrasting different countries' approaches to development. This study carries over into Project: Pomfret and our class trip to Central America, where we will study energy, conservation, agriculture, and urbanization in this developing Latin American country. The winter term focuses on consolidating and applying what we learned in Central America to our lives at Pomfret, while actively comparing the strategies we saw "in action" with sustainable development goals being pursued in specific countries. The spring term shifts our focus to commodities, such as bananas, coffee, and wood, and what these goods and their supply chains teach us about the triumphs and challenges of sustainable development. By enrolling in this course students will gain an understanding of the challenges and solutions to achieving sustainable development now and in the future. *This course is open to sophomores and juniors, is to be taken alongside Humanities II: American Studies, and by departmental approval only. Cross-listed with Science.* (CBL)

Humanities I: Global Studies (yearlong)

Designed to dovetail with the first-year English curriculum, this foundational history course takes students on a journey around the globe and introduces them to a wide range of topics, from European colonization of the Americas and Africa to the Iranian Revolution to the history of modern China. As students survey diverse cultures, religions, and political systems, they gain deeper insight into their own “place identities” and learn to become more engaged and empathetic citizens. Academic skills, such as written and oral communication, critical thinking, collaboration, and research, are a major focus of this yearlong course. Required of all ninth graders, Humanities I is part of a two-year Humanities sequence designed to prepare students for Pomfret’s rigorous upper-level history and social sciences electives. (CBL)

Humanities II: American Studies (Year long)

In this course we will examine ‘we the people’ in United States History and how this group has expanded and contracted over time. The focus of the fall term will be exploring American identity. The focus of the winter term will be exploring marginalized groups within America. The focus of the spring term will be America's role in the world. This course focuses on a broad array of skills, while paying particular attention to critical analysis, oral and written communication, research and writing, collaborative work, and understanding self and others. Students examine different themes through the study of pivotal events in United States history. Through their consideration of power, citizenship, identity, and culture, students will investigate the evolution of the United States of America and what it means to be an informed and engaged citizen. Ultimately, students will gain a more nuanced understanding of the reality of the American identity. This is a required course for sophomores and satisfies the graduation requirement for United States History. (CBL)

Native American Studies I: Indigenous Continent (Term long)

This one-term elective takes students on an interdisciplinary journey in search of America’s true origin story. Here’s a story you may have heard: *There once was an explorer who traveled across the ocean and stumbled upon a New World. In an age of exploration, this intrepid voyager linked hemispheres and ushered in waves of migration across the land we now call the Americas.* Perhaps, like many, you associate this story with Columbus in 1492. But if we shift our frame from the Atlantic to the Pacific, from centuries to millennia ago, then this story should be called the indigenous discovery of America. In this counternarrative to the Columbus, Jamestown, and Plymouth origin stories, the unnamed explorer is a prehistoric boater navigating the Pacific coastline from northeastern Asia down to South America. Waves of migration will follow, and the pioneering descendants of the first seafarers will dominate the American continent for centuries prior to European contact. In this course, students will critically analyze these and other American origin stories. We will examine archeological evidence, historical studies, and oral traditions in an effort to plot the America story along an indigenous timeline. Our exploration will span thousands of years, beginning with the peopling of the continent and stretching all the way to the European colonization of the Americas. This course is offered as part of an elective series with Native American Studies II: Revolution to Red Power. However, each term is designed to stand alone and students may choose to take one or both electives. *No prerequisites; open to all juniors and seniors.* (CBL)

Native American Studies II: Revolution to Red Power (Term long)

This one-term elective explores American Indian history from the Revolutionary War to the Red Power Movement. Our structuring question for the term will be: What is the relationship between Indian nations and the United States? Using frameworks of settler colonialism and racial capitalism, we will examine Native dispossession and cultural loss as well as tribes’ strategic adaptation and

resistance to U.S. encroachment. Particular attention will be paid to the unique *legal* relationship between tribes and the U.S. federal government. How did this relationship develop? How has it affected Indian people over time? In attempting to answer these questions, students will reframe the concepts of “rights” and “citizenship” in relation to tribal sovereignty, Indian child welfare, linguistic and cultural preservation, and other indigenous issues. *No prerequisites; open to all juniors and seniors.* (CBL)

Substance Use in U.S. History (Term long)

This course will explore the history of drug use, abuse, and policy across cultures and throughout eras, with a special focus on the United States in the modern era (1900-present). We will study the pharmaceutical industry, legal scheduling of drugs, and multiple prohibitions throughout the years. We will read primary documents, news articles, analyze political cartoons, and watch excerpts of relevant documentaries and films to better understand the impact of mind-altering substances on societies and individuals and how they have responded to the challenges presented by them.

(Traditional)

The American Presidency (Term long)

This course will begin with an introduction to American civics as an entrypoint to further explore the various roles and responsibilities of the office of the president. The course will include an introduction to each of the country's presidents, including the general historical context of their time in office. This course will also investigate current events, asking students to consider media literacy as a critical skill for development while also reading a text that brings humanity to the office of the president and those who have held it. *This course is open to juniors and seniors with priority given to seniors.*

(Traditional)

Topics in American Government (Term long)

Workshop studying significant problems in contemporary U.S. politics and policy. Over the course of the term, students will identify political issues facing the United States at the Federal, State and Local levels of government. Particular focus will be paid to the role of Congress and the President at the national level and the current issues facing the Connecticut General Assembly. Students are expected to attend a weekly workshop and complete weekly assignments. *This course is only offered for seniors.* (Traditional)

U.S. Government: Elections and Campaigns (Term long)

This course examines what it takes to effectively campaign for, and win, a democratic election. Students will study the United States democratic process and develop an understanding of different campaign strategies and their impact on the outcomes of elections. Through a critical analysis of historical case studies and current events, students will develop a firm understanding of what it means to be elected “by and for the people.” Throughout the term students will hold town halls and debates to raise awareness about current issues in America, and the term will culminate with students participating in a hands-on project including working on a political campaign of their choosing, or engaging in non-partisan “get out the vote initiatives” in the greater community. *This course is open to juniors and seniors with priority given to seniors.* (Traditional)

Examples of Independent Study

Student driven work often in 5th or 6th Form Years

IS: Admissions and Social Media	IS: Film Production
IS: Admissions: Communication and Strategic Assessment	IS: Health & Wellness-Mental Health Study
IS: ADV 3D Design Thinking	IS: Intro to Arabic Language & Culture I
IS: American Gov & Policy Development	IS: Photo-Sustained Concentration Portfolio I
IS Leadership in Sports	IS: Private Instruction-Ukulele
IS Organic Chemistry	IS: Russian
IS: Athletic Training & Recovery	IS: Teaching & Exploring Global Politics
IS: Comm. Design & Exploration via Vinyl Printer Cutter	IS: Music Theory

Mathematics

The requirements for Mathematics are as follows:

Mathematics: Three years through Integrated Math III/Algebra II and through the junior year.

Courses listed in alphabetical order

ADV Calculus I (Year long)

This course will include limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas and volumes of revolution.

Prerequisite: Honors Pre-calculus or its equivalent with approval by the Mathematics Department. (Traditional)

ADV Calculus II (Year long)

This second year Advanced Calculus course will include differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals. *Prerequisite:* Advanced Calculus I or its equivalent with approval by the Mathematics Department. (Traditional)

ADV Calculus III (Term long)

Advanced Calculus III covers topics in Differential Equations and Vector Calculus. Other topics might include Integration in Double and Triple Integrals. The course is designed to be a continuation of those topics covered from Advanced Calculus II. Prerequisite: Advanced Calculus II or with approval by the Mathematics Department. (Traditional)

ADV Calculus IV (Term long)

Calc 4 is a one term course which will focus on some advanced topics in Differential Equations and in Multivariable Calculus. In particular, Laplace transforms will be explored along with their use in solving differential equations. Power series solutions will be explored. Other topics might include, Green's Theorem, Stokes's Theorem, the Divergence Theorem and Surface Integrals. *Departmental approval required.* (Traditional)

ADV Pre-calculus (Year long)

This fast-paced course provides students with an in-depth investigation of linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. The pace and rigor of this course allows for a greater breadth and depth analysis of the material. Additional topics include vectors, parametric equations, polar coordinate system, and limits. This course provides the analytical foundation and framework for Advanced Calculus. Prerequisites: High achievement in Algebra II Honors or its equivalent. (CBL)

ADV Statistics (Year long)

This course is equivalent to an introductory, non-calculus based college course in statistics. Since statistics is a key element of many courses of study in college, any student interested in psychology, sociology, humanities, business, economics, biology/life sciences, medicine, mathematics/statistics, engineering, etc. would benefit from this course. The purpose of the advanced course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploratory analysis, planning a study, probability, and statistical inference. Students must have their own graphing calculator, which has a full menu of statistical functions. Science, engineering, business, and mathematics majors usually take an upper division calculus based course in statistics, for which the Advanced Statistics course will be an effective preparation. *Prerequisites: Integrated Mathematics III, strong mathematical background, and permission from the instructor.* (Traditional)

Calculus I (Year long)

This is an introductory course to First Year College Calculus. Topics covered: review of functions, limits, continuity, rates of change of function and the derivative, and integration. *Prerequisite: Pre-calculus or its equivalent with approval by the Mathematics Department.* (CBL)

Economics Series:**Microeconomics (Term long)**

Building off ten key principles of economics (Principle # 4: People respond to incentives), students will delve into the market forces of supply and demand, elasticity, government intervention, and study a variety of market models from competitive to monopolistic. The course will also ask students to critically explore: costs of production, equilibrium in the labor market, earnings and discrimination, and income inequality. A big fundamental question to this course as well as the Macroeconomics elective will be: What is growth and how is it measured? Students will be asked to consider their own personal values as a consumer, as well as those behind the businesses they purchase goods and services from. Discussion and structured debates will be the primary format for this class. *Cross-listed with History. This course is open to juniors and seniors or by departmental approval.* (Traditional)

Macroeconomics (Term long)

In this course, students will begin exploring how a nation's income is measured, carefully analyze Gross Domestic Product and debate whether it's an outdated measurement for growth. Next, a look into costs of living will segway into inflation and its relationship with unemployment. Understanding measurements for savings and investment will guide students into a look at the basic tools of finance. Open-economy concepts of trade balance, exchange rate, and aggregate supply/demand will broaden the lens of the class and initiate a look into developing nations and their economies. Lastly, students will play a stock game that will allow them to buy and short sell stocks on an on-line platform, tracking their portfolio over the course of the term. Short writing assignments, quizzes, and tests will be the primary forms of assessment in this class. *Cross-listed with History. This course is open to juniors and seniors or by departmental approval.* (Traditional)

Economics and Entrepreneurship (Term long)

In this course, students will learn about starting and managing a small business. Readings, viewings of the show "Shark Tank," and class discussion will guide our learning. Students

will complete numerous “practice pitches” where they have a short window of time to pitch an idea to an audience of stakeholders while also considering a variety of marketing strategies. Inquiries into local businesses and learning from successful Pomfret alumni will be interspersed throughout the course. By the end of the term, students will develop their own ideas for a business and write a detailed business plan. *Cross-listed with History. This course is open to juniors and seniors or by departmental approval.* (Traditional)

Financial Literacy (Term long)

The Foundations in Personal Finance Course is designed to inform and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote responsible personal financial planning. Topics include financial psychology; loans and credit; budgeting; savings and investing in the capital markets. *Cross listed with Math. This course is open to juniors and seniors with priority given to seniors.* (Traditional)

HON Algebra II (Year long)

Topics covered in this course are similar to those found in the regular section of Algebra II, but the pace and academic rigor allows for the greater breadth and depth analysis of material. Additional topics include exponential and logarithmic functions, right angle triangle trigonometry, circular functions, sequence and series, and might include elementary probability and statistics. *Prerequisites: High achievement in both Integrated Mathematics I and II.* (CBL)

HON Geometry (Year long)

Topics covered in this course are similar to those that are found in a regular section of Geometry, but the pace and academic rigor allows for the greater breadth and depth analysis of material. This course is for students possessing a strong understanding of Algebra I concepts, high mathematical aptitude, and good reasoning skills. *Prerequisite: High achievement in Integrated Mathematics I* (CBL)

HON Pre-calculus (Year long)

This course closely investigates the functions taught in Honors Algebra II. This course provides students with a more extensive examination of linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. Additional topics covered include vectors, matrices, sequences and series, and conic sections. Emphasis is placed on mathematical modeling and problem solving. *Prerequisite: Algebra II Honors or high achievement in Integrated Mathematics III or its equivalent.* (CBL)

Integrated Math I: Algebra I (Year long)

The Integrated Mathematics Sequence provides an alternative to Algebra I, Geometry, and Algebra II. The courses spiral concepts from algebra and geometry while continuing the development of fundamental skills. Integrated Mathematics I focuses on algebra, linear and exponential functions, sequences, systems of equations, descriptive statistics, and introductory geometry. The course builds upon the foundations of arithmetic and develops the basic concepts of algebra. It strives to present algebra as a natural and yet necessary extension of arithmetic. The emphasis is on solving problems in context rather than drill and practice for its own sake. Successful completion of this course provides a firm foundation in algebra and the tools needed to proceed through the Integrated Mathematics Sequence. (CBL)

Integrated Math II: Geometry (Year long)

The Integrated Mathematics Sequence provides an alternative to Algebra I, Geometry, and Algebra

II. The courses spiral concepts from algebra and geometry while continuing the development of fundamental skills. Integrated Mathematics II focuses on quadratic functions, probability, advanced geometry, and introductory trigonometry. This integrated program incorporates content not only from algebra but also from numbers and operations, geometry, proportional reasoning, data interpretation, and probability and statistics. The emphasis is on developing and strengthening algebraic thinking, conceptual understanding, and basic skills. The course stresses symbolic, graphing, and tabular representations of information and data. Integrated Mathematics II is the second of three courses in our Integrated Sequence. (CBL)

Integrated Math III: Algebra II (Year long)

The Integrated Mathematics Sequence provides an alternative to Algebra I, Geometry, and Algebra II. The courses spiral concepts from algebra and geometry while continuing the development of fundamental skills. Integrated Mathematics III focuses on extending algebra and functions (including radicals, rational expressions, polynomial functions, logarithmic functions, sequences and series), trigonometry, and probability. This is the final year of a program that spirals concepts from Algebra, Geometry, and Statistics over a three-year period while continuing the development of problem solving strategies. This course places an emphasis on functions and geometry concepts taught in previous courses with a focus on the geometry of triangles and transforming graphs. Upon completion of the program, students are evaluated for placement in their math courses for the following year. (CBL)

Pre-calculus (Year long)

This is an intermediate course designed for students who have completed our Integrated Mathematics sequence and wish to strengthen their mathematical background. This course investigates linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions. Additional topics covered include vectors, matrices, sequences and series, and conic sections. Emphasis is placed on mathematical modeling and problem solving. Prerequisite: Integrated Mathematics III or its equivalent. (CBL)

Stats I: Descriptive (Term long)

Statistics I: Descriptive Statistics covers the basic principles of one-variable topics including graphical representations of data, measures of central tendency, and measures of variability. Two-variable data analysis is based on linear regression and correlation. This course will also introduce sampling and experimentation: planning and conducting a study, including sample surveys, observational studies, and experiments. Descriptive statistics are distinguished from inferential statistics (or inductive statistics), in that descriptive statistics aim to summarize a data set, rather than use the data to learn about the population that the data are thought to represent. (Traditional)

Stats II: Probability (Term long)

Stats II: Probability and Probability Distributions introduces probability spaces, expectation values, and conditional expectations. It develops the basic tools of probability theory, such fundamental results as the weak and strong laws of large numbers, and the central limit theorem. This course covers the basic principles of the theories of probability and its applications. Topics include combinatorial analysis used in computing probabilities, the axioms of probability, conditional probability and independence of events; discrete and continuous random variables; binomial, geometric, univariate, and bivariate normal distributions. *Prerequisite: Stats I or departmental permission.* (Traditional)

Stats III: Inferential (Term long)

In statistics, statistical inference is the process of drawing conclusions from data that are subject to random variation, for example, observational errors or sampling variation. More substantially, the terms statistical inference, statistical induction, and inferential statistics are used to describe systems of procedures that can be used to draw conclusions from data sets arising from systems affected by random variation. *Prereq: Stats I and II or departmental permission.* ([Traditional](#))

Project: Pomfret

Designing Possibilities

(Full school programming for 10 days before Spring Break)

Project: Pomfret, which takes place following the winter term, is a two-week learning period in which students participate in an immersive learning experience. Courses are co-designed by students and faculty around an Essential Question that addresses one or more of the UN Sustainable Development Goals. There are four main types of projects: Hands (making something), Feet (doing something), Head (learning how to do something), and Heart (doing something for others), and all of the projects culminate in a Celebration of Learning, which showcases the unique nature of work that was completed by each group. While each project is unique in its design and implementation, all projects are assessed by using the Outcomes articulated by the Portrait of the Graduate.

Sample Project List

Freshman Seminar/Workshop
 Power Read and Lift
 SnowMotion
 T.U.N.D.R.A. - Stewardship of Campus Trails
 Cooking and Connections
 Pomfret Mural Project - Trash is Treasure
 Create a New Sport/Game
 Beyond the Stethoscope (Medical Club)
 Happiness Project
 KindArt
 Criminal Justice: Alabama
 Film Study: Beyond Reality
 Design and Style
 We are Fit
 Perform an Original Play
 Freshman: Stories Matter
 Cinderella Project
 Dark Skies of West Virginia
 The Art of Living Smart
 CAP (Black Student Union trip to Washington, DC)
 BYOMS (Green Griffins - Making Maple Syrup)
 Model UN
 Escape Room/Cryptography
 Fly Tying and Fishing

Science

The requirements for Science are as follows:

Science: Two years of yearlong laboratory science: Engineering: Science by Design, Engineer Your World, Physics, Chemistry, or Biology; students must take the equivalent of one full year of science (three terms) during the junior or senior year.

The Science Department's fundamental goal is to create analytical thinkers and nimble problem solvers —people armed with the understanding and reasoning skills necessary to provide solutions in a golden age of technology and scientific exploration.

To support our learners, Pomfret employs a Form III curriculum entitled: Engineering: Science By Design, followed by Physics, Chemistry, and Biology, and buttressed by broadening electives including Advanced offerings. Our comprehensive courses support students of all abilities and interests, introduce technology and inquiry as powerful learning tools, and help students develop key problem-solving skills and scientific insight. This sequence, and our coordinated approach to teaching the core disciplines, is a recipe for success at Pomfret and beyond.

Beyond the core courses, the Science Department offers a wide array of elective offerings. Students can help to build a greenhouse, learn to program robots, examine forensic evidence, and reach for the stars at Pomfret's exceptional Observatory. They can explore emerging environmental issues through innovative, research-based environmental programming. Graduates become global citizens, and many have found great success matriculating to prominent science, engineering, and medical programs. Additionally, students can earn a Science credit through a summer Experiential Travel program.

To meet Pomfret's graduation requirements in science, students must take two core lab sciences (Physics, Chemistry, Biology) at a level appropriate to their ability. Additionally, students must complete a full year of science coursework in their junior or senior year. It is recommended that students take a course in Chemistry immediately following Physics, and then complete the Biology capstone course in their junior or senior year. Given that modern biology involves a great deal of biochemistry, the Science Department strongly suggests that Chemistry be completed before taking Biology. Suggested science course sequence for four year students:

Form III: Lab Science By Design

Form IV: Chemistry or Honors Chemistry

Form V: Biology or Honors Biology/Advanced Coursework

Form VI: Remaining Core Courses or electives/Advanced Coursework

Courses listed in alphabetical order:

ADV Anatomy (Year long)

Students with an interest in medicine or the human body are encouraged to take this course.

Throughout the course of the year, students will explore the structure and function of the human body. Organ systems covered in this course include the Integumentary System, the Cardiovascular System, the Respiratory System, the Skeletal System, the Muscular System, The Nervous System, the Digestive System, the Endocrine System, and the Reproductive Systems. This course is designed to provide students with an in-depth understanding of the various systems and how structures of organs and tissues are related to their functions. Throughout the course, students will learn about

how each system works together to maintain homeostasis. The course will be structured around a combination of lectures, discussions, and lab activities. Students will participate in hands-on dissection labs, examine microscope slides, and use models and simulations to better understand the various systems of the body. The Advanced course is designed to cover each body system in more detail than the elective version of this course. *This is a yearlong course with a prerequisite of Honors level chemistry and/or Honors level biology. This course is open to juniors and seniors with priority given to seniors.* (Traditional)

ADV Biology (Year long)

Advanced Biology is a laboratory-centered course focused on teaching students the art of scientific investigation while also providing them with a solid grasp of the fundamentals of biological science at a level consistent with a first-year college (AP level) class. Through the laboratories, students will hone their investigative skills with emphasis placed on collaboration, inquiry-based experimental design, quantitative data collection, data interpretation using inferential statistics, written and graphic communication of scientific ideas, and the creation of models to explain biological processes. To start, students investigate the basis for the classification of all organisms, especially the gene-based relatedness of organisms using a gene sequence database and a gene sequence comparison tool from the National Center for Biotechnology Information (NCBI) website. Students design cell sampling methods for a microscope-based investigation into the ripening pattern of bananas, evaluating their results on Excel using T-tests and graphical linear regression analysis. A full-class collaborative investigation running several months will examine evolution by artificial selection (plant breeding), and Mendelian genetic inheritance and gene expression impacted by an environmental factor; the role of environmental molecules impacting gene expression in transformed bacterial cells further develops these genetics principles. Once shown the method for collecting data to study factors affecting enzyme reaction rates using a spectrophotometer or the rate of photosynthesis in leaves using leaf discs, students work in teams to design, conduct, and analyze the results of controlled experiments, ultimately presenting their findings in a polished poster akin to that used to share undergraduate research. *For this class departmental approval is required; it is open to juniors and seniors who have achieved a B or better in biology and chemistry courses, preferably at the Honors level.* (Traditional)

ADV Chemistry (Year long)

The Advanced Chemistry Course is designed to incorporate elements of a general chemistry course taken during the first year of college. Students will be introduced to topics covered in early college chemistry courses such as thermodynamics, equilibrium, kinetics, and electrochemistry. Students will have an opportunity to connect their chemical education to real-world phenomena and will be required to do research projects, presentations, and blog posts showing this connection. Problem solving skills will be taught both in an individual and collaborative setting. Students should expect a rapid pace of the class and be prepared to participate in class discussion and occasional lab work. Students looking to take this class must have a grasp of the principles introduced in general chemistry, be self-motivated, disciplined, be ready to think critically, and comfortable using technology. *Departmental approval required; open to juniors and seniors who have excelled in an introductory chemistry course.* (CBL)

ADV Environmental Science (Year long)

Using a hands-on approach to the study of the environment, Advanced Environmental Science involves the study of the interaction between ecosystems and humanity. Environmental science is an interdisciplinary endeavor—it pulls on ideas learned in the three core sciences—and often it incorporates economics, politics, psychology, statistics and ethics into the decision-making matrix.

The course will stress scientific writing and communication skills through presentations, video projects, large writing assignments, and debates. We will harness our 500-acre campus to learn about ecology, and will get off campus to see sustainability in action. The class will focus on natural resource use, forest ecology, sustainable development, energy, climate science, and water resource management. Much of this course will allow students to dive deep into these complicated issues and come to their own conclusions as to how we can best solve the complex problems facing today's generation. Departmental approval required. *This course is only open to Seniors.* (Traditional)

ADV Physics (Year long)

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, and quantum and relativistic physics. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. Students should expect rigorous mathematical interpretation with extensive use of the TI N-spire calculator and computer software. Laboratory experiments and computer-based simulations and tutorials enhance and consolidate the basic principles discussed in the theoretical section of the course. *Departmental recommendation and approval is required. The course is open to students who have excelled in a Physics Honors course and who demonstrate the mathematical skills necessary to handle calculus-based material.* (CBL)

Astro I: Earth to the Milky Way's Edge (Term long)

This astronomy course is the first in a series of three, any of which can be taken individually. This term, the class will focus on a Universe-spanning "zoom out". You'll start at our home, Earth, and then zoom out through the Solar System, our Milky Way galaxy, and to the outer edges of the Universe. Along the way, you'll learn about the structure of objects in outer space, including planets, stars, nebulae, and galaxies. You'll participate in lab activities like walking out a scale model of the solar system on campus, but the major piece of the lab time will be spent at night. You'll use Pomfret's observatory to observe planets and stars, both through the eyepiece and digital cameras. In the end, you'll have a grand perspective on the Universe and our place in it. (CBL)

Astro II: Nebulae, Galaxies, & Astrophotography (Term long)

This astronomy course is the second in a series of three, any of which can be taken individually. This term, the class will investigate the beautiful and bizarre objects that exist in the Universe. If you've seen the amazing images taken by the Hubble Space Telescope, you know how strange and mysterious these objects can look. In this course, you'll join in an examination of these nebulae, pulsars, globular clusters, black holes, supernovae, and other types of exotic objects. You'll learn about their origins, the ways that astronomers have decoded the light coming from them, and their importance in the continuing evolution of the Universe. During the day, you'll do lab activities using a computer-based virtual observatory, but the true highlight of the class will take place at night. You'll learn how to operate Pomfret's observatory to see these unusual objects firsthand through a variety of instruments. In the end, you'll have a clear picture of these 'stranger than fiction' components of the Universe and the science behind their beauty. Each astronomy elective is a distinct course and can be taken as a one-time experience or as a series of connected classes. Students currently enrolled in the Astronomy I elective will be given enrollment priority when new courses are selected each term. (CBL)

Astro III: Our Universe & the Human Worldview (Term long)

This astronomy course is the third in a series of three, any of which can be taken individually. This term, the class will look at the Universe as a whole, considering the long history of ideas and discoveries about it. You'll ask the biggest questions of all, like "Where did the Universe come from?", "How will it end?", and "Do aliens exist?" You'll be asked to participate in many lively discussions where you'll share your own views while learning about the history of science's understanding of the Universe. Movies, TV documentaries, and other multimedia presentations online will help jump start your inquiring mind, and you'll work on lab activities that explore some of these big ideas. You'll be asked to reflect on your personal beliefs, lean into the challenge of having them questioned, and politely consider other students' points of view. In the end, you'll have a great understanding of the Universe, its properties and origins, and the new problems that scientists face in our total comprehension of everything around us. Each astronomy elective is a distinct course and can be taken as a one-time experience or as a series of connected classes. Students currently enrolled in the Astronomy II elective will be given enrollment priority when new courses are selected each term. *This course may satisfy a student's science requirement.* (CBL)

Biology (Year long)

Biology is a year-long, skills-based course divided into three separate and distinct terms. In each term, students will investigate relevant and modern topics that drive our learning and permit skill development (technical writing, oral presentation, experimental design, collaboration, independent inquiry and research). Topics during each term will be driven by student interest and teacher expertise. Throughout the course, students will use inquiry-based experimental design to develop a deep understanding of both the scientific method and core themes in biology, including ecology, heredity and evolution. Students will engage in debates and discussions related to bioethical issues, and each will become a critical reader and consumer able to distinguish fact from fiction in the media. Past themes have included climate change and conservation biology, marine ecology and resource management, genetic technology and bioethics, food and public health, neuroscience, biological inquiry and extinction. *This course is recommended for juniors and seniors who have taken a physical science (either Physics or Chemistry).* (CBL)

Chemistry (Year long)

Chemistry is an inquiry-based science course with an emphasis on student-designed laboratory investigations. Through a thematic approach that demonstrates relevant chemical applications, students recognize and understand the importance of chemistry, develop problem-solving strategies, and apply critical thinking skills. Throughout the course, students are challenged to design experiments to answer questions about chemistry. The course content is developed to answer specific questions about the theme for each unit, allowing students to answer questions and learn in the same manner as a scientist. *This course is open to sophomores, juniors, and seniors.* (CBL)

HON Engineering: Design and Analysis (Year long) - opportunity for Advanced level

This engineering class, designed by the University of Texas - Austin, presents authentic experiences that inspire and teach engineering habits of mind. Engineers identify problems, research approaches and design functional solutions—skills relevant and necessary for all members of modern society. Students in this yearlong elective will build durable problem-solving skills and explore the engineering cycle through a series of collaborative, student-directed projects. Cross discipline concepts (design and invention, mathematics and science, elegance and functionality) are employed to successfully model and construct earthquake-proof buildings, design aerial camera platforms launched from drones, and craft small- and large-scale prototypes that meet customer needs. These

challenges (and many others!) are socially relevant: they foster collaboration and hone communication and presentation skills, and they demand and build in students the capacity for creative problem solving and critical analysis. Engineering is an accessible, exciting, and relevant field that empowers students to become resilient and empathic problem solvers ready for 21st century challenges. *Open to sophomores, juniors and seniors who are enrolled in Integrated Mathematics III (Algebra II) or beyond.* (CBL)

HON Astronomy (Year long)

This is an Experiential Education Course with a Travel Component during Project: Pomfret

- ❖ *There is a separate [application](#) and additional course fee for all Experiential Education Courses*
- ❖ *Financial Aid is potentially available for all students*

This is a full year astronomy course that covers the same curriculum as the three independent term-long electives at an Honors-level pace. Topics include: the Earth and its place in the Solar System, stars and stellar evolution; deep sky objects - clusters, nebulae, and galaxies; and cosmology, the study of the entire universe. Each term, there will be an additional unit covered, most notably Radio Astronomy in the winter term. The course includes participation in a Dark Skies trip during the Project: Pomfret period. Past trips have traveled to West Virginia to the National Radio Astronomy Observatory (Green Bank telescope), and we will extend a longer version of this trip in 2025. There is a fee associated with the course to cover this trip, and students who take the course are expected to participate in the trip. Students will finish the year with an Honors distinction and a comprehensive introduction to the entire field of Astronomy. (CBL)

HON Biology (Year long)

Honors Biology is a course designed to instill in students an appreciation for the living world and its complexity through direct experiences. It prepares students to take Advanced Biology or a rigorous freshman-level college biology course. An all-class collaborative bioassessment of a local stream or river investigation runs through the fall term; to evaluate the water quality, students collect, identify, and evaluate the significance of a sampled community of riffle-dwelling benthic macroinvertebrates. In the process, with evolution by natural selection as the underlying principle, students develop an understanding of community and population ecology and the importance of biodiversity. Making the invisible visible and tangible is the theme running through the next season of biology where we dive into the essential elements of living organisms, cellular biochemistry and cell structure to provide a foundation for understanding higher levels of biological organization. Insights are wrought by modeling complex cellular processes and learning how to design and conduct controlled experiments involving enzymes and the metabolic processes of respiration and photosynthesis. Finally, the nature of inheritance and the role of DNA in controlling cell functions and organismal traits begins the final stage of the course. The class culminates with the dissection of a fetal pig to study the structure, function, and interactions between the human digestive, circulatory, and respiratory systems. Generally, students who have achieved a B or better in a high school chemistry course, preferably at the Honors level, are best prepared for this course. (CBL)

HON Chemistry (Year long)

Chemistry Honors is a fast-paced general chemistry course designed to provide students with the conceptual framework, analytical tools, and research skills necessary for a comprehensive understanding of inorganic chemistry. Students engage and explore the fundamental concepts of

chemistry, gather and process information in the laboratory setting, and build a robust understanding supported by personal discovery. Students are tasked to document their emerging understanding, infer relationships, make predictions, generate procedures, conduct research, write with authority, and ask the probing questions that lead to a deep understanding of the material and its application. Students will be given the opportunity to design and implement their own chemical research and discover first-hand the properties of matter and the nature of science. The pace will be rapid and students will be expected to actively use math as a tool to arrive at valid conclusions and quantitative answers. Designed to prepare students for advanced work in biology and chemistry, this course is also excellent preparation for the SAT II subject test in Chemistry. *Departmental approval required; open to sophomores, juniors, and seniors. (CBL)*

HON Global & Sustainable Development (Year long)

This is an Experiential Education Course with a Travel Component during Project: Pomfret

- ❖ *There is a separate [application](#) and additional course fee for all Experiential Education Courses*
- ❖ *Financial Aid is potentially available for all students*

This yearlong course provides an in-depth look at the interdisciplinary field of sustainable development, utilizing historical and recent developments in the social, political, and physical sciences. The course addresses the fundamental question: how can different countries, communities, and individuals develop in ways that are socially just and environmentally sustainable? The course looks at the complex relationships between governments, economies, societies, and the Earth's physical environment. The fall term examines the reasons societies succeed and fail, while comparing and contrasting different countries' approaches to development. This study carries over into Project: Pomfret and our class trip to Central America, where we will study energy, conservation, agriculture, and urbanization in this developing Latin American country. The winter term focuses on consolidating and applying what we learned in Central America to our lives at Pomfret, while actively comparing the strategies we saw "in action" with sustainable development goals being pursued in specific countries. The spring term shifts our focus to commodities, such as bananas, coffee, and wood, and what these goods and their supply chains teach us about the triumphs and challenges of sustainable development. By enrolling in this course students will gain an understanding of the challenges and solutions to achieving sustainable development now and in the future. *This course is open to sophomores and juniors, is to be taken alongside Humanities II: American Studies, and by departmental approval only. Cross-listed with History. (CBL)*

HON Physics (Year long)

Physics Honors is designed to equip mathematically able students with a clear understanding of how the Universe operates. The curriculum is well matched for V and VI Form students concurrently enrolled in Geometry Honors or higher. In this course, students will learn and discover some of the basic truths about nature, discovering how to employ observational techniques, experimental design, and data analysis to the task of generating mathematical relationships and uncovering physical laws. Topics are similar to those covered in Physics, but extend to more difficult and mathematically rigorous concepts, including periodic motion, two dimensional kinematics, universal gravitation, work, power, special and general relativity, and particle physics. The course also focuses on the history of science, describing how fundamental laws and relationships were discovered, how they affected the scientific community, and what impact they had on society as a whole. Extensive laboratory work is to be expected, as is a rapid pace. A term-long group project, designed to reinforce many of the practical applications discovered over the course of the year, will cap the class, further strengthening each student's research, design, and communication skills. *Departmental approval*

required; open to sophomores, juniors and seniors enrolled in an upper level math course. (CBL)

Human Anatomy & Physiology I (Term long)

This is the first course in the anatomy elective series, any of which can be taken in any order. This course will primarily focus on the cardiovascular, respiratory, and integumentary systems. In this course, students will explore the structure and function of the human body. This course is designed to provide students with an in-depth understanding of the various systems and organs that make up the human body, including the skeletal, muscular, integumentary, cardiovascular, respiratory, digestive, nervous, endocrine, and reproductive systems. Throughout the course, students will learn about the different parts of the body, their functions, and how they work together to maintain homeostasis. The course will be structured around a combination of lectures, discussions, and lab activities. Students will participate in hands-on dissection labs, examine microscope slides, and use models and simulations to better understand the various systems of the body. (CBL)

Human Anatomy & Physiology II (Term long)

This is the second course in the anatomy elective series, any of which can be taken in any order. This course will primarily focus on the skeletal, muscular, and nervous systems. In this course, students will explore the structure and function of the human body. This course is designed to provide students with an in-depth understanding of the various systems and organs that make up the human body, including the skeletal, muscular, cardiovascular, respiratory, digestive, nervous, endocrine, and reproductive systems. Throughout the course, students will learn about the different parts of the body, their functions, and how they work together to maintain homeostasis. The course will be structured around a combination of lectures, discussions, and lab activities. Students will participate in hands-on dissection labs, examine microscope slides, and use models and simulations to better understand the various systems of the body. (CBL)

Human Anatomy & Physiology III (Term long)

This is the third course in the anatomy elective series, any of which can be taken in any order. This course will primarily focus on the digestive, endocrine, and reproductive systems. In this course, students will explore the structure and function of the human body. This course is designed to provide students with an in-depth understanding of the various systems and organs that make up the human body, including the skeletal, muscular, cardiovascular, respiratory, digestive, nervous, endocrine, and reproductive systems. Throughout the course, students will learn about the different parts of the body, their functions, and how they work together to maintain homeostasis. The course will be structured around a combination of lectures, discussions, and lab activities. Students will participate in hands-on dissection labs, examine microscope slides, and use models and simulations to better understand the various systems of the body. (CBL)

Intro to Computer Coding (Term long)

In this course students explore the science involved in classical computing and the fundamental concepts of quantum computing. Students start the course by learning about the basics of electronics and quickly move to computer logic and programming. Students will use Arduino boards to demonstrate understanding of basic circuits and computer code. By the end of the course students will possess a broad understanding of the sciences behind computers, from power to pixel. Please note: Students will use their own Macbooks in this course, both in class and to complete homework assignments and projects.

Pomfret offers Intro to Computer Coding II and ADV Computer Coding I and ADV Computer Coding II as needed to meet various student skill levels. (CBL)

Lab Science by Design (Year long)

Science By Design is a cornerstone course that links the core disciplines of Physics, Chemistry, and Biology and exposes Form III students to a progressive and integrated model of science. Students will develop foundational skills by exploring design and engineering problems through a scientific lens. Through stewardship of the community garden, sugaring of our maple trees, designing shades to reduce nighttime light pollution, exploring renewable energy on campus, and designing an artificial kidney, students in the course will develop real solutions to real issues, both on campus and beyond. Students will learn and master the skills needed to tackle a new age of science, where problem solving and collaboration are key. This project based, skills driven course is a requirement of all incoming Form III students. (CBL)

Physics (Year long)

This is not the physics class that your parents dreaded when they were in school. In this introductory course students will learn how physics is used to explain, predict, and affect the nature of the world around them. We will explore the laws of motion and dynamics from basic principles and develop a mathematical model that will be applied through projects and design challenges as we move through the year. Explorations into computer programming, engineering and design, sustainable technologies, and the crossover between science and art will bring our mathematical models to life. Students will learn to use Mathematica and other powerful software tools to collect and analyze data the way real scientists do. Students will learn the basic principles of laboratory design, data collection, and analysis as well as advanced explorations into modern data collection using digital software and slow motion cameras. Topics to be covered during the year will include the study of motion, forces, energy, and electricity. *This course is open to sophomores, juniors, and seniors who have yet to enter Pre-calculus.* (CBL)

Sustainable Campus Energies (Term long)

Sustainable practices are balanced approaches that do not deplete natural resources. The total amount of energy we use, the sources of energy we choose to tap, and how that energy is harnessed and distributed are important components of sustainable energy practice. Sustainable Campus Energies examines the technologies being implemented as Pomfret undergoes major changes to its physical infrastructure and energy systems. The School has the ability to generate its diesel fuel from biological sources and to generate its electricity and heat from natural gas. This course will explore sources of oil for conversion to diesel, the chemistry required to achieve that conversion, and the practicality of engaging in such an endeavor. As the school switches from oil to natural gas, the class will examine the chemistry, physics, and economic factors driving that switch. We will delve into other technologies under consideration for use by the School, including solar, wind, and geothermal. At the forefront of each class will be the idea that student-generated ideas can help Pomfretto run more efficiently and achieve a smaller carbon footprint. (CBL)

Sustainable Engineering: Aquaponics (Term long)

Aquaponics is a methodology for raising fish and growing plants for food within a single, recirculating system. The principle dates back as far as the Aztecs, but growing interest in this methodology by commercial growers, organic gardeners, urban developers fighting to eliminate food deserts, and survivalists alike arises from its practicality as a sustainable and organic method of producing vegetables and a high protein food source in a confined area and in locales where fresh produce is hard to come by. In this term-long, project-based elective class, students will research,

design, and build an aquaponic system containing a combination of media beds, deep water culture troughs, radial flow filters, and the plumbing connections with their associated fish tank. This broad question will drive our inquiry and engineering design-based project work: What is the best way to design and build a small-scale, aquaponic system for a greenhouse or a specific locale that will suit a client's needs? Students involved in this course will collaborate to understand each project's constraints and "the client's" needs, research options for viable aquaponic system designs, and then work to design, purchase materials, and construct, test, and revise each system's components. This course is taught using the "one-room schoolhouse model," where students with different levels of experience work and learn together while tackling a variety of projects. Students complete outside assignments commensurate with their personal experience level in the course - thus, students can take the class for one, two, or several terms and grow their understanding and expertise through every term. ([Traditional](#))

Wellbeing

The requirements for Wellbeing are as follows:

Wellbeing: Foundations in Wellbeing plus one additional term long wellbeing class in junior or senior year. If students join in grade 11 or 12, then one wellbeing class must be completed.

Wellbeing courses offer students learning opportunities to consider and confront what it means to be human and to engage with mind, body, and spirit what's possible in the human experience. Using six foundational dimensions of wellbeing as the framework for designing our teaching and learning, the rich array of elective courses provides students with varied experiences and real-time tools that enable them to integrate wellbeing into their academic experience, social-emotional development, and daily lives. Each of our course offerings helps crystallize for students the deeper focus of education which is grounded in the work of realizing human potential, deepening relationships, finding purpose and meaning in their lives, enhancing positive emotions, prioritizing physical and mental health, and flourishing as human beings. All Pomfret School students are required to take Foundations of Health & Wellbeing in their sophomore or junior year, in addition to one elective course in their junior or senior year.

Courses listed in alphabetical order:

ADV Psychology (Year long)

The Advanced Psychology course introduces students to the scientific examination of the causes and intricacies of human behavior. Students will learn how psychological research is conducted and the ethical standards applied to such research. Human behavior will be examined through the biological, cognitive and social lenses. The evolution of psychological perspectives will lay the groundwork for in-depth examinations of the psychology of development, learning and memory, personality, motivation, human relationships, health and abnormal behaviors. Students will apply the principles of psychological research by designing and conducting their own experiments. Emphasis will be placed on the development of skills used to understand and execute psychological research, including reading psychological research and experiments, identifying and replicating research methodologies and applying psychological patterns and phenomenon to data analysis. *Cross-listed with History. This course is open to seniors by departmental approval. (Traditional)*

Becoming Kinder: The science of generosity and gratitude (Term long)

Rooted in the spiritual wisdom of the Dalai Lama: “Be kind whenever possible, it is always possible”, this course will embark on a deep exploration of loving-kindness as a powerful change agent in individual lives, cultural communities, and global societies. Ranging from contemporary science to ancient spiritual wisdom we will examine how gratitude and generosity change the brain, impact wellbeing, and improve global societies. Kindness is one of our greatest human resources, and we will learn in theory and practice ways to tap into this immeasurable resource to cultivate positive change, growth-oriented mindset, authentic optimism, and enhanced overall health and wellbeing. This course will incorporate a kindness lab which will engage students in experiential learning in the local community, practices, exercises, and experiments, to test learning and more fully realize what is possible. The course will draw upon data and research from Dr. Richard Davidson’s

Center for Healthy Minds, Jamil Zaki's *War for Kindness*, and UC Berkeley's Greater Good Science Center as some of our primary resources for the work. (CBL)

Bigger Than Ourselves (Year long)

In this yearlong experiential learning course students get involved in solving real-world problems that focus on food insecurity in America: understanding the complexities of the problem and educating our school community on these issues.

The curriculum covers aspects of food insecurity in America, including the history and policy creation of federal and state food insecurity programs. Working in partnership with a local social service agency to deliver nutritious, kid-friendly meals from our own on-campus food pantry, students are learning about food access and affordability, while simultaneously educating the larger school community about these issues. Throughout the course, they are expected to pose questions, solve problems and assume responsibility for the program to be successful. *Cross-listed with History and open to juniors and seniors.* (Traditional)

Financial Literacy (Term long)

The Foundations in Personal Finance Course is designed to inform and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote responsible personal financial planning. Topics include financial psychology; loans and credit; budgeting; savings and investing in the capital markets. *Cross listed with Math. This course is open to juniors and seniors with priority given to seniors.* (Traditional)

Foundations of Health and Wellness (Term long - required of all Form IV students)

This course is designed to deliver a Health & Wellness program to our Fourth Form students in a one-term seminar-style course covering the following topics: Six Dimensions of Health and Growth Mindset, Nutrition and Sleep, Mental Health and Stress Management, Healthy Relationships and Sex Ed, and Substance Use and Dependency. Students examine the power of mindset and focus on Dr. Carol Dweck's work around the advantages of developing beyond a fixed mindset to a growth mindset. Course work also delves into the benefits of positive psychology, specifically, Martin Seligman's concept of learned optimism. Students have the opportunity to practice how these mindsets and approaches can change their thinking, feelings, and emotions. We will also study the power of food through film, field trip experiences, and personal journaling. The students will have the opportunity to examine stress and learn various stress management practices including mindfulness, meditation, and yoga. We will discuss the range of mental health issues affecting teenagers today, most prevalently depression, bipolar disorder, and anxiety, understanding the brain science and genetic component of these illnesses, how they manifest themselves in our lives, and specific strategies and resources that are available to treat and manage mental illness. We will examine addiction and substance use in terms of vaping, THC, opiates, and alcohol, delving more deeply into how these substances affect our brains, body, and behavior. We will also discuss addiction from both genetic and environmental perspectives. Finally, the course culminates in a discussion on healthy relationships and the necessary components involved in healthy relationships. Students will learn about affirmative consent and sex education in terms of healthy decisions and safe sexual practices, specifically around awareness and prevention of STDs and pregnancy. (CBL)

Eng: Into the Wild Wilderness, Literature & Community (Term long)

During our time together, we will explore this idea of a fundamental connection between self, community, and place. Our attention to the major practices, beliefs, figures, and stories that are

integral to each tradition will help guide our questioning, thinking, learning, and discovery about the ways in which both wilderness and community are concepts and realities at the heart of our human experience. We will explore some of the following questions: What are our obligations to the natural world, and how do those obligations inform—or conflict with—our obligations to one another? What constitutes a sense of place, and what role does this concept play in developing a sustainable and spiritual relationship with the land and the community around us? This class will frequently take us outside and out into the field where we will explore, reflect, observe, connect, and seek to experience the true shape of wilderness and community. *Cross-listed with English. (Traditional)*

Live Well – Be Well: Learning from the Blue Zones (Term long-Spring only)

This is an Experiential Education Course with a Travel Component in June

- ❖ *There is a separate [application](#) and additional course fee for all Experiential Education Courses*
- ❖ *Financial Aid is potentially available for all students*

The Blue Zones are identified areas around the globe where people live long and live well. The research done by Dan Buettner over the last 20 years has helped identify key characteristics within the cultures of these communities at the heart of why and how these are some of the world's healthiest and happiest populations while also having the highest concentrations of centenarians in the world. Through the Blue Zones research, the fundamental lessons learned in these communities have now been distilled into core practices or habits of being including:

- Moving naturally (adding more regular movement & exercise into daily living)
- Finding a sense of purpose in life (Ikigai)
- Downshifting and reducing stress (living a slower more mindful lifestyle)
- Eating a primarily plant-based Mediterranean diet (rich in vegetables & legumes)
- Eating in moderation (80% rule- hara hachi bu)
- Prioritizing relationships, especially with family and friends
- Belonging to a community
- Creating strong social networks

In this course, students will examine each of these core principles and the current research that has linked these essential practices to enhanced health and longevity. Using the Dimensions of Wellbeing as a foundation, we will study the dynamic relationship between each of these aspects of daily life and how they contribute to our sense of wellbeing. This course is heavily experiential and students will be asked to develop and practice their own habits of being consistent with those that we are studying from the Blue Zones. The course will culminate in a ten-day travel experience to the island of Ikaria, Greece, where we will connect content with real life by learning up close how each of these ways of being is genuinely cultivated in Ikarian life. While in Ikaria we will visit the markets, shop for local food, cook authentic Ikarian recipes, meet beekeepers and goat farmers, visit community centers and town gatherings, experience cultural festivities, swim in the Aegean Sea, soak in the therapeutic geothermal hot springs, and intentionally dial into the local pace and way of approaching life. *Prerequisite: must have taken Foundations of Health and Wellbeing. Open to all rising sophomores and juniors. (CBL)*

Mindfulness: Intro to Meditative Practice (Term long)

Meditation is the foundation of many of the world's religious pathways and spiritual practices. With roots in ancient eastern philosophy, spirituality, and worldview, meditation remains a profound practical discipline that trains the mind and orients the heart toward the present moment and realities of the human body and breath. In this course, students will join in the study of meditation

and the practical exploration of how meditative practice has the potential to transform awareness and attention in our daily being as individuals and in community. The course content and experiences will also present strategies for mindful living specific to our lives at Pomfret School. Students should be prepared to engage in intensive meditation practice for the duration of the course. An emphasis will be placed on inspiring students to establish and integrate a personalized routine practice. *Open sophomores, juniors and seniors.* (CBL)

The Art of Creativity (Term long)

Where does Creativity come from? How do we define it? Why do children play so easily, but as we get older, we find it so challenging? What prevents us from simply letting go? How can we rediscover our inner artist? In The Art of Creativity, a new, workshop based course offering, we will explore these questions and the role that creativity plays (and can play) in our everyday life. Whether you consider yourself an artist or not, this course is for everyone, especially you! *Cross-listed with Arts.* (CBL)

The Happiness Project (Term long)

Can Happiness be a project? Is the pursuit of happiness an intentional endeavor that can be practiced, learned, and discovered, or is happiness something that is simply attained as a byproduct of life, while people are busy making other plans? This course will dive deeper into these big questions as we explore defining happiness and determining how it may be attainable in daily life and throughout a lifetime. By examining the lives of some of the world's happiest people and conducting research and interviews into the lives of some of the happiest people we know personally, the work of the course will use our learning about happiness to guide this term-long project. This course will incorporate a happiness lab component which will steadily engage students in experiential learning in the local community, developing practices, and conducting experiments to gain more insight into joy, happiness, and the power of relationships and community connection. (CBL)

The Mind Body Connection (Term long)

This course invites an in depth exploration of the mind-body connection and the integral relationship between our thinking and our being. We will study practical neuroscience including the stress response, nervous system regulation, and how stress and psychological factors impact the immune system. We will consider research driven and time honored integrated approaches to retrain the brain through a variety of practices including meditation, visualization, breath work, and everyday real-time tools to help regulate the nervous system, improve the stress response, and enhance overall wellbeing. This course offers students the vital opportunity to cultivate healthy habits of body and mind. (CBL)

The Power of Story (Term long)

The Power of Story: Film, Faith, and the Human Spirit. No other art form shapes our national consciousness as much as film. Stories told on celluloid can have a unique and immediate impact upon our view of ourselves and the search for meaning in our lives. In this course, we look at a series of films that have illuminated the human spirit and reminded us of the power and importance of storytelling in our understanding of what it means to be human. We will explore the transformative power of personal narrative and how the seeing, hearing, and telling of these stories can impact our daily lives. This course will utilize major worldview considerations as a framework for examining the many facets of the human experience. *Cross-listed with Arts. Open to sophomores, juniors and seniors or by departmental approval.* (CBL)

Y Yoga (Term long)

In this course students will delve into a study of the physical and mental practice of yoga and why this is such a valuable ancient practice. Through an in-depth study of the body, students will discover how it works and responds to stressors in their lives. Students will learn how the yoga practice teaches one to release tension and find space for calm. The course focuses on four units - breath work, skeletal system, muscular system, and stress relief. Each class will consist of a mixture of classroom-based study and a yoga practice that incorporates the unit topic. The course will culminate in an individually-selected research project. (CBL)

World Languages

Requirements for World Languages are as follows:

World Languages: Through level three of a world language: French, Latin or Spanish

The Pomfret faculty believe that acquiring a world language broadens students' communication skills and opens doors to other cultures and a world of opportunities. Foreign language study at Pomfret includes opportunities to put new languages to use with overseas travel, independent study, to help students develop fluency. Our teachers bring to the classroom their fluency in the target language and cultural awareness, creating an immersion-like experience for the students. All students are required to study a foreign language through level three. *Additionally, students can earn a World Languages credit through a summer Experiential Travel program.*

Courses listed in alphabetical order:

ADV Francophone Language & Culture (Year long)

Students in Advanced Francophone Culture will use their proven linguistic skills to dive deeper into social and cultural issues across the Francophone world. Through studies of history, literature, art, and current events, students will become culturally competent experts in the Francophone region of their choosing. This yearlong course is reserved for students at the highest level of French and will be conducted entirely in French. Departmental approval required. ([Traditional](#))

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ADV Latin (Year long)

Our advanced Latin course is a year-long course focused on building fluency in Latin translation while reading and analyzing authentic Latin text, both poetry and prose. Our exploration of poetry focuses primarily on Ovid's *Metamorphoses* and Vergil's *Aeneid*, and in particular their cultural and historical significance to both Rome and the greater Mediterranean world, as well as their influence on more modern works. Our prose unit focuses on Caesar's *De Bello Gallico* and the history of Rome's military, as well as the life and career of Julius Caesar. Throughout the course, students will also review and broaden their understanding of Latin grammar, as well as its connection to modern languages, through Latin composition. Students will also have the opportunity to select and study Roman texts beyond our selected readings to explore as part of an independent project. ([Traditional](#))

ADV Spanish Language and Culture (Year long)

The course is designed to master all the language skills through a variety of activities and projects. The students will be exposed to multiple sources to improve their language skills and they will be able to study some key cultural aspects of multiple Spanish speaking countries. The course will be based on the 6 topics that are the core of the AP Spanish Language and Culture exam: Beauty and Aesthetics, Contemporary life, Families and communities, Global challenges, Personal and public identities and Science and technology. This class will be conducted 100% in Spanish. The teacher will provide extra worksheets for the students who might be interested in taking the AP exam in May. ([Traditional](#))

ADV Spanish Literature and Culture (Year long)

This course is designed to allow our students to dive into selected pieces of Spanish Literature

(prose, poetry and plays). The journey will begin in the Middle Ages and will end with contemporary texts. The literary selections will be studied in depth, along with their authors and their historical context. At the beginning of the course we will review literary forms and figures of speech. Readings, comments and discussions in class will be the foundation of the course. The lessons will be held 100% in Spanish. (Traditional)

French I (Year long)

French I introduces students to the basic elements of French vocabulary and grammar. This first year course introduces the learner to the different cultures and civilizations of the Franco-phonetic countries around the world. It simultaneously acquaints them with the skills essential to learning a foreign language: listening/comprehension, speaking, reading, and writing. Language laboratory work, in addition to classroom instruction, aids the students in gaining proficiency. (CBL)

French II (Year long)

This course is a continuation of material studied in French I. We review the basic components of French grammar and then develop more complex linguistic forms. Our principal aim is to expand students' ability to use the four linguistic skills. Acting out short skits initiates their explorations of French culture. The language laboratory is also used to enhance skills. This class is conducted in French. An honors section is offered depending upon enrollment. (CBL)

French III (Year long)

The third-year course reinforces listening/comprehension, speaking, reading, and writing skills developed during the first two years. Writing and speaking assignments give the student the opportunity to develop their linguistic proficiency. Close reading of short fictional works familiarizes students with some aspects of French culture. This class is conducted in French. (CBL)

French IV (Year long)

In this advanced language course, students continue to develop speaking, reading, writing and listening skills acquired during their previous years of French study. Students familiarize themselves with French culture and civilizations through the study of various short texts, movies, articles and other primary resources in French. The grammar is supplemented with lessons from *Imaginez* or *Quant a Moi*. This class is conducted in French. (Traditional)

HON French II (Year long)

The content of the Honors section is the same as for the regular French II, but the pace will be quicker, the analysis more in depth, and the writing load more substantial. Our principal aim is to expand the students' ability to use the four linguistic skills. Acting out short skits initiates their exploration of French culture. The language laboratory is also used to enhance skills. This class is conducted in French. (CBL)

HON French III (Year long)

This honors course is designed to give linguistically-gifted students the opportunity to learn more diverse materials at a faster pace. Class activities continue to develop listening/comprehension, speaking, reading, and writing. Books such as *Les Aventures du Petit Nicolas* and *Le Petit Prince* familiarize students with aspects of French culture. Language laboratory work further enhances competency. This class is conducted in French. (CBL)

HON French IV (Year long)

This advanced honors course is offered for students with proven linguistic skills. Students continue to develop speaking, reading, writing and listening skills acquired during the first three years. Students familiarize themselves with French culture and civilizations through the study of various short texts, movies, articles and other primary resources in French. The grammar is supplemented with lessons from *Quant a Moi*. This course will prepare students for the continued study of French at the advanced level in the following year. This class is conducted in French. (Traditional)

HON Spanish II (Year long)

Taught exclusively in Spanish, the honors section builds upon previously learned material and provides an accelerated approach to mastering the four linguistic skills of reading, writing, speaking, and listening. The honors-level student is expected to possess excellent communication skills and study habits and should feel comfortable participating frequently during class discussions. Students will continue to strengthen their command of the present and preterite tenses and start to work on the imperfect, the subjunctive mood, commands, the future, the conditional, and all “perfect” tenses. Vocabulary and all other lessons are presented in a cultural context, which enables students to learn more about the Spanish-speaking world and to understand its complex cultural relationships. (CBL)

HON Spanish III (Year long)

Spanish III Honors is an intensive course for highly motivated language students who wish to become more linguistically and culturally proficient. The class will study grammatical topics outside the regular third-year curriculum, such as the uses of definite and indefinite articles, the gerund and infinitive, and verbs that require certain prepositions. Although grammar is an integral part of the curriculum, the course will also help students to see grammar as a tool for effective communication rather than simply a set of rules to be memorized. Throughout the course, students will study history, music, food, literature, film, and other offerings from the Spanish-speaking world, helping them to understand and to draw connections between various cultures, practices, and perspectives. Student-led discussion is essential, and the class is conducted exclusively in Spanish. (CBL)

HON Spanish IV (Year long)

Honors Spanish IV is intended for the strong and proficient language learner who has demonstrated an ear for the language and has authored honors-level grades in prior courses. Students are challenged to review fundamental grammatical concepts and learn some of the subtleties of the language appropriate to this level. Conversation, composition and reading of non-adapted sources are emphasized at this level. This class is conducted in Spanish. (Traditional)

Latin I (Year long)

In our first-year Latin course, students encounter the thriving culture of ancient Rome while developing a methodical approach to translating Latin. The study of the language comes alive as students make connections between the ancient and modern world and begin to understand how ancient Roman culture has shaped Western civilization as we know it today. By participating in the National Latin Exam, using online programs to learn vocabulary and grammar, and studying Roman and Greek mythology, history, and culture, students expand their knowledge of English vocabulary and grammar, develop memorization, problem-solving, and critical thinking skills, and build a foundation for the future study of ancient Roman literature as well as modern Romance languages. (CBL)

Latin II (Year long)

Our second-year Latin course begins with a review of the material covered in Latin I and then introduces students to more complex grammatical and syntactical constructions while continuing to explore the fascinating world of ancient Rome. Students use computer programs to aid the learning of vocabulary and grammatical forms and build fluency in their translation of Latin. The class continues to enrich its understanding of ancient Roman culture by studying Roman and Greek mythology, history, and culture, and participating in the National Latin Exam and Classics Day events. In this course, students begin translating authentic Latin passages from ancient authors such as Caesar, Petronius, and Ovid. (CBL)

Latin III (Year long)

In Latin III, students transition from edited text to authentic Latin by exploring the works of some of Rome's most famous poets, authors, and generals such as Ovid, Caesar, Vergil, and more. Students develop an appreciation of literary devices, meter, and scansion and refine their sight translation skills. Throughout the year, students will also thoroughly review and deepen their understanding of Latin grammar both through passages and Latin composition. All texts are selected to help students continue their study of Roman mythology, culture, and history, with a particular focus on Rome's fascinating and tumultuous transition from Republic to Empire. This course will prepare students for their continued study of Latin at the advanced level. (CBL)

Spanish I (Year long)

Our first-year course introduces students to the basic structures of Spanish grammar, vocabulary, and Spanish and Latin American cultures. From the beginning of their studies, students will work on speaking, reading, listening, and writing. Culture is interwoven into all lessons with the goal of creating culturally competent communicators. This class is conducted mostly in Spanish. (CBL)

Spanish II (Year long)

Spanish II is a continuation of the grammar, vocabulary and culture studied in Spanish 1. The course begins with a review of basic grammar structures and continues with more complex concepts. Vocabulary units are applicable to real life situations. Emphasis is placed on expanding students' knowledge and understanding of Spanish-speaking cultures. Speaking, reading, writing, listening, and collaboration skills are practiced regularly. This class is conducted exclusively in Spanish. (CBL)

Spanish III (Year long)

This intermediate course is designed for students in their third year of Spanish learning. Throughout this course, students will continue to develop proficiency in the four skills (speaking, listening, reading and writing) by reviewing the material covered in Spanish 2 and using it as the basis to work on new and more complex content. The students will be exposed to real sources and will produce and analyze materials in the target language. They will also study key cultural aspects of Spanish speaking countries. They are required to use Spanish 100% of the time and they are expected to complete their homework, bring the textbook to class and participate actively in discussions and activities/projects. The class adheres to the learning model of the 5 C's of foreign language learning: communication, cultures, connections, comparisons and communities, thus this class aims to hit all of these standards in cultivating confident and capable Spanish students. (CBL)

Spanish III: Discovering the Dominican (Year long)

This is an Experiential Education Course with a Travel Component during Project: Pomfret

- ❖ *There is a separate [application](#) and additional course fee for all Experiential Education Courses*
- ❖ *Financial Aid is potentially available for all students*

Throughout this yearlong course, students will embark on a journey to explore the rich cultures and realities of Spanish-speaking countries through various forms of artistic expression. From street art to literature and films, we'll dive deep into understanding the significance behind these cultural manifestations and how they shape each country's unique identity. As part of Project: Pomfret, we'll embark on an exhilarating trip to the Dominican Republic, providing students with an immersive experience to truly connect with the culture and language. Through engaging in community service, students will gain a holistic perspective, fostering a deeper appreciation for cultural diversity. With a focus on grammar and cultural exploration, students will develop essential communication skills and broaden their understanding of Spanish-speaking countries' realities. By the end of the course, our goal is for students to not only become more proficient in Spanish but also to cultivate a sense of global citizenship and a lifelong passion for learning and solutions to achieving sustainable development now and in the future. (CBL)

Spanish IV (Year long)

This course is offered to those students who have completed their third year requirement and wish to continue perfecting their skills, especially their listening and speaking skills. The course will expose the students to multiple cultural realities of different Spanish-speaking countries with the goal of making them more culturally aware. The class is conducted 100% in Spanish. (Traditional)

Spanish V (Year long)

The course is designed to master all the language skills (speaking, listening, reading and writing) through a variety of activities and projects. The students will be exposed to real sources and they will study key cultural aspects of Spanish speaking countries. They are required to use Spanish 100% of the time and they are expected to complete their homework and participate actively in discussions and activities/projects. The class adheres to the learning model of the 5 C's of foreign language learning: communication, cultures, connections, comparisons and communities, thus this class aims to hit all of these standards in cultivating confident and capable Spanish students. (Traditional)