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CHOATE ROSEMARY HALL

2026–2027 COURSE CATALOGUE

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The information contained in this Course Catalogue is accurate as of April 15, 2026. For the latest version, which includes any changes and updates made after this date, please refer to the Course Catalogue on our website located at www.choate.edu/academics/curriculum.

MISSION STATEMENT

Two interwoven priorities define the Choate Rosemary Hall experience: a rigorous academic curriculum and an emphasis on the formation of character in a residential setting that allows for teachers and students to live with, and to learn from, each other in important ways.

The curriculum inspires students to:

- think critically and communicate clearly;
- understand various methods of intellectual inquiry and their connections to each other;
- recognize the interconnections of learning;
- work independently and in partnership with others;
- develop a global perspective on cultural, social, political, and environmental issues;
- appreciate the importance of beauty and grace in their lives; and
- achieve distinction in accordance with their individual interests and talents.

In these ways, students are prepared to seek knowledge for its own sake and to pursue further study at the finest colleges and universities.

The development of character is a responsibility that rests with every member of the community. In classrooms, on playing fields, in residential houses, students grow in confidence and self-esteem, and are instilled with such fundamental values as honesty, integrity, teamwork, generosity, and compassion toward others. Choate Rosemary Hall also fosters community involvement and service as it prepares students to assume leadership roles in an ever-changing world. As part of its commitment to character formation, the School offers regular community-wide reflections on moral and spiritual issues, as well as exposure to various religious traditions.

Choate Rosemary Hall attracts intellectually gifted and motivated students from diverse backgrounds whose commitment to serious study is enhanced in this personally supportive and academically challenging setting. On a campus that inspires a particular sensitivity to beauty, teachers — who share genuine respect and affection for young people — impart an enthusiasm for life and for learning.

Choate Rosemary Hall is confident that its graduates will go forth from a school that values each of them for their particular talents and enthusiasms; that affirms the importance of personal integrity and a sense of self-worth; that inspires and nourishes joy in learning and love of truth; and that provides the intellectual stimulation to generate independent thought, confident expression, and a commitment to improve the welfare of others.

CENTRAL QUALITIES OF A CHOATE EDUCATION

Dynamic balance characterizes the Choate Rosemary Hall experience. It is at the core of what we value and teach, both in and out of the classroom, preparing our students especially well for success in a world filled with challenges and opportunities. Those who seek to contribute in the global community must balance a wide range of interests and perspectives. Doing so requires understanding and adaptability along with a commitment to action, and a desire to be a positive force in the world.

Choate's *Statement on Character* identifies timeless qualities — integrity, respect, and compassion — that are at the heart of what it is to be a good person. Working from this foundation, a Choate education strengthens students' capacities for productive learning and meaningful action. At Choate, as in life, constructive leaders demonstrate self-motivation, curiosity and creativity, and effective communication skills.

Choate students cultivate self-motivation and self-awareness. In a supportive and caring context, our students discover that their future success lies in effort, determination, and an understanding of how they learn. Intrinsic motivation combines with honest, reflective self-assessment to develop individuals who take responsibility for their actions, have the courage to stand up for their beliefs, and set goals for lifelong growth.

Choate students develop creativity and a willingness to explore. The School encourages students to formulate their own ideas with originality and inventiveness. Choate's extensive resources inspire curiosity and allow the pursuit of interests in almost any direction. In this process of exploration, our students come to appreciate the value of taking intellectual chances and realize that learning is fun, often a source of joy. They identify interests and passions that form the intellectual playground where they will be active for the rest of their lives.

Choate students learn to express themselves effectively in a variety of media and languages. Because a true education cannot be forged in isolation, communication is an essential component of that process. In all areas, effective communication requires attentive listening, gathering and assessing relevant information, and the ability to formulate and express a meaningful statement or argument. Our digital age demands facility with changing technologies, while also reminding us of the continued importance of human connections. Communication is essential for growth and understanding and also as a catalyst for action.

While certain qualities are constant in providing a foundation for success, circumstances sometimes bring competing values into tension. Choate students are distinguished by their ability, enhanced through experience, to balance those tensions.

Perseverance and resilience are balanced with humor and joy. All in our community enjoy learning, but experience teaches that some challenges are not resolved quickly or easily. Often, extended engagement, repeated effort, and adaptability may be necessary to achieve a goal. Students come to appreciate that determination combined with a positive sense of humor offers a productive approach. They discover that the path to success often includes prudent risks that might lead to occasional failures. They come to know that neither success nor failure is an ending, but rather the beginning of the next step forward. Balance in this regard is key to lifelong physical and emotional wellbeing.

Mastery of established knowledge is balanced with the independent development of ideas. Choate students are trained to take full advantage of available information through research skills tailored for different disciplines. They have experience in the analysis of language and art, historical and social scientific evidence, and scientific and mathematical data. At the same time, they are given freedom to experiment with novel approaches through brainstorming, modeling, and trial and error. By studying how others have answered questions, our students consider a variety of ways to analyze, frame, and synthesize information. They then adjust their approach to the specific circumstances of each challenge.

Individual effort is balanced with productive collaboration. It is essential for students to develop the capacity for sustained, intense individual effort. Such independent, reflective engagement teaches self-discipline while also building skills and confidence. At the same time, the ability to be a constructive member of a collaborative team is essential. This requires students to lead as well as partner in efforts to contribute meaningfully and responsibly within the group. Students practice the skills of trusting, listening, persuading, and compromising that are central to productive group work. By working together, students come to understand other perspectives in ways that prepare them to engage with a global community.

Self-advocacy is balanced with a commitment to serve others. While pursuit of personal goals and interests is desirable, empathy is essential in developing long-term, successful solutions to problems. Our students learn to understand their own perspective on an issue as well as the perspectives of others. This includes understanding other languages and cultures, past and present, as well as learning to live

in a vibrant and diverse community. This experience nurtures in students both a sense of gratitude for the gifts they have and a sense of humility that comes from recognizing their individual limitations. Students recognize the importance of dedicated engagement in service to others, including but not limited to efforts toward social justice and environmental sustainability.

These skills and habits of mind carry relevance in all aspects of school life — academic, artistic, athletic, and interpersonal — and beyond. In the context of the mission of the school, they provide the foundation for positive and productive leadership, contribution to society, and lifelong personal development.

THE ACADEMIC PROGRAM AND DIPLOMA REQUIREMENTS

Choate Rosemary Hall's comprehensive curriculum fosters broad exposure in all disciplines, while also offering students an opportunity to discover and pursue special areas of interest. We expect students to avail themselves of the richness of our academic program, which means learning to make choices. As they make these choices, students are expected to enter fully into the educational process by making academic responsibilities their first commitment. Thus, as students plan their time at Choate, in consultation with their guardians, adviser, form dean, and, at the appropriate time, college counselor, discussions must include considerations of balance and quality, as well as adventure. We encourage students to pursue their passions in a way that helps them to manage all of their commitments here in a successful, rewarding manner.

Each of our six academic departments offers traditional core courses, as well as a variety of electives. Most departments offer honors courses and opportunities for Directed Study. In most cases, course level placements are determined based on a student's academic preparedness and demonstrated ability, not necessarily by age or grade level.

Note: Choate Rosemary Hall uses "form" in referring to grade level. Third form is grade 9; fourth form is grade 10; fifth form is grade 11; and sixth form is grade 12.

In addition to our rich course offerings, Choate offers notable programs and academic spaces that provide students with enhanced learning opportunities. These include:

- eight Signature Programs that allow for immersive engagement in a particular area of study (full program descriptions are on pp. 13-18 of this catalogue);
- a Directed Study option that allows students to pursue advanced studies beyond our curricular offerings;
- a Senior Project opportunity in the spring term that allows sixth formers to work either on or off campus in various internships, to serve as research assistants, or to participate in academic study opportunities or creative projects in dance, music, theater, and visual arts;
- a Study Abroad opportunity that allows students to immerse themselves in different cultural experiences;
- a Lifelong Wellness Program that aims to equip students with knowledge and strategies for maintaining a healthy and balanced mind and body;
- the Lin i.d.Lab, a maker-space, and resource for exploration and discovery, which fosters healthy risk-taking, creative thinking, invention, and collaboration;
- a wide variety of dedicated spaces for student performances including an 1170-seat performance space, a 755-seat theater space, a 140-seat theater space, a dance studio, and a "black box" experimental theater space;
- the Kohler Environmental Center dedicated to student research and interdisciplinary studies related to the environment and sustainable practices;
- an on-campus nursery school and daycare program that serves as a laboratory for our child development course; and
- the Teaching and Learning Center, which provides students and faculty with resources designed to strengthen their learning and teaching.

PLANNING YOUR PROGRAM

Students work closely with their advisers and form deans to plan their academic program. An important first step is to create an overview of what their entire career may look like. As such, students will complete a multi-year academic planning sheet (located at the back of this catalogue). Knowing that a student's interests may change over time, this plan will be completed each year to evolve with the student. Advisers and form deans assist students in selecting courses and making decisions about participating in extracurricular activities, pursuing various summer opportunities (including those here at Choate), and considering one of our Signature Academic Programs (see pp. 13-18).

The department head, in consultation with the Registrar or the Director of Studies as appropriate, determines course placement for new students. These decisions are based on standardized test scores (if available), teacher recommendations from the previous school, previous grades in the discipline, the submission of graded work, and in some cases (language and mathematics) a placement test.

Note: Although every effort is made to run the courses offered during the terms indicated in this Course Catalogue, there are times when low enrollment and/or available resources do not allow a course to run. In those instances, the student and form dean are notified as quickly as possible so adjustments can be made to the student's program.

DIPLOMA/CERTIFICATE OF STUDY REQUIREMENTS

Questions regarding diploma requirements may be directed to the Registrar, the student's form dean, the department head, the Director of Studies, or the Dean of Faculty.

OVERALL DIPLOMA REQUIREMENTS

To receive a Choate Rosemary Hall diploma, a student must:

- satisfactorily complete the required courses listed on pp. 8–11;
- complete the course load requirement of five full-credit courses each term;
- fulfill the Athletic requirements;
- fulfill the Community Service requirements; and
- fulfill the Lifelong Wellness requirements.

Note 1: Questions involving a requirement waiver, a requirement substitution, or establishing a special program for a student with unusual interests or talents should be referred to the Director of Studies, who works closely with the Dean of Faculty. Only the Dean of Faculty has the authority to grant exceptions to diploma and course load requirements.

Note 2: Course level designations follow the course numbers.

- AD – Advanced
- HO – Honors

DIPLOMA VS. CERTIFICATE OF STUDY

DIPLOMA

Diplomas are granted only to those students who have successfully fulfilled the diploma requirements and have completed their credits in their sixth form year. Students may participate in a Study Abroad Program during their sixth form fall. One-year seniors are expected to fulfill all credit and course load requirements.

Note: If a student withdraws from school to avoid being expelled, the student loses the privilege of receiving a diploma.

CERTIFICATE OF STUDY

Postgraduate students are eligible for a Certificate of Study. The certificate states that they have completed an approved course of study at Choate Rosemary Hall. Such students are considered sixth formers and must meet all credit, course load, and program balance expectations. Therefore, postgraduates enroll in five full-credit courses each term, including three terms of English, unless exempted in the spring by the department, one term of art, ten hours of community service, and three terms of an afternoon activity.

DIPLOMA REQUIREMENTS BY DEPARTMENT OR AREA

ARTS

Required: Three course credits in the arts (one in the third form, one in the fourth or fifth form, and one in the sixth form) from two areas: dance, music, theater, or visual arts. In addition to the many courses listed in the arts section of this catalogue, the following opportunities also fulfill the requirement.

- A student receives one course credit for the following ensemble courses, if taken for the entire year (three terms = one credit): Choate Repertory Dancers, Concert Choir, Concert Orchestra, Jazz Ensemble, and Wind Ensemble. A student who participates in a one-term Study Abroad Program, who is enrolled in an ensemble for two of the three terms that year, is granted the full credit. A student receives one credit per term in the Choate Chorale and Symphony Orchestra.
- A student receives one course credit for the Independent Theater and Film Workshop, if taken for the entire year (three terms = one credit). Depending on the nature of the project undertaken by the student, enrollment in this workshop may fulfill either a theater or a visual arts credit.
- The two-area requirement: A student who enters in the fifth form is exempted from taking arts classes in two areas; Arts Concentration students, while encouraged to take classes in two areas if their overall program permits, fulfill the two-area requirement as part of their Arts Concentration program.

ENGLISH

Required: Four years of English (one course each term at Choate).

- A new fifth form international student for whom English is not the first language will sometimes be placed in Literatures in a Global Context (EN200) for the fifth form year and sixth form English courses the following year.
- Sixth form spring exemption: Sixth form students maintaining an A- average through the first two terms of their sixth form year may be eligible for an exemption from English in the spring. Students who wish to take advantage of this waiver option should discuss those plans with their adviser, form dean, and college counselor during the course request process in the spring of the fifth form year and then make the appropriate course requests for the subsequent spring. In no case may a student initiate a request to waive spring English any later than the winter midterm of the sixth form year. All English waivers must receive the approval of the sixth form English teacher, the department head, and the student's college counselor. Only students who will have completed

11 terms of English by the end of the sixth form winter may apply for a waiver, and the waiver will be revoked if the winter term grade falls below an A-.

- If a sixth former is enrolled in one of the year-long or two-term English courses, they will be ineligible to apply for the spring exemption.
- Students may be exempt from English only once in their career: when they participate in a Study Abroad Program (if they do not take English) or if they qualify for the spring exemption.

HISTORY, PHILOSOPHY, RELIGION, AND SOCIAL SCIENCES

Required: One year of World History; one year of United States History, fulfilled in the fifth or sixth form year; and one term of philosophy or religion.

- A variety of religion courses fulfill the philosophy/religion requirement.
- A student who has taken a high school level World History or United States History course in elementary or middle school has not fulfilled the diploma requirement, even if the course was taken at a high school.
- A fourth former who has completed World History may take United States History with the permission of the department.
- A student who enters Choate in the fifth form is not required to take World History.

LANGUAGE

Required: Proficiency through the 300 or 350 level in a diploma language (Arabic, Chinese, French, Latin, or Spanish) or completion of the Arabic and Middle Eastern Studies (AMES) Program.

- Students are required to complete their diploma requirement in consecutive years, unless participating in the Environmental Immersion Program.
- Students who have taken prior language courses in a non-diploma language have not fulfilled the diploma requirement in language.
- Students who are placed into the 400 level (or higher), who have not previously completed their language requirement, will be expected to take a minimum of one term of language at that level.
- Entering fifth formers who have no prior language study in high school are required to take two years (through the 200 or 250 level) in a diploma language.
- A student must have permission from the department head to take two language courses concurrently.

MATHEMATICS

Required: Algebra I, Geometry, Algebra II.

- A student's diploma requirement in Algebra I, Geometry, and Algebra II is fulfilled based on their math placement, unless stated otherwise by the department head.

SCIENCE

Required: One year of physical science (physics or chemistry) with an integrated lab experience, and one year of biology with an integrated lab experience.

- The science department recommends that students take physics, chemistry, and biology, in this order.
- Earth Science, Physical Science, or Environmental Science (common 9th grade science classes) taken at a previous school do not fulfill any part of the diploma requirement in science.
- Students who have taken a two-year integrated science course at their previous school in which they have studied biology, chemistry, and/or physics may have fulfilled some or all of their science requirement. In these circumstances, the department head will review the curriculum to determine if that student has fulfilled the diploma requirement in physical science and/or biology.
- A student who has taken a high school level science course while in elementary or middle school has not fulfilled the diploma requirement, even if the course was taken at a high school. Instead, the student may be granted placement into a more advanced course in that discipline to complete the diploma requirement.

QUANTITATIVE

Required: 14 credits in secondary school courses that fulfill the quantitative requirement, otherwise known as the Q credit.

- Q credits are fulfilled by the following courses: all mathematics and computer science courses (identified by MA and CS prefixes); Microeconomics, Honors (EC550HO); Electronics (AS440AD), Data Analysis and Visualization, Honors (AS450HO); and all physics and chemistry courses (identified by PH and CH prefixes) except Astronomy (PH320 and PH330), Chemistry of Food (CH440AD), and Advanced Organic Chemistry, Honors (CH652HO). One Q credit is also earned in the year-long Ecology, Honors course (ES437HO) that is part of the Environmental Immersion Program at the KEC.
- When calculating Q credits, a year-long two-semester course at a previous school will equal three Q credits.
- A student cannot receive Q credit twice for the same course.

- A student who drops a year-long course that would have earned three Q credits will still earn one Q credit for each term of the course that was completed.
- A student earns a Q credit even when a course is taken pass/D/fail.
- The Immersion Geometry course in Choate Summer Programs earns three Q credits.
- A new student who enters Choate as a repeat third former receives quantitative credit for courses taken in the 9th grade elsewhere.

CONTEMPORARY GLOBAL STUDIES

Required: One term of a course deemed to fulfill the requirement for three- and four-year students.

Current courses that fulfill this requirement are:

- Current Topics in Biology (BI410AD);
- Advanced Chinese Culture and Society, Honors (CN551HO; CN552HO; or CN553HO);
- International Economics, Honors (EC455HO);
- Development Economics, Honors (EC575HO);
- Arabic Literature in Translation (EN402);
- Sankofa: Topics in African Literature (EN412);
- Literatures of Encounter Across the Asian Diaspora (EN413);
- The End of Nature: Global Literatures of Environmental Justice (EN419);
- Postcolonial Literature (EN485);
- Global Scientific Issues (ES220);
- Environmental Science, Honors (ES550HO);
- French in a Global Context (FR404AD; FR405AD; or FR406AD);
- Literature in French, Honors (FR451HO; FR452HO; or FR453HO);
- The Francophone Press (FR514AD; FR515AD; or FR516AD);
- Advanced French Language and Culture, Honors (FR551HO; FR552HO; or FR553HO);
- Contemporary Issues (HI205);
- The Modern Middle East, Honors (HI459HO);
- Climate Change (MD370);
- International Relations, Honors (PS460HO);
- Latin American Studies (SP403AD);
- Advanced Spanish Language and Culture, Honors (SP551HO; SP552HO; or SP553HO).
- In addition, Choate Rosemary Hall's approved Study Abroad Programs and the Environmental Immersion Program (EIP), at the Kohler Environmental Center fulfill this requirement.

NOTES ON OUR DIPLOMA REQUIREMENTS

Note 1: A diploma requirement is considered fulfilled — rather than actual credit awarded — for students who have taken courses while attending another secondary school when an official transcript has been received.

Note 2: Students who fail a term course that is a diploma requirement must repeat that course or an equivalent course. Students who fail one term of a multi-term or year-long course that is a diploma requirement, but who nevertheless pass the course have fulfilled the diploma requirement.

Note 3: On rare occasions, students may propose accelerating their studies in a particular discipline by doing summer work. There are specific policies, procedures, and permissions governing such requests, but, in general, a full-year diploma requirement cannot be completed over the course of a summer. A student should begin a discussion about acceleration with the department head as much in advance as possible of the proposed work.

CO-CURRICULAR DIPLOMA REQUIREMENTS

ATHLETICS/AFTERNOON ENGAGEMENT

Required: Three terms of an afternoon activity each year.

- Third form: Students must complete the following:
  - Two terms of Collective Activity (CA), one of which must be in the fall term, and
  - Two terms of Physical Exercise (PE).
- Fourth and fifth form: Students must take three terms of athletics, or two terms of athletics and one term of an alternate activity.
- Sixth form: Students must be enrolled in an afternoon activity each term, at least one of which must be athletics.

Note 1: The Afternoon Activity diploma requirement has been restructured beginning with the Class of 2030, organized around Collective Activity (CA) and Physical Exercise (PE) designations. Students in the Classes of 2029, 2028, and 2027 will continue under the previous requirements. See p. 98 for Class of 2030 requirements and offerings.

Note 2: Afternoon Activity offerings for the Classes of 2029, 2028, and 2027 are listed on p. 96.

COMMUNITY SERVICE

Required: All students are required to complete a minimum of ten hours of community service each academic year.

Note: All projects and credit must be approved by the Director of Community Service. Please refer to the Community Service page on the Student Portal or the Student Handbook for more information.

LIFELONG WELLNESS

Required: Participation in Lifelong Wellness each year at Choate.

The format of this wellness education varies by form and may include:

- a small-group facilitated seminar;
- form-wide seminars; and
- other co-curricular opportunities for wellness education.

COURSE LOAD REQUIREMENTS

Choate operates on a trimester system. In most cases, courses are granted credit as follows:

- one-term courses receive one course credit;
- two-term courses receive two course credits; and
- three-term courses receive three course credits.

To earn a diploma, a four-year student must have a total of 60 course credits (or 60 terms worth of trimester-length courses). Three-, two-, and one-year students are to have equivalent course loads. When exceptional circumstances arise, the School may award a diploma to a student with as few as 58 or 59 course credits. The Director of Studies, in consultation with the Dean of Faculty, must approve the awarding of a diploma in these circumstances.

Students are expected to carry five courses each term, or 15 course credits a year. Any student who wishes to drop below five courses in a term must obtain permission from the Director of Studies; international students must also obtain permission from the Director of Global Engagement. If a student only takes four course credits one term, they may be expected to carry six course credits another term. Additionally, if a student drops down to four courses during a term, they will automatically be placed on Academic Warning.

With permission from their form dean, students may carry six courses in one or more terms, except in their first term at Choate and in the spring of the sixth form year when the Director of Studies must approve. A course load of six courses should never be taken lightly. Coursework at Choate is demanding, especially when a proposed six-course load carries more than two honors classes. Students interested in taking six courses should discuss their workload with their form dean, adviser, and college counselor (if applicable).

OTHER ASPECTS OF OUR ACADEMIC PROGRAM

AUDIT

Fifth and sixth form students may audit a course that is over and above the normal course load with the approval of the teacher, form dean, adviser, department head, college counselor (if applicable), and Director of Studies. The student must audit all terms of the course, attend all classes, participate actively in class discussions, and complete all homework assignments. The student has all the responsibilities of a regular course except for major assessments as determined by the teacher. Although the course appears on the student's transcript, no credit is awarded for the course and no report is written. The deadline for applying for the audit option is the end of the first week of classes in a term course and no later than one week after the first midterm in a two-term or year-long course.

Auditing a course for no credit has limited advantage for most students, so such a request should be carefully considered. A student who is thinking about auditing a course should review the pass/D/fail option before making a final decision (see p. 12).

Note: Any exception to the policy must be approved by the Director of Studies.

CHANGING, ADDING, AND DROPPING CLASSES

Students who wish to change, add, or drop a class should first discuss their concerns with their teacher. Next, they should see their form dean, as there are very specific policies that govern these procedures which vary depending on the term and on whether the course is a one-term, two-term, or year-long course. The procedures include when and whether such modifications to a student's program can happen, who must approve them, what is recorded on the transcript, what credit is awarded (if any), and who is notified. Any student who drops down to four courses during a term is automatically placed on Academic Warning.

Note: The procedures that govern the changing, adding, and dropping of classes are in the Student Handbook.

GRADES, REPORTS, AND TERM-END EXPERIENCES

Grades are given on an A through F scale with (+) and (-) indicators. D- is the lowest passing grade. Grades and term reports written by teachers, advisers, and coaches are shared with families at the end of each academic term. These final grades and reports are accessible via the Parents Portal of the School's website. Midterm grades, which are unofficial, are available there as well. Letters from the deans for students on Academic Warning are sent home at midterm.

Note: Criteria for placement on Academic Warning are included in the Student Handbook.

Term-End Experience occurs at the end of most academic terms. Courses are assigned a time for their final meeting based on the block in which they meet. Students and families should pay close attention to the published schedule for these academic

commitments, as they will not be rescheduled to accommodate travel plans or early departures from campus.

PASS/D/FAIL

Students may, with the approval of the teacher, department head, form dean (in consultation with the adviser), college counselor (if applicable) and Director of Studies, take a course on a pass/D/fail basis. A student taking a course pass/D/fail assumes all the normal responsibilities of a class (attendance, assignments, assessments, etc.) but receives a grade of either pass (P), low pass (D), or fail (F).

Taking a course P/D/F is based on the following criteria:

- a student taking a fifth course on a P/D/F basis is ineligible for Deans' List; a student taking a sixth course on a P/D/F basis is eligible for Deans' List;
- the deadline for applying for P/D/F is the last official class meeting of the term (not including the Term End Experience); and
- a student who has a course designated P/D/F may change the designation of that course back to full grade status until the last official meeting of the term (not including the Term End Experience). To do this, the form dean sends an email to everyone involved in the original decision stating that the student wishes to revert from P/D/F status to full grade status.

The P/D/F option is intended either to encourage students to broaden their intellectual horizons into areas in which they lack experience or confidence by removing any concern about jeopardizing their academic record or to offer modest relief from concerns about the academic record when a student is facing extenuating circumstances. A change to P/D/F status is not intended nor should a student interpret it as approval to work less diligently in a class. A student considering P/D/F should understand that a P on a transcript is rarely optimal when it is one of five courses; thus, for a student to take a fifth class P/D/F, it truly needs to be a special case.

A conversation regarding the change to P/D/F status begins with the form dean, who discusses with the student the policy's intent and the student's reasons for considering changing status to P/D/F in a given course. If the dean determines this is a legitimate request, the dean contacts the teacher of the course in which P/D/F is being considered, the department head, the adviser, the college counselor (if applicable), and the Director of Studies, explaining the reason for the request and asking for input from all. The Director of Studies decides once all pertinent information has been collected and reviewed, and the dean informs the student of that decision.

After the Director of Studies approves the change in status to P/D/F, it is the student's responsibility to discuss with their college counselor whether there is need to share this information with the appropriate colleges. The student making the request should be aware that occasionally a college that has accepted a student does not support the change in status to P/D/F.

A student who receives an F in a term-long course that is a diploma requirement has not fulfilled the requirement.

Note: Any exception to the P/D/F policy must be approved by the Director of Studies.

SIGNATURE ACADEMIC PROGRAMS

In addition to selecting from a wide range of courses in the Course Catalogue, interested and capable students may further focus their academic experience at Choate by participating in one of the following Signature Academic Programs. Signature Programs provide students an opportunity to immerse themselves in a particular area of study. **A student may not participate in more than one Signature Program during their time at Choate. In part, this is because of the demands that each of these programs make on a student's time.** In addition, we want to be sure we allow as many students as possible the opportunity to participate in these programs.

Signature Programs demand a significant commitment and motivation to complete. Students enrolled in a Signature Program will be periodically evaluated by the director(s) of that program to determine if the student should remain in the Signature Program. A student will be asked to leave a Signature Program if they cannot fully meet the obligations and expectations of the program or if it has been deemed that continuing in the Signature Program is not beneficial to the intellectual growth and well-being of the student.

Students wishing to apply to a Signature Program should log in to the Student Portal and navigate to *Academic Resources > Signature Programs*. The *Signature Program Application Gateway* serves as the centralized entry point for all Signature Programs that require an application. For Signature Program application deadlines and program director information, please refer to p. 95 of this catalogue.

ADVANCED ROBOTICS CONCENTRATION (ARC)

The Advanced Robotics Concentration Program is a multi-year honors program that provides interested and motivated students with the opportunity to explore robotics at the advanced level. The sequence of courses includes a required course on the design and fabrication of mechanical, electrical, and programmable systems, as well as additional courses in autonomous programming course and advanced design. The heart of the program is the intensive and collaborative process of preparing for and competing in the FIRST® Robotics Competition (FRC), a premier international robotics competition. Team building, project management, and reflection are integrated throughout the program.

This program includes the following elements:

- Two required courses: Robotics Design and Fabrication, Honors (CS450HO) and Competition Robotics, Honors (CS560HO); and at least one additional course chosen from the following: Advanced Robotics Design and Fabrication, Honors (CS565HO), Autonomous Robotics, Honors (CS570HO), or Advanced Projects in Computer Science, Honors (CS557HO);
- participation in the ARC afternoon lab activity in the winter; and
- participation in the FIRST® Robotics Competition (FRC).

Note: ARC students are expected to continue in the FRC component each year with participation in the afternoon lab activity and also usually choose to repeat Competition Robotics, Honors (CS560HO) for additional credit.

Full ARC course descriptions are on pp. 72–74 of this catalogue.

ARC APPLICATION PROCESS

Open to rising fourth and fifth formers. Students apply during the winter term to enter the program at the start of the following academic year. Applications are submitted through the *Signature Program Application Gateway*, accessible via the Student Portal under *Academic Resources > Signature Programs*.

Prerequisite: Students should have taken (or be scheduled to take) one of the following courses before starting the program: Introduction to Robotics (CS300), Robotics II (CS310), Reverse Engineering (AS230), Topics in Engineering (AS310AD), Computer Science, Honors (CS550HO, CS551HO), or a Choate Summer Programs high school robotics course.

Note 1: While courses taken in the summer do not appear on a student's official Choate Transcript, they are listed on the Summer Transcript which will become a part of the student's permanent academic record.

Note 2: Students who have been accepted to Choate for the fourth or fifth form and have relevant prior robotics experience may also apply for ARC. They should be in contact with the program director before April 15, 2026.

ARABIC AND MIDDLE EASTERN STUDIES (AMES)

This interdisciplinary program marries intensive linguistic study of Modern Standard Arabic with courses on the literature and cultures of the Middle East. Students who begin in their fifth form year should consider taking at least one history course simultaneously with AR150HO.

This program includes the following elements:

- First Year Arabic, Honors (AR150HO), Second Year Arabic, Honors (AR250HO), Third Year Arabic, Honors (AR350HO), Islamic Civilizations of the Middle East, Honors (MD458HO), The Modern Middle East, Honors (HI459HO) and Arabic Literature in Translation (EN402).

Note: Third Year Arabic, Honors (AR350HO) is not required for students who begin AR150HO in the fifth form year.

AMES APPLICATION PROCESS

Open to rising fourth, fifth, and sixth formers. Unlike the other Signature Programs, there is no application to AMES. However, students are expected to declare their intention to complete the AMES requirements by notifying the Registrar and the AMES program director.

ARTS CONCENTRATION

The Arts Concentration Program is designed for students who are passionate, disciplined, and able to demonstrate a sustained commitment to their own artistic development and collaborative skills. Students who are accepted into the program will explore their discipline in breadth and depth by completing a series of prescribed courses, devoting a significant portion of each week to practice, rehearsal, or studio work, and collaborating with different art disciplines throughout each term. By providing students with time, space, and support, the Arts Concentration Program allows students to develop as artists and acquire the tools, techniques, and confidence necessary for continued study and artistic growth.

Note 1: Arts Concentration students are expected to engage fully in the afternoon commitment of the Arts Con program for a minimum of two terms each year but may choose to participate in an alternate afternoon activity one term per year.

Note 2: While students are encouraged to take a course in a second area of study, Arts Concentration students will fulfill the two-area requirement in the arts by participation in the program.

Dance students spend five afternoons a week in the dance studio working under the guidance of the dance faculty to build their repertoire independently in preparation for their culminating sixth form spring recital.

Dance students are required to:

- take Dance History (DA220), Dance Composition (DA300), Dance Matters: Dance and Social Justice (DA320), and one foundation-level course in another area of the arts;
- participate in Dance or Dance Intensive (two terms) and Choate Repertory Dancers (full year);
- choreograph for Choate Repertory Dancers or any of the student clubs (Dance Company Hip Hop Club, Choate Taps, or Step Squad); or choreograph or initiate an independent performance project for the Fall Dance Showcase (FDS); and
- produce and perform in their sixth form culminating project in the form of a spring recital.

Music students may select an emphasis in either *performance* or *production/composition*. All music students are required to take weekly instrumental, composition, or voice lessons, and spend five afternoons a week in Colony Hall working under the guidance of the music faculty. Sixth formers hold a solo recital featuring their performative, production, or original composition work in the spring term.

Performance students are required to:

- take the three-term Music Theory and Harmony, Honors sequence (MU351HO-MU353HO) and at least two terms of music history. (Advanced Harmony/Counterpoint, Honors (MU450HO) is recommended);
- participate in an ensemble each year; and
- perform in either the vocal or instrumental recital at the end of each term.

Production/Composition students are required to:

- take the three-term Music Theory and Harmony, Honors sequence (MU351HO-MU353HO), at least one term of music history, and Music Production (MU320);
- perform in the fall and winter recitals; and
- have two works performed in the Composers' Concert each spring.

Theater students may select an emphasis in *performance, playwriting,* or *production*. All theater students spend five afternoons a week in the PMAC working under the guidance of the theater arts faculty, participating in either tech activities, production rehearsals, or a writing term, depending on their particular emphasis.

Performance students are required to:

- take Acting I and II (TA100, TA200), the first two terms of the Acting III, Honors sequence (TA351HO-TA353HO) though the third term is strongly encouraged, and Directing, Honors (TA450HO); and
- participate in two terms of technical theater during their time at Choate.

Playwriting students are required to:

- take Acting I (TA100), Digital Filmmaking I (VA310), Playwriting and Screenwriting (TA270), Directing, Honors (TA450HO), and Independent Theater and Film Workshop (TA370); and
- participate in two terms of technical theater during their time at Choate.

Production students are required to:

- take Acting I (TA100), Fundamentals of Theater Design (TA108), Stagecraft I and II (TA110, TA220), and Directing, Honors (TA450HO); and
- participate in two terms of technical theater each year they are in Arts Con.

Note: A theater concentration student is never guaranteed a role in a production.

Visual Arts students may select an emphasis in either *studio art* or *filmmaking*. All visual art students spend five afternoons a week in the Arts Concentration studio working under the guidance of the visual arts faculty and are required to mount a Senior Exhibit in the spring of their sixth form year.

Studio art students are required to:

- take Drawing (VA210), three additional studio art electives (at least one of which must be an upper-level course), Advanced Portfolio, Honors (VA480HO), and at least one term of the Art History, Honors sequence (VA551HO-VA553HO).

Filmmaking students are required to:

- take Digital Filmmaking I and II (VA310, VA410), Advanced Portfolio, Honors (VA480HO), Playwriting and Screenwriting (TA270), and Independent Theater and Film Workshop (TA370).

ARTS CONCENTRATION APPLICATION PROCESS

Open to rising fourth and fifth formers; rising sixth formers may apply for dance, music, and theater. Students apply during the winter term to enter the program at the start of the following academic year. Applications are submitted through the *Signature Program Application Gateway*, accessible via the Student Portal under *Academic Resources* > *Signature Programs*. Students are accepted into Arts Con based on their written application, an audition/portfolio, and an interview with the program directors.

Note: Although every effort is made to run the courses offered every term or year, there are times when low enrollment and/or available resources do not allow a course to run. In those instances, the Arts Department will suggest alternate courses and/or work with the student so that appropriate adjustments can be made.

CAPSTONE PROGRAM

The Capstone Program is designed to provide an opportunity for sixth formers to explore a particular area of the curriculum in depth; it is intended for students who can work independently for a sustained time in a curricular area about which they are passionate.

Capstone proposals may be designed either by the department or by an individual student, though student-initiated programs are inevitably subject to the staffing capacity of the school and the course offerings of the academic departments. Interdisciplinary programs ranging across several departments may also be proposed. Each program is under the direct supervision of a teacher (the Capstone adviser), usually from the department most directly connected with the proposed area of concentration. Capstones are evaluated by the department(s) involved and each department determines the way the individual Capstone projects are recognized. Artifacts of each student's Capstone are shared with the Library for curation.

The recommended sequence of study is two courses in the fall, two courses in the winter, and the Capstone project — the equivalent of a course — in the spring, but other patterns may be proposed. Participation in the Capstone Program may involve extra work after the regular class day, which may be done as an "approved project" for a term. Capstone participants are expected to be in residence at Choate for the entire year, but students participating in a Study Abroad Program in the fall term may still apply if the program has some connection to the final Capstone project.

This program includes the following elements:

- four to five courses that focus on a topic, theme, or area of curricular study; and
- a culminating Capstone project, i.e., a final project, presentation, portfolio, paper, or other appropriate final product that will be shared with the community in the spring term.

CAPSTONE APPLICATION PROCESS

Open to rising sixth formers. Students apply during the winter term to enter the program at the start of the following academic year. Applications are submitted through the *Signature Program Application Gateway*, accessible via the Student Portal under *Academic Resources* > *Signature Programs*. Students should secure a commitment from a possible Capstone adviser, and work with them to finalize their proposal. Students are accepted into the Capstone Program based on their application, proposed area of study, and overall maturity and motivation. The Director of the Capstone Program will consult with the Director of Studies, the Registrar, the Department Head in the proposed area of study, and the student's form dean to evaluate the feasibility of the final proposal.

ENVIRONMENTAL IMMERSION PROGRAM (EIP) AT THE KOHLER ENVIRONMENTAL CENTER (KEC)

The Environmental Immersion Program (EIP) is a three-term, honors, interdisciplinary academic and residential program at the Kohler Environmental Center (KEC). Fundamental aspects of the program include an emphasis on environmental literacy; multidisciplinary education; purpose-driven, authentic research; community responsibility; and learning experiences outside the traditional classroom. The surrounding ecosystems and the green building in which the students live drive the exploration and understanding of the interrelationship between environmental science, ethics, economics, public policy, literature, and art. Complex environmental issues are addressed concurrently in multiple classes. Students conduct a year-long research project in natural science, social science, or the humanities, in which they immerse themselves in primary literature, formulate hypotheses, test their predictions, and present their findings. Experts-in-residence, field trips, and invited speakers broaden the learning experience beyond the classroom setting.

The residential program at the KEC fully integrates the EIP into the students' lives. As participants in this program, students and faculty strive to live sustainably by cultivating habits that help preserve our natural resources. Students will work together with faculty to build an intentional community that makes decisions based upon the goals of being a net-zero energy facility, minimizing the impact that food choices and other consumption habits have on the environment, and being responsible stewards of the surrounding land and the building itself.

Students in this program fulfill diploma requirements in English (one year), biology (one year, if they have not taken biology previously), philosophy/religion (one credit), contemporary global studies (one credit, satisfied by participation in the program), and visual arts (one credit). In addition, one quantitative credit is earned. Students in the program are required to take all of the courses listed unless they have completed biology previously, in which case they may not take biology.

EIP students are encouraged to participate in the full array of Choate sports, clubs, and other extracurricular activities as well as program-specific offerings, which include hiking and kayaking as well as land stewardship. Shuttle service is provided to facilitate transportation to and from the main campus.

The Kohler Environmental Center is a unique teaching, research, and residential facility. Located east of Choate's main campus, the Center occupies 266 acres of mixed forest, wetlands, and fields. Students, faculty, and visiting scientists conduct ecological research in these varied habitats. The 31,325-square foot facility includes laboratory spaces, classrooms, a research greenhouse, student dormitory rooms, faculty apartments, and a studio apartment for experts-in-residence. Notable advanced environmental design features of this LEED Platinum-certified building include a photovoltaic array that produces the building's electricity, geothermal heating and cooling, solar evacuated tubes to heat water, passive solar design, and an earth duct that preconditions air circulated through the building. The facility is designed so one can flow easily from the building to the land and back again, making the surrounding acres a living laboratory that is integral to the Environmental Immersion Program.

This program includes the following elements:

- Ecology, Honors (ES437HO); Multidisciplinary Research Methods, Honors (MD438HO); Environmental Research Project, Honors (MD439HO); Environmental Ethics, Honors (PL465HO); Environmental Economics, Honors (EC465HO); Environmental Policy, Honors (PS465HO); Literature and the Landscape (EN360); Nature Photography, Honors (VA293HO); and Biology, Honors (BI420HO);
- one main campus math or language elective per term (students who have previously completed biology may take two electives in the fall and winter); and
- living in residence at the KEC.

Full EIP course descriptions are on pp. 38-39 of this catalogue.

EIP APPLICATION PROCESS

Open to rising fifth and sixth formers. Students apply during the winter term to enter the program at the start of the following academic year. Applications are submitted through the *Signature Program Application Gateway*, accessible via the Student Portal under *Academic Resources* > *Signature Programs*. Students are accepted to the EIP based on their written application, an interview with EIP faculty, input from current teachers, adviser, form dean, and college counselor (if applicable), and a review of the student's overall program. Admission to the program is based on maturity, motivation, strength of overall record, interest in studying the environment, and ability to live and work with others.

GLOBAL ENGAGEMENT PROGRAM (GEP)

The goals of the Global Engagement Program are to help students achieve a greater understanding of the interconnectedness of our world and for students to learn and think critically about 21st-century issues such as access to education, healthcare, climate change, migration, and food security, and to understand their role in this ever-changing arena. This program aims to help students to understand and acknowledge their different identities, roles, and responsibilities to the multiple communities of which they are a part; to understand their relationships to others in these communities; to learn to adapt and work with others who may or may not have similar backgrounds; and, ultimately, to live Choate's mission by developing a lifelong "commitment to improve the welfare of others."

Neither classes nor study abroad alone can create global citizens, but these, in combination with connections within one's local community, are part of the scaffolding needed to offer our students continued exposure to others who have different backgrounds and perspectives and to enable them to develop the competencies and skills needed to understand the complexities of global issues, their potential solutions, and turn knowledge into action. While students may complete the program at their own pace, they must complete all requirements by the winter of their sixth form year.

This program includes the following elements:

- six globally-focused courses, taken from an approved list of Choate courses and/or taken during one's study abroad program;
- a study abroad experience of at least three weeks, outside of one's community of origin;
- a "Global-At-Home" experience consisting of at least 30 hours of engagement at approved events and/or volunteering in the local community, where students are actively learning about and from a culture outside of their own; and
- a culminating consulting project for an international non-profit, which puts students' knowledge and skills into

action, completed by the end of the winter term of the sixth form year.

GEP APPLICATION PROCESS

Open to rising fourth and fifth formers. Students apply during the winter term to enter the program at the start of the following academic year. Applications are submitted through the *Signature Program Application Gateway*, accessible via the Student Portal under *Academic Resources* > *Signature Programs*. Students are accepted to the GEP based on their written application, an interview with the program director or other faculty involved in the program, and a review of the student's overall program. Admission to the program is based on demonstrated interest in critical global issues, as evidenced by past coursework, current student organization and community service involvement, and overall maturity and motivation. There may be an additional application window mid-fall if there is room in the program.

JOHN F. KENNEDY '35 PROGRAM IN GOVERNMENT AND PUBLIC SERVICE (JFK)

This program is designed for students who possess a strong interest in government, politics, philosophy, economics, and public service. It provides an opportunity to combine several related courses, participate in an off-campus public service experience, and engage in an intensive tutorial with a small group of students in the program. The program begins in the fifth form year and extends through the winter of the sixth form year.

This program includes the following elements:

- four required courses: U.S. Government and Politics I, Honors (PS550HO); Political Ideologies, Honors (PS430HO); Macroeconomics (EC400AD or EC450HO); and JFK Tutorial, Honors (PS600HO);
- two additional courses chosen from the following: U.S. Government and Politics II, Honors (PS555HO); Constitutional Law, Honors (HI411HO); American Diplomacy (HI413AD); International Relations, Honors (PS460HO); Philosophy, Honors (PL450HO); Social Psychology, Honors (PY435HO); Democracy, Media & Politics (PS433AD); Crime, Deviance, and Social Control, Honors (SO460HO); Popular Culture and Mass Media (SO460AD); any economics course beyond macroeconomics; or an approved Directed Study;
- summer reading before the fifth form year about John F. Kennedy '35;
- the JFK Tutorial, Honors (PS600HO) is a tutorial (3-4 students with one teacher) taken in the winter term of a student's sixth form year. The tutorial meets once a week, centered on several essential questions that students explore through rigorous essays as well as discussion and critique of those essays. Students are expected to have completed U.S. Government and Politics I, Honors (PS550HO); Political Ideologies, Honors (PS430HO); and Macroeconomics (EC400AD or EC450HO) before enrolling in the JFK Tutorial (PS600HO);
- an off-campus experience related to each student's area of interest (e.g., government, politics, economic policy, social service). This experience can take place the summer after the fifth form year or during winter or spring break of the fifth form year; and
- a culminating public presentation on their work in the program, produced by the end of winter term and shared with the community in the spring of their sixth form year.

Note: Students who successfully complete the John F. Kennedy '35 Institute in Government through Choate Summer Programs will have fulfilled the requirement for Political Ideologies, Honors (PS430HO). While courses taken in the summer do not appear on a student's official Choate Transcript, they are listed on the Summer Transcript which will become a part of the student's permanent academic record.

JFK PROGRAM APPLICATION PROCESS

Open to rising fifth formers. Students apply to the program in the winter term to enter at the start of the following academic year. Applications are submitted through the *Signature Program Application Gateway*, accessible via the Student Portal under *Academic Resources* > *Signature Programs*. Students are accepted into the JFK Program based on a written application (including an essay) and an informational interview with the program directors. Admission to the program is based on demonstrated interest in government and public service, strong communication and analytical skills, and overall maturity and motivation.

***NOTE FOR INTERNATIONAL STUDENTS**: Federal labor guidelines and USCIS rules on employment and practical training prohibit students attending secondary school on an F-1 visa from participating in an internship in the United States, even if it is unpaid and/or remote. Doing so will put your F-1 status at risk and your SEVIS record would be terminated. For JFK students on an F-1 visa, the required internship experience must take place outside of the United States. Please contact the Director of Global Programs and Adviser to International Students with any questions.*

SCIENCE RESEARCH PROGRAM (SRP)

The Science Research Program (SRP) offers motivated and independent students the opportunity to undertake modern scientific research in a professional laboratory. By linking each student with a professional scientist, SRP gives students access to expertise and equipment generally only available to students at the university level. Completion of the SRP will provide each student with advanced training in scientific inquiry and research methodologies as well as the opportunity to present their findings to the Choate community.

This program includes the following elements:

- three terms of training in the basics of scientific inquiry and experimentation taken in the fifth form year;
- a summer of research in a university (or similar) laboratory; and
- a final term during the fall of the sixth form year focused on presenting the results of their summer work. This includes a written manuscript meeting the standards of professional publication, a poster one would see at an academic conference, and a 15-minute seminar talk presented to the Choate community.

Full SRP course descriptions are on p. 83 of this catalogue.

SRP APPLICATION PROCESS

Open to rising fifth formers. Students apply to the program in the winter term to enter at the start of the following academic year. Applications are submitted through the *Signature Program Application Gateway*, accessible via the Student Portal under *Academic Resources* > *Signature Programs*. Students are accepted to the SRP based on their written application, an interview with program directors, input from past and current teachers, adviser, form dean, and college counselor (if applicable), and a review of the student's overall program. Admission to the program is based as much on demonstrated interest in science, commitment to independent work, maturity, and motivation as on the strength of one's academic record.

***NOTE FOR INTERNATIONAL STUDENTS**: Federal labor guidelines and USCIS rules on employment and practical training prohibit students attending secondary school on an F-1 visa from participating in an internship in the United States, even if it is unpaid and/or remote. Doing so will put your F-1 status at risk and your SEVIS record would be terminated. For SRP students on an F-1 visa, the summer research internship must take place outside of the United States. Please contact the Director of Global Programs and Adviser to International Students with any questions.*

ADDITIONAL CURRICULAR OPPORTUNITIES

DIRECTED STUDY

The Directed Study Program is available to advanced students who have completed the courses offered in the regular curriculum and who have demonstrated talent in a particular area. The student (usually working with a faculty adviser) is responsible for establishing academic objectives, designing a program that includes 6-8 hours of academic work each week, and initiating a discussion with the department head, who then determines the feasibility of the program, the availability of resources, and evaluation procedures. The faculty adviser assumes responsibility for guiding the student throughout the entire program. All Directed Study proposals should be equivalent in educational value to the normal coursework they replace. Grades are recorded for a Directed Study and students receive academic credit.

Directed Study guidelines:

- a Directed Study (DS) can be approved as a fifth or sixth course. This is determined by the Directed Study Committee and is based on the particular student's course load, the DS being proposed, and historical precedent;
- a DS can carry the same designation as any other course: regular, advanced, or honors. The designation of a particular DS is determined by the department head in consultation with the Registrar, Director of Studies, and Dean of Faculty;
- a DS is to be of an academic or creative nature, closely related to the regular course of studies. Proposals involving work experience or extracurricular activities do not meet this definition; no DS is approved that covers the same or similar content as a course offered that same term, and only rarely is one approved that covers the same or similar content as a course offered another term during the same academic year;
- until a DS has been approved, the student must be enrolled in and attending five courses; and
- DS application forms are due no later than one week after the previous term's midterm, even for a fall term DS.

At the end of the Directed Study, the student is expected to complete a self-assessment indicating the work that was done and if there was any divergence from the original plan. In addition, the final syllabus along with copies of all major course artifacts must be provided to the Library for curation.

Directed Study application forms are available on the Choate Portal in the Academic Resources area. The faculty adviser, form dean, department head, and the Directed Study Committee must give signed approval.

SENIOR PROJECTS

The Senior Project Program provides an opportunity for an independent learning experience for sixth form students during their spring term. Participation is a privilege that permits dedicated students to investigate an area in which they can demonstrate aptitude or interest. Projects are initiated and designed by individual students with the help of faculty advisers. Projects may be in lieu of some of the student's normal academic load and may be based on or off campus. The Director of Studies, after consultation with the student's form dean, Registrar, and Dean of Faculty, must approve all projects. Approval depends upon the educational goals to be achieved as well as the suitability of the project for a particular student.

Senior Project guidelines:

- the student must be in good academic and social standing;
- the student must take at least three regular Choate Rosemary Hall courses, and the project must be equivalent to the remainder of a five-course load;
- a copy of each Senior Project will be curated by the Library;
- the student must have completed 10 course credits as well as their athletic requirements before undertaking a project;
- the student who is subject to major discipline after winter midterm may not undertake a project; and
- Senior Project applications for the 2026-2027 academic year must be submitted to the Director of Studies by November 1, 2026.

All Senior Projects must result in a culminating project, as indicated on the application form. Examples of culminating projects include recitals, presentations, papers, books, portfolios, and the like. **These projects are to be submitted to the Director of Studies no later than 3:00 p.m. on Thursday during the last week of classes in the spring term.** While grades for Senior Projects appear on student transcripts, they are not factored into the GPA.

Senior Project application forms are available on the Choate Portal in the Academic Resources area. The faculty adviser, form dean, department head, and college counselor must give signed approval.

STUDY ABROAD

Choate Rosemary Hall has operated a variety of established international programs for over 40 years; motivated students can find the study abroad experience that best suits their needs and academic interests.

For the 2026-2027 academic year, students may pursue the following term abroad programs:

- Fall 2026 – St. Stephen's in Rome,

- Fall 2026 – King's Academy in Madaba,
- Fall 2026 and Spring 2027 – SSA Sevilla,
- Fall 2026 and Winter 2027 – CIEE Rabat,
- Fall 2026 and Winter 2027 – CIEE Taipei,
- Fall 2026 and Winter 2027 – CIEE Toulouse.

Each program has its own eligibility requirements based on grade-level and language fluency. However, all programs share the following requirements:

- students need to have spent a year on Choate's campus before departing on a study abroad program; new students are not eligible to participate in a term or semester abroad program in their first year at Choate;
- students returning from a leave will need permission from the Dean's Office to apply for a term abroad program while they are on leave, even if it takes place once they return. Generally, Choate prefers to see students on campus for at least one term prior to departing for a term abroad to ensure that they student is adjusting well back on Choate's campus; and
- all term abroad participants are required to attend additional meetings as a cohort before, during, and after their global experience.

Programs may have a minimum or maximum numbers of students they can accommodate. If there are not enough applicants to run a program, the program may be cancelled. We will try to place students on an alternate program as appropriate.

Note: While Choate does not run its own summer abroad programs, interested students may contact the Director of Global Engagement with any questions or for assistance in finding and preparing for a program that aligns with their interests and academic goals.

Study Abroad guidelines:

- students apply to the program in the winter term for the following academic year. The application forms are available on the Choate Portal under Academic Resources;
- open to rising fourth and fifth formers; sixth formers may apply to study abroad in the fall of their sixth form year; and
- students are accepted to a study abroad program based on their written application, background in language study, input from current teachers, adviser, dean, Health Center, and the college counseling office, and a review of their overall program. Admission to the program is based on maturity, motivation, strength of overall record, and foreign language performance and interest; final approval is given by the program host.

COURSE DESCRIPTIONS

ARTS

The Arts Department mission is to inspire, nurture, and support every student in recognizing and developing their inherent artistic potential. We promote courageous exploration, self-awareness, and cultural fluency through a collaborative approach that enables each student to discover their unique voice.

Serving as a bridge to the world around us, the arts offer a way to make sense of the present, a way to preserve and celebrate the past, and a path towards discovery and growth. As a potent catalyst for environmental and social change, the arts celebrate beauty, revealing its relevance while reflecting the essence of both humanity and nature. Engagement in the arts offers the opportunity to deepen and expand one's existence as the intellect, heart, and body are awakened. All students participate in the process and practice of making art and learn how to see, hear, and talk about art. Whether as developing artists, or appreciative audiences, we hope to instill a lifelong understanding of the intrinsic value of the arts.

The Arts Department offers foundational level classes in dance, music, theater, and visual arts. The Arts Concentration program and upper-level courses serve students who wish to delve more deeply and potentially achieve a higher level of distinction in a particular discipline. Many opportunities to perform exist for all who are interested. Student work is exhibited in the Arts Center and across campus. In short, art is seen and celebrated here at Choate.

– Matthew McLean, Department Head

DANCE

The Dance Program welcomes everyone, regardless of level of experience, into a supportive and inclusive environment that empowers students to discover a sense of wholeness through movement. Building physical awareness, articulation, alignment, fluid strength, and flexibility, afternoon technique classes grant students the opportunity to expand and refine their movement vocabulary, range of motion, and creative responsiveness. During the academic day, Introduction to the Moving Body and Dance (DA100), Dance History (DA220), and Dance Matters (DA320) provide perspective and relevance to our studio-based courses, while Dance Composition (DA300) offers a choreographic tool kit for anyone interested in experiencing the creative process through movement. Students who have no previous experience in dance are encouraged to participate in the dance program classes and courses offered.

Performing opportunities exist for students enrolled in the Choate Repertory Dancers at each of our three dance concert events – the Fall Dance Showcase, Winter Dance Concert, and the Spring Guest Artist Dance Concert.

INTRODUCTION TO THE MOVING BODY AND DANCE

Fall, Spring terms; 1 course credit
DA100

This course explores how a dancer approaches the moving body. Students are introduced to foundational movement concepts basic to all dance genres, styles, and techniques. Through structured exercises, exploratory improvisations, and collaborative creative projects, students experiment with different dance forms to develop flexibility, strength, rhythm, coordination, personal expression, and an understanding of dance's place in our world. No previous dance experience is necessary; athletes, actors, and anyone interested in successful communication and a healthy physicality are encouraged to participate. Open to all students.

DANCE HISTORY IN THE 20TH AND 21ST CENTURY

Winter term; 1 course credit
DA220

Offered in alternate years; available in 2026-2027

Starting with the Ballets Russes' explosive interdisciplinary *Rite of Spring* (1913), this course examines the development of contemporary dance in the 20th and earlier 21st centuries by investigating ten seminal dance works: creations that exemplify a turning point in the art form. Each work will be analyzed in detail on its own — its formal and narrative elements, its influences — and situated within its larger socio-cultural context to appreciate why the work still resonates today. Open to all students.

DANCE COMPOSITION

Fall term; 1 course credit
DA300

This course introduces students to the practice of making dances. Students work cooperatively as both choreographer and dancer to experiment with diverse compositional practices. Each class consists of experimentation, individual and group studio research, presentation, and discussion. Analyzing the work of contemporary choreographers and their methods complements daily creation activities. The Fall Dance Showcase (FDS) serves as a venue to share final choreographic projects. Open to all students.

Note: This course is strongly encouraged for students interested in choreographing for Choate Repertory Dancers, FDS, or any of Choate's dance clubs. Students with no previous dance experience are encouraged to take Introduction to the Moving Body and Dance (DA100) prior to enrolling in this course.

DANCE MATTERS: DANCE AND SOCIAL JUSTICE

Winter term; 1 course credit
DA320

Offered in alternate years; available in 2027-2028

In Dance Matters, we investigate how social justice issues have been and are currently being presented in dance. Over the centuries, dance itself and the artists who practice it have been the target of injustice: censorship, marginalization, and discrimination based on identity and life choices. Under much of the historical evolution of dance lies an impulse, whether subtle or more overt, toward social justice. We look at the artists' expressions on stage and their actions in the community. Students are encouraged to bring their passion and personal experience to the shaping of the class as we examine the historical and present-day work of others and devise a unique movement event based on our studies. Open to all students.

DANCE ENSEMBLE

Participation in Choate Repertory Dancers (formerly Dance Company) is by audition only. A full-year commitment is required. Choate Repertory Dancers receive one-third credit per term, earning one arts credit for the year. While grades for this ensemble appear on student transcript, they are not factored into the GPA.

CHOATE REPERTORY DANCERS

Year; 1 course credit
DA910

Students will be cast in weekly repertory by different faculty, guest artists and/or students and can audition to be choreographers. The highly collaborative process with faculty mentoring involves developing choreographic repertoire, making choices that pertain to music, costumes, lighting design, and all other elements of production. Students who are in the Arts Concentration program or those who have taken Dance Composition (DA300) prior to auditioning as a choreographer will be given special consideration for the two openings to choreograph and present their work with Choate Repertory Dancers. To further refine their technique and expand their artistry, Choate Repertory Dancers members are required to participate in Dance (ATDANCE) or Dance Intensive (ATDANCEIN) at least one term per year. Dancers must commit to at least three scheduled weekly rehearsals or two weekly rehearsals and one spring guest artist residency.

Note: Students may repeat DA910 in subsequent years.

MUSIC

The music program offers a wide range of courses in history, theory, composition, music production, and performance for students at all levels of experience. Students without prior music experience can explore music making and appreciate music while developing the skills to become musicians during their time at Choate. Students with prior experience can build a solid foundation for entrance to a conservatory or college music program.

FOUNDATION COURSES

MUSIC FUNDAMENTALS

Fall, Winter terms; 1 course credit
MU125

Designed for the beginning musician, this course explores the basic structure and notation of music through the study of harmony, voice leading, rhythmic dictation, the harmonic series, and chordal structures. This course covers all basic music theory concepts necessary for composition and preparation for Music Theory and Harmony, Honors (MU351HO). These concepts are explored through the playing of the ukulele. No previous musical experience is necessary. Open to all students.

MUSIC HISTORY: RENAISSANCE, BAROQUE, AND CLASSICAL

Fall, Winter terms; 1 course credit
MU290

This course is a historical survey of the composers and works of the Western European Classical tradition from the Baroque through the Early Romantic era. Students will explore works by well-known composers, including Bach, Vivaldi, Haydn, Mozart, Beethoven, and their contemporaries. Significant time will also be spent exploring the works of composers who have been historically excluded from study and performance, including women, people of color, and non-binary persons. Listening-based analysis and critical writing will guide the work in this course which examines the cultural context in which compositions were created and why they continue to influence modern-day concert programs. No previous experience in music is required. Open to all students.

MUSIC HISTORY: ROMANTIC, 20TH, AND 21ST CENTURY

Winter, Spring terms; 1 course credit
MU295

This course is a historical survey of the composers and works of the Late Romantic and 20th/21st centuries with a focus on Western European art music, protest music, experimentalism, film soundtracks, and electronic music. Students will explore works by well-known composers from Beethoven onwards to the present day. Significant time will also be spent exploring the works of composers who have been historically excluded from study and performance, including women, people of color, and non-binary persons. Listening-based analysis and critical writing will guide the work in this course, which examines the cultural context in which compositions were created and why they continue to influence modern-day concert programs. No previous experience in music is required. Open to all students.

MUSIC HISTORY: JAZZ

Fall term; 1 course credit
MU300

Offered in alternate years; available in 2026-2027

This course examines jazz from its origins to the present. Special attention is given to pivotal figures in the history of jazz such as Louis Armstrong, Bix Beiderbecke, Duke Ellington, Count Basie, Coleman Hawkins, Lester Young, Charlie Parker, Miles Davis,

Thelonius Monk, John Coltrane, Charles Mingus, and Ornette Coleman. Students listen, watch, analyze, and discuss a wide variety of recorded jazz performances and jazz films. Through an extensive examination of the musical characteristics from each major jazz period, students will gain an understanding of the major innovations that contributed to this uniquely American art form. Open to all students.

MUSIC HISTORY: THE 1960S

Spring term; 1 course credit
MU310

This course surveys some of the diverse music created in the 1960s. We examine many styles that originated during this decade, including folk-rock, soul music, psychedelic rock, and other broad styles such as rock, R&B, country, and blues as they evolved during the 1960s. We also discuss the broader social movements that accompanied the shifts in music during this time, with significant attention to the role of race in society and in the workings of the 1960s popular music industry. The primary focus is on the music itself, examining the traits of important artists and styles and learning how to deconstruct the elements of the songs we explore through audio recordings and videos. Open to all students.

MUSIC PRODUCTION I

Fall, Winter terms; 1 course credit
MU320

This course is designed for students interested in developing their music production and recording skills. Course work begins with real-world recording studio techniques for acoustic instruments and progresses through the current trends in modern music production, incorporating MIDI, sampling, drum machines, and synthesizers. Some topics covered include microphone placement, utilizing samplers for creative ideas, programming software instruments, creating effective musical arrangements, and mastering basic mixing principles such as EQ and compression. Weekly assignments and long-term creative projects are aimed at helping students develop the skills necessary for music producers to successfully bring songs from initial concepts to polished products. A variety of software platforms will be explored, with a focus on Logic Pro and Ableton Live. Students will not only rely on computers for music creation but also collaborate with live musicians to bring their musical ideas to life. They will become proficient in utilizing the Choate Recording Studio for large scale recording projects during the term and beyond.

Prerequisite: Prior music experience with an instrument, voice, or music production, or permission of the department.

UPPER-LEVEL COURSES

JAZZ IMPROVISATION AND HARMONY

MU330AD
Fall term, 1 course credit

Offered in alternate years; available in 2027-2028

This course introduces students to the skills required for jazz improvisation in the context of functional jazz harmony. Topics include chord progressions, scales, modes and the analysis and creation of melodic lines. Musical performance is emphasized. The course is designed to include various "hands-on" exercises in (1) improvisational development in conjunction with jazz standard repertoire and original student compositions; (2) aural skills and analysis involving interval, scale and chord recognition; and (3) development and enhancement of self-awareness utilizing specific melodic and harmonic devices and cognitive techniques that will assist in improving the presentation of the performer. Upon successful completion of this course, students will be able to:

- improvise over the ii-V7-I chord progression in several keys;
- improvise over the 12-bar blues chord progression in one or more keys;
- improvise over the *I Got Rhythm* chord progression in B-flat major;
- transcribe jazz solos from recordings into musical notation.

Students will also gain a practical method for continuing the study of jazz on their own. This course addresses jazz improvisation through guided performance practices with the goal of cultivating a more confident and comfortable performer of jazz.

Prerequisite: Permission of the department. Students need to demonstrate the playing of all 12 major scales.

MUSIC THEORY AND HARMONY, HONORS

Three terms; 1 course credit (each term)
MU351HO (Fall), MU352HO (Winter), MU353HO (Spring)

This course explores Western diatonic classical harmony and voice leading. Topics include four-part harmony, voice leading, harmonic progression, figuration, and rhythmic analysis. Through score analysis and original compositions, students explore melodic construction and development. Through two large-scale composition projects, each theoretical concept is applied to heighten mastery and help formulate each student's creative process.

Prerequisite: MU125 or permission of the department.

Note: Students are strongly encouraged to take these courses as a year-long sequence. However, they may be taken individually as term electives, as long as they are taken in sequential order.

MUSIC PRODUCTION II

Fall, Winter term, 1 course credit
MU430

Students may enroll in Music Production II for continued and more independent study. While the foundation-level course focuses on technical skills, Music Production II allows students to further apply these skills to their own modes of creative expression.

Prerequisite: MU320 or permission of the department.

ADVANCED HARMONY/COUNTERPOINT, HONORS

Spring term; 1 course credit
MU450HO

Not offered in 2026-2027

This course builds on material presented in Music Theory and Harmony (MU351HO-MU353HO) and offers an introduction to contrapuntal writing.

Prerequisite: MU351HO-MU353HO or permission of the department.

MUSIC ENSEMBLES

Participation in the ensemble courses is by audition only, except for Concert Choir. A full-year commitment is required for all ensembles. Symphony Orchestra and the Choate Chorale earn one arts credit per term, and grades are factored into a student's GPA. All other ensemble courses receive one-third credit per term, earning one arts credit for the year. While grades for these ensembles appear on student transcripts, they are not factored into the GPA.

THE CHOATE CHORALE

Year; 3 course credits
MU420

Students will study and perform advanced choral literature. This course explores a variety of genres emphasizing the appropriate musical and vocal flexibility necessary for authentic performance practices. Students study repertoire and diction in several languages each year. In the context of the repertoire, students study music literacy, sight-singing, basic music theory, and structural analysis. Students cultivate deep listening and focus through ear-training exercises, silent meditation, improvisation, and the rehearsal of challenging repertoire. Students also develop musical independence and leadership, as well as ensemble sensitivity, artistic interpretation, and creative risk-taking. In addition to many performances on campus, Chorale members will earn placement by audition and have the opportunity to go on tour. Past tour highlights have included performing at the Vatican, Carnegie Hall, and on the Great Wall of China. The Choate Chorale rehearses three times per week.

Note: Private music lessons are required for the fulfillment of this course.

SYMPHONY ORCHESTRA

Year; 3 course credits
MU480

The symphony Orchestra studies and performs symphonic masterworks from all eras, appears in concert every term in Colony Hall Auditorium, and engages students in a wide range of music outreach opportunities reflecting a commitment to twenty-first-century innovations in inclusion, diversity, equity, and access in the field of music. Beyond performance, students acquire and/or develop concurrent skills in music literacy, including score study, theory, and history. Past tours by this flagship ensemble have taken it to concert venues in Europe and Asia, as well as Carnegie Hall, Avery Fisher Hall at Lincoln Center, Yale University, The Kennedy Center, and The White House in Washington, D.C. Selected students from the Symphony form a Chamber Orchestra for interdisciplinary collaborations with Choir, Dance, and Musical Theater. Intended for advanced string, woodwind, brass, and percussion students who earn placement by competitive audition. The Symphony rehearses three times a week.

Note: Private music lessons are required for the fulfillment of this course.

CONCERT CHOIR

Year; 1 course credit
MU910

All students are welcome to participate in Concert Choir without audition; all members of the a cappella groups are strongly encouraged to participate in Concert Choir.

Concert Choir sings a variety of music from all genres including Baroque, Classical, Romantic, and 20th/21st century repertoire. Repertoire is approached with an emphasis on music literacy, ear training, and aural cognition. The Concert Choir performs several times a year on campus and rehearses two times per week.

Note: Staff, faculty, and faculty children ages 8 and up are welcome to sing in the Concert Choir.

CONCERT ORCHESTRA

Year; 1 course credit
MU925

The Concert Orchestra performs a diverse range of music for string orchestra, including works by the major composers of the Baroque and Classical eras, as well as contemporary pieces. The primary emphasis of this course is on developing playing technique and ensemble skills in a group setting. The course is intended for players of violin, viola, cello, double bass, and piano, and it is recommended that students have prior experience in school music ensembles. The Concert Orchestra rehearses twice a week and performs three concerts each year.

WIND ENSEMBLE

Year; 1 course credit
MU960

The Wind Ensemble is dedicated to performing high quality, challenging, and musically stimulating work with an eagerness to embrace music from a diversity of cultures. Enrollment is open to all woodwind, brass, and percussion instrumentalists. The ensemble performs regularly throughout the academic year, including several performances on campus. Rehearsals are twice per week.

JAZZ ENSEMBLE

Year; 1 course credit
MU970

The Jazz Ensemble is an 18-piece big band consisting of saxophones, trombones, trumpets, and a rhythm section. The jazz charts are drawn from the books of Thad Jones, Count Basie, Duke Ellington, Charles Mingus, Stan Kenton, Miles Davis, and many others. Special attention is given to basic improvisation

techniques as well as the many rhythmic subtleties required in performing jazz music. Rehearsals are twice per week.

INSTRUMENTAL AND VOCAL INSTRUCTION

Lessons are offered in piano, organ, harpsichord, voice, North Indian vocal and rhythm technique, bagpipes, steel pan, strings, woodwinds, brass, percussion, guitar, banjo, harp, composition, and jazz improvisation. Arrangements may be made for lessons in other instruments upon request. Individual lessons are scheduled with a member of the music faculty or with a visiting teacher during a student's free academic period. Our music lesson faculty consists of professional musicians/educators from the surrounding community, including Yale, Wesleyan, and the Hartt School of Music. Students interested in studying music composition — classical, jazz, pop, and songwriting — may also study privately as a special project. Some music students elect to continue their studies on the weekend at Juilliard, Manhattan School of Music, Mannes College of Music, or the New England Conservatory. There is an additional charge for music lessons. Scholarship funds are available on a tiered basis for students who demonstrate financial need. The music lesson contract can be found on the Parent Portal under the Academic Resource tab. Students may be required to purchase instructional material and/or sheet music. Students are responsible for obtaining an instrument for their lessons, except for piano, organ, harpsichord, and drums. Please contact the Music Lesson Program Coordinator if you need information regarding rental instruments. (Choate Rosemary Hall does not rent musical instruments. We will be happy to put you in touch with local companies; contracts signed with those companies are the sole responsibility of the parent and student.) **Auditions are not required for instrumental and vocal instruction.**

THEATER

Several courses are offered in different areas of theater arts at the foundational level. Advanced level courses are offered in all areas. Productions are used as a basis for class analysis and discussion.

Note: Students interested in behind-the-scenes work can participate in Tech Theater Crews in Costume and Props or Sets and Lights, as afternoon activities.

FOUNDATION COURSES

ACTING I

All terms; 1 course credit
TA100

This course explores the basics of performance through theater games, in-class exercises, improv, monologues, and scenes. Open to all students.

FUNDAMENTALS OF THEATER DESIGN

Fall term; 1 course credit
TA108

This course offers an introduction to the theory, history, and practice of theater design, concentrating on set, costume, and prop design, with smaller units devoted to lighting and sound. Students learn the basic techniques of script analysis, period research, style, and color. Basic theatrical terminology and techniques of drawing, drafting, storyboarding, and model-making are introduced. Each student develops a fully conceptualized design of a play of their choosing as a final project. Open to all students.

STAGECRAFT I

Winter, Spring terms; 1 course credit
TA110

In this course, students learn about technical theater and the skills necessary for successful backstage work in a hands-on environment. Students learn the history of technical theater, the different types of physical spaces, building/structural theory, and how to read theater architectural plans. Students are expected to become adept at theater-specific construction and safe equipment operation, and to learn the fundamentals of rigging systems, sound, and lighting. Open to all students; fourth and fifth formers will have scheduling priority.

IMPROVISATION

Spring term; 1 course credit
TA240

This course in improvisational theater explores a variety of techniques through which the actor can create and develop character and performance material. The improvisational performer is at once the actor and the playwright. The study and practice of other methods developed by British, Canadian, and American improvisational companies conclude with a final in-class performance project. Open to all students.

PLAYWRITING AND SCREENWRITING

Spring term; 1 course credit
TA270

Students in this course learn how to transform dramatic ideas into plays and screenplays. Students investigate strategies for effective exposition, characterization, pacing, dialogue, and visual storytelling in each medium, investigating the differences between writing for stage and screen. Through writing exercises and workshops of each other's materials in class, students expand their playwriting and screenwriting techniques and develop their individual voices as writers. Students practice the writing process from outline and treatment, through drafting and the pitch. As a final project, each student develops a new play or screenplay to a production-ready script. Open to fourth, fifth, and sixth formers; fourth and fifth formers will have scheduling priority.

Note: With the permission of the English department, sixth formers may receive English credit for this course. This course, however, may not be used to fulfill the sixth form arts requirement and the spring term English requirement simultaneously.

INTRODUCTION TO THEATER HISTORY
Winter term; 1 course credit
TA320

From the ancient rituals of *The Bacchae* at the Theater of Dionysus to the revolutionary energy of *Rent* at New York Theatre Workshop, this course takes students on a journey through theater history's most defining productions. By examining key performances - such as Noh theater in the Shogun courts, *Show Boat* on Broadway, and Brecht's *Threepenny Opera* - students investigate developments in stage architecture and methods of production, the stage's shifting role in society, and theater's power as a catalyst for cultural reflection and change. Course materials span dramatic texts and digital archives, architectural and scenic designs, costume sketches, photographs, film clips, and theatrical reviews. Students make active use of Choate's maker-spaces to build 3D models, developing an understanding of theater spaces while considering future innovations in theater. Course requirements include a series of research and reaction pieces, a theater-of-the-future design project, and an independent research project focused on a figure, production, or defining moment in theater history. Open to all students.

UPPER-LEVEL COURSES
ACTING II
Winter, Spring terms; 1 course credit
TA200

Students put into practice the skills acquired in Acting I. Building a character, carrying out text analysis, and working as an ensemble are the objectives of Acting II. A focal point of class work is a play chosen especially for the students enrolled in the class. The actors are taken through the homework and rehearsal process as they delve into discovering objective, subtext, arc, and physicality of character and script. Improvisation, imagery exercises, and the Hagen and Stanislavski techniques are explored.

Prerequisite: TA100

STAGECRAFT II
Spring term; 1 course credit
TA220

Offered in alternate years; available in 2027-2028

This continuing study of technical theater consists of advanced work in more specific technical areas that include specialty property building, special effects, fine carpentry, scenery engineering, and mechanized scenery.

Prerequisite: TA110

ACTING III: THEATER INTENSIVE, HONORS
Fall term; 1 course credit
TA351HO

Continuing to explore various theatrical methods, including Stanislavski, Linklater, Lecoq techniques, among others, is the focus of the fall term of the Acting III sequence. The class is divided into three distinct sections: clowning, scene study, and audition technique. Students are taken step-by-step through the audition process as they prepare monologues, design resumes, approach auditions and cold readings. Scene study teaches presence, focus, close reading, and physicalizing characters. Students learn to trust their intuition, live in the moment, and embrace the ensemble while they produce imaginative and physically connected characters.

Prerequisite: TA200 or permission of the department.

ACTING III: THEATER INTENSIVE, HONORS
Winter term; 1 course credit
TA352HO

Winter term focuses on the One-Person Show. Designed to put into practice everything that the students have mastered in TA100, TA200 and TA351HO, the One-Person Show is written and performed by the actor. Shows can be fictional, autobiographical, or illuminate a historical figure or event. They can be of any genre, performed in any style, and focused on any theme that is important to the student. Students are encouraged to evaluate what they do well and what still intimidates them as performers and to build a show that will both illustrate their strengths and enable them to continue to grow. The 15-minute One-Person Show is performed for the community at the end of the term.

Prerequisite: TA351HO

ACTING III: THEATER INTENSIVE, HONORS
Spring term; 1 course credit
TA353HO

Language, rehearsal, and performance are the keystones of TA353HO. Each year a different play that focuses on poetic/classical text is investigated and produced. Students utilize the techniques they have studied including improvisation, imagery exercises, clown, Linklater, and Stanislavski. While all aspects of production are designed and constructed by the ensemble members with mentorship from their instructor, skill building and the artistic processes that they will use outside of the classroom setting remain the emphasis.

Prerequisite: TA352HO

INDEPENDENT THEATER AND FILM WORKSHOP
Year; 1 course credit
TA370

This year-long course is a production class supporting students through the process of developing new plays and films. The curriculum is individually designed to structure and stretch each student's creative process, culminating in a developed work (or multiple short form works) for stage or screen. Students writing for the stage are offered script development training and assistance, and students bringing their new plays to the stage gain production guidance and support. Filmmaking students are assisted in developing their screenplays or documentary scripts, location scouting, casting, filming, and editing. In addition to learning writing and technical skills, students develop creative, problem-solving, and critical thinking skills by working on their own projects and collaborating with their classmates (as readers, crew, etc.) through pre-production, production, and post-production. This course culminates in a public presentation

(staged reading, production, or screening) of each student's work. Open to fourth, fifth, and sixth formers with permission of the department.

Prerequisite: TA270 or VA310. Students must submit an original creative work.

Note: Students in Arts Con may repeat TA370 in subsequent years.

DIRECTING, HONORS
Fall and Winter terms; 2 course credits
TA450HO

This two-term course explores character and textual analysis, set design, casting, technical considerations, and other aspects of production, which provides a basis for the student's development of production concepts. A complete production book and a scene directed for public presentation are required.

Prerequisite: TA100

VISUAL ARTS

The visual arts program offers all students the opportunity to explore the creative process and expand their visual literacy. Students who discover a passion for a specific medium have the opportunity for more dedicated in-depth study. As an extension of the academic day, studio art courses may require regular attendance at studio labs in the evening.

FOUNDATION COURSES

Students are welcomed into the visual arts program through the following courses, which are designed to introduce students to the formal elements of visual art. There are no prerequisites for any of these courses and no prior experience is necessary.

DRAWING I
All terms; 1 course credit
VA210

Using direct observation, this course introduces students to the basic elements of drawing — line, value, texture, perspective, composition, and space — and promotes the investigation of drafting materials through the practice of various drawing techniques. Students will become comfortable using foundational black and white media including pencil and charcoal. These basic drawing elements, materials, and techniques will work in dynamic combination with each student's emerging concepts of self-expression. Open to all students.

MIXED MEDIA I
Fall, Winter terms; 1 course credit
VA215

This course addresses the fundamentals of making art from conceptual development to technical skill development. Students explore a variety of 2D and 3D media, gaining project-based technical skills to strengthen their visual literacy. In addition to projects using traditional media, students may also experiment spatially with installation and performance art. Open to all students.

METALS/JEWELRY I
All terms; 1 course credit
VA240

This hands-on course is an introduction to jewelry and metal working skills. The course covers the basic hand skills required to manipulate metal with confidence and success. Methods of manipulation include removal processes such as sawing, drilling, and filing, as well as forming and methods of combining through cold and hot joining techniques. The history of jewelry and the significant role it plays in personal expression is included in studio discussions as personal designs are developed. Original pieces of finished jewelry are created from raw materials such as copper, brass, and silver. Open to all students.

CERAMICS: WHEEL THROWING I
All terms; 1 course credit
VA280

This course introduces students to the potter's wheel and functional ceramics. Students explore a variety of forms including mugs, bowls, platters, pitchers, and plates. Instruction is focused on the potter's wheel as the primary tool for creating functional tableware. Students explore all facets of designing, creating, firing, decorating, and glazing pottery. This course is an introduction to contemporary crafts, as well as a hands-on studio course. Open to all students.

CERAMICS: SCULPTURE I
Spring term; 1 course credit
VA285

This course is an introduction to contemporary ceramics sculpture. Students create a variety of artwork, and the course culminates with the creation of a large-scale piece. Instruction is focused on teaching the skills necessary for students to recognize their ideas visually. Students explore all facets of designing, decorating, firing, and glazing ceramic sculpture. This course is an introduction to contemporary crafts, as well as a hands-on studio course. Open to all students.

DIGITAL PHOTOGRAPHY I
All terms; 1 course credit
VA295

This course is designed for students to develop an artistic voice with the camera. Students learn the fundamentals of controlling a DSLR camera and editing photographs in Adobe Lightroom and Photoshop. The focus of this class is expressive portraiture and abstract photography, which emphasizes capturing our lived experiences and identities in new ways. Students will each have a chance to express their own artistic vision through a number of photographic series, each further expanding their technical skills. By exploring history-changing photographs and photobooks, students hone their ability to analyze images and determine what makes a great photograph. At the end of the course, students will bring together their photography skills with their storytelling abilities, culminating in an artistically designed photo book. Loaner DSLR cameras are available. Open to all students.

CINEMA STUDIES: UNDERSTANDING THE MOVING IMAGE

Spring term; 1 course credit
VA305

Film is a relatively young art form, emerging in the early 20th century at the crossroads of technological innovation and the creative minds of illusionists and magicians. Since its inception, cinema has been infused with indelible dream-like logic, surreal imagery, and profound metaphors. Movies captivate us with their storytelling, entertainment value, opportunities for escapism, and glimpses into worlds both impossible and reflective of our own realities. This course seeks to explore the evolution of film from its early days of celluloid to the groundbreaking modern digital era. By delving into key thematic elements that have persisted throughout the history of cinema, we aim to gain a deeper understanding of this art form. We will view cinema as a dream or, in the words of Orson Welles, "a ribbon of dreams," where logic, time, and imagination coexist in a realm of their own. We will analyze cinema as a mirror to see how it reflects our perceptions of reality and the world as it exists, as well as how we envision it to be. Ultimately, we will consider cinema as magic and will trace the trajectory of film from its origins in the hands of illusionists to the innovative optical effects, editing techniques, and animation that underpin modern Hollywood. The course will adopt a distinctive, hands-on approach. Students will be inspired to interact with the material through diverse experiential and creative means with individual and group-based projects and presentations. Open to all students.

DIGITAL FILMMAKING I

All terms; 1 course credit
VA310

The ability to effectively communicate using images and sound is a vital skill in contemporary media and understanding their effects and influences on society is equally important. This class takes students through the pre-production, production, and post-production steps in the creation of video projects. Students will plan, script, and storyboard their ideas in pre-production and learn how to use a digital video camera to effectively collect images that communicate a story to an audience. Camera techniques and controls, balanced with good composition, are combined with sound capture and reproduction. During post-production editing, rough video footage is captured and then edited using Adobe Premiere Pro, DaVinci Resolve, and others. Student projects begin by isolating elements of production and design, and progress to shorter, but complete group video projects. At the end of the term, projects are presented to the community at an informal screening. Open to all students.

ARCHITECTURAL DESIGN

Spring term, 1 course credit
VA340

This is an introductory, architectural design studio course in which computer-generated 3D modeling techniques are taught through the preparation of individual student projects. Historical, ecological, creative, and technical aspects of architecture are studied to enhance the design process. Visiting architects are invited to review student work and a field trip is part of the course. Attendance at one evening presentation session is required. Open to all students.

DIGITAL MEDIA DESIGN I

All terms; 1 course credit
VA370

In this course, students explore the world of designing graphic and animated digital media projects. Students develop their artistic voices in this course, creating vibrant design pieces while developing the foundational technical literacy needed to produce more advanced work. Students utilize professional design software as expressive tools, including, but not limited to, Adobe Photoshop, Illustrator, InDesign, and Procreate. Over the term, the course examines visual design in print, app design, online media, and emerging technology while focusing on color, composition, and style. Students work to develop an artistic vision and learn how to use digital design to bring their ideas to life. Open to all students.

UPPER-LEVEL COURSES

The following courses allow students the opportunity to study a particular medium in greater depth. They are designed to build on foundational understanding and increase technical facility.

DRAWING II

All terms; 1 course credit
VA300

Students may enroll in Drawing II for continued and more independent study. While the foundation-level course focuses on technical skills, Drawing II allows students to further apply these skills to their own modes of creative expression.

Prerequisite: VA210 or permission of the department.

MIXED MEDIA II

Fall, Winter terms; 1 course credit
VA315

Students may enroll in Mixed Media II for continued and more independent study. While the foundation-level course focuses on technical skills, Mixed Media II allows students to further apply these skills to their own modes of creative expression.

Prerequisite: VA215 or permission of the department.

OIL PAINTING I

Spring term; 1 course credit
VA320

This course introduces students to the foundational techniques of oil painting. Students explore the key elements of observational painting through still life, portraiture, and/or landscape (when the weather permits). Students are taught how to see and how to mix color, modulate values, and develop form. Assignments are based on traditional and contemporary painting techniques and are designed to develop technical facility while fostering each student's concepts of creative expression.

Prerequisite: VA210 or permission of the department.

METALS/JEWELRY II
All terms; 1 course credit
VA350

Students may enroll in Metals/Jewelry II for continued and more independent study. While the foundation-level course focuses on technical skills, Metals/Jewelry II allows students to further apply these skills to their own modes of creative expression.

Prerequisite: VA240

CERAMICS: WHEEL THROWING II
Winter term; 1 course credit
VA380

Students may enroll in Ceramics: Wheel Throwing II for continued and more independent study. While the foundation-level courses focus on technical skills, this course focuses on traditional pottery forms including teapots, sets, and alternate approaches to the wheel. This class provides in-depth instruction in making and firing functional ceramics.

Prerequisite: VA280

CERAMICS: SCULPTURE II
Spring term; 1 course credit
VA385

Students may enroll in Ceramics: Sculpture II for continued and more independent study. While the foundation-level courses focus on technical skills, this course allows students to apply these skills to their own models of creative expression in clay. Students are given instruction in developing their visual literacy with the goal of finding their own unique voice as an artist.

Prerequisite: VA285

DIGITAL PHOTOGRAPHY II
All terms; 1 course credit
VA395

Students take an advanced look at the technical and aesthetic aspects of photography. Projects, demonstrations, field trips, critiques, and an exploration of photo history provide the basis for an ongoing exploration of photographic techniques in both the traditional black and white film processes, and/or digital imagery using a DSLR camera and computer editing software. The focus of this class is the development of a cohesive body of work that represents the personality of the photographer.

Prerequisite: VA295 or permission of the department

DIGITAL FILMMAKING II
Winter term; 1 course credit
VA410

Students expand their abilities by studying the fundamentals of documentary filmmaking and consider how narrative structures can be interwoven with nonfiction stories from everyday life. Students are combined into small production teams in which they assume the roles of members of a video production crew. During the term, they participate in a variety of job responsibilities to build skills in all areas of video production. Some specific skills that are studied include the effective use of the camera, combined with complex editing techniques and transitions. In addition, students study a variety of genres from which they ultimately select one or more to use as they complete individual creative projects. At the end of the term, these projects are presented to the community at an informal screening.

Prerequisite: VA310

OIL PAINTING II
Spring term; 1 course credit
VA420

Students may enroll in Oil Painting II for continued and more independent study. While Oil Painting I focuses on technical skills, Oil Painting II allows students to apply these skills to their own modes of creative expression in paint.

Prerequisite: VA320

LIFE DRAWING, HONORS
Winter term; 1 course credit
VA450HO

Life Drawing engages students in a serious class environment to further develop the student's ability to draw from observation and accurately and expressively render the human form using a variety of materials. Through drawing sessions from the nude and clothed model, demonstrations, discussions, slide lectures, and critiques, students gain a better understanding of the basic anatomical structure and form of the human body and its place within the artistic canon. Students experiment with various perceptual drawing methods that work in concert to promote each student's artistic voice.

Prerequisite: VA210 or permission of the department.

DIGITAL MEDIA DESIGN II
All terms; 1 course credit
VA470

This course is designed for students to develop the skills and creative confidence to produce original and imaginative works of digital art. Building on their experience in Digital Media Design I, students will further refine their skills in design tools such as Adobe Illustrator, Photoshop, XD, After Effects, InDesign, Procreate, and Procreate Dreams. By the end of the course, students will create a large-scale multimedia project of their own design. The emphasis throughout the course will be on experimentation and discovery. Students will be encouraged to explore the synthesis of elements from diverse platforms into a cohesive piece. The curriculum also delves into the history of digital design and new media, providing students with insights and opportunities to envision the application of their diverse and complex visions in the evolving landscape of future media.

Prerequisite: VA370

ADVANCED PORTFOLIO, HONORS
Fall term; 1 course credit
VA480HO

This course provides students with the opportunity to further develop and organize a body of original work that can be

submitted as portfolios for admission to art schools and colleges. Assignments are individualized and based on each student's portfolio, interests, and goals at the beginning of the course. It is strongly recommended that students preparing a portfolio identify themselves to the visual arts faculty as early as possible in the fifth form year. Open to sixth formers with permission of the department.

Prerequisite: VA210 or permission of the department.

ART HISTORY

Some ideas can be best communicated verbally, while others are best through forms that appeal directly to the eye or ear. The purpose of great art is to communicate, in an immediate and visual way, some of society's most urgent ideas. Students learn to identify the issues embodied in a work of painting, sculpture, or architecture and to discuss them confidently and fluently. Activities include discussions, papers, tests, student presentations, videos, and museum trips. These courses may be taken as a year-long sequence or individually as term electives. Though not required, students are encouraged to take them in sequential order.

ART HISTORY: ANCIENT WORLD, HONORS

Fall term; 1 course credit
VA551HO

This course offers an overview of humankind's achievements in the visual arts from pre-history to the Medieval period. Students explore the image-making, ceramics, monumental sculpture, and architecture of these eras and learn something of the magic, religion, and politics behind them in various cultural traditions. Our studies range across space and time to include the art of ancient Egypt, Greece, Rome, Byzantium, Europe, Asia, and the Middle East. Open to fifth and sixth formers, and fourth formers with permission of the department.

ART HISTORY: SACRED AND SECULAR, HONORS

Winter term; 1 course credit
VA552HO

This course introduces students to the art of the world between the 15th and 18th centuries. Students study the art and architecture from the Age of Faith to the later Ages of Renaissance Humanism, Reason, and early Romanticism. They study some of the greatest figures in the history of painting, ceramics, sculpture, and architecture. The course follows a succession of breathtaking accomplishments that marked artists' increasing technical mastery as they communicated the aesthetic, religious, and political values of their times. The arts are also explored through the lens of ever-expanding colonialism and the spread of influences on a global scale. Open to fifth and sixth formers, and fourth formers with permission of the department.

ART HISTORY: MAKING THE MODERN WORLD, HONORS

Spring term; 1 course credit
VA553HO

This term begins with an exploration of the developments associated with Romanticism and Realism in Europe and the U.S. in the 19th century. The continuing contributions made by China and Japan to world art is a returning theme from previous terms. The collapse of traditional values in the West around 1900 ushers in the radical, experimental revolution called Modernism. Students also explore the arts of Oceania and Africa and their influence around the world. The term concludes with an investigation into the new globalization of contemporary themes in art. Open to fifth and sixth formers, and fourth formers with permission of the department.

ENGLISH

The curriculum of the English Department emphasizes the development of skills in reading, writing, speaking, and thinking. Small classes — on average, 12 students — provide an environment for lively discussions in which students learn to analyze challenging literature as well as to articulate their thoughts, reactions, and interpretations. A broad range of literature exposes students to ideas, perspectives, and experiences representing a diverse array of communities, both from within the United States and around the world. Frequent and varied writing assignments foster a strong foundation in writing process, composition, and style. Writing assignments support and encourage students' ability to express complex concepts and develop their individual style and voice while engaging in thoughtful inquiry, reflection, and analysis.

– Mark Gosztyla, Department Head

THE SEQUENCE

In the third, fourth, and fifth forms, students take English 100, 200, and 300 respectively. In the sixth form, students may choose from a variety of electives. The English Department also offers one interdepartmental course during a student's fifth form year: American Studies (EN375 and HI375HO), an interdisciplinary survey of American culture.

THIRD FORM ENGLISH

INTRODUCTION TO LITERATURE

Year; 3 course credits
EN100

Introduction to Literature introduces students to a variety of literary texts and forms as well as prepares them to read, discuss, and write about those materials. Focusing on epic poetry (with Homer's *The Odyssey* as a required text), drama, short stories, poetry, and the novel, students develop the skills to read a text critically, identify essential questions, and form thoughtful, coherent interpretations. Students practice refining and sharing their ideas through written and oral assignments, including a form-wide declamation contest. They develop their skills by experimenting with different types of writing and presentations, exploring or expanding their writing process, and developing their voices as writers and speakers. Because the creation and study of literature does not happen in isolation, students also read texts that allude to, adapt, alter, transform, and reclaim the narratives of traditional texts. The materials studied throughout this course emphasize and include a diverse range of voices, perspectives, and experiences.

Note: Refer to p. 37 for the writing workshop electives in English open to third formers.

FOURTH FORM ENGLISH

LITERATURES IN A GLOBAL CONTEXT

Year; 3 course credits
EN200

Literatures in a Global Context asks students to practice strategies of process-based writing in different modes and genres as they study literatures from across the world that have historically been underrepresented in American educational curricula. During this year-long course, students write analytical, creative, and descriptive pieces and read a variety of short stories, poems, plays, and short novels. The literatures are either from outside of Europe and North America or are ethnic literatures within their respective national context (including Europe and North America). The aim of the study of these literatures is to help students "develop a global perspective on cultural, social, political, and environmental issues" early in their Choate education. The texts serve not only as the subject of inquiry and analysis but also as models for student writers to enhance writing mechanics while also learning to consider how audience, perspective, and tone can be employed as students develop their individual writing voice and style.

Note 1: Refer to p. 37 for the writing workshop electives in English open to fourth formers.

Note 2: In rare cases, fourth formers who have demonstrated enthusiasm for and talent in creative writing, and who have completed the writing workshops available to third and fourth formers, may request departmental approval to enroll in the sixth form single-term electives Reading and Writing Poetry (EN408), Reading and Writing Short Fiction (EN441), or Reading and Writing the Graphic Narrative (EN445) in the spring term of their fourth form year. These electives will not fulfill the English requirement for the sixth form year.

FIFTH FORM ENGLISH

AMERICAN LITERATURE AND COMPOSITION

Year; 3 course credits
EN300

American Literature and Composition introduces students to the rich and varied multicultural traditions of American literature. Through the daily practices of reading, discussing, and writing, students closely analyze literary and cultural texts across a range of genres, forms, and historical periods with a focus on how those texts differently imagine America and American identity. Students also explore relevant information to situate the work of various writers and artists, particularly those whose work has traditionally been marginalized, within relevant cultural, political, and historical contexts. The course emphasizes a process-based approach to writing and as part of that process, asks students to reflect on the ways their experiences and identities contribute to their study of American literature and culture.

AMERICAN STUDIES

Year; 3 course credits
EN375 (must be taken with HI375HO)

American Studies is an interdisciplinary field that examines the culture, politics, structures, and systems in what is now the United States from the time prior to European contact through the present. While focusing on the disciplines of English and history, American Studies also incorporates epistemologies from fields including art, media studies, political science, psychology, and sociology.

Paired with HI375HO, EN375 progresses chronologically, supplemented with critical readings and contemporary interpretations of people and events in U.S. history. In addition to reading texts, students explore the social, cultural, and historical conditions in which the texts were produced. Archival material and significant works of U.S. literature that have been historically neglected are also examined. Along the way, EN375 considers questions including: What are the nation's values? Who counts as "American"? Where does the United States fit within the global community? What do literary and cultural texts produced by US residents have to say about all this? The literature side of American Studies will consider these questions and more.

Note: Fifth formers are eligible to take single-term electives concurrently with their fifth form English course with the permission of the department. Single-term electives taken in the fifth form year will not fulfill the English requirement for the sixth form year.

SIXTH FORM ENGLISH

In the sixth form year, students choose from a wide range of electives. Students may complete their three terms of English in several ways: by taking one year-long elective, or one two-term elective and one single-term elective, or three single-term electives (one of which must be EN400).

The year-long electives offer students the opportunity to engage in a prolonged study of material that is thematically cohesive and multidisciplinary in approach. Students who wish to take a year-long course must complete all three terms of the course to earn English credit in the sixth form year.

The two-term elective, Advanced Creative Writing, requires the creation of a substantial body of original work that has undergone significant workshopping and revision. By nature, this process requires significant time both for writing and revising, which is why the course is two terms long. Students who take Advanced Creative Writing may not take Reading and Writing Poetry (EN408), Reading and Writing Short Fiction (EN441), Reading and Writing the Graphic Narrative (EN445), or Playwriting and Screenwriting (TA270) as their single-term elective in the spring.

The single-term electives provide students with variety in their study of literature throughout the year. All students who choose to take single-term electives are required to take EN400 in either the fall or the winter term as one of their three electives. Students may not repeat a single-term elective within their sixth form year.

Note 1: Though every effort is made to accommodate requests for English electives, it is not always possible to schedule sixth formers into their first-choice English courses along with their other requests. Therefore, students must indicate at least two different choices per term (e.g., two different year-long electives or a total of six different single-term electives) when requesting English electives, to ensure appropriate scheduling of all courses and students.

Note 2: A student who has maintained a minimum average grade of A- during the first two terms of the sixth form year may be allowed to waive the spring term if the student has the approval of the current teacher, the department head, and the college counselor.

Note 3: A student who is taking a year-long or two-term English elective or who has been away from campus for a term is not eligible for a waiver.

Note 4: Students who wish to consider this waiver option should discuss those plans during the course selection process during the fifth form spring; see pp. 8-9 for details.

SINGLE-TERM ELECTIVES

Students who wish to take single-term electives must enroll in EN400 in either the fall or winter term and must enroll in a minimum of one English elective per term. Students who are English enthusiasts are welcomed to enroll in more than one elective in any given term, but they may not use the additional course to fulfill the minimum requirement for a different term.

THE ART OF THE ESSAY

Fall, Winter terms; 1 course credit
EN400

Intentionally broad in scope, The Art of the Essay offers students the opportunity to approach writing as a process of inquiry, expression, and conversation. The course explores complex and sophisticated works both as stimulation for students' ideas and as models for their own writing. Process-driven assignments, including personal essays, reading responses, opinion pieces, and cultural critiques not only allow for the study and practice of elements of composition (e.g., argumentation, style, audience awareness, and narrative storytelling), but also for the development of each student's understanding of what it means to write. Specifically, students will develop a deeper awareness of the importance of revision through revising their writing, as well as revising their reading and thinking practices. The course culminates in the composition of a substantial research essay that brings together skills and elements presented throughout the term.

Note: All students who choose to take single-term electives to complete the sixth form English requirement must take this course in either the fall or winter term.

ARABIC LITERATURE IN TRANSLATION

Spring term; 1 course credit
EN402

What do paganism, the Qur'an, and contemporary Arabic music have in common? What facts still pervading Arab culture should Westerners know if they want to understand the Arab world?

What remarkable things happened when Jews, Christians, and Muslims met in medieval Spain? What do the emerging voices of Arab women say about their world? How have colonialism and the global war on terror affected and influenced literature in the Middle East and in the diaspora? To answer these questions, students will read literature with themes such as: women's writing, Black Islam and hip hop, borders/walls/prison cells, and the everydayness of war. This survey course of Arabic literature in English examines works ranging from the pagan pre-Islamic world, the Qur'an, and the cultured courts of Islamic Spain to contemporary writings by Lebanese novelists, stateless poets from Palestine and Kuwait, and American Muslims from Brooklyn and Detroit. *This course fulfills the requirement in contemporary global studies.*

READING AND WRITING POETRY
All terms; 1 course credit
EN408

This course is for those who know they enjoy reading and writing poetry as well as those who are new to this literary form. Students will read, discuss, and write about a variety of poetries as well as compose original work. Students may be asked to experiment with writing in poetic forms, such as the sonnet, ghazal, haiku, and prose poem, as they search for what a poem can be and do.

STEPPING OUT OF FRAME: QUEERING TEXT AND MEDIA
Fall, Winter terms; 1 course credit
EN410

While queer narratives, like Barry Jenkins's *Moonlight* and HBO's *The White Lotus*, have achieved mainstream popularity and critical acclaim in recent years, the history of queer storytelling in Western literature can be traced all the way back to Petronius's *Satyricon*, a first century Latin text. Although this recent spike in popularity has brought much-needed visibility and increased acceptance to the LGBTQ+ community, it has also revealed previously unexamined inequalities and disparities in terms of race, class, and gender presentation. This course aims to examine questions surrounding these realities by putting a variety of texts, including films and TV shows, into conversation with the more traditional fodder of the English classroom, i.e. short stories, poems, and novels. Alongside looking for answers to these questions, students in the course will learn to use the tools of literary queer theory and film studies as tools for close-reading and argument-making while exploring the roles storytelling has played in the history of gender and sexuality and while reflecting the queerness of society.

SHAKESPEARE: ALL THE WORLD'S A STAGE
All terms; 1 course credit
EN411

Did Shakespeare really die in 1616? Biographies say he did, but in many ways, he is very much healthy and alive today. Our language is full of words ("bandit," "bedazzled," "dwindle") and phrases ("wild-goose chase," "my mind's eye") that he coined. There are new novels based on his plays and new television shows based on his life. There are new films and poems inspired by Shakespeare, and there are, above all, always new productions of his plays. Audiences, actors, and readers never tire of Shakespeare's works. This course will examine several of his plays in depth and visit films, plays, novels, and television shows based on Shakespeare. What keeps Shakespeare's works so fresh, relevant, and entertaining after four centuries? What is it about his language, his characters, and his thinking that intrigues us? How is it that Shakespeare continues to speak to our hearts and our minds? As Ben Jonson wrote, "He was not of an age but for all time!"

SANKOFA: TOPICS IN AFRICAN LITERATURE
Fall, Spring terms; 1 course credit
EN412

"Sankofa," from the Akan people in West Africa, literally translates to "it is not taboo to fetch what is at risk of being left behind." To the Akan, it is this wisdom in learning from the past which ensures a strong future. For members of the African Diaspora, what is constantly at risk of being left behind is historical and cultural memory. Students in this course will seek an understanding of some of what has been left behind — oral and religious traditions, an economy lost to colonial greed, and the deep beauty that exists within African identity itself — for so many people of African descent, by focusing on two West African countries. This term course may center texts such as, *The Poor Christ of Bomba* by Cameroonian author Mongo Beti and *Homegoing* by contemporary Ghanaian author Yaa Gyasi, to gain a vantage point into the creation of the African Diaspora in the United States. *This course fulfills the requirement in contemporary global studies.*

LITERATURES OF ENCOUNTER ACROSS THE ASIAN DIASPORA
All terms; 1 course credit
EN413

The broad category "Asian" belies the extreme diversity of culture and experience that characterizes peoples with Asian heritage. This course will offer an introduction to authors across Asia — including, but not limited to, China, India, Japan, the Philippines, South Korea, and Thailand — as well as their diasporas. We will examine how primarily contemporary Asian writers, through various encounters within and between cultures, explore issues of power and privilege in the context of globalization, sexuality, ability, gender, class, and race. Additionally, we will consider an array of narrative forms — comics, novels, short stories, and film — to learn how the peoples of Asia choose to tell their stories. Texts could include works such as Haruki Murakami's *Underground*, Brilliante Mendoza's *Ma' Rosa*, Jin Yong's *The Book and the Sword*, Yeon-Sik Hong's *Uncomfortably Happily*, Qiu Miaojin's *Notes of a Crocodile*, and Prabda Yoon's *The Sad Part Was*. *This course fulfills the requirement in contemporary global studies.*

LATINE LITERATURE

All terms; 1 course credit
EN416

Latine Literature introduces students to literature produced by Latine writers in the United States. While "Latine literature" is in some ways a contested term, that conflict is by no means new. Academics, bureaucrats, activists, and others have argued both for and against "Hispanic," Latino/Latina," "Latin@," "Latinx," and so on for decades, as well as who belongs under such designations and why. This course embraces these ongoing conversations to explore the diversity, depth, and complexities of Latine as a body of literature. We will draw on tools from literary studies, history, and sociology to approach this subject and study the historical, political, and socio-economic issues, such as immigration, language regulation, racialization, sexuality, and gender, affecting Latine literary production. Texts may include works by writers like Sandra Cisneros, Junot Díaz, and the Nuyorican and Chicano poets. By the end of the course, students will be able to recognize distinctions between Chicano, Puerto Rican, Cuban, Dominican, and/or other Latine literatures as well as connect moments in U.S. colonial and immigration policy to the literary production of the varied groups connected under the umbrella "Latine."

RETURN TO TURTLE ISLAND: INDIGENOUS LITERATURES OF NORTH AMERICA

Fall term; 1 course credit
EN417

Indigenous peoples of North America have a rich narrative history that spans millennia. Given the varied tools and techniques deployed by Indigenous authors to express tribal identity and resist colonial erasure, this course will explore a range of texts, including literature, film, television, and other media. Through the study of contemporary texts and their historical precedents students will discover themes and ideas that are unique to Indigenous creators, gaining a better understanding of how these writers have responded to the ongoing impacts of settler colonialism with what scholar Gerald Vizenor terms creative strategies of "survivance." Students will create critical and creative works in response to texts that may include Louise Erdrich's *Love Medicine*, Stephen Graham Jones' *Ledfeather*, Linda Hogan's *The Radiant Lives of Animals*, Tommy Orange's *There There, Sterlin Harjo* and Taikki Waitti's *Reservation Dogs*, and *Moonshot: An Indigenous Comics Collection* edited by Hope Nicholson.

IMAGINED FUTURES AND ALTERNATE REALITIES: THE LITERATURES OF TOMORROW

All terms; 1 course credit
EN418

What will the future look like? How can literature be used as a tool to better understand the present and to discuss the futures people want, and, of course, futures people do not want? Writers, filmmakers, and other artists have tackled these questions in such diverse forms as novels, poetry, independent shorts, and blockbuster franchises, to interrogate contemporary socio-political realities by presenting future possibilities. In this course, students will read science fiction, Afrofuturism, Indigenous futurism, and dystopian literatures to explore the trajectory from the past to our present, and on to potential futures. Students might examine works by Omar El Akkad, Nnedi Okorafor, Cherie Dimaline, Bong Joon-ho, N.K. Jemisin, and Boots Riley to understand ways that manifestations of oppressions intersect. Additionally, works like *Black Panther*, *The Handmaid's Tale*, and *Kafka on the Shore* may be examined to see the ways writers imagine possibilities for resistance across marginalized communities.

THE END OF NATURE: GLOBAL LITERATURES OF ENVIRONMENTAL JUSTICE

Winter, Spring terms; 1 course credit
EN419

This course introduces students to the global landscape of contemporary environmental justice literature, a landscape that revises our understanding of environmentalism, so that it includes both national parks and nuclear waste sites, scenic rivers and mega-dams, industrialized food production and multi-species health. A variety of environmental justice texts — in the form of novels, poems, plays, memoirs, comics, films, and other media —provide students with examples of individuals and communities responding to environmental problems. Such texts reveal how environmental issues are deeply entwined with issues of power and privilege in the context of globalization, sexuality, ability, gender, class, and race. Literary texts might include works by Amitay Ghosh, Ruth Ozeki, Drew Lanham, and Wangari Maathai, while media could include films such as *Beasts of the Southern Wild* and *Flint*. Students will have opportunities both to analyze these texts and to research and craft their own environmental justice narratives. *This course fulfills the requirement in contemporary global studies.*

"IS THIS THE REAL LIFE?": MODERN AND CONTEMPORARY DRAMA

Spring term; 1 course credit
EN436

In *The Empty Space*, Peter Brook writes, "A stage space has two rules. One-Anything can happen. Two-Something must happen." In the most important plays of the last 150 years, playwrights have played with both of these ideas, with dizzying variety and thought-provoking works that question what a play is and can be. From philosophical investigations of the nature of reality to the social and political issues of yesterday and today, these plays challenge, amuse, frighten, and inspire readers, actors, and viewers. Samuel Beckett's *Waiting for Godot*, Eugene Ionesco's *The Bald Soprano*, and Tony Kushner's *Angels in America* are among the core texts we will look at. Playwrights like Henrik Ibsen, Alfred Jarry, Luigi Pirandello, Suzin Lori Parks, Harold Pinter, and Sarah DeLappe are often also included, as well as readings of plays leading right up to our own decade.

READING AND WRITING SHORT FICTION
All terms; 1 course credit
EN441

This course is designed for students who have an interest in the reading and writing of short fiction. Students will study, discuss, and write about various works of fiction as well as compose their own original work. Students will study theories of writing, read examples of various types of short fiction by published authors, and offer their own writing for examination and discussion by the class. Students will be encouraged to experiment with different styles while also working on strengthening their own creative voices. This class is intended primarily for students who are new to creative writing, though experienced creative writers are welcomed.

PICTURE THIS: READING AND WRITING THE GRAPHIC NARRATIVE
All terms; 1 course credit
EN445

From the cave paintings in Lascaux and the development of pictographic alphabets, to the most recent refresh of your social media feed, people have always told stories making use of both image and text. With a particular focus on texts from the late-20th and early-21st century, this course will provide students (especially those who do not consider themselves artists!) an opportunity to experiment with storytelling and argument-making using a combination of image and text. The framework for these essays will be established by critical texts by authors such as Scott McCloud's *Understanding Comics* and Lynda Barry's *Making Comics.* Supplemental texts by authors like Zeina Abiriched, Alison Bechdel, Roz Chast, Mira Jacobs, Richard McGuire, and Art Spiegelman will vary, depending on teacher and student choice, and will provide students with models and inspiration for their work. Students will be given the opportunity to write creative and analytical texts, both in written and graphic forms.

THE HORROR!: HORROR AS SOCIAL JUSTICE
All terms; 1 course credit
EN473

When Jordan Peele's *Get Out* premiered in 2017, critics and the public lauded the use of horror to engage in issues of social justice. However, Peele was not the first person to instill a political message in a genre typically associated with escapism; instead, *Get Out* enters a long tradition of activist horror narratives. For example, *Wieland* (1798) by Charles Brockton Brown was an indictment of religious fanaticism, and Bram Stoker's *Dracula* (1897) is often read as a critique of the aristocracy. By surveying a variety of media, which can include, but is not limited to, comics, film, literature, and video games, the course will explore horror as a tool for social change. We will consider questions such as: What makes horror a good vehicle for exploring real-world problems? Why do people enjoy horror? What can horror teach us about activism? This course will reflect on these queries in the context of issues including ability, gender, race, and sexuality, as well as examine social justice-focused horror sub-genres, such as ecohorror. Texts covered may be anything from *The Texas Chainsaw Massacre* (1974) to *The Walking Dead* (comic, 2003-2019; television show, 2010-2022) to *The Last of Us* (video game, 2013; television show, 2023-present).

POWER, NARRATIVE, AND THE SELF: LITERATURE AND AMERICAN IDENTITY
All terms; 1 course credit
EN476

This course provides students the opportunity to consider and explore the varied notions of American identity through the diverse contemporary literary landscape. Students read a range of authors whose works investigate the relationship between literature, culture, and American identities. The course considers the historical, political, and cultural influences that have shaped how America is depicted, as well as the role of the narrative in the construction and representation of national, group, and personal identities. This course grapples with such questions as: What are the differences and similarities expressed in these identities? What do those similarities and differences indicate about the authors, their experiences, and America as a whole? Authors studied may include Alvarez, Bechdel, Coates, Diaz, Eugenides, Hong Kingston, Lahiri, Morrison, and others based on the interests of both the students and teacher.

TWO-TERM ELECTIVE
ADVANCED CREATIVE WRITING: LITERATURE, PROCESS, AND CRAFT
Fall and Winter terms; 2 course credits
EN490

This course offers students who have experience with creative writing the opportunity to craft a substantial body of writing while gaining experience in the demands and rewards of the writing process. The course begins with the exploration of and experimentation with genre, as students identify, explore, and present specific types of writing they would like to share with their peers. Genres may include but are not limited to slam/spoken word poetry, stream of consciousness, flash fiction, rhymed and metered poetry, dramatic monologues, short dramatic scenes, and personal essays. The workshop is the heart of the class: students are regularly required to read their work aloud and have their work critiqued in a structured, formal, and productive fashion. Students not only periodically lead workshops on their peers' manuscripts, but are also expected to edit, comment upon, and offer suggestions for improvement in every session. Students devote the last weeks of the fall and all of the winter term to composing and revising their final project. Students will devise, plan, and work steadily on completing a portfolio of revised and polished writing that has incorporated the feedback received in the workshop. The portfolio may include short stories, a chapbook of poems, a novella, a play, or a combination of multiple genres. Students consult the instructor regarding their individual plans, but the final choice of what will be included in the portfolio is theirs. Throughout the course, students are encouraged to submit their work to publications, both on campus and beyond. The course culminates in a public reading in which students share portions of their work.

Prerequisite: Open to students who have successfully completed EN501, TA270, EN408, EN441, EN445, or who have earned departmental approval by submitting a sample of original creative work to the English department head.

YEAR-LONG ELECTIVES

The year-long courses offer students the opportunity to engage in a sustained and multidisciplinary study of a thematically cohesive topic. Students who are English enthusiasts are welcomed to concurrently enroll in single-term electives while taking a year-long course, but a single-term elective may not replace one of the terms of the year-long course.

THE CLASSICAL TRADITION

Year; 3 course credits
EN405

In this year-long course, students explore the influence of classical Greece and Rome and how the surviving works of antiquity have shaped and informed culture from the Renaissance to contemporary times. Through the study primarily of literature, but also of historical, philosophical, and artistic works, students are introduced to ancient works that have consistently influenced and informed cultures for millennia. Though the pacing and focus of each term may differ somewhat between sections, the course proceeds chronologically; therefore, the course investigates classical Greek and Roman works throughout the fall and much of the winter, and then moves to the revival of the classical world in the Renaissance and beyond by exploring works of art that directly or indirectly echo the themes of the classical period.

THE MODERN SPIRIT: THE LITERATURE AND CULTURE OF THE WESTERN WORLD FROM THE ROMANTIC REVOLUTION THROUGH THE AGE OF ANXIETY

Year; 3 course credits
EN480

Beginning with the Romantic revolt against the Enlightenment in the late 18th to mid-19th centuries in Europe, continuing with the advent of realism and Modernism's "shock of the new" in the late 19th and early 20th centuries, and ending with the "Age of Anxiety" of the post-World War II American era, this year-long humanities course investigates the great cultural revolutions in Europe and the United States of the past 200 plus years. Each term, students will explore the zeitgeist — the spirit of each age — through some characteristic works of literature, art, music, film, philosophy, and social theory with the goal of coming to a deeper understanding of the modern sensibility. Literary works will include such novels as Swift's *Gulliver's Travels*, Goethe's *The Sorrows of Young Werther*, Shelley's *Frankenstein*, Bronte's *Wuthering Heights*, West's *The Return of the Private*, Gide's *The Immoralist*, and Kafka's *The Metamorphosis*; lyric poetry of the Romantic and Modernist periods; plays such as Ibsen's *A Doll's House* and Sartre's *No Exit*; films such as *Battleship Potemkin, The Cabinet of Dr. Caligari, Modern Times, The Triumph of the Will*, and *Dr. Strangelove*; musical works from composers such as Beethoven, Chopin, Debussy, Stravinsky, Miles Davis, Joni Mitchell, and Bob Dylan; philosophical works from such thinkers as Nietzsche and Freud; and art from such movements as Romanticism, Impressionism, Cubism, Expressionism, Post Expressionism, and Pop Art.

NOT MY TYPE: UNLIKE-ABLE FEMALE CHARACTERS

Year; 3 course credits
EN484

Literary history and popular culture are full of unpalatable women: Clytemnestra the traitorous wife, Shakespeare's Katherina the unmarriable spitfire, and Wharton's Undine the mercenary social climber, to name a few. Audiences cheer as these women are tamed, tamped down, or otherwise punished, especially when the characters are viewed reinforcing stereotypes like the man-hating shrew or catty mean girl. Significantly, though, these characters draw ire not just for wreaking narrative havoc but also for breaking a social taboo deeply ingrained in Western culture: that women should be "like-able." The "mother earth" figure is, by definition, nurturing, supportive, and often sacrificial. In contrast, archetypes like the "crone" or "witch" are villainized for their age, skill, and appearance. While stereotypical representations of "unlikeable" female characters reflect broader conversations about the roles of women and womanhood, writers have also taken up these archetypes to offer complex representations of women beyond like-ability. When viewed through this lens, these characters offer insights into how pressures to be "like-able" are linking to issues of personal choice, politics, and power. This course will explore literary and artistic reactions to feminist progress via "unlike-able" female archetypes. We will examine changes in representation and, by extension, cultural understandings of womanhood over time as well as investigate the roles of race, class, sexuality, and (dis)ability.

THE EMPIRE WRITES BACK: POSTCOLONIAL LITERATURE

Year; 3 course credits
EN485

Clashes in Gaza, the dismantling of statues in South Africa and the American South, and an Indian writer winning England's most prestigious literary prize, the Booker of Bookers, reveal the lingering impact of colonial histories. Retribution, reconciliation, violence, and magical reality shape both the postcolonial world and its literature. After centuries of foreign rule, writers from former European colonies across Africa, Asia, and the Americas have written back to their own people and their colonizers. This body of work represents one of the most significant developments in global literature since the mid-20th century. In this course, students study the vast and diverse topics associated with the creation and eventual disintegration of the colonial projects of Europe. Multidisciplinary in approach, students examine literature, history, film, philosophy, theory, oral history, and art. This course explores the inspiration, justification, and manifestation of colonization as well as the resistance to this project. Students develop familiarity with theoretical terms and concepts and employ them to understand the tension reflected in the works studied, and to gain insight into the lasting effects for the contemporary global landscape. Writers studied may include Jamaica Kincaid (Antigua), Amié Césaire

(Martinique), Salman Rushdie (India), Nadine Gordimer (South Africa), and Toni Morrison (U.S.), among others. *This course fulfills the requirement in contemporary global studies.*

JOURNALISM AND NONFICTION STORYTELLING

Year; 3 course credits
EN486

Nonfiction storytelling, whether it is daily journalism, long-form magazine writing, personal essays, opinion pieces, radio broadcasts, or another variety, is invariably based in fact. The creator is circumscribed by what happened, and yet these works can be as gripping and nuanced as any work of fiction. Unlike a novelist, a nonfiction storyteller cannot invent a character or fabricate a cliff-hanging plot twist. Like a novelist, a nonfiction storyteller is free to experiment with form, detail, diction, syntax, metaphor, and the like. Understanding this dynamic is key to the work of this course. Students study the foundational elements of a fact-based story. What makes such a story compelling, provocative, or simply, fun? How does one go about uncovering and relaying such a narrative? How can elements like rhetoric, structure, and data enhance a story? How can stories change the world? Students analyze short and long nonfiction, both contemporary and canonical, and work individually and collaboratively on storytelling projects that address current issues. They engage in a diversity of narrative forms — the written word, comics, infographics, podcasts, photojournalism, and video — and study a group of writers that likely includes James Baldwin, Joan Didion, Ian Frazier, Janet Malcolm, John McPhee, Dorothy Parker, David Foster Wallace, Tom Wolfe, and others. Students share their work with their classmates regularly, providing and receiving appropriate feedback.

WRITING WORKSHOP COURSES

Writing workshops focus on the creation of original writing by each student and the regular exchange of feedback regarding that work among the participants in the class. While these classes may study short stories, novels, and poems by a variety of authors as examples and ideals of craft, the original writing created by each of the students serves as the primary text studied and discussed in class.

Note: Unless otherwise indicated, the writing workshop courses do not fulfill the English department diploma requirements.

INTRODUCTION TO CREATIVE WRITING

Spring term; 1 course credit
EN501

This term elective, for third and fourth formers, explores a variety of genres and introduces students to the craft of writing imaginative prose and poetry. Students are asked to examine the literature from the writer's perspective and to compose their own original poems, scenes, and stories, incorporating the ideas and themes inspired by the texts. The class is frequently run as a workshop with students sharing and critiquing each other's work. The exact nature of this course and the texts studied in any given term will be shaped by the interests and inclinations of the students and instructor. Open to third and fourth formers.

PLAYWRITING AND SCREENWRITING

Spring term; 1 course credit
TA270

Students in this course learn how to transform dramatic ideas into plays and screenplays. Students investigate strategies for effective exposition, characterization, pacing, dialogue, and visual storytelling in each medium, investigating the differences between writing for stage and screen. Through writing exercises and workshops of each other's materials in class, students expand their playwriting and screenwriting techniques and develop their individual voices as writers. Students practice the writing process from outline and treatment, through drafting and the pitch. As a final project, each student develops a new play or screenplay to a production-ready script. Open to fourth, fifth, and sixth formers; fourth and fifth formers will have scheduling priority.

Note: With the permission of the department, sixth formers may receive English credit for this course. This course, however, may not be used to fulfill the sixth form arts requirement and the spring term English requirement simultaneously.

ENVIRONMENTAL IMMERSION PROGRAM

The Environmental Immersion Program (EIP) at the Kohler Environmental Center (KEC) provides an intensive academic and residential experience focused on environmental studies. Through advanced multidisciplinary coursework, independent research in STEM fields, social science, or the humanities, as well as outdoor experiences and a unique residential community, the program teaches the value of scholarly inquiry in environmental stewardship and cultivates an appreciation for the natural world.

Note 1: Students in this program fulfill diploma requirements in English (one year), biology (one year, if they have not taken biology previously), philosophy/religion (one credit), contemporary global studies (one credit, satisfied by participation in the program), and visual arts (one credit). In addition, one quantitative credit is earned.

Note 2: Students in the program are required to take all of the courses listed unless they have completed biology previously, in which case they may not repeat biology. In this case, students may request to take an additional main campus course in place of biology.

LITERATURE AND THE ENVIRONMENT

Year; 3 course credits
EN360

Literature and the Environment introduces students to the rich and diverse field of environmental literature with a focus on how literary and cultural texts illuminate the connections between humans and the natural world. The course emphasizes texts from the American tradition of environmental writing, while also touching on important texts from other parts of the world. By reading texts that represent a range of author perspectives, historical contexts, localities, and genres (including fiction, nonfiction, and poetry), students explore the power and potential of environmental literature to shape change in the world. Students also investigate the extent to which such literature can shape how they themselves see and relate to nature and the environment – that is, to the many places where students live, work, travel, and form their own identities. The course emphasizes close reading and critical writing skills, with an emphasis on practicing the methods of environmentally informed literary analysis (often referred to as ecocriticism). Students write frequently by keeping a journal and working on expository writing throughout the year, and they experiment with other modes and mediums of creative expression to produce their own works of environmental literature and culture. *This course fulfills the diploma requirement in English for a student's current academic year.*

BIOLOGY, HONORS

Fall and Winter terms; 2 course credits
BI420HO

This introductory course explores fundamental topics of biology, including basic biochemistry, cell structure and function, genetics, organ systems, and evolution. The course uses key concepts from ecology and evolution as unifying themes for the topics that are covered. Emphasis is placed on tracing the flow of energy through biological systems as well as the ability of organisms to respond to their environment. Students conduct inquiry-based labs and greenhouse experiments while learning scientific approaches to studying the biological world. *When taken concurrently with Ecology (ES437HO), this course fulfills the diploma requirement in Biology.*

ECOLOGY: PRINCIPLES, MODELING, STATISTICS, AND APPLICATIONS, HONORS

Year; 3 course credits
ES437HO

Interactions of individual organisms, populations, and communities with their environment are examined in this course. Students study the natural history of the organisms in the ecosystem surrounding the Kohler Environmental Center. Ecological principles are explored by conducting experiments on the land and in the research greenhouse, as well as by studying and developing mathematical models. Students test hypotheses by using statistical techniques to analyze data collected from individual experiments and long-term studies. Articles from professional publications in ecology are explored to introduce students to current research questions and methods. Students are given the opportunity to apply their knowledge by helping to shape land management decisions. *This course earns one quantitative credit.*

ENVIRONMENTAL ETHICS, HONORS

Fall term; 1 course credit
PL465HO

This course examines the nature of environmental ethics and focuses on the human relationship to and responsibility for nature and the future of the environment. A full range of approaches to environmental ethics is examined; this includes human-centered approaches that focus on the impact of environmental degradation on humans, biocentric approaches that are based on the moral value of all life forms or ecosystems, the concept of environmental justice, and the perspectives of several of the major world religions on the value and care of the natural world. Students write both personal reflections and analytical essays in order to produce creative explorations of the concepts covered and to apply ethical frameworks to specific cases. Students work in small groups to research a topic of their choice throughout the term, ending the course with a class presentation of their work. *This course fulfills the requirement in philosophy/religion.*

ENVIRONMENTAL ECONOMICS, HONORS

Winter term; 1 course credit
EC465HO

Economic theory provides powerful tools to analyze and address environmental issues. This course exposes students to economic models and concepts to study environmental improvement. Key topics covered include scarcity, opportunity cost, production possibilities curves, supply and demand, market efficiency, cost-benefit analysis, market failures (externalities, common

resources, imperfect competition, public goods, and asymmetric information), and environmental policies (decentralized, command and control, and incentive-based solutions). After learning about economic models and theories that enable them to discuss issues of environmental and resource economics, students work independently to investigate a topic of their choice. The term culminates with student groups applying the material they have learned to the analysis of environmental policy. While completing their research and preparing to make presentations, students continue to learn about economic issues related to environmental quality, sustainability, water, population growth, climate change, and resource management.

Note: This course is not open to students who have taken Environmental Economics, Honors (EC585HO).

ENVIRONMENTAL POLICY, HONORS
Spring term; 1 course credit
PS465HO

Environmental policy allows people to work collectively to address environmental problems that are beyond the reach of individual actors. This course challenges students to develop an understanding of the political forces that drive the environmental policy process. Toward this end, students consider the importance of science in the policy process, as well as the role of economic forces, the influence of political climate, the role of political leadership, and other factors. Students analyze the policy process through the lens of public policy models (institutional models, interest group models, process models, rational choice models, and systems models). Students then apply these models to specific environmental cases (climate change, marine resource management, forest conservation, pollution reduction, waste management, and others). The goal of the course is to provide students with a conceptual framework that will help them interact with the environmental policy process.

MULTIDISCIPLINARY RESEARCH METHODS, HONORS
Fall term; 1 course credit
MD438HO

In this team-taught multidisciplinary course on research methodology, students learn how to structure environmental research questions within the traditions of the natural sciences, social sciences, and humanities. The fall term culminates with students defending the individual research proposals that they plan to execute as faculty-directed environmental research projects in the winter and spring terms.

ENVIRONMENTAL RESEARCH PROJECT, HONORS
Winter and Spring terms; 2 course credits
MD439HO

In the winter and spring terms, students work with their faculty advisers to complete original environmental research projects. Students may pursue projects in the natural sciences, social sciences, humanities, or of a multidisciplinary nature. Students regularly meet with their advisers and in small groups to discuss the progress of their research. Students share their research in a paper following the format of a professional publication and with a poster or presentation in the style used at professional meetings in their field of study.

NATURE PHOTOGRAPHY, HONORS
Spring term; 1 course credit
VA293HO

This course focuses on the integration of the art, technique, and science of nature photography, as well as contributions of nature photography to cultural concepts of the environment. Foundational skills in digital photography are taught, including exposure, shutter speed, aperture, focal length of the lens, and depth of field, as well as the esthetics of composition. Adobe's Photoshop and Bridge are taught as tools to help organize, manage, and adjust photographs. Attention is paid to the ethics of photography, especially as it relates to the use of photography for documentary purposes. Techniques that are specific to working in the field are covered, including use of various lenses for specific observational purposes. In an integrated manner, these skills assist students in their environmental research projects. Additionally, the history of photography as it relates to the study of the natural sciences, the environment, environmental politics, policies, and social change is examined. *This course earns one visual arts credit.*

HISTORY, PHILOSOPHY, RELIGION, AND SOCIAL SCIENCES

Through the offerings and programs in this department, we seek to employ interdisciplinary and individualized approaches to learning and to create spaces for students to develop the reflective practices of critical thinking, identity cultivation, and cultural responsiveness. Global citizenship and increasing interdependence demand that students become familiar with both their own and other cultures, have knowledge of the past, develop critical thinking, appreciate philosophical and religious ideas, and have an understanding of political and economic institutions.

All students are required to take a one-term course in philosophy or religion and a year-long course in United States History; three- and four-year students are required to take a year-long course in World History. The contemporary global studies requirement can be fulfilled with a range of courses (see p. 10) including five courses in this department: Contemporary Issues (HI205), The Modern Middle East, Honors (HI459HO), International Relations, Honors (PS460HO), International Economics, Honors (EC455HO), and Development Economics, Honors (EC575HO). Students are encouraged to fulfill these requirements as early in their careers as possible. In addition to these requirements, students are encouraged to pursue other departmental courses that interest them, potentially combining related courses to form a Capstone Program during the sixth form year. Students with a special interest in government and public service should consider applying for the John F. Kennedy '35 Program in Government and Public Service, a multidisciplinary Signature Program that includes public service experience and a tutorial component.

Students are placed in honors sections of courses according to criteria listed in the course descriptions below. The department head, in consultation with the Registrar and the Director of Studies as appropriate, determines the suitability of honors placement for each new student who requests it.

– Kyra E. Jenney, Department Head

HISTORY

THIRD AND FOURTH FORM HISTORY ELECTIVE CONTEMPORARY ISSUES

All terms; 1 course credit
HI205

This term elective introduces third and fourth form students to major contemporary issues facing the U.S. and the world, as it helps students develop fundamental research, writing, and public speaking skills. The course normally focuses on three major issues per term, utilizing a range of materials and providing historical context and a variety of perspectives on each issue. Sample topics include nuclear proliferation, the Israel-Palestine conflict, gun violence, refugee experiences, media literacy, climate change, and human rights and social justice movements. *This course fulfills the requirement in contemporary global studies.*

FOURTH FORM HISTORY

World History is a required course for three- and four-year students, usually taken in a student's fourth form year. The course employs a chronological framework to examine important themes and narratives in the study of world history. It also uses primary and secondary sources and emphasizes critical reading and writing.

WORLD HISTORY

Year; 3 course credits
HI215

This course explores the period from the fifteenth to the twenty-first century. It is driven by historical questions and designed to provide students with the opportunity to understand and appreciate the modern world in a way that will inform their views on current global issues. A breadth course, World History introduces students to various historical themes: globalization, imperialism, state-building, industrialization, colonization, and decolonization. A focus is placed on understanding the human experience through various lenses, asking students to unpack notions of power and privilege. In this course, students practice the work of the historian: evaluation of primary source material, use of historiography, the skill of historical thinking, the existence and analysis of multiple historical narratives, and the use of historical evidence to complete effective research and craft analytical arguments. Students apply these historical skills in various individual and collaborative group projects that stress independent learning and help promote writing, research, public speaking, and critical thinking skills.

FIFTH FORM HISTORY

United States History is a required course, usually taken in a student's fifth form year. However, fourth form students who have demonstrated a particular interest and ability in the study of history may request permission from the Director of Studies and department head to take United States History. In some circumstances, students may want to take U.S. History in their sixth form year; those students should discuss this option with their adviser and form dean. Students who wish to take the honors course or American Studies should have demonstrated in previous history courses that they possess strong critical writing skills, the capacity for reading and interpreting challenging texts, and active engagement in class discussion.

Note 1: Students who participate in a one-term Study Abroad Program during the fall of their fifth form year must fulfill the United States History requirement the following year by enrolling in: 1) the term of U.S. History (HI310 or HI355HO) that was missed; or 2) by enrolling in U.S. Government and Politics I, Honors (PS550HO). Students who participate in a two-term Study Abroad Program during their fifth form year must defer U.S. History to their sixth form year.

Note 2: Fifth form students may not take American Studies (HI375HO and EN375) and participate in a Study Abroad Program during their fifth form year.

UNITED STATES HISTORY

Year; 3 course credits
HI310

This course is a chronological survey attentive to the political, economic, cultural, racial, social, and constitutional developments by which the United States achieved independence, became a nation, and grew into a world power. In this course, students learn how to: read past documents and contemporary interpretations; take notes on both reading and class discussion; make reasoned interpretations about the causes and consequences of historic events; research using both primary and secondary sources; and communicate analytically and persuasively. While all teachers follow a core curriculum that covers the essential topics of American political, social, racial, economic, intellectual, and diplomatic history, a variety of methods is employed in the many sections of the course.

UNITED STATES HISTORY, HONORS

Year; 3 course credits
HI355HO

This course is a more rigorous version of HI310, covering topics in greater depth and using more challenging supplementary readings. Students who enroll in this course are expected to possess strong research and analytical writing skills, as well as the ability to manage demanding reading and writing assignments.

AMERICAN STUDIES (UNITED STATES HISTORY, HONORS)

Year; 3 course credits
HI375HO (must be taken with EN375)

American Studies is an interdisciplinary field that examines the culture, politics, structures, and systems in what is now the United States from the time prior to European contact through the present. Paired with EN375, American Studies progresses chronologically, supplemented with critical readings and contemporary interpretations of people and events in U.S. history. While focusing on the disciplines of history and English, American Studies also incorporates epistemologies from fields including art, media studies, political science, psychology, and sociology. In addition to reading historical texts and archival material, we explore the social, cultural, and historical contexts in which they were produced. Using this approach, the history side of American Studies will consider questions including: What are the nation's values? Who counts as "American"? Where does the United States fit within the global community? This interdepartmental course fulfills the American literature and the United States history diploma requirements. These courses earn three course credits in both English and history.

UPPER FORM ELECTIVES

The following courses are advanced both in topic and in the level of reading and writing required. Therefore, they are open to fifth and sixth formers who meet the stated prerequisite. Fourth formers interested in these courses must obtain permission from the department head before they will be enrolled in the desired course.

OUR SCHOOL UPON THE HILLSIDE

Spring term; 1 course credit
HI401AD

Our School Upon the Hillside explores and evaluates the past and present of the landscape, people, and institutions that have shaped the environment in which we live and learn. In it, we examine multiple interpretations of the evolution of the Quinnipiac River valley, the town of Wallingford, and Choate Rosemary Hall. The course covers the natural and human geography of the area, beginning with the indigenous populations, and the micro-geography of our campus and its histories. Students will examine issues related to colonialism, the evolution of political, economic, and cultural structures, and the role of independent schools in society, among other topics. In addition to drawing on the many published local histories, the course also considers the buildings on campus as primary sources. The course concludes with an exercise in which students produce their own original history, drawing on the rich resources available in the Choate Archives and local historical societies. Open to fifth and sixth formers, and fourth formers with the permission of the department.

CONSTITUTIONAL LAW, HONORS

Spring term; 1 course credit
HI411HO

This course explores the evolution of the United States Supreme Court and its influence on the American people. For the first half of the term, students read a history of the High Court and write several short papers on topics in constitutional history. In the latter portion of the course, the class resolves itself into a "Mock Court" program, in which students argue landmark cases decided by the real Court in the 20th and 21st centuries. When presenting cases as a lawyer, students research the legal background, prepare a one-page argumentative brief, and engage in oral arguments before the rest of the class. The remaining students serve as the Court's justices who deliberate on each of the several dozen cases handled over the course of the term. Open to fifth and sixth formers.

AMERICAN DIPLOMACY

Fall term; 1 course credit
HI413AD

American Diplomacy explores and evaluates the past, present, and future of United States foreign policies, examining multiple interpretations of America's role in world affairs. The course covers U.S. foreign policy from the birth of the republic through to the present, with students studying founding documents, the age of imperialism, the Open-Door policy, U.S. involvement in the World Wars, the Cold War, including the Cuban Missile Crisis, the Korean and Vietnam Wars, the "War on Terror," and current challenges and opportunities facing the U.S. Within this history, students examine issues related to national security, economic development, human rights, and the spread of democracy. The

course concludes with an exercise in which students examine the complexities currently facing American policymakers, including such topics as terrorism and cyber warfare, the potential spread of weapons of mass destruction, and various regional and transnational threats. Open to fifth and sixth formers, and fourth formers with the permission of the department.

UNDERSTANDING CONTEMPORARY AFRICA, HONORS

Winter term; 1 course credit
HI416HO

This course introduces students to the diversity of contemporary Africa and the forces that have shaped it. The richness and dynamism of the continent are explored through student-led discussions of its culture, social organization, history, economy, politics, and other aspects of its development. The core questions that guide the course are: Why are some state structures weaker in Africa than elsewhere? Why do some African countries suffer from high levels of political violence while others are spared? What has been the impact of colonialism on Africa? Using case studies of African countries from different regions, students encounter the enormous variation within Africa in the strength of its states, the levels of economic growth, and the amount of discord. The course is structured in three parts: an examination of the pre-colonial structures of the African states, a study of the European colonial system in Africa, and an exploration of the social, political, and cultural forces that now shape contemporary African societies. Open to fifth and sixth formers.

COLONIAL LATIN AMERICA

Fall term; 1 course credit
HI422AD

Offered in alternate years; available in 2027-2028

This course introduces students to the history of colonial Latin America and historical trends shared by the modern nations today. It focuses on three central themes: Iberia before the age of exploration, the conquest period itself, and post-cultural encounter. Through these topics, students delve into major historical developments of the 20th century and gain an understanding of Latin American culture, social movements, political trends, race relations, and even demographic changes taking place here in the United States. The course utilizes historical projects driven by historical questions, group work, presentations, and documentaries. Students draw from a diverse range of academic disciplines and methodologies to form a well-rounded understanding of the region and its inhabitants. Open to fifth and sixth formers.

THE UNITED STATES IN VIETNAM, 1961-1995

Spring term; 1 course credit
HI423AD

The Vietnam War and its legacy remain compelling not only in the United States, but in the nations impacted by this pivotal historical event. Using primary sources, the fiction of cinema and literature, historical film archives, Ken Burns' documentary on the Vietnam War, and distinguished visiting lecturers, this course examines the prosecution of the war and its residual impact from multiple perspectives: Cold Warriors versus the New Left in the U.S.; global anti-Imperialist movements; the experiences of veterans from combatant nations; and peoples still coming to terms with losses wrought by this conflict. On the U.S. front, attention is given to the Cold War's influence in the escalation to war, racial and class divisions produced by the war, the music of the Vietnam-era, wartime media coverage, and the emergence of the "credibility gap," and the "generation gap." The course concludes with an examination of post-war recovery in the Socialist Republic of Vietnam, the normalization of U.S.-Vietnam relations, and the war's legacies. Open to fifth and sixth formers.

LATINX IN THE UNITED STATES, HONORS

Fall term; 1 course credit
HI424HO

Offered in alternate years; available in 2026-2027

This course provides students with an overview and understanding of the diverse Latinx population in the United States. The goal is to examine the Latinx community by exploring the history of conquest and immigration and the construction of the pan-ethnic Latinx identity category. It explores topics on the theoretical and methodological issues of Latinx research, comparative histories to uncover the shared experiences of the Latinx group, social demography, social boundaries and inequalities, and patterns of resistance. Course assignments and discussions help students develop a critical understanding of the primary issues related to the experiences of the Latinx population in the United States. Open to fifth and sixth formers.

ASIAN AMERICAN STUDIES

Winter term; 1 course credit
HI427AD

The experiences of Asian Americans and Pacific Islanders (AAPI) are as varied as the texts that represent them. Working with a range of media – film, short stories, graphic novels, historical documents, and more – this course will introduce students to the histories and cultures of AAPI communities in the United States. As part of the broad and interdisciplinary field of Asian American Studies, students will engage in critical discussion and investigation of how AAPI populations have been shaped by sociocultural factors including varied understandings of race, gender, class, and sexuality; legacies of war, imperialism, and colonialism; laws and exclusionary policies impacting immigration and migration; the model minority myth and erasure and misrepresentation in the media; and political activism and solidarity work in movements for racial, gender, and economic justice. Ultimately, students will explore various ways in which Asian Americans and Pacific Islanders have impacted U.S. society and how the experiences of AAPI communities should inform our broader understanding of American history. Open to fifth and sixth formers.

MODERN JAPAN: FROM SAMURAI TO SONY

Fall term; 1 course credit
HI432AD

Offered in alternate years; available in 2026-2027

This course explores Japan's transformation from feudal state to Asian military power from 1800 to 1945 and then its rise from bitter defeat in World War II to become an economic superpower. Students consider how traditional Japanese culture has shaped the nation's business and industrial successes and failures in the post-war era. Other focal points of the course include the changing status of women, race, and racism in the Pacific War, and Japan's relationship with the United States. While its primary focus is historical, the course explores many facets of Japanese life, including religious, artistic, and literary elements. Open to fifth and sixth formers, and fourth formers with the permission of the department.

BLACK STUDIES

Spring term; 1 course credit
HI433AD

This course introduces students to the field of Black Studies, with a particular focus placed on the Black experience in the United States from the 17th to the 21st centuries. It offers students a wide range of topics in Black Studies focused on Black history, while celebrating Black culture and social movements, and exploring convergences among Black-American history, politics, literature, music, arts, and current events. This course expects deep engagement and self-reflection as it affords rich possibilities to pursue research interests. Students are required to write short papers, complete creative projects, and drive both discourse and debate. Open to fifth and sixth formers, and fourth formers with the permission of the department.

THE RISE OF MODERN CHINA, HONORS

Fall term; 1 course credit
HI436HO

Offered in alternate years; available in 2027-2028

This course examines the two distinct periods of China's post-World War II history: Mao Zedong's era of Communist Party control which featured populist socialism, and the period of post-1976 to the present which explores how China opened to the global community and implemented a pragmatic market-based economy initiated by Mao's successor, Deng Xiaoping. Using literature, socialist-realist propaganda, documentaries, and feature films, critical attention is given to such prominent events as the Great Leap Forward, the Cultural Revolution, the Tiananmen "crackdown," and market-oriented economic modernization, with the goal of understanding how China has emerged as a distinct and influential power on the world stage. Student research is also devoted to a range of current issues facing China: environmental challenges, perspectives on China's human rights record, population management, and its influence in the World Trade Organization and the United Nations. Open to fifth and sixth formers.

THE HOLOCAUST

Winter term; 1 course credit
HI445AD

This course explores the emergence, evolution, underlying causes, and means of confronting and coming to terms with genocide and other crimes against humanity in the modern world. Particular attention is paid to the roots of European antisemitism and the Nazi movement in the mid-20th century. From this historical "case study," we examine definitions, causes, consequences, and the ways by which people explain their experiences of oppression and genocide. The course takes a multidisciplinary approach to the study of the Holocaust by examining the concept of genocide through various lenses such as the psychology and ethics of evil, the history of the Nazi rise to power, and religious responses to the Holocaust. Students also explore the topic of historical memory by examining examples of Holocaust monuments and memorials around the world and envisioning their own ways of commemorating past atrocities. While a background in modern European history is helpful, it is not required. Open to fifth and sixth formers, and fourth formers with the permission of the department.

TOPICS IN NATIVE AMERICAN STUDIES

Fall term; 1 course credit
HI455AD

Native Americans are critical to the conception and creation of American identity, but often our understanding of the first Americans is limited, misguided, and harmful. Topics in Native American Studies is an interdisciplinary course that asks students to reconfigure their previous understandings of indigeneity. The term is organized around three units that touch upon the key themes of the course: Indigenous survivance and resurgence. The course explores the history of indigeneity in North America from pre-colonization to modern federal Indian law, Indigenous relationships to land as seen through disputes at Oak Flat and Standing Rock, and contemporary issues such as cultural misrepresentation in film and media. Students will answer major questions of the course using a wide variety of materials, including texts from leading scholars in the field of Native American studies, historical documents, and social media accounts from activists on the frontlines of Indigenous-led movements. Open to fifth and sixth formers.

THE AMERICAN WEST

Winter term; 1 course credit
HI456AD

The lure and promise of "the West" have been important forces in shaping American history and culture. Drawing on several primary and secondary sources, this course examines the development of the trans-Mississippi West from the 1840s to the present. This course looks at several aspects of the American West, including such topics as the Gold Rush, Native American wars, race and racism, cowboys and "cow towns," clashes between various cultures, the changing nature of gender roles, exploitation and conservation of natural resources, and settler colonialism. A goal of the course is to understand not only the human world of the American West, but also the natural world,

particularly by studying significant animals that played a role in shaping the history of the region. The course examines the modern West by looking at such issues as immigration, tourism, agriculture, environmentalism, and relationships between the U.S. government and the people of the West. The course concludes by looking at images and myths of the West that have become a pervasive part of American culture, including art, film, literature, television, and advertising. Open to fifth and sixth formers, and fourth formers with the permission of the department.

ISLAMIC CIVILIZATIONS OF THE MIDDLE EAST, HONORS

Spring term; 1 course credit
MD458HO

This course helps students to understand the rich and complex history of the Islamic world from the emergence of Islam through the end of the Ottoman Empire. Students will explore the rise and fall of major Muslim states and development of religious, scientific, philosophical, and political thought through an Islamic lens, as well as the art, architecture, and the literature of the historical Middle East. In addition to forming an understanding of the major developments and trends of the Islamic world, students will have the opportunity to examine specific topics of interest in greater depth through several independent research projects. Open to fifth and sixth formers, and fourth formers with the permission of the department.

THE MODERN MIDDLE EAST, HONORS

Fall term; 1 course credit
HI459HO

The Middle East is a complex, volatile, and often poorly understood area of the world with tremendous cultural and geopolitical significance. This course endeavors to provide students with the context necessary to better understand the region, its diverse cultures, and connections between its history and contemporary regional dynamics. In pursuit of that goal, students explore the history and major trends of the Middle East from the start of the 20th century through modern day. The course touches on significant issues in the Israeli-Palestinian conflict, Iran's place in the region and the world, the relationships between Middle Eastern societies and the West, and the role of oil in global geopolitics. Students also get the opportunity to explore specific areas of interest in greater depth through independent research. Open to fifth and sixth formers, and fourth formers with the permission of the department. *This course fulfills the requirement in contemporary global studies.*

WOMEN'S AND GENDER STUDIES, HONORS

Winter term; 1 course credit
HI460HO

This dynamic course engages students in an examination of historical conditions, cultural norms, and social and economic institutions that define women's status and identity. By first looking at perspectives on power, oppression, and the evolution of patriarchy, students gain an understanding of the historical forces that shape the concepts of gender and womanhood. With a focus on the diverse and intersectional nature of women's experiences, we seek to broaden our definition of feminism and the gendered experience through an exploration of topics such as gender identity, masculinity, rape culture, empowerment, resistance, and revolution. The course culminates with an examination of how the experiences of those with marginalized gender identities reflect larger social issues, the ways in which activism seeks to address the obstacles individuals face, and how feminist movements should strive to empower women, femmes, and all people with marginalized identities. Open to fifth and sixth formers.

QUEER STUDIES, HONORS

Spring term; 1 course credit
HI464HO

Queer Studies will introduce students to an ever-growing and exciting discipline that explores the intersections of sex, sexuality, and gender. Students will learn about the history of sexuality and queer lives, bonds of kinship and empowerment in the United States and across the globe, and social movements aimed at achieving liberation and justice for LGBTQIA2S+ peoples. Students will read texts from both prominent scholars and educators (with a particular focus on the foundational and transformational work of queer, trans, and nonbinary folks of color in the discipline of Queer Theory), as well as queer and trans community organizers and activists. Using a variety of theoretical lenses, students will critically examine how race, class, and gender identities intersect with sexuality and how those theoretical frames can work to challenge and destabilize sex and sexual normativity. Open to fifth and sixth formers.

THE GREENING OF AMERICA: THE ENVIRONMENTAL MOVEMENT, HONORS

Fall term; 1 course credit
MD521HO

The environmental movement in the United States has been motivated by a wide range of factors, including the natural beauty of the country, the destruction of some of that beauty, the work of naturalists, ethicists, theologians, historians, and authors, catastrophic events that have captured the public's attention, and activists schooled and fueled by the sweeping changes in the 1960s. This multidisciplinary course weaves together these perspectives as it traces the development of the environmental movement in the United States and the impact of key people and events on this movement and on the environment itself. The course draws from many disciplines as it examines historical, political, ethical, religious, economic, and cultural aspects of the environmental movement. This course also specifically addresses issues of environmental justice and racism, and includes an experiential component that involves contact with the natural world on our campus and potentially beyond. Open to fifth and sixth formers, and fourth formers with the permission of the department.

RENAISSANCE, REFORMATION, AND ENLIGHTENMENT: EARLY MODERN EUROPE (1300–1789), HONORS
Fall term; 1 course credit
HI551HO

This course begins with Europe's emergence from the late Middle Ages and transition into the Renaissance. Students explore the religious conflicts and the social changes unleashed by Protestantism. Further course topics include: the wars of the seventeenth century; absolute monarchy; the emergence of constitutionalism; issues of race and gender; the development of an Atlantic economy shaped by European states; and the philosophical, scientific, and political changes of the Enlightenment. Open to fifth and sixth formers, and fourth formers with permission of the department.

THE AGE OF REVOLUTION AND EMPIRE: MODERN EUROPE (1789–1914), HONORS
Winter term; 1 course credit
HI552HO

This course begins with the French Revolution and examination of the relationship between the Napoleonic Era and its aftermath, which created the political issues that spawned the revolutions of 1848 and 1871. Other topics include the paradigm shift of the Industrial Revolution; the origins of scientific racism; the rise of liberalism and nationalism; the unification of Germany and Italy; the era of romanticism; the rise of global capitalism; and the New Imperialism of the nineteenth century. Open to fifth and sixth formers, and fourth formers with the permission on the department.

THE AGE OF VIOLENT EXTREMES: CREATING CONTEMPORARY EUROPE (1914–2000), HONORS
Spring term; 1 course credit
HI553HO

This course begins with Europe's failure to resolve the divisive issues of nationalism vs. internationalism, democracy vs. statism, and capitalism vs. socialism. These conflicts resulted in the two greatest wars in history, leaving Europe subsumed by the new global powers: the U.S. and the USSR. Students follow these disasters and the recovery of Europe through the period of the Cold War until the turn of the 21st century. Other topics include: the Bolshevik Revolution, the Great Depression, modernism, totalitarian regimes, decolonization, the formation of the European Union, and present-day crises around issues of terrorism and xenophobia. Open to fifth and sixth formers, and fourth formers with the permission of the department.

PHILOSOPHY AND RELIGION

The following courses fulfill the diploma requirement in philosophy and religion.

WORLD RELIGIONS
All terms; 1 course credit
RL200

This course introduces students to the beliefs, practices, ethics, and histories of five major world religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. Students will study each of these religions to gain an understanding of its meaning to individual believers and its impact on human history and contemporary life. The course utilizes various types of print and visual resources and exposes students to foundational skills in research, writing, and public speaking. Open to third and fourth formers.

PEACE AND JUSTICE
All terms; 1 course credit
RL210

This course explores the view of various religious traditions and key religious leaders on the important themes of peace and justice. Drawing on some of the central components of religious thought — compassion, neighborly love, repairing the world — the course examines contemporary topics such as poverty, racial justice, gender equity, LGBTQIA2S+ justice, environmental justice, and Indigenous sovereignty. Utilizing a variety of religious perspectives, students learn basic doctrines from each of the religions to aid in understanding, assessing, and developing solutions for the issues studied. Open to third and fourth formers.

THE RELIGIONS OF ASIA
Winter term; 1 course credit
RL407AD

This course explores the basic philosophy and practices of some of the influential religions that have their origin in Asia, including Hinduism, Buddhism, Confucianism, Shinto, and Taoism. Students examine the historical development, ethics, and basic worldview of each tradition, enabling them to develop an understanding of the impact of each system both on individual lives and on society. Traditional texts as well as numerous team projects are used to make the key spiritual ideas come to life. Open to fifth and sixth formers, and fourth formers with the permission of the department.

SPIRITUAL JOURNEYS
Spring term; 1 course credit
RL408AD

Humans have continually sought meaning in their lives and a connection with something greater than themselves, asking enduring questions such as "Why am I here?" and "Where am I going?" Spiritual Journeys explores this search for meaning through philosophical inquiry, contemplative practice, and engagement with a wide range of spiritual perspectives. The course draws on biography, memoir, spiritual and scientific texts, podcasts, and film to examine how individuals and traditions understand consciousness, identity, suffering, and transformation, and to challenge our assumptions about reality and the nature of the mind. Students study diverse religious and spiritual frameworks while also developing a consistent meditation practice to support reflection, presence, and self-awareness. Class sessions are discussion-based and emphasize open inquiry, careful listening, and respectful engagement with differing viewpoints. Throughout the term, students are encouraged to connect course ideas to their own lives,

examining values, emotions, and patterns of thought as part of an ongoing personal inquiry. This course culminates in a creative final project that integrates course materials with each student's emerging understanding of their own spiritual journey. Open to fifth and sixth formers, and fourth formers with the permission of the department.

THE GOOD LIFE: FOUNDATIONS OF MORAL PHILOSOPHY

All terms; 1 course credit
PL411AD

This introductory ethics course examines the process of moral reasoning and how systems of morality are constructed, challenged, reimagined, and embodied in daily life. Students explore classical and contemporary ethical theories alongside contemplative practices such as mediation (supported by the use of EEG brain monitoring headbands), music appreciation, and collaborative annotation. Readings from classical and contemporary philosophers are brought to life with complementary insights drawn from the lyrics of Kendrick Lamar, Dawes, Coldplay, and many other musical artists. Class sessions are discussion-based and emphasize open inquiry, careful listening, and respectful engagement with differing viewpoints. Students are invited not just to study ethical systems, but to test them – in conversation, in action, and in awareness. How is our sense of morality shaped by our technology and media landscapes? What happens when we question our default settings? What does it feel like to be fully present, to let go, or to act from compassion instead of fear? What if the "right" way to live emerges not from adherence to traditional, modern, or postmodern worldviews, but as the natural byproduct of intuitive consciousness attuned to a higher-order synthesis that transcends and includes all those views? Open to fifth and sixth formers.

PHILOSOPHY, HONORS

Fall, Spring terms; 1 course credit
PL450HO

Philosophy is an attempt to ask and answer in an imaginative and disciplined way some of the important questions of life. This course uses classical and contemporary theories to investigate three timeless questions: What is the nature of reality? What can we know and how certain are we of it? And what is the nature of right and wrong? Theories and process are given equal emphasis in this demanding course, and both historical ideas and personal reflection are stressed in each assignment and project to help students examine these topics constructively. Open to fifth and sixth formers.

SOCIAL SCIENCES: ECONOMICS

MACROECONOMICS
MACROECONOMICS, HONORS

All terms; 1 course credit
EC400AD (Fall only); EC450HO

These courses examine basic economic concepts and macroeconomic theory and serve as the department's introduction to the field of economics. Students begin by studying the fundamental concepts of scarcity, opportunity cost, production possibilities frontiers, and supply and demand. They then focus on the U.S. national economy and its links to the global economy using a variety of measures of economic performance and by examining economic fluctuations and economic growth. After learning the Aggregate Demand and Supply model, students analyze the impacts of fiscal and monetary policies, as well as other macroeconomic policies on the nation's economy. EC450HO covers these concepts in much more depth; the workload is more demanding, and the pace of instruction is faster. Open to fifth and sixth formers each term, and to fourth formers in the winter and spring with the permission of the department.

INTERNATIONAL ECONOMICS, HONORS

Fall term; 1 course credit
EC455HO

Almost no country in the world exists in isolation; all are linked by trade, migration, and investment flows. Students in this course study the reasons for trade, models of trade relationships, and government policies that promote or restrict trade. The course examines how the use of different currencies impacts trade, the factors that influence the exchange rate between currencies, and the different types of exchange rate regimes that countries have used. To analyze the effects of these theories and policies and their international ramifications, students research economic conditions and policies in a particular country as a case study. Open to fifth and sixth formers. *This course fulfills the requirement in contemporary global studies.*

Prerequisite: Macroeconomics

BEHAVIORAL ECONOMICS, HONORS

Spring term; 1 course credit
EC480HO

Economic theory has largely been developed based on the assumption that people make rational decisions. Psychological theory, however, recognizes that in many circumstances people do not make rational decisions. This course examines the integration of psychology into economics by studying several prominent examples of different types of decisions for which economists have found that people's choices do not reflect rational decision making: heuristics, loss aversion, framing, and prospect theory. After examining these examples, students design experiments in which they test the different theories of decision making and analyze the results of these experiments in light of the theories. Open to fifth and sixth formers.

Note: Background in economics and/or psychology is helpful but not required.

MICROECONOMICS, HONORS

Winter, Spring terms; 1 course credit
EC550HO

Students study consumer decision making, the theory of the firm, and different types of markets for products. They also examine situations in which markets are inefficient, and possible

government policies to rectify these market failures. Students participate in a term-long simulation in which they manage their own firm in a competitive market and prepare an annual report for their firm at the end of the term. Open to fifth and sixth formers, and fourth formers with the permission of the department.

Prerequisite: Macroeconomics

ADVANCED TOPICS IN ECONOMIC POLICY, HONORS
Spring term; 1 course credit
EC560HO

Students in this course build upon the theory learned in Macroeconomics and Microeconomics by examining a variety of current issues. In addition to analyzing the selected topics using economic concepts and models, students consider the political context of government policies to address these issues. Possible issues to be studied include fiscal and monetary policy, income and wealth inequality, big business and antitrust regulation, and climate change. Open to fifth and sixth formers.

Prerequisite: Macroeconomics and Microeconomics, Honors

ENTREPRENEURSHIP
Spring term; 1 course credit
EC570AD

In this course students learn about the personal and cultural attributes that support innovation and entrepreneurship. Emphasis is placed on developing skillsets and attitudes suited to starting business and social ventures. By studying the basics of business management — including principles in marketing, team building, product development, and accounting and finance — students prepare to collaborate on a group venture and write the draft of a business plan. Students pursue readings that situate the place of the entrepreneur in society, including biographies and case studies. The goal is to learn to think and act in enterprising ways. Special emphasis is put on presentation and communication skills, leadership initiative, enhanced creativity through brainstorming, critical thinking, and collaboration. Social entrepreneurship is also considered as an approach for addressing intractable inequities and social challenges. Open to fifth and sixth formers, and fourth formers with the permission of the department.

Prerequisite: Macroeconomics; Microeconomics, Honors is helpful, but not required.

Note: Students who have completed Environmental Economics, Honors (EC465HO) in the Environmental Immersion Program have met the prerequisite for Entrepreneurship (EC570AD).

DEVELOPMENT ECONOMICS, HONORS
Winter term; 1 course credit
EC575HO

Nearly 25% of the world's population, an estimated two billion people, live in developing countries on less than $1.25 USD a day. What can be done to help these countries? Do richer countries have an obligation to help developing countries? This course examines the variety of internal (e.g., geography, population, institutions) and external (e.g., foreign aid, trade, capital flows) factors that influence the economic development of countries. Students are introduced to the international organizations created to help countries with their economic development. In addition, students learn the variety of theories that have been suggested to explain variations in development among countries and the policies that have been proposed to support their development. As a case study, students analyze the experience of a developing country and recommend appropriate policies to improve its development. This course is organized in a seminar format, with the students responsible for presenting the theories and their country examples to the class. Open to fifth and sixth formers. *This course fulfills the requirement in contemporary global studies.*

Prerequisite: Macroeconomics

ENVIRONMENTAL ECONOMICS, HONORS
Fall term; 1 course credit
EC585HO

Economic theory provides powerful tools to analyze and address environmental issues. This course builds upon the concepts introduced in Macroeconomics and exposes students to microeconomic models and concepts to study environmental improvement. Starting with a quick recap of supply and demand, the course closely examines market efficiency, cost-benefit analysis, market failures (externalities, non-exclusion, free-riders, and asymmetric information), and environmental policies (decentralized, command and control, and incentive-based solutions) before moving on to topics such as renewable vs. non-renewable resource management, sustainability and economic growth, and profits vs. environmental protection. Cases of both ill-considered policies that have accelerated environmental degradation, and well-designed policies that have resulted in more sustainable resource use are considered. Throughout the term students become experts in a particular aspect of environmental economics through a research project that culminates with a presentation. Open to fifth and sixth formers.

Prerequisite: Macroeconomics

Note: This course is not open to students who have taken EC465HO during their time at the KEC nor should students who plan to study at the KEC take this course.

MONETARY THEORY, HONORS
Winter term; 1 course credit
EC650HO

This course examines the theory of monetary policy, as well as how the Federal Reserve determines monetary policy for the United States. Students analyze current economic data, and political and international issues that impact the economy and monetary policy. Building on the theory learned in Macroeconomics, students use resources available from the Federal Reserve System, the federal government, statistical sources, the media, and academic journals. Practice in public speaking is a significant part of this course.

Prerequisite: Macroeconomics, Honors; and the permission of the department. Enrollment is very limited.

SOCIAL SCIENCES: POLITICAL SCIENCE

POLITICAL IDEOLOGIES, HONORS

Winter, Spring terms; 1 course credit
PS430HO

This course is an introduction to Western political theory: both its philosophical roots and its implementation in such diverse ideologies as liberal democracy, communism, and fascism. Students will explore how thinkers have helped shape the role of governments historically in Britain, the United States, the Soviet Union, Nazi Germany, and China and consider the impact of twentieth-century movements such as environmentalism, feminism, nationalism, and decolonization in a contemporary context. Open to fifth and sixth formers.

DEMOCRACY, MEDIA, AND POLITICS

Spring term; 1 course credit
PS433AD

The life of the Republic has been shaped by the interplay between democracy, media, and politics. This course examines the evolution of political media and its influence on the American form of democracy. The course first explores a variety of seminal moments in the history of the political press before turning to the situation today, where print media, radio, television, the Internet, social media, and more infuse our culture and have transformed the presentation of issues, candidates, and the daily practice of politics. The final portion of the course involves student-directed inquiries into the current state, and possible future shape, of the relationship between democracy, media, and politics. Substantial independent research, rigorous analysis, and creative thinking are expected during the preparation of the final project. Open to fifth and sixth formers, and fourth formers with the permission of the department.

INTERNATIONAL RELATIONS, HONORS

Fall term; 1 course credit
PS460HO

This course introduces students to the theories and debates within the discipline of international relations, providing them with tools to examine global politics through a variety of lenses. Students consider the classical underpinnings of international relations and the historical evolution of state sovereignty. Students read both Western and non-Western political theorists and, through both collaborative and independent work, study watershed events in international relations over the past century. Open to fifth and sixth formers. *This course fulfills the requirement in contemporary global studies.*

U.S. GOVERNMENT AND POLITICS I, HONORS

Fall term; 1 course credit
PS550HO

Grounded in a close reading of the founding documents shaped by analyses of current political events, and enhanced through a variety of simulations, this course considers the organization, operation, and interaction of the most important American political institutions, notably the three branches of the federal government. In addition to a field trip to Hartford, the state capital, and a set of mock Supreme Court cases, a key component of the course is a student-directed Model Congress, that runs throughout the term, with students drafting legislation and shepherding it through committee and floor sessions, all governed by parliamentary procedure. Open to fifth and sixth formers, and fourth formers with the permission of the department.

U.S. GOVERNMENT AND POLITICS II, HONORS

Winter term; 1 course credit
PS555HO

This course continues the work of PS550HO and explores the form and function of American government and politics in greater depth through close reading of primary sources, consideration of contemporary examples, and further simulations. Students examine the formation, operation, and effect of political culture, opinion, and participation, while further exploring the role of the media, interest groups, and the bureaucracy in the creation and execution of policy. In addition to reading current news and nonfiction accounts in a structured format, the class takes a three-day trip to Washington, D.C. that includes meetings with officials and staffers in all three branches of the federal government, as well as figures from political parties, interest groups, and the media. Open to fifth and sixth formers, and fourth formers with the permission of the department.

Prerequisite: U.S. Government and Politics I, Honors or the permission of the department.

JFK TUTORIAL, HONORS

Winter term; 1 course credit
PS600HO

Students in the JFK Signature Program meet weekly in groups of 3-4 with a teacher in a tutorial setting, which entails discussion based on papers prepared for class from a list of "anchor questions" that guide the work of the term. The tutorial requires significant independent research, reading, and writing on a rotating basis. Students are expected to offer thoughtful critiques of their peers' work in addition to presenting their own papers. In the closing weeks of the term, the focus shifts to preparation for the public presentation in the spring, which may be based, at least in part, on work done in the tutorial. Open to students who are in the John F. Kennedy '35 Program in Government and Public Service.

SOCIAL SCIENCES: PSYCHOLOGY

INTRODUCTION TO PSYCHOLOGY

All terms; 1 course credit
PY400

This course provides an overview of the scientific study of psychology. Students gain insight into human behavior and mental processes by exploring the seven psychological

perspectives – biological, evolutionary, cognitive, behavioral, social-cultural, psychoanalytic, and humanistic. Other topics covered include nature vs. nurture, research methods, neuroscience, learning theories, motivation and stress, child and adolescent development, social influence and interactions. In the process, students not only master the basics of current psychological theory and vocabulary, but also gain a better understanding of themselves and others. Open to fourth, fifth, and sixth formers.

SOCIAL PSYCHOLOGY, HONORS

Fall term; 1 course credit
PY435HO

Social Psychology is a scientific field that seeks to understand the nature and causes of how individuals think about, influence, and relate to one another in social situations. This course examines how we view ourselves and others, the social forces that influence us, and how we relate to one another, by exploring social concepts such as attitudes, roles, attributions, types of group influence, persuasion, indoctrination, and the modern-day effects of prejudice, aggression, and altruism. Students apply this information to examine the development of interpersonal and intrapersonal skills. Students also participate in online research studies related to topics covered in the course. Open to fifth and sixth formers.

Prerequisite: Introduction to Psychology

ABNORMAL PSYCHOLOGY, HONORS

Winter term; 1 course credit
PY440HO

In this course, students delve into the study of major psychological disorders, becoming familiar with the multiple causes of these disorders as well as how they are viewed from different theoretical models. Use of the Diagnostic and Statistical Manual of Psychiatric Disorders (DSM-5) facilitates an understanding of how disorders are diagnosed, and provides a means to discuss assessment, treatment, and prevention. Students will also analyze their personal wellness and learn effective coping strategies for stress. Open to fifth and sixth formers.

Prerequisite: Introduction to Psychology

CHILD DEVELOPMENT, HONORS

Spring term; 1 course credit
PY470HO

In this course, students examine the physical, emotional/social, and cognitive development of children from infancy through age 12 from a variety of psychological perspectives. Students will explore conditions that influence human growth and development from both a genetic and environmental lens, as well as the effects of gender, ethnicity, and culture on individual development and social interconnectedness. In addition to classroom instruction, students work with preschoolers at the on-campus YMCA Learning Community one class block per week as part of the course requirement. Open to fifth and sixth formers.

Prerequisite: Introduction to Psychology

ADVANCED TOPICS IN PSYCHOLOGY

The following courses (PY552HO and PY553HO) are intended to work together as a follow-up to the introductory course (PY400) to provide a comprehensive survey of all major components of the discipline of psychology. These courses may be taken as a two-term sequence, concurrently, or individually as term electives.

COGNITIVE PSYCHOLOGY, HONORS

Fall term; 1 course credit
PY552HO

Cognitive Science is an interdisciplinary study of how the mind works based on assumptions from psychology, computer science, neuroscience, linguistics, and philosophy. We review the cellular and structural components of the brain before delving into the larger systems that underlie consciousness, attention, sensation and perception, memory, thinking, decision making, and language. Units are given a hands-on approach through required laboratory work (including an eye dissection) and an exploration of case studies from "The Man Who Mistook His Wife for a Hat and Other Clinical Tales" by Oliver Sacks. Students gain an appreciation for how the brain processes information and an understanding of how a simple break in information flow can result in someone experiencing the world in a vastly different way. Open to fifth and sixth formers.

Prerequisite: Anatomy and Physiology or Introduction to Psychology

ADVANCED TOPICS IN PSYCHOLOGY, HONORS

Winter term; 1 course credit
PY553HO

This course revisits the various perspectives of psychology and takes a deeper look at motivation, emotion, lifespan development, personality, along with individual and social learning. Various psychological disorders and treatments are considered and woven throughout the topics. In addition, students design and implement a fully independent research project, allowing them to put into practice what they learn about psychological research methodology and data analysis. Open to fifth and sixth formers.

Prerequisite: Introduction to Psychology

Note: A second psychology course in addition to Introduction to Psychology (PY400) is strongly recommended, but not required.

BEHAVIORAL NEUROSCIENCE, HONORS

Winter, Spring terms; 1 course credit
MD330HO

Neuroscience is one of the fastest growing disciplines in science. The continuous advancement in technology allows us to learn more about the brain and integrates its function with behavior and cognition. This course focuses on the cellular and molecular mechanisms of neural communication, how neurons are connected into circuits with specific inputs and outputs, and how changes in these networks might account for learning/memory. Other subjects include comparative

neuroanatomy across vertebrate animals, drugs, behavior, motor systems, and sleep. These topics are supplemented with current research studies and laboratory work includes hands-on dissection of a sheep brain. Open to fifth and sixth formers.

Prerequisite: Anatomy and Physiology or Introduction to Psychology

BEHAVIORAL ECONOMICS, HONORS

Spring term; 1 course credit
EC480HO

Economic theory has largely been developed based on the assumption that people make rational decisions. Psychological theory, however, recognizes that in many circumstances people do not make rational decisions. This course examines this integration of psychology into economics by studying several prominent examples of different types of decisions for which economists have found that people's choices do not reflect rational decision-making, i.e., heuristics, loss aversion, framing, and prospect theory. After examining these examples, students design experiments in which they test the different theories of decision making and analyze the results of these experiments in light of the theories. Open to fifth and sixth formers.

Note: Background in economics and/or psychology is helpful but not required.

SOCIAL SCIENCES: SOCIOLOGY

INTRODUCTION TO SOCIOLOGY, HONORS

Fall term; 1 course credit
SO450HO

This course introduces students to the field of sociology, the scientific study of society, using team-based learning. The course explores the interaction of the individual and society, the recognition and explanation of social patterns, the causes and effects of social inequality, and social change. Students work in teams, in class, and do fieldwork on campus, to apply the theories and methodologies they learn, and ultimately use their field experience to develop a culminating term project. Major topics in the course include social stratification and social inequality, deviance, gender and sexuality, race and ethnicity, and social institutions. Open to fifth and sixth formers.

CRIME, DEVIANCE, AND SOCIAL CONTROL, HONORS

Winter term; 1 course credit
SO460HO

What is "normal"? How do societies define "normal"? What are the consequences for those that break social norms? When is norm-breaking labeled as deviant or criminal? This course explores the answers to these questions through the sociological study of deviance. Students examine traditional and contemporary theories to explain and analyze deviance and the power dynamics between those who make society's rules and those who break them. The course focuses on how standards of normality and deviance change based on historical, cultural, and institutional contexts through the study of empirical research, case studies, and current events, especially highlighting the effects of technology and social media in defining social norms and framing reactions to deviance. Though studies of deviance tend to focus on the negative responses to norm-breaking, students will investigate examples of deviant behaviors that have led to positive social change. Topics explored include learning and developmental differences, body image, gender and sexuality, substance abuse, corporate crime, extremism, moral panics, protest movements, institutions as agents of social control, and the medicalization and criminalization of deviant behaviors. Open to fifth and sixth formers.

Note: Introduction to Sociology is strongly recommended, but not required.

POPULAR CULTURE AND MASS MEDIA

Spring term; 1 course credit
SO470AD

From the latest dance craze to viral memes to reality TV, popular culture is all around us and more accessible than ever. This course examines the role of popular culture and mass media in a rapidly evolving technological landscape. Using a sociological framework, students will explore the origins and development of pop culture and analyze the socioeconomic infrastructure and power of the mass media industry. By engaging in comparative global case studies and studying contemporary cultural texts, students will critically examine the process of cultural production and the influence of mass media on shaping identity and public discourse. With a focus on digital platforms, students will consider the implications of new and emerging forms of mass media on the production, distribution, and consumption of culture. Course topics include youth popular culture, sports and the construction of identity, pop music, gaming, the relationship between cultural consumption and social status, cancel culture, digital activism, online extremism and polarization, fast fashion, and the influence economy. Open to fifth and sixth formers.

Note: Introduction to Sociology is strongly recommended, but not required.

LANGUAGES

Knowing a language other than English is an important skill for a 21st century citizen of any country. Beyond being a tool of communication, a language is a window into the history, culture, and literature of other places and peoples. Indeed, the study of language in adolescence can, by exposing students to different cultural practices and points of view, help shape their personality. Studying another language broadens a young person's possibilities for self-definition and reduces the "foreignness" of others. It also builds and sharpens cognitive skills that will buoy a person throughout life.

The Language Department aims to bring its students to a level of proficiency that will permit them to communicate effectively in a second language and to discover and appreciate other cultures, either modern or ancient. An emphasis is placed on decolonizing the study of language, providing opportunities to explore different voices and cultures, while creating space for inclusive language practices, including the use of non-binary pronouns and language. Increased self-confidence, the enjoyment of other cultures, and a greater potential for empathy, appreciation, and acceptance of all backgrounds are among the benefits we believe our students gain from language study.

In the study of modern languages, full immersion in the target language is emphasized right from the beginning; reading, writing, listening, and speaking are all important components of our curriculum, as is the study of culture. Though English is the primary language of instruction for students of Latin, emphasis is increasingly placed on the active use of Latin in oral and written production in the first year. As students in second- and third-year courses progress, they encounter reading and audio materials of varying length. Fourth- and fifth-year courses in all languages are opportunities to use the language to explore literature, history, civilization, contemporary issues, and culture, though in some cases linguistic proficiency is still the main goal. Although some of the languages taught at Choate may be reputed to be more challenging to learn, we tailor our curriculum so that a more difficult language does not make for a more difficult language course. By the same token, a more familiar language does not necessarily make for an easier language course.

Our courses aim to teach students:

- a sense of linguistic and cultural curiosity;
- the value of taking academic risks and making mistakes;
- patience, persistence, and humility in pursuing a difficult endeavor that takes time;
- to recognize and assimilate patterns in language;
- to discover that accuracy and detail are essential to good communication;
- to know the value of consistent, methodical, and self-directed preparation;
- to know and exercise the power of rhetoric in speaking and writing;
- to understand that language is infused with cultural information;
- to appreciate the English language as seen through the lens of another language;
- to recognize the untranslatable in each language; and
- empathy for, and understanding of, difference.

To earn a Choate Rosemary Hall diploma, students must complete a course of study through the third year (300 or 350 level) in Arabic, Chinese, French, Latin, or Spanish, or through the successful completion of the Arabic and Middle Eastern Studies (AMES) Program. The requirement in contemporary global studies can be fulfilled with a range of courses within the Language Department (see p. 10).

– Charlie Fuentes, Department Head

Note: New students are placed in an appropriate language course by the department based on an assessment of some or all the following: the student's placement test, test scores, previous grades, stated language experience, and teacher questionnaire.

ARABIC

FIRST YEAR ARABIC, HONORS

Year; 3 course credits
AR150HO

This course introduces students to Fusha Arabic, the written and formal spoken language of almost 400 million people in the Middle East and North Africa and the liturgical language of almost two billion people around the world. By the end of this course, which places an equal emphasis on interpersonal, presentational, and interpretive skills, students are expected to read and comprehend short authentic Arabic texts, initiate and maintain conversations about everyday life, and compose short essays on familiar topics. Through comprehension-based immersion, students will enhance their learning by taking an active role in the classroom. The objective is to raise students' interest and motivation, and to challenge them through intercultural activities that harness their linguistic agency and analytical skill. Students also hone their intercultural competencies as they are introduced to various Arabic cultures and sub-cultures through short stories, poetry, media, music, dance, and culinary art. This honors course moves at a fast pace using college-level textbooks and materials. Open to students with no previous background in Arabic.

SECOND YEAR ARABIC, HONORS

Year; 3 course credits
AR250HO

This course aims to develop students' speaking, reading, writing, listening, and comprehension skills across the interpersonal, presentational, and interpretive modes. Emphasis is placed on immersive communication and intercultural acquisition to

encourage students to converse meaningfully in the target language. By the end of this course, students reach a low-intermediate level of linguistic proficiency across all three modes of communication. Students will be introduced to basic phrases and expressions in Egyptian, Levantine, and Maghrebi colloquial Arabic through songs, theatre, and media to facilitate the practice of the language for everyday life, e.g., personal introductions, ordering food, shopping, etc. Students will research various cultures and regional sub-cultures across the Arab world using a project-based model of learning. Open to students who have completed AR150HO or its equivalent.

THIRD YEAR ARABIC, HONORS

Year; 3 course credits
AR350HO

This course uses a wide range of authentic situation-based texts, topics, and multi-media about Arab culture and history to help students progressively develop all four language skills in Fusha Arabic: speaking, reading, writing, and listening. The course introduces new vocabulary, idioms, and high-intermediate complex grammar structures. Students will continue to be introduced to spoken regional varieties in the three major Arabic dialects (Egyptian, Levantine, and Maghrebi). Students will expand their intercultural competencies and world view by exploring a variety of religious texts from the major world religions, as well as select texts and articles from leading Arabic newspapers and magazines. Upon completion of the course, students should have a high-intermediate proficiency level and be able to demonstrate an understanding of the history, politics, and current affairs in the Middle East and North Africa. Open to students who have completed AR250HO or its equivalent.

FOURTH YEAR ARABIC, HONORS

These courses may be taken as a two-term sequence or individually as term electives. They are not required to be taken in sequential order.

FOURTH YEAR ARABIC, HONORS

Two terms; 1 course credit (each term)
AR451HO (Fall); AR452HO (Winter)

In this advanced sequence, a wide range of authentic texts and multi-media from across the Arab world along with meaningful application of the target language are employed to help students attain an intermediate-mid to advanced-low proficiency level in interpersonal, interpretive, and presentational skills. The sequence of courses follows an experiential education model with an emphasis on documentary movie making, commercials, and short productions. In addition to strengthening the core foundations of their "Fusha" Arabic, students also get a solid exposure to the major spoken dialects of the Arab world. Through media productions, students will contrast practices, products, and cultural perspectives from various parts of Arab speaking countries and beyond, with the goal of attaining an advanced-low level in cultural competency. Open to students who have completed AR350HO or its equivalent.

CHINESE

FIRST YEAR CHINESE

Year; 3 course credits
CN100

In this introductory course, students learn Mandarin Chinese sound and writing systems, while acquiring basic skills in listening, speaking, reading, and writing. Exploration into Chinese history and culture is theme-based and complements the language portion of the course throughout the year. Students develop the ability to engage in dialogues, as well as read and write short paragraphs on related themes. Open to students with no previous background in Chinese.

ELEMENTARY CHINESE

Year; 3 course credits
CN125

This course is for students with some prior exposure to Chinese. Its curriculum and methodology are similar to that of CN100; however, the development of basic skills is at a considerably more accelerated pace, and cultural topics are studied in greater depth. Open to students with the permission of the department.

SECOND YEAR CHINESE

Year; 3 course credits
CN200

In this year-long course, students expand their inventory of Chinese words and phrases relevant to daily life. Students also acquire a deeper understanding of fundamental grammar concepts, allowing them to read and write short passages on familiar and personal topics. Units on Chinese history and culture help students develop a broader insight into the region and an appreciation for their study of the language. Open to students who have completed the 100 level or its equivalent.

SECOND YEAR CHINESE, HONORS

Year; 3 course credits
CN250HO

This course moves at a fast pace and students are expected to prepare thoroughly and review independently outside of class. By continuing to work on Chinese grammar and vocabulary, students build oral and written proficiency in topics related to daily life. Units on Chinese culture, as well as supplementary audio and video materials, help students develop a broader insight into the region and an appreciation for their study of the language. Open to students who have distinguished themselves at the 100 level or its equivalent and have the permission of the department.

THIRD YEAR CHINESE

Year; 3 course credits
CN300

While students continue practicing the three modes of communication — interpretive, interpersonal, and presentational — the emphasis of this course is on developing their proficiency in communicating orally and in writing. Using the backdrop of real-life situations, students demonstrate their

understanding of advanced grammatical structures, which they use to create increasingly more complex sentences. The themes of home, school, and communities underpin this language course. Open to students who have completed the 200 level or its equivalent.

THIRD YEAR CHINESE, HONORS

Year; 3 course credits
CN350HO

Students continue to develop and refine their proficiency in the three modes of communication — interpretive, interpersonal, and presentational — with an emphasis on developing greater fluency in speaking and in writing. Students learn to apply more complex language structures to a variety of topics and develop the ability to move from concrete to abstract concepts. At this level, students comprehend the main ideas of authentic materials that they read and hear, while also identifying salient details. Students gain a deeper understanding of the world around them, using social issues to further their Chinese studies. Open to students who have distinguished themselves at the 200 level or its equivalent and have the permission of the department.

FOURTH YEAR CHINESE

In this advanced sequence, students continue to develop their interpersonal, interpretive, and presentational language skills through frequent interaction with authentic materials in various styles and genres, as well as through meaningful application of the target language. Students cultivate their critical thinking skills and problem-solving skills as they advance their ability to communicate about topics involving historical, geographic, and cultural knowledge. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

CHINESE FESTIVALS AND TOURISM

Fall term; 1 course credit
CN401AD

In this course, students explore Chinese festivals such as the Spring and Moon Festivals, and legends behind them. They also learn about the diverse geography of China and Chinese-speaking countries and regions, before considering the way it impacts tourism. While students expand their knowledge about China geographically and culturally, they further improve their competency interacting in the target language. Open to students who have completed the 300 level or its equivalent.

INFLUENTIAL PEOPLE AND THE IMPACT OF TECHNOLOGY

Winter term; 1 course credit
CN402AD

In this course, students delve into the lives of influential Chinese people from various backgrounds and their contributions to the world, before writing their own imagined life story. The focus of the course then shifts to examine the impact that the internet as brought to life in China and beyond, as well as the benefits of the most recent technological inventions. Open to students who have completed the 300 level or its equivalent.

ENVIRONMENTAL ISSUES FACING CHINA TODAY

Spring term; 1 course credit
CN403AD

In this course, students examine China's environmental issues in a variety of contexts, focusing on the challenges and opportunities that China faces in protecting endangered animals and improving the living environment. Students discuss these topics through the lens of the United Nations Sustainable Development Goals. Open to students who have completed the 300 level or its equivalent.

FOURTH YEAR CHINESE, HONORS

In this honors level sequence, students explore three major themes: Chinese history, geography, and economic, social, and environmental development. Authentic materials such as stories, movies, poems, documentaries, TV series, and songs are used to help students expand their vocabulary and develop language skills in the three different modes of communication (interpretive, interpersonal, and presentation). Students continue to improve their language proficiency while enhancing their understanding of China today. Intensive reading, online research, class discussion, personal essays, and collaborative projects are frequently used to assess students' learning and progress. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

THE LEGEND AND THE HISTORY, HONORS

Fall term; 1 course credit
CN451HO

In this course, students learn about and discuss Chinese legends and festivals, important dynasties, historical events, and the impact of ancient Chinese inventions and inventors in the world. Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

VOYAGE IN AND BEYOND CHINA, HONORS

Winter term; 1 course credit
CN452HO

In this course, students explore China's geographic features, different ethnic groups and their cultures, Chinese speaking countries and religions in the world, and the life and contributions of overseas Chinese. Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

CHALLENGES OF THE 21ST CENTURY IN CHINA AND THE WORLD, HONORS

Spring term; 1 course credit
CN453HO

This course discusses the characteristics of China's new economy, influential Chinese entrepreneurs, and China's efforts

to address environmental issues and challenges. Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

SUSTAINABLE FUTURES: UN SDG EXPLORATION IN CHINA AND THE WORLD

Our three-term course series is rooted in the United Nations' Sustainable Development Goals. Designed to address global challenges in China and globally, each term focuses on distinct aspects of sustainability. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

SUSTAINABLE AND INCLUSIVE GROWTH IN CHINA

Fall term; 1 course credit
CN511AD

This course explores China's remarkable journey toward sustainable and inclusive growth. Open to students who have completed the 400 level or its equivalent.

URBANIZATION: IMAGINING FUTURE CITIES

Winter term; 1 course credit
CN512AD

This course focuses on urbanization, emphasizing China and modernity and imagining future cities. It covers new trends in labor immigration, the rise of online shopping and e-commerce, and the changing lifestyles and consumption of Generation Z. Classes emphasize communication using oral presentations, debates, and discussions. Written essays and projects are pivotal in cultivating a rich lexicon and refining the ability to communicate with heightened precision in Chinese. Open to students who have completed the 400 level or its equivalent.

CLIMATE ACTION: PATHWAY TO NET ZERO

Spring term; 1 course credit
CN513AD

This course is designed to delve deep into the pressing issue of climate change and the pathway to achieving a net-zero carbon footprint in China and worldwide. Students will explore the study of climate issues, their environmental and socio-economic impacts, and the urgent need for collective action. Language assignments within the course aim to enhance proficiency in reading authentic materials, composing articulate essays, and delivering insightful presentations. Open to students who have completed the 400 level or its equivalent.

ADVANCED CHINESE CULTURE AND SOCIETY, HONORS

This sequence of courses is an in-depth study of Chinese culture and current social issues in contemporary China. Each course is taught exclusively in Chinese, providing students with daily opportunities to develop proficiency in all communicative modes, via maximum exposure to authentic culture and language. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order. *Each course fulfills the requirement in contemporary global studies.*

MODERN LIVES IN CHINA: FAMILY, COMMUNITY, AND ECONOMIC DEVELOPMENT, HONORS

Fall term; 1 course credit
CN551HO

This course explores how contemporary social and economic shifts are reshaping family life and community structures in China. Through authentic reading, case studies, and discussion-based activities, students examine evolving patterns of marriage, family formation, demographic change, and the social implications of economic development. Emphasis is placed on understanding how personal relationships and local communities respond to broader national trends. Students strengthen advanced linguistic proficiency while analyzing the cultural and social dimensions of modern life in China. Open to students who have completed the CN451HO-CN453HO sequence or the CN511AD-CN513AD sequence and have permission of the department.

SOCIAL CHANGES IN CONTEMPORARY CHINA, HONORS

Winter term; 1 course credit
CN552HO

This course investigates the major forces driving social transformation in China today. Students engage with topics such as urbanization, labor migration, rural-urban inequalities, youth pressures, educational opportunity, and housing challenges, using authentic media and scholarly perspectives. The course emphasizes how structural shifts – economic, demographic, and policy-driven – shape peoples' lived experiences across different regions and social groups. Students continue advancing their language skills while developing analytical insight into the complexities of a rapidly changing society. Open to students who have completed the CN451HO-CN453HO sequence or the CN511AD-CN513AD sequence and have the permission of the department.

MEDIA AND IDENTITY IN CHINA'S DIGITAL ERA, HONORS

Spring term; 1 course credit
CN553HO

This course examines how digital media is redefining cultural expression and social identity in China's fast-changing digital landscape. Drawing on films, literature, online media, and multimodal texts, students explore platform culture, youth subcultures, self-presentation, media representation, and the social impact of emerging technologies. The course highlights the ways individuals and groups negotiate identity, meaning, and belonging in response to digital transformation. Students further refine their advanced language proficiency while analyzing the cultural, social, and ethical questions of China's digital era. Open to students who have completed the CN451HO-CN453HO sequence or the CN511AD-CN513AD sequence and have the permission of the department.

SPECIAL TOPICS IN CHINESE

Beyond our fifth-year courses, this sequence of honors courses allows students to discuss contemporary issues faced in China. Students are immersed in a Chinese-language environment and should be prepared to discuss these issues in Chinese. Written assignments, oral discussions, debates, and projects are frequent and are important components. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

CONTEMPORARY ISSUES IN CHINA, HONORS

Fall term; 1 course credit
CN651HO

This course focuses on current affairs and social issues in contemporary China using multimedia materials ranging from the internet, television, to films. Students explore issues that include China's economy, rural and urban development, innovation, sustainability, gender equality, and education. Open to students who have distinguished themselves at the 500 level or its equivalent and have the permission of the department.

STEMM RELATED TOPICS IN CHINA'S MODERNIZATION, HONORS

Winter term; 1 course credit
CN652HO

STEMM (Science, Technology, Engineering, Mathematics, and Medicine) enables us to address global concerns in an increasingly interconnected world. This course examines scientific advancement and China's modernization since the 19th century to the present. Students will be introduced to the development and impact of cutting-edge technologies such as artificial intelligence, driverless cars, drones, quantum computers, aerospace engineering, gene editing, and vaccine research. Open to students who have distinguished themselves at the 500 level or its equivalent and have the permission of the department.

SOCIAL JUSTICE ISSUES IN CHINA, HONORS

Spring term; 1 course credit
CN653HO

This course is designed to examine major issues of social justice in China, such as religious freedom in Xinjiang, dissidents and human rights, disparities between rural and urban areas, media and censorship, gender equality and the Chinese response to the current anti-racism movement in the U.S. Reading and writing are routine tasks, and oral discussion and debates are important components of the course. Open to students who have distinguished themselves at the 500 level or its equivalent and have the permission of the department.

FRENCH

FIRST YEAR FRENCH

Year; 3 course credits
FR100

This introductory course explores the French language with an emphasis on the many cultures in which French plays an important role today. Classes are taught primarily in the target language, using contextual cues, cognates, and interpersonal communication to foster comprehension of formal and simple idiomatic French. Interpretive, interpersonal, and presentational skills are developed using short stories, poetry, dialogues, presentations on autobiographical and cultural topics, expository texts pertaining to the Francophone experience, and audiovisual sources created by native speakers from around the world. Students use a digital textbook and online resources to learn authentic, practical, and easily accessible structures and vocabulary. In the spring term, students read a short French novel designed for their level. Open to students with no previous background in French.

ELEMENTARY FRENCH

Year; 3 course credits
FR125

This course is designed to help students with some previous experience in French improve their comprehension and application of the language. Though First Year French and Elementary French (FR100 and FR125) follow the same base curriculum and methodology, speaking, listening, reading, and writing may be covered in greater depth in this accelerated course. Open to students with the permission of the department.

SECOND YEAR FRENCH

Year; 3 course credits
FR200

Exploration of cultural and historical differences within the French-speaking world continues, along with development and reinforcement of interpersonal, interpretive, and presentational proficiency, with emphasis on expanding vocabulary, verb tenses, and use of pronouns. Simple compositions, presentations, dialogues, independent research, poetry, film clips, music videos, and creative projects reinforce the material and enhance students' idiomatic fluency. Francophone cultures are integrated into the course using a digital textbook and online resources that include interactive videos and audio materials stressing modern communication that is both accurate and colloquial. Open to students who have completed the 100 level or its equivalent.

SECOND YEAR FRENCH, HONORS

Year; 3 course credits
FR250HO

This is an honors course in grammar, reading, composition, and conversation whose base curriculum covers what is achieved in FR200 but in greater depth and at a brisker pace. Because of the rigor expected in the course, student progress is monitored closely in the fall term to assess appropriate placement. Open to students who have distinguished themselves at the 100 level or its equivalent and have the permission of the department.

THIRD YEAR FRENCH

Year; 3 course credits
FR300

Language skills and cultural appreciation acquired in the first two years are reinforced and extended through review,

conversation, presentations, expository and analytical writing, films, music, and readings of short texts, poetry, and at least one full-length work. Students use a digital textbook and online resources to anchor learning in a cultural context, with a focus on interpersonal, interpretive, and presentational proficiency and real-world application. The curriculum in FR300 is designed to provide students with solid cultural knowledge and communicative skills to facilitate the transition to upper-level courses. Open to students who have completed the 200 level or its equivalent.

THIRD YEAR FRENCH, HONORS

Year; 3 course credits
FR350HO

Extensive grammar review, consideration of unabridged literary works with accompanying films, expository and analytical writing, and in-class discussions together constitute the core of this honors course, whose base curriculum covers at least what is achieved in FR300, but in greater depth and at a brisker pace. Because of the rigor expected in the course and the level of discourse encountered in the material, student progress is monitored closely in the fall term to assess appropriate placement. Open to students who have distinguished themselves at the 200 level or its equivalent and have the permission of the department.

FOURTH YEAR FRENCH: FRENCH IN A GLOBAL CONTEXT

In addition to intensive grammar review, this sequence explores the literature, art, history, politics, film, and culture of several countries in the French-speaking world. The sequence is aimed at teaching a globally informed perspective of French roles in current world realities. It allows for a greater understanding of concepts of identity, empathy, and cultural diplomacy, while reviewing grammar and improving the sophistication of students' understanding and expression. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order. *Each course fulfills the requirement in contemporary global studies.*

FRANCOPHONE IDENTITIES IN CANADA AND THE U.S.

Fall term; 1 course credit
FR404AD

This course is dedicated primarily to the study of Francophone identities in Canada and the U.S. Students begin by studying the history of the French presence in Quebec, Louisiana, and Haiti, and then explore the role of French language and culture in these locations today. Stories and films help students use the themes of childhood and adolescence to understand individual and collective cultural identities in French-speaking North America. Open to students who have completed the 300 level or its equivalent.

FRENCH COLONIALISM: FEATURES AND IMPACT

Winter term; 1 course credit
FR405AD

In the winter term, students explore the features and impact of French colonialism in a variety of contexts, focusing primarily on the North African countries of Le Maghreb and the 1940s Indochina. Through the exploration of films and texts, students consider the intersection of identities for families influenced by both French culture and language, and their own indigenous cultures. Projects give students the chance to showcase their understanding of these complexities, and the role their own identities play in their interpretation of the situations studied. Open to students who have completed the 300 level or its equivalent.

WEST AFRICAN AND CARIBBEAN LITERATURE

Spring term; 1 course credit
FR406AD

In the spring term, the class focuses on West African and Caribbean literature and film to guide the study of ideas and philosophies of the Negritude movement, an important intellectual and political movement that helped give rise to independence struggles in Africa and the Caribbean, as well as the United States. Students write poetry and short stories to demonstrate their increased capabilities in the language and to showcase their creativity and application of lesson material to their personal work. Open to students who have completed the 300 level or its equivalent.

FOURTH YEAR FRENCH, HONORS: FRENCH LITERATURE

This sequence of honors courses introduces students to various genres of literature (poetry, prose, theater, and essays) organized by theme. Students develop active vocabulary through intensive reading, while continuing the exploration of the Francophone world through the critical examination of its evolving literature (who writes what, when, and why?). Excerpts from significant texts across the centuries are explored. Personal essays, class discussions, collaborative projects and textual analysis allow students to consider contemporary issues in Francophone countries and their own, and help students develop their interpersonal, interpretive, and presentational skills. Each term features a major project and, if time permits, the study of a movie (or excerpts thereof) corresponding to the term's theme. Art and music, as well as cultural realia related to the studied theme complement students' inquiry. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order. *Each course fulfills the requirement in contemporary global studies.*

IDENTITY, FAMILY, AND COMMUNITY, HONORS

Fall term; 1 course credit
FR451HO

In the fall, students study works focusing on identity, tolerance, the rights of man, and a critical look at one's place in society. Authors studied may include Montesquieu, de Duras, Sand, Zola,

Senghor, de Rochefort, Cardinal, Begag, Miano, and Diome. Films studied may include *La Tête en Friche* (Becker), *Belle* (Asante), *Deux jours, une nuit* (Dardenne), *Swagger* (Babinet), *Visages Villages* (Varda). Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

VOYAGES OF DISCOVERY, HONORS
Winter term; 1 course credit
FR452HO

In the winter, students discuss literal and metaphorical journeys as they compare the societies reflected in works by Francophone authors. Authors studied may include du Bellay, Marivaux, Voltaire, Verne, Césaire, Le Clézio, Diome, Miano, Thúy, and de la Chenelière. Films studied may include *Indochine* (Warnier), *Ridicule* (Leconte), *Le Gone du Chaâba* (Ruggia), *Monsieur Lazhar* (Falardeau), and *La Vache* (Hamidi). Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

CONFLICTS AND PEACE, HONORS
Spring term; 1 course credit
FR453HO

In the spring, students discuss new themes of language, religion, nationalism, and patrimony as elements of personal and national identity during times of war and peace. Authors studied may include Voltaire, Giraudoux, Vercors, Eluard, and Faye. Films studied may include *Joyeux Noël* (Carion) and *Le Tout Nouveau Testament* (Van Dormael). Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

THE FRANCOPHONE PRESS

In this sequence, students examine current events and explore the ways in which they are relayed to various audiences in the printed press, audiovisual media, and social media. Students explore international and local French-language news stories, documentaries from various sources, and events that have been instigated or influenced by the media. The goal of this course is to foster critical thought in the production and analysis of news stories regarding political and social change, building on their existing interpretative skills. In each course, students will strive to produce a journalistic pathway (e.g., blog, podcast, documentary, talk show, social media site), in which they will showcase their newly acquired journalistic lexicon and skills to relate news, craft a story, and influence opinion through a variety of journalistic mediums, honing their presentational writing and speaking skills. Open to students who have completed the 400 level or its equivalent. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order. *Each course fulfills the requirement in contemporary global studies.*

PRINT PERSPECTIVES
Fall term; 1 course credit
FR514AD

Dive into the world of written journalism! From the pages of newspapers and magazines to the creative realm of zines, students will explore how news is crafted, presented, and interpreted. Analyze French-language reporting on international and local stories while building a foundation in journalistic writing. This term emphasizes critical thinking about the impact of print media on political and social change.

BROADCASTING THE NEWS
Winter term; 1 course credit
FR515AD

Lights, camera, action! This term takes students into the dynamic realm of audiovisual media. Examine French-language televised newscasts, podcasts, and radio programming to discover how stories are shaped for audio and visual audiences. Students will critique media coverage of current events and experiment with creating their own audio-visual journalistic projects.

THE SOCIAL MEDIA REVOLUTION
Spring term; 1 course credit
FR516AD

Welcome to the digital age! This term focuses on the power of social media platforms like TikTok, Instagram, and X in shaping how people consume and interact with news. Students will analyze the impact of algorithms on information flow and public opinion, while crafting their own social media campaigns to inform and influence audiences in real-time.

ADVANCED FRENCH LANGUAGE AND CULTURE, HONORS

This sequence of courses prepares students with a strong background in French to extend their skills beyond the classroom and into real world contexts. Authentic materials (nonfiction, fiction, print, audio, audio-visual, and social media) help students decipher semantic registers and nuance while building a strong linguistic skill set. Focusing on three modes of communication — interpersonal, interpretive, and presentational — the courses accentuate cultural competency through comparison of practices, products, and perspectives. Linguistic accuracy, topical vocabulary, and personal creativity are honed as students tackle themes through individual and collaborative research, presentation, conversation, debate, creative writing (dialogue, correspondence, prose, news articles, etc.), and analytical compositions. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order. *Each course fulfills the requirement in contemporary global studies.*

FAMILY AND COMMUNITY, HONORS

Fall term; 1 course credit
FR551HO

This course focuses on two major themes: families and communities, and contemporary life. Students compare family and community systems, values, and dynamics across the Francophone world, focusing on education, adolescent issues, relationships, and social structures. Contemporary life issues include rites of passage, cultural trends, marketing, popular sports, and leisure activities. Authors may include Françoise Dolto, Amadou Hampâté Bâ, Philippe Labro, and Françoise Sagan. Students identify challenges in various communities, devising and promoting social movements in response. The course seeks to promote a better understanding of education, privilege, value systems, and social responsibility. Open to students who have distinguished themselves at the 400 level and have the permission of the department.

THE SELF AND THE OTHER, HONORS

Winter term; 1 course credit
FR552HO

This course examines questions of personal and public identity and global contemporary issues. Students explore dynamics of linguistic, cultural, and national identities around the Francophone world, striving to deepen their understanding of the self and the other. The course delves into the history of human rights, questions of conflict and resolution, and tolerance of differences. From the *Ancien Régime* to the United Nations and the Hague, students develop an understanding of evolving rights and protections, as well as systems promoting inequality and social tensions. Students examine armed conflict in recent history and cultivate a deeper appreciation for diversity in identity. Open to students who have distinguished themselves at the 400 level and have the permission of the department.

SCIENCE, TECHNOLOGY, AND ESTHETICS, HONORS

Spring term; 1 course credit
FR553HO

This course explores science, technology, and questions of esthetics in the French-speaking world. Students will research impactful discoveries and inventions, making informed predictions on future technological developments and examining moral dilemmas implicit in progress. Esthetics of visual arts, music, literature, and architecture are examined, building lexicon and a sense of historical factors playing into modern tastes. Students may create original short films, music videos, short stories, and paintings or drawings to illustrate their understanding of evolving standards and esthetics. Open to students who have distinguished themselves at the 400 level and have the permission of the department.

SPECIAL TOPICS IN FRENCH

Beyond our fifth-year courses, we offer a unique opportunity for students and teachers to collaborate in one of several realms — cultural, literary, political, or linguistic. These courses address special topics from the French and Francophone worlds using a variety of genres (from websites to films to books) and, in so doing, aim to further refine students' oral and written expression and thinking in French. Close readings in the tradition of the *explication de texte*, along with analyses of critical essays and oral exposés, are expected of each student. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

FRENCH THEATER AND ACTING, HONORS

Winter term; 1 course credit
FR652HO

Offered in alternate years; available in 2026-2027

Theater reflects society's passions, fears, and aspirations; it is a living creation, alternately embracing and abandoning the written word in an insatiable quest to capture fleeting realities and define the human spirit. This course explores theatrical works and critical texts from the 17th century to the present, questioning evolving artistic and cultural values, dramaturgy, production aesthetics, and acting techniques, to culminate in student written, directed, and acted scenes reflecting modern society through the aesthetic confines of the neoclassical, romanticist, existentialist, and absurdist genres. Works include: Ryngaert's *Introduction à l'analyse du théâtre*, Naugrette's *L'esthétique théâtrale*, and Héril's *Entraînement théâtral pour les adolescents: A partir de quinze ans,* as well as the theatrical writings of Corneille, Molière, Racine, Marivaux, Beaumarchais, de Musset, Hugo, Stendhal, Zola, Guitry, Genêt, Sartre, Artaud, Beckett, Ionesco, and Serrault. Open to students who have completed the 500 level courses or have distinguished themselves in the FR451HO-FR453HO sequence and have the permission of the department.

LA VIE EN VERT: LANDSCAPES OF POWER AND IDENTITY, HONORS

Fall term; 1 course credit
FR653HO

Offered in alternate years; available in 2026-2027

For centuries, the built environment, while a space of visual delight and leisure activity, has also been wielded as a tool for the development of political iconography, national identity, and later utilized as a method of colonization. This course will explore the critical role that gardens and landscape architecture played in the shaping of France's cultural identity. We will begin our inquiries by studying the traditions of magnificence surrounding the courts of Louis XIV in 17th-century France. Students will then direct their attention to the ways in which landscape principles from other countries were translated into the French garden in the 18th century and used as signifiers of wealth, status, and of individual and collective identities. Further, we will investigate the democratization of several Parisian green spaces in the 19th century, and, in light of contemporary climate issues, the recentering of urban green spaces in Francophone cities as sustainable landscapes. Open to students who have completed the 500 level courses or have the permission of the department.

POÉSIE DE LANGUE FRANÇAISE, HONORS

Fall term; 1 course credit
FR654HO

Offered in alternate years; available in 2027-2028

In this course, students read and study poetry from the 15th century through the present day with a nod to poetic origins found in the *chansons de geste* of the French Middle Ages. Students study the different genres of poetry, poetic forms, and versification. Poems range from the *sonnets pétrarquistes* of the French 15th and 16th centuries and La Fontaine's fables of the 17th century, through Apollinaire's *calligrammes* of the early 20th century, to poetry of the Francophone world. The selected poetry represents most of the major literary movements (classicism, romanticism, realism, and surrealism), as well as defining historical events in France (poetry of the French Revolution and of the French Resistance). Excerpts of classical plays (by Corneille and Molière) may also be examined for their poetic elements. Other coursework explores poetry as a practice that circulates through public space as performance, protest, and/or unifying force. Students read and create poetry composed using methods such as blackout, guerilla intervention, interdisciplinary collaboration, digital and algorithmic writing, and more. Open to students who have completed the 500 level courses or have distinguished themselves in the FR451HO-FR453HO sequence and have the permission of the department.

FRENCH CINEMA, HONORS

Spring term; 1 course credit
FR656HO

Offered in alternate years; available in 2027-2028

From the Lumière brothers' invention of the *cinématographe* in 1895 to the New Wave movement and beyond, the French continue to leave an indelible mark on the cinematic medium. In this course, students study films by such influential cineastes as Abel Gance, Georges Méliès, Jean Renoir, Henri-Georges Cluzot, François Truffaut, Jean-Luc Godard, Agnès Varda, Jacques Demy and Jean-Pierre Jeunet. Students will analyze the technical aspects of filmmaking, as well as the historical and cultural contexts of each work, and strive to develop their own critical voice as they increase their knowledge of the building blocks of cinema. The course will culminate in an original final project, for which students will create a scenario, prepare the shot-by-shot cinematography, cast, film, and edit a short film, incorporating influences from the works studied throughout the term. Open to students who have completed the 500 level courses or have distinguished themselves in the FR451HO-FR453HO sequence and have the permission of the department.

FRENCH FOOD: FROM THE TABLE TO THE PAGE, HONORS

Spring term; 1 course credit
FR657HO

Offered in alternate years; available in 2026-2027

This course investigates the origins of gastronomy, the restaurant, and food culture in 19th century France. Through the critical consideration of novels, newspaper articles, film, and artwork, students trace articulations of French cuisine from the table to the page, exploring various themes inherent to French gastronomy and food culture (markets, restaurants, and terroir). Students discuss the philosophical implications of eating and discover the social, political, and aesthetic questions raised through literary representations of food in realist and naturalist fiction. Moreover, this course is designed to give students an experiential approach to understanding food culture: the foodways of our own region are explored to discover the resonances and divergences with early food writers. The culminating project for this course is a hands-on creative project (accompanied by critical reflection) in which students explore the themes considered in the course through music, painting, photography, etc. Open to students who have completed the 500 level courses or have distinguished themselves in the FR451HO-FR453HO sequence and have the permission of the department.

THE PERFECT COVER: LESSONS LEARNED FROM FRENCH DETECTIVE FICTION, HONORS

Winter term; 1 course credit
FR659HO

Offered in alternate years; available in 2027-2028

As an art form that initially appeared serially in the 19th century French newspapers, early French detective writing bears a striking resemblance to the journalism and naturalist fiction of the period. Maps, drawings, pseudo-scientific descriptions, and other "objective evidence" in detective stories complemented narrative strategies that led readers toward red herrings and complicated plot twists. Beginning with some of the most iconic fictional detectives in France, from Simenon's Maigret to Arsène Lupin and others, this course looks at how the detective genre evolved and was impacted by the arrival of film and television. In addition to reading novellas, students analyze episodes of detective television series and films. Toward the end of the course, students try their own hand at writing a detective story and participate in the reenactment of a murder mystery in which one of them is the culprit. Goals of the course include: an appreciation of the tricks and tropes of many works of detective fiction in the French language, strengthening one's own observation, analysis, and writing skills by emulating many of the techniques common to these works, and refinement of one's ability to outwit many an unsuspecting reader with their own ingenious storytelling. Open to students who have completed the 500 level courses or have distinguished themselves in the FR451HO-FR453HO sequence and have the permission of the department.

GREEK

CLASSICAL GREEK, HONORS

Year; 3 course credits
GR150HO

This course is for highly motivated language students who wish to learn Classical Greek. Students rapidly learn the alphabet and phonology of the language while developing reading skills using ancient texts. Students must be willing to memorize a large

quantity of vocabulary and morphology, and knowledge of advanced grammar in another language is essential. By the end of the course, students can read and appreciate authentic excerpts from major ancient Greek authors. Open to sixth formers who have distinguished themselves at the 300 level or beyond in another language and have the permission of the department.

LATIN

FIRST YEAR LATIN

Year; 3 course credits
LA100

This course concentrates on bringing students quickly to the stage of reading and understanding Latin through *Lingua Latīna per sē Illustrāta*. Emphasis is on active use via speaking and listening as well as recognition of linguistic patterns and vocabulary in context through reading and writing. Readings highlight and provide students with insight into Roman geography, culture, and historical events from the Founding of Rome to the middle Republican era. Grammar topics include: the active and passive verb systems, three of the five noun declensions, relative clauses, and accusative and infinitive constructions. Etymological discussions and practice with derivatives enable students to improve skills in English vocabulary and grammar. Open to students with little or no previous background in Latin.

SECOND YEAR LATIN

Year; 3 course credits
LA200

Using *Lingua Latīna per sē Illustrāta* as the core text and supplemented with other readers, students continue the study of grammatical constructions and further develop the skills of listening and reading comprehension. Study focuses on reinforcement of first-year material combined with the ongoing study of new grammar concepts and vocabulary through active use. Over the course of the year, students will encounter selections from Martial and Catullus. Open to students who have completed the 100 level or its equivalent.

SECOND YEAR LATIN, HONORS

Year, 3 course credits
LA250HO

Using *Lingua Latīna per sē Illustrāta* as the core text but moving at a significantly accelerated pace, students encounter more complex grammatical constructions and vocabulary and practice through active use. Students will continue to develop the four skills — speaking, listening, reading, and writing — through projects and presentations on Roman history and culture. Over the course of the year, students will encounter selections of Martial, Catullus, Ovid, and Cicero. Open to students who have distinguished themselves at the 100 level or its equivalent and have the permission of the department.

THIRD YEAR LATIN

Year; 3 course credits
LA300

In the fall term, students complete their study of advanced Latin grammar and usage, while delving into short readings from a variety of Roman authors. In the winter and spring terms students focus on longer, more complex works. Examples include letters by Pliny and Cicero and tales from Ovid's *Metamorphoses*. The historical and cultural contexts of these texts are explored through independent projects and presentations. Open to students who have completed the 200 level or its equivalent.

THIRD YEAR LATIN, HONORS

Year; 3 course credits
LA350HO

Students with highly developed Latin skills may be recommended for this honors course that focuses on reading classical prose and poetry while examining the historical context of the readings. Authors include Cicero, Ovid, Sallust, and Horace. Students are expected to draw from supplementary readings and participate in discussions about the elements of style involved in oratory and poetry, ultimately being challenged to improve their skills in literary criticism. Open to students who have distinguished themselves at the 200 level or its equivalent and have the permission of the department.

FOURTH YEAR LATIN

Students turn themselves to the dedicated and concentrated study of individual authors and specific works of literature, one text per term. Students are expected to read academic journal articles detailing context, style, and interpretation of the texts and respond to arguments, utilizing skills in analysis and argumentative writing. Class discussion aims to move past the discussion of simple translation and into the realm of interpretation. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

ARS POETICA IN CARMINIBUS CATULLI

Fall term; 1 course credit
LA401AD

The lyric poetry of Catullus projects his many personae in the portrayal of his relationships with friends, enemies, family, literature, and most famously, his tumultuous love affair with the pseudonymous "Lesbia." The selected poems from the *Libellus* provide a feast of poetic devices as well as rich analytic opportunity. Students hone their translation skills while engaging in daily discussions of tone, style, meter, innuendo and general artistic value. Weekly grammar review using the author's vocabulary is an essential part of the course. Open to students who have completed the 300 level or its equivalent.

ARS RHETORICA ET PHILOSOPHIA

Winter term; 1 course credit
LA402AD

Cicero was an ardent prosecutor and defense attorney, whose socio-political circle overlapped with that of Catullus. This course first examines one of Cicero's more notorious defense speeches, the *Pro Caelio*, and then selections from his philosophical letters. Complementing Cicero's late republican prose will be the Stoic philosophy of the early empire as seen in the *Epistulae Morales* of Seneca, written during Nero's reign of terror. Students continue to shore up their advanced Latin grammar and composition skills, using the vocabulary of the authors. Open to students who have completed the 300 level or its equivalent.

DEITIES, HEROES AND VICTIMS

Spring term; 1 course credit
LA403AD

Through the reading of lengthier texts from Ovid's *Metamorphoses* and *Heroides*, students explore the power dynamics between human and divine characters in numerous familiar myths. Both texts are examples of highly wrought and deeply moving poetry, which have inspired a vast amount of representation in painting and sculpture over the centuries. Students will have nightly readings and engage in daily discussions and occasional critical writing. Open to students who have completed the 300 level or its equivalent.

HISTORY, EPIC, AND LYRIC: A SURVEY OF ROMAN LITERATURE, HONORS

In this honors sequence, students examine the methods and principles that guide professional Latinists in the field of historiography and literary criticism while exploring a broad range of genres, including history, epic, and lyric poetry. Through close reading of a diverse body of texts, students develop an understanding of the evolution of each genre over time. The curriculum emphasizes the study of marginalized voices – particularly representations of "the other" and works by women – and addresses the challenges of interpreting Roman civilization through a limited and fragmentary textual record. Students are encouraged to engage critically with these limitations and to consider how modern scholarship seeks to confront and rectify longstanding gaps and biases within the field. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

ROMAN HISTORY AND HISTORIOGRAPHY, HONORS

Fall term; 1 course credit
LA451HO

Who writes history, and for what purpose? How do we distinguish fact from fiction and myth? In this course, students learn the fundamentals of Roman historiography through an abridged overview of more than two millennia of Roman history, allowing them to reevaluate the complexity of the historical record. Students begin with Livy's account of Rome's legendary origins, which blends myth, morality, and political messaging. They then examine Julius Caesar's commentaries on the Gallic and British campaigns, written in the third person as calculated works of propaganda shaped by the aftermath of the Social Wars. The historian Tacitus continues the narrative, exposing palace intrigue within the early Julio-Claudian emperors and Rome's domestic and foreign affairs through a sharply political lens. Students develop the tools of professional Classicists through document-based questions while exploring works by Sallust, Plutarch, Suetonius, Cassius Dio, and Pliny the Elder. Daily discussions, weekly debates, and short projects connect ancient practices to modern scholarly debates and the future of Classical studies. Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

EPIC NARRATIVES, PERSONAL SUBNARRATIVES, HONORS

Winter Term; 1 course credit
LA452HO

The hallmarks of epic poems include their elevated style, focus on the exploits of a hero, and scope as a representation of one's own people. This course will help students unpack how individual poets' personal styles and influences, while writing in a singular meter (dactylic hexameter), illuminate subtle messages while purporting to represent Rome as a singular society. We will focus on three poets and extended excerpts from their most well-known works, namely Vergil and his *Aeneid*, Ovid and the *Metamorphoses*, and Lucretius. Students will hone their critical reading skills and engage with secondary research to uncover the distinct voices of the authors and their agendas. Using the Homeric epics the *Iliad* and the *Odyssey* as backdrops, students will understand the historical development of the genre over a thousand years and examine their collective influence across space and time. Additional aspects of the study of epic poetry will include Stoicism vs. Epicureanism, moral reasoning, and political subversion. Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

LYRIC POETRY AND THE QUEST FOR THE SELF, HONORS

Spring term; 1 course credit
LA453HO

Lyric poetry originates in a tradition of performers expressing themselves with musical accompaniment, most often the lyre. Closely connected to epic poetry, lyric expands the poetic tradition into new territory, emphasizing personal voice, emotion, and the individual's relationship to society. In this course, students will read poems by authors who shaped and transformed poetic meters, innovating the genre and influencing literary traditions across Europe and beyond. With a primary focus on Catullus and Horace, students will analyze lyric poetry through literary criticism and the historical evolution of poetic form. These readings will be complemented by selections from other influential poets, including Propertius, Ovid, Sulpicia, Tibullus, and Martial. Students will also engage with commentaries and secondary scholarship to situate Roman lyric within the broader poetic traditions of the Mediterranean and

Middle East. Additional topics include Hellenistic models, Epicurean thought, mimesis, and issues of translation. Open to students who have distinguished themselves at the 300 level or its equivalent and have the permission of the department.

LATIN LITERATURE, HONORS

In this honors sequence, students examine the founding myth of Rome and the birth of the Roman Empire and expand on a variety of themes: what it means to be Roman, the view of "the other," the relationship between humans and gods, the implications of war, and the development of empire. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

THE BIRTH OF THE EMPIRE, HONORS

Fall term; 1 course credit
LA556HO

In this honors course, students examine the origins and expansion of the Roman Empire by reading selections from Caesar's *Dē Bellō Gallicō* and Pliny's letters to Trajan. This course addresses the historical background leading to Caesar's rise to power and the nature of Trajan's reign through academic articles and podcasts. While reading these texts, students interpret the text through a variety of themes: genre, Roman values in contrast to those of "the other," and the implications of building and expanding an empire. Students will also encounter the texts of other Latin authors, including Catullus, Cicero, Tacitus and Suetonius, to deepen student understanding of the themes emerging in these historical periods. Open to students who have distinguished themselves at the 400 level or its equivalent and have the permission of the department.

THE MYTH OF EMPIRE, HONORS

Winter term; 1 course credit
LA557HO

In this honors course, students examine the mythology of the Roman Empire by reading extensive selections of Virgil's *Aeneid*. In their encounter with epic poetry, students address the role and impact of this text, both culturally and politically, in the time of Augustus. Themes discussed will include: the intersection between mythology and propaganda, the interplay between gods and men, and the image of Rome. Open to students who have distinguished themselves at the 400 level or its equivalent and have the permission of the department.

THE CONSEQUENCE OF EMPIRE, HONORS

Spring term; 1 course credit
LA558HO

In this honors course, students discuss the challenges of maintaining an empire, incorporating the provinces and its peoples and practices into Rome, and ensuring the hereditary claim to the Principate. Attention will be given to the importance of image through sculptural and architectural programs, to the effects of Romanization in the Empire, and to the use of Latin to commemorate and comment upon later historical events and figures. Students explore poetry and prose, letters and biography, from Pliny and Suetonius through Neo-Latin. Open to students who have distinguished themselves at the 400 level or its equivalent and have the permission of the department.

TOPICS IN ANCIENT ROMAN LITERATURE

This sequence of intensive reading courses presents three distinct elements of Ancient Roman literature in a seminar-style class. The sequence focuses on reading ancient sources while analyzing them through the lens of modern critics. Advanced reading and translation skills are necessary. Open to students who have distinguished themselves at the 500 level or its equivalent and have the permission of the department. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

TRANSFORMATIONS AND TRAVEL IN THE ANCIENT MEDITERRANEAN: APULEIUS' *METAMORPHOSES*, HONORS

Fall term; 1 course credit
LA651HO

What shapes us? How do we see the world around us? This course will delve into these personal questions by exploring ancient stories of transformation. After a brief study of Ovid's Metamorphoses, students will immerse themselves into Lucius' world and his worldview in Apuleius' *Metamorphoses*. Students will also explore and discuss the different narrative strategies at play while the narrator travels through the mediterranean and encounters people of varying social status. Practice in storytelling, comparison of transformation stories from other cultures, and critical investigation of humanity and what it means to be human will be the primary aims of this course.

WHAT'S SO FUNNY ABOUT ROMAN COMEDY?, HONORS

Winter term; 1 course credit
LA652HO

Students will encounter early Latin through the comedy of Plautus, largely focusing on the *Menaechmi*. Students will explore how comedy can offer social commentary from ancient to contemporary times. This course will provide students with a regular opportunity to perform the scenes of Plautus while discussing Roman costumes and staging. Students will also investigate the nature of the Roman audience and the reception of Plautine comedy then and now. A culminating project includes an independent work of original Latin composition of an imagined scene and a collaborative stage performance.

SPECIAL TOPICS IN LATIN, HONORS

Spring term; 1 course credit
LA653HO

This course is designed as a collaborative experience where students take ownership of the curriculum to include topics, themes, and reading that are of particular interest to them. Under the guidance of the teacher, students present their topics of interest at the beginning of the course and decide the readings on which they will focus. In previous years, topics explored have included: Roman Elegy; Poetry of Catullus,

Tibullus, Sulpicia, Propertius, and Ovid; Lucretius and His Cultural Impact Through the Ages; and Latin Composition. Students can also explore Latinitās Recēns: Latin/ Neo-Latin into the Modern Age.

SPANISH

FIRST YEAR SPANISH

Year; 3 course credits
SP100

Students are introduced to the basic elements of the language and to the cultures of the Spanish-speaking world. Emphasis is on developing an integrated approach to the four language skills: speaking, listening, reading, and writing. The ability to communicate in simple written and spoken Spanish is promoted using a multimedia-based immersion program. Open to students with no previous background in Spanish.

ELEMENTARY SPANISH

Year; 3 course credits
SP125

Intended for students with some previous experience in Spanish, this course presents an accelerated introduction to the basic elements of the language and a study of the cultures of the Spanish-speaking world. The four language skills (speaking, listening, reading, and writing) are stressed in an integrated approach. As in SP100, a multimedia-based immersion program facilitates the acquisition of basic fluency and accurate pronunciation. Open to students with the permission of the department.

SECOND YEAR SPANISH

Year; 3 course credit
SP200

Students continue to study grammar and vocabulary, and emphasis is placed on written and oral expression using correct sentence structure. Through a continuation of the multimedia-based immersion program started in the first year, students study Hispanic culture while building the four language skills. Open to students who have completed the 100 level or its equivalent.

SECOND YEAR SPANISH, HONORS

Year; 3 course credits
SP250HO

Students pursue an accelerated study of intermediate and advanced grammar through a continuation of the multimedia-based immersion program started in the first year. Longer readings are introduced in preparation for the beginning of the study of literature in third year Spanish. Open to students who have distinguished themselves at the 100 level or its equivalent and have the permission of the department.

THIRD YEAR SPANISH

Year; 3 course credits
SP300

The four language skills and cultural appreciation acquired in the first two years are reinforced and extended through a full grammar review, compositions, conversation, oral presentations, film, music, literature, and readings that explore historic and contemporary topics from the Spanish-speaking world. This course is designed to provide students with the necessary communicative skills and cultural knowledge to facilitate the transition to upper-level courses. Open to students who have completed the 200 level or its equivalent.

THIRD YEAR SPANISH, HONORS

Year; 3 course credits
SP350HO

This honors level course stresses reading comprehension, oral-aural skills, and focuses on enhancing composition style. Students complete a full grammar review, engage in various types of writing, deliver oral presentations, and work on collaborative projects. Students read a variety of literary texts (poetry, short stories, essays, and plays) from the Spanish-speaking world. Spanish-language multimedia resources including short films and music are an integral part of the course. Open to students who have distinguished themselves at the 200 level and have the permission of the department.

FOURTH YEAR SPANISH: LATIN AMERICAN STUDIES

This sequence explores the cultures and history of the Spanish-conquered regions of Latin America from pre-Columbian times to the present, providing students with the background necessary to understand the roots of modern-day culture and issues in the region. Language skills acquired in the first three years continue to be reinforced and extended through history-based readings in a textbook of civilization and culture, compositions, in-class discussion, and oral presentations, as well as authentic target-language materials. Spanish grammar is reviewed, but it is not the focus of the course. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

LATIN AMERICAN CIVILIZATIONS AND THEIR CONQUEST

Fall term; 1 course credit
SP401AD

This course begins with an overview of Latin America and, as evidenced in its different "names," the challenges in representing and defining this vast region and the diversity of its people and cultures, including Spanish-speaking countries and cultures. The course offers an in-depth exploration of early Latin American history and cultures, focusing on the ancient civilizations of Mesoamerica, the rise and fall of the Aztec and Inca Empires, and the profound impact of European colonization. Through the study of primary sources, historical accounts, myths, art, and cultural expressions, students will develop a nuanced understanding of the region's diverse heritage. The course also

examines the legacy of colonization, the construction of racial and ethnic identities, and the ongoing struggles for decolonization and social justice in contemporary Latin American societies. Open to students who have completed the 300 level or its equivalent.

FROM SPANISH COLONIES TO LATIN AMERICAN NATIONS

Winter term; 1 course credit
SP402AD

This course delves into the complex history of Latin American independence movements, examining the social, political, and economic factors that fueled the drive for independence across the region. Students will explore the roles of key figures, the influence of global events, and the contributions of marginalized groups, including women and Afro-Latinos. The course also investigates the evolution of U.S.-Latin American relations, focusing on themes of imperialism, intervention, and resistance through the Cold War and into contemporary times. Through primary sources, literature, art, and historical analysis, students will gain a deep understanding of Latin America's struggle for sovereignty and the ongoing impact of foreign influence. This course encourages students to engage with the material through critical analysis, discussion, and the examination of diverse sources, emphasizing the interconnectedness of historical events and contemporary issues, fostering a deep understanding of Latin American identities and struggles for justice. Open to students who have completed the 300 level or its equivalent.

LATIN AMERICA AND LATIN AMERICANS/LATINX IN THE U.S.

Spring term; 1 course credit
SP403AD

This course takes a thematic approach and focuses on events within the last two centuries in preparation for student-led research into the experience of Latin Americans in the United States. Open to students who have completed the 300 level or its equivalent. *This course fulfills the requirement in contemporary global studies.*

FOURTH YEAR SPANISH, HONORS: SPANISH LITERATURE

This sequence is designed to enhance students' literary analysis in the target language, while increasing language proficiency and exploring Latin American cultures. Students' expression is refined by engaging with higher-level grammatical structures, examining and producing different text types, and broadening their vocabulary base through consistent vocabulary practice. Students develop ease and effectiveness of oral expression through periodic literary class discussions and presentations. Equal emphasis is placed on all three modes of communication: interpretive, interpersonal and presentational. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

SPANISH LITERATURE: SOLVING A MYSTERY, HONORS

Fall term; 1 course credit
SP451HO

In this course students explore the themes of illusion versus reality and loneliness, while introducing students to the detective genre through the novel *Rosaura a las Diez* and other selected works. Recent Argentinian history and popular culture are explored. Special emphasis is placed on identifying and applying social and geographic variations of Spanish. The literature studied in this sequence prepares students who wish to pursue Spanish literature courses in the future. Open to students who have distinguished themselves at the 300 level and have the permission of the department.

SPANISH LITERATURE: DISCOVERING MAGIC REALISM, HONORS

Winter term; 1 course credit
SP452HO

In this course students explore the themes of love, tradition, and rebellion. Magic Realism is introduced through the novel *Como Agua para Chocolate* and other selected works. Early 20th-century Mexican history and traditions are explored. Special emphasis is placed on persuasive writing. The literature studied in this sequence prepares students who wish to pursue Spanish literature courses in the future. Open to students who have distinguished themselves at the 300 level and have the permission of the department.

SPANISH LITERATURE: LITERATURE IN THE AMAZON, HONORS

Spring term; 1 course credit
SP453HO

In this course students explore the themes of conservation, indigenous cultures, colonization, and the role of literature as an escape through the novel *El viejo que leía novelas de amor* and other selected works. Different Amazonian indigenous cultures are explored. Special emphasis is placed on creative writing. The literature studied in this sequence prepares students who wish to pursue Spanish literature courses in the future. Open to students who have distinguished themselves at the 300 level and have the permission of the department.

SPANISH LANGUAGE CINEMA: A REFLECTION OF HISTORY AND CULTURE

Each term of the Spanish Language Cinema sequence has a specific focus — dissident films of the '50s and '60s in Spain; modern Argentinian cinema; and contemporary Spanish language films from different countries. Students complete preparatory readings, view the films, work with related vocabulary and expressions from the movie scripts (when possible), and discuss specific themes of the films. Assessment is based on class participation as well as quizzes, short in-class writings, tests, and digital presentations. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

CINEMA OF DISSENT IN SPAIN

Fall term; 1 course credit
SP511AD

After a brief introduction to the implications of Francisco Franco's 36-year-long dictatorship, which followed the Spanish Civil War (1936–1939), this course focuses on the cinema of dissent of the post-war era. In contrast to films sponsored by the Franquist government, the films of directors such as Berlanga and Bardem presented a much more critical look at the social problems of Spain in the 1950s, 1960s, and early 1970s, despite censorship by the Franco government. Open to students who have completed the 400 level or its equivalent.

CONTEMPORARY CINEMA OF ARGENTINA

Winter term; 1 course credit
SP512AD

Argentina is a fascinating country that has experienced much economic and social upheaval in the last half century. The country was profoundly affected by the "dirty war" in the late 1970s and early 1980s, when thousands of people "disappeared" or were tortured by the military junta. After a brief introduction to this, and other important events in 20th century Argentina, the class views and discusses films, dealing with topics such as the "dirty war," and the country's ongoing economic, social, and political troubles. Open to students who have completed the 400 level or its equivalent.

CONTEMPORARY SPANISH LANGUAGE FILM

Spring term; 1 course credit
SP513AD

This course is designed to promote greater understanding about selected cultural topics concerning the Spanish-speaking world as they relate to specific cultural and historical frameworks. Films are used to enhance listening comprehension, provide opportunities for writing and conversation practice, and promote cultural understanding in a historical context. The films are selected from different parts of the Spanish-speaking world with preference given to contemporary films. Open to students who have completed the 400 level or its equivalent.

ADVANCED SPANISH LANGUAGE AND CULTURE, HONORS

This sequence is designed to challenge students with a strong background in the Spanish language to develop their Spanish-language proficiency and cross-cultural competency. Students expand their knowledge of products, practices, and perspectives that represent a variety of Hispanic cultures through the study of authentic materials (print, audio, audio-visual, nonfiction, and fiction), learning experiences in the community, and the development of independent projects. Students engage in daily discussions exclusively in the target language and produce written as well as spoken communication on a variety of topics in the form of structured oral presentations, informal conversation, persuasive essays, and formal correspondence with sophisticated vocabulary and grammatical structures. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order. *Each course fulfills the requirement in contemporary global studies.*

IDENTITY AND COMMUNITY IN THE SPANISH-SPEAKING WORLD, HONORS

Fall term; 1 course credit
SP551HO

How are different aspects of identity expressed in different situations? What are the different roles that communities and families fulfill? In this course, students will explore topics such as trust and self-esteem, race and ethnic roots, linguistic identity, family structure, educational systems, and social networks. Sample materials include poems, sociological studies, movie clips, self-help videos, and blogs. Open to students who have distinguished themselves at the 400 level and have the permission of the department.

GLOBAL CHALLENGES AND CONTEMPORARY LIFE IN THE SPANISH-SPEAKING WORLD, HONORS

Winter term; 1 course credit
SP552HO

What are the origins of and possible solutions for social, political, and environmental challenges? How is quality of life defined in the context of contemporary life? Students will explore topics such as globalization, social consciousness and well-being, the management of natural resources and cultural heritage, religious identity, migration, access to education, civic responsibility, and leisure. Sample materials include open letters, government and non-profit reports, newscasts, documentary clips, and music videos. Open to students who have distinguished themselves at the 400 level and have the permission of the department.

TECHNOLOGY AND THE ARTS IN THE SPANISH-SPEAKING WORLD, HONORS

Spring term; 1 course credit
SP553HO

What factors drive development and innovation in science and technology and what is their impact on our lives? How do the arts challenge and reflect cultural perspectives? Students will explore topics such as innovation, ethics, healthcare, artistic and architectural traditions, the appreciation of language and visual arts, and the representation of social movements. Sample materials include short stories, films, international studies, podcasts, music, and paintings. Open to students who have distinguished themselves at the 400 level and have the permission of the department.

SPECIAL TOPICS IN SPANISH

These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

POWER PLAYS IN SPANISH THEATER, HONORS

Spring term; 1 course credit
SP655HO

From the *comedia del Siglo de Oro* to the theater of the absurd, this course explores representations of power dynamics in a variety of Peninsular Spanish and Spanish-American dramas. Possible playwrights include Lope de Vega, Buero Vallejo, Valle-Inclán, Lorca, Gambaro, and Dragún and Escabias. The course includes a creative writing component in which students craft a short play of their own. Open to students who have completed the 500 level courses or have distinguished themselves in the SP451HO-SP453HO sequence and have the permission of the department.

MACHISMO TO FEMINISMO AND BEYOND, HONORS

Winter term; 1 course credit
SP656HO

The "macho man," the "Latin lover," the "Don Juan;" this course will investigate the literary sources of these stereotypes and archetypes of masculinity and how they have evolved over time. Furthermore, students will study many feminine voices in literature and explore the construction of gender and changing perceptions of masculinity, femininity and non-binary identities. Authors include Tirso de Molina, Sor Juana, Pardo Bazán, Lorca, Storni, de Burgos, and Ulibarrí. Open to students who have completed the 500 level courses or have distinguished themselves in the SP451HO-SP453HO sequence and have the permission of the department.

ALTERNATE REALITIES, HONORS

Fall term; 1 course credit
SP657HO

This course will explore the power of the imagination to shape experience and how some authors and artists have developed styles and techniques to represent alternate realities. Works studied include selections from the Baroque masterpiece the *El ingenioso hidalgo don Quijote de la Mancha*, the surrealist films of Luis Buñuel and art of Salvador Dalí, to short stories in the genre of magical realism. Students will investigate perceptions of reality and the creative process itself. Open to students who have completed the 500 level courses or have distinguished themselves in the SP451HO-SP453HO sequence and have the permission of the department.

MATHEMATICS AND COMPUTER SCIENCE

The quantitative nature of our world makes it imperative for students to achieve literacy and proficiency with mathematical concepts, methods, and problem-solving strategies. Mathematics as a system of thought is considered a core part of the human cultural experience. Computer Science offers students the opportunity to leverage their mathematical talents to create machines and applications that express their ingenuity and passion. Our mission is to help students appreciate these disciplines in both their pure and applied forms.

The department focuses on the development of logical, analytical, and critical thinking skills. To this end, teachers expect clear, cogent arguments in students' written work and increasingly emphasize the ability to read and discuss mathematics as students mature. Through a mixture of standard and novel problem types, students also develop self-confidence and creativity, thus enabling them to reach the highest level in our curriculum that their ability and discipline will allow.

The mathematics requirement consists of Algebra I, Geometry, and Algebra II. Most students continue beyond the required courses. The honors sequence puts a relatively greater emphasis on formal mathematical theory and rigor and moves at a faster pace. For new students, math placement is based on the student's previous mathematics history, a questionnaire completed by a former mathematics teacher, and a diagnostic assessment. For returning students, placement is made by teacher recommendation and the approval of the department head.

While many students may want to work ahead in the summer months, we believe that taking a full-year course on campus is best. Thus, for students interested in doing summer work, we encourage enrichment programs (rather than attempting to learn the equivalent of the courses we offer at Choate). There are rare instances in which a student may appeal to the department head to take a course over the summer. In such cases, the student must get formal, prior approval from the department head and must take and pass a substantive placement test on campus in the fall before final approval and a course change is permitted.

Extensive course offerings enable students to master traditional topics as well as gain an awareness of current developments in pure and applied mathematics. Incorporating advances in technology, our courses allow students to use computing to solve problems and examine data. Computer Science courses emphasize structured programs and techniques and develop organizational and problem-solving skills. Students may compete in regional and national mathematics, robotics, and computer science contests, and participate in the peer tutoring program.

Given the many options available in the mathematics curriculum, students may consult with their teacher, adviser, form dean, or the department head to help plan their mathematics programs.

– Andrea B. Sorrells, Department Head

MATHEMATICS

ALGEBRA I, ACCELERATED

Year; 3 course credits
MA125

This algebra course focuses on the development of precise and accurate habits of mathematical expression and the application of the tools of algebra to problem solving. Students explore linear relationships in depth, as they graph and solve linear equations, inequalities, and systems of equations - both graphically and analytically. Students also develop the language and notation of functions. Quadratic functions are explored as students learn to graph, find intercepts, and solve equivalent quadratic equations using different approaches. Other topics include properties of exponents, radicals, factoring, and simple rational equations. Students are also challenged to become more independent learners and to make connections between different mathematical concepts. Open to students by the recommendation of the department.

GEOMETRY

Year; 3 course credits
MA200

In this course, students are given a thorough introduction to Euclidean Geometry. In addition to learning to write deductive arguments, they are involved in discovering and exploring concepts that relate geometry to the real world and to other disciplines by doing individual and group projects. Students also review and strengthen algebra skills through problem solving and coordinate geometry. Open to students who have completed Algebra I.

GEOMETRY, HONORS

Year; 3 course credits
MA250HO

This course offers a formal deductive approach to the study of Euclidean Geometry in two and three dimensions. From the outset, students focus on writing rigorous geometric arguments using a variety of techniques. Students are expected to use algebraic techniques to solve numerical problems. Open to students who have completed Algebra I and have the permission of the department.

ALGEBRA II

Three terms; 1 course credit (each term)
MA301 (Fall); MA302 (Winter); MA303 (Spring)

This second-year algebra sequence begins with a study of functions: graph transformations, domain and range, and graphical analysis. This is followed by a more in-depth study of several major families of functions: linear, quadratic, polynomial, rational, exponential, and logarithms. In each unit students circle back to the basic rules of transformations, while focusing on

characteristics, properties, and laws governing each new function. In addition, students learn to find the inverse of each function and discuss the characteristics and associated graphs. This information is then applied to solving equations of each function type and some inequalities. Algebraic skills pertaining to exponents and radicals are revisited and built upon. Technology is used both to enhance understanding of these topics and to increase knowledge of their use. Open to students who have completed Algebra I and Geometry.

ALGEBRA II, ACCELERATED
Three terms; 1 course credit (each term)
MA331 (Fall); MA332 (Winter); MA333 (Spring)

This second-year algebra sequence covers all of the topics in the MA301 sequence, but at a faster pace and in more detail. Matrices are introduced as a tool for various applications and for solving systems. Time permitting, the course also includes a study of sequences and series. Emphasis is placed on developing sound analytical and problem-solving techniques. Open to students who have completed Algebra I, Geometry, and have the permission of the department.

ALGEBRA II, HONORS
Three terms; 1 course credit (each term)
MA351HO (Fall); MA352HO (Winter); MA353HO (Spring)

This course includes a review of algebraic expressions, inequalities, absolute value, exponential rules, factoring, and complex fractions. This is enhanced by a study of linear equations, functions, and systems. Matrix algebra is introduced, including applications. A thorough study of quadratic functions is undertaken followed by polynomial functions and associated theorems. Other topics include permutations, combinations, radical functions, rational exponents, functional composition, and inverses. The course continues with an in-depth study of exponential and logarithmic functions. Students analyze the conic sections, and the course includes a study of sequences and series. Other topics include permutations, combinations, radical functions, rational exponents, functional composition, and inverses. Students are encouraged throughout to think independently and are expected to be able to expand their knowledge by applying the basic concepts in new and productive ways. Technology is required and is used regularly to analyze data and to discover new concepts by identifying patterns and by making and testing conjectures. Open to students who have completed Algebra I, Geometry, Honors (MA250HO), and have the permission of the department.

FUNDAMENTALS OF PRECALCULUS
Three terms; 1 course credit (each term)
MA421 (Fall); MA422 (Winter); MA423 (Spring)

This three-term course is designed for the student who wants to continue beyond math department diploma requirements, but for whom the advanced or honors precalculus courses are not appropriate. Functions are studied extensively, including quadratic, polynomial, exponential, logarithmic, and trigonometric functions. Emphasis is placed on solving equations, analyzing functions, and transforming graphs while reinforcing algebraic problem-solving skills. Students may receive course credit for the first one or two terms without completing the sequence, but they must begin in the fall term. Open to students who have completed the Algebra II (MA301) sequence.

Note: This course does not lead directly to calculus at Choate. Traditionally, students follow this course with either the Data Science (MA441) sequence, or with departmental permission, the Precalculus, Advanced (MA435AD) sequence.

FINANCIAL ALGEBRA
Winter term; 1 course credit
MA426AD

This course examines the mathematics of personal finance, with an emphasis on solving practical and applicable problems. Fundamental financial topics are explored, including time value of money, present value, annuities, amortization, present value of annuities, and the power of compounding. Students learn about various financial challenges that they will face during their adult lives such as buying a car and/or house, saving for college and/or retirement, implications of taxes, and how to use credit. Students explore sources and challenges of financial inequities of our society through projects that build upon the tools learned. Projects may include family wealth tied to owning a home, fair tax vs. current U.S. tax system, the possible link between inequity and credit scores, or place as a determiner of one's health, wealth, and education. Spreadsheets are the primary calculation tool for the class, and students will increase their proficiency and skill as the class progresses. Applications of statistics and probability are worked in through numerous projects. Open to students who have completed the Fundamentals of Precalculus (MA421) sequence or higher.

DATA SCIENCE
Three terms; 1 course credit (each term)
MA441 (Fall); MA442 (Winter); MA443 (Spring)

This three-term course is designed to offer background and preparation for college statistics courses required for many majors. The course focuses on gathering, organizing, simplifying, analyzing, displaying, and interpreting data. Applications for statistics and the use of modern statistical packages frame the presentation of materials. Extensive use of large publicly available data sets provides students with a clear understanding of the ways that statistics are used in business, medicine, the natural and social sciences, policy making, and sports. Topics include descriptive statistics and exploratory data analysis, design of experiments, sampling distributions and estimation, inference and decision making, and fitting models to data. A thorough introduction to probability is also included. Randomness, independence and conditional probability, discrete and continuous probability models, and counting methods are covered. Measuring the probability of an event, interpreting probability, and using probability in decision making are central themes of this course. Students may receive course credit for the first one or two terms without completing the sequence but must begin in the fall term. Open to students who have completed the Algebra II (MA301) sequence or higher.

Note: A laptop computer is recommended for this course. Students without one should ask their teacher about using a loaner from ITS.

PRECALCULUS
Two terms; 1 course credit (each term)
MA435AD (Fall); MA445AD (Winter)

This course sequence focuses on the study of functions, beginning with a review of quadratics. Students then engage in an in-depth study of trigonometric functions, including the laws of sines and cosines, fundamental trigonometric identities, inverse trigonometric functions, and techniques for solving trigonometric equations and inequalities. Solving equations within family types is explored by tying each to real-world applications. Vectors are also introduced and tied to various applications. The course concludes with students exploring the concept of limits, building off limits in rational functions, and as x approaches infinity. Time permitting, vectors may be incorporated before the limit introduction. This course is designed to prepare students for either Calculus, Advanced (MA502AD), Calculus AB, Honors (MA511HO), Statistics, Honors (MA521HO), or Computer Science, Honors (CS550HO). Open to students who have completed the Algebra II, Accelerated (MA331) sequence or higher and have the permission of the department.

Note: This course is followed in the spring by the first term of Calculus, Advanced (MA502AD) or the first term of Calculus AB, Honors (MA511HO).

PRECALCULUS, HONORS
Two terms; 1 course credit (each term)
MA450HO (Fall); MA460HO (Winter)

The topics of the Precalculus, Advanced (MA435AD) sequence are studied in greater depth, including a more intensive study of graphs of combinations of functions, the inverse trigonometric functions, identities, and trigonometric equations. In addition, students are regularly expected to solve more challenging and complex problems, including proofs. Polar coordinates, polar graphs, and the polar form of complex numbers are studied. Other topics include DeMoivre's Theorem, sequences and series, limits of sequences, limits of functions of a real variable, vectors, and parametric equations in the plane. A review of conic sections is included, as needed. This course is designed to prepare students for the Calculus BC, Honors (MA561HO) sequence. Open to students who have completed the Algebra II, Honors (MA351HO) sequence and have the permission of the department.

Note: The second term of this course focuses on the building blocks needed in the Calculus BC, Honors (MA561HO) sequence. Therefore, students who intend to take the Calculus AB, Honors (MA511HO) sequence would be better served by taking the Precalculus, Advanced (MA435AD) sequence.

CALCULUS
Four terms; 1 course credit (each term)
MA502AD (Spring); MA503AD (Fall), MA504AD (Winter), MA505AD (Spring)

This four-term sequence provides students with an introduction to calculus concepts, skills, and applications. The first term begins with a review of essential functions, notation, graphs, and composition. It is followed by an extensive study of limits through intuitive, graphical, and numerical approaches and concludes with the introduction to the derivative as an instantaneous rate of change. During the second term, the derivative is explored further through differentiation rules, techniques, and applications. The third term introduces integration as the inverse process of differentiation and explores its applications to accumulation and area. The sequence concludes by looking at volume in depth as well as by diving into applications across disciplines through optimization, related rates, physical applications of the derivative and, time permitting, with an introduction to differential equations. As students move through the four-course sequence, emphasis moves from building a solid conceptual foundation using technology and visualization, to emphasis on problem-solving and applications across disciplines and concludes with a project. Open to students who have completed the Precalculus, Advanced (MA435AD) sequence or higher and have the permission of the department.

Note 1: This course is open only to students who were enrolled at Choate for the 2025-2026 academic year. Students entering Choate for 2026-2027 should enroll in the MA507AD sequence.

Note 2: Students may not enter MA503AD without successfully completing MA502AD, MA511HO, or MA531HO, may not enter MA504AD without successfully completing MA503AD, MA512HO, or MA532HO, and may not enter MA505AD without successfully completing MA504AD or MA513HO.

CALCULUS
Three terms; 1 course credit (each term)
MA507AD (Fall); MA508AD (Winter); MA509AD (Spring)

This three-term sequence covers several of the topics included in an introductory college-level calculus course but without the rigorous emphasis on theory or symbolic manipulation. The sequence incorporates more practical applications than Calculus AB, Honors (MA531HO). Open to students who have completed the Precalculus, Advanced (MA435AD) sequence or higher and have the permission of the department.

Note 1: This course is only open to students who are new to Choate for 2026-2027 or were off campus for the 2026 spring term. Students enrolled at Choate for the duration of the 2025-2026 academic year should enroll in the MA502AD, MA511HO, or MA561HO sequences.

Note 2: Students may not enter MA508AD without successfully completing MA507AD or MA531HO, and may not enter MA509AD without successfully completing MA508AD or MA532HO.

CALCULUS AB, HONORS
Four terms; 1 course credit (each term)
MA511HO (Spring); MA512HO (Fall); MA513HO (Winter); MA514HO (Spring)

An initial study of functions, limits, and analytical geometry leads to the study of the derivative and differentiation techniques. Functions are explored symbolically, graphically, and numerically, and the relationship between a function and its derivative is carefully developed. Application of the derivative include related rates of change, a formal analysis of local and absolute extreme values, and optimization problems. The concepts of the antiderivative and slope fields are introduced. Students learn to use a Riemann Sums to approximate the area under a curve, after which the concept of the integral is formally defined. Elementary techniques of integration are studied, including integration by substitution and by parts. The integral is studied as an area accumulator, and the Fundamental Theorem of Calculus is explored and applied, as are applications of definite integrals, including finding volumes, arc lengths, and average values of functions. Differential equations are studied. Solutions are considered graphically with slope fields and analytically with separable differential equations. Exponential growth and decay problems are revisited in the context of modeling with differential equations, and the logistic curve is explored. Open to students who have completed the Precalculus, Advanced (MA435AD) sequence or higher and have the permission of the department.

Note: This course is open only to students who were enrolled at Choate for the 2025-2026 academic year. Students entering Choate for 2026-2027 should enroll in the MA507AD or MA531HO sequences.

CALCULUS AB, HONORS
Three terms; 1 course credit (each term)
MA531HO (Fall); MA532HO (Winter); MA533HO (Spring)

An initial study of functions, limits, and analytical geometry leads to the study of the derivative and differentiation techniques. Functions are explored symbolically, graphically, and numerically, and the relationship between a function and its derivative is carefully developed. Application of the derivative include related rates of change, a formal analysis of local and absolute extreme values, and optimization problems. The concepts of the antiderivative and slope fields are introduced. Students learn to use a Riemann Sums to approximate the area under a curve, after which the concept of the integral is formally defined. Elementary techniques of integration are studied, including integration by substitution and by parts. The integral is studied as an area accumulator, and the Fundamental Theorem of Calculus is explored and applied, as are applications of definite integrals, including finding volumes, arc lengths, and average values of functions. Differential equations are studied. Solutions are considered graphically with slope fields and analytically with separable differential equations. Exponential growth and decay problems are revisited in the context of modeling with differential equations, and the logistic curve is explored. Open to students who have completed the Precalculus, Advanced (MA435AD) sequence or higher and have permission of the department.

Note: This course is open only to students who are new to Choate for 2026-2027 or were off campus for the 2026 spring term. Students enrolled at Choate for the duration of the 2025-2026 academic year should enroll in the MA502AD, MA511HO, or MA561HO sequences.

CALCULUS BC, HONORS
Four terms; 1 course credit (each term)
MA561HO (Spring); MA562HO (Fall); MA563HO (Winter); MA564HO (Spring)

This four-term sequence introduces students to differential and integral calculus. This course includes the basic topics covered in the Calculus AB, Honors (MA531HO) sequence, as well as techniques of integration using trigonometric substitutions and partial fractions, improper integrals, and Euler's Method. This course includes a study of infinite sequences and series, Taylor polynomials with the Lagrange form of the remainder, and various techniques of operating on power series. The study of parametrically defined vector functions and polar functions, with applications, are also included. Open to students who have completed the Precalculus, Honors (MA450HO) sequence and have the permission of the department.

Note: Students who have taken Calculus AB, Honors (MA531HO) sequence and have the permission of the department may take this course, beginning with the second term.

STATISTICS, HONORS
Three terms; 1 course credit (each term)
MA521HO (Fall); MA522HO (Winter); MA523HO (Spring)

This sequence encompasses the material covered in a first-year college-level statistics course that is required for many majors. Using case studies from a variety of disciplines, students explore in detail the background, concepts, and tools for studying data and its variability. The focus of the course is on defining statistical problems, collecting and analyzing the data, interpreting and then drawing conclusions from the results and taking action, and statistical reasoning such as understanding that randomness is not haphazard, utilizing distributions to explain uncertainty, selecting models to increase precision and to reduce bias, and recognizing that correlation is necessary but not sufficient to demonstrate causality. Modern technology is used extensively to manipulate, simulate, and visually display the data. Students may receive course credit for the first one or two terms without completing the sequence, but they must begin in the fall term. Open to students who have completed the Precalculus, Advanced (MA435AD) sequence or higher and have the permission of the department.

Note: A laptop computer is recommended for this course. Students without one should ask their teacher about using a loaner from ITS.

GAME THEORY, HONORS

Fall, Spring terms; 1 course credit
MA575HO

This honors elective is an introduction to game theory and strategic thinking. The course covers mathematics — logic, probability, and statistics — with an emphasis on application. Beginning with representations and basic assumptions, including the extensive form, strategies and the normal form, beliefs, mixed strategies, and expected payoffs, and general assumptions and methodology, the course moves on to analyzing behavior in static settings. Dominance and best response, rationalizability and iterated dominance, location and partnership, and Nash equilibrium are covered. Game theory concepts are highly applicable in fields such as economics and business, political science, biology, computer science, and philosophy. Open to students who have completed the Precalculus, Advanced (MA435AD) sequence or higher and have the permission of the department.

CRYPTOGRAPHY, HONORS

Fall term; 1 course credit
MA585HO

Students will gain an understanding of different encryption and decryption schemes throughout history, as well as the contexts under which they were developed. From ancient shift ciphers to wartime communication bringing about the birth of computers to modern day public key exchange protocols, the development and use of these cryptosystems is varied and entrenched in historical mathematics. In exploring these encryption and decryption strategies, students will learn about probability and counting, modular arithmetic and exponentiation, the discrete logarithm, algorithmic analysis, computational complexity, and further topics in number theory, discrete mathematics, and computer science. Students of differing mathematical backgrounds will have opportunities to access the material through assignments that cater to both entry-level and advanced exploration. Open to students who have completed the Fundamentals of Precalculus (MA421) sequence or higher and have the permission of the department.

LINEAR ALGEBRA, HONORS

Fall term; 1 course credit
MA650HO

This course introduces students to the study of vector spaces over the real numbers, linear mappings between vector spaces, and their matrix representations. Topics include an investigation of ways to represent and analyze lines and planes in space, with frequent use of the scalar product and cross product, the study of subspaces, bases and dimension, the kernel and image of a linear mapping, and determinants. Students are also exposed to examples of more general vector spaces. The theory is applied to the solution of systems of linear equations; other applications (e.g., eigenvalue problems, difference equations, Markov chains) may be considered as time permits. Open to students who have completed the Calculus AB, Honors (MA511HO or MA531HO) sequence or higher and have the permission of the department.

APPLIED DIFFERENTIAL EQUATIONS, HONORS

Winter and Spring terms; 2 course credits
MA660HO

This course is designed to introduce students to the fundamentals of differential equations through an applied lens. The main topics will be introduced through a numerical approach before moving towards a more abstract analytical study. This viewpoint aligns with the historical development of the subject and develops a practical understanding of mathematics. Use of modern computational software gives students direct experience with the algorithms that provide solutions to differential equations. Topics will include first and second order differential equations with an emphasis on numerical solutions and their limitations for non-linear cases, systems of differential equations, convolution, the Laplace transform, the Fourier series/transform and its application to physical, electrical, as well as digital linear systems. If time permits, the course will introduce the concept of the partial differential equation with boundary conditions, its formal solution, and its application to one-dimensional heat flow. While a strong background and comfort with Calculus (particularly Taylor Series) is necessary, a brief review of Taylor Series will be included if needed. Open to students who have successfully completed Linear Algebra, Honors (MA650HO) and have the permission of the department.

MULTIVARIABLE CALCULUS, HONORS

Winter and Spring terms; 2 course credits
MA670HO

This two-term course builds on the foundation laid in the single-variable calculus and linear algebra courses. Students study the calculus of vector functions, with emphasis on functions defining curves in the plane, as well as curves and surfaces in space. The course treats explicit, parametric, and implicit representations of curves and surfaces, along with their tangent lines and planes. The uses of partial derivatives, directional derivatives, and the gradient are explored. The study of integration includes iterated integrals and multiple integrals, with Fubini's Theorem tying them together, along with line and surface integrals, culminating with the important theorems of Green and Stokes. Applications include extrema problems (with Lagrange multipliers), volume and surface area, and physical interpretations of the vector field theory. Open to students who have successfully completed both the Calculus BC, Honors (MA561HO) sequence and Linear Algebra, Honors (MA650HO) and have the permission of the department.

SEMINARS IN MODERN MATHEMATICS

These term courses are designed to provide highly advanced students with an introduction to mathematics beyond the typical secondary curriculum. Students develop an appreciation of formal methods and improve their skill at understanding and constructing proofs. Each seminar includes an investigation of relevant problems and theorems, with some introduction to the mathematicians who posited or proved them. Students may take

the first one or two terms without completing the sequence, but they must begin in the fall term.

FOUNDATIONS OF MODERN MATHEMATICS, HONORS

Fall term; 1 course credit
MA681HO

This seminar introduces the development of set theory, including the influence of Dedekind, Cantor, Hilbert, Russell, Gödel, Zermelo, Skolem, and von Neumann. The foundations of the axiomatic structure of mathematics are examined. The power and the fundamental and inescapable faults of this system are also explored, as well as the issue of the connection between reality and mathematics. Topics covered include first-order languages, orderings, cardinality, models, the axiom of choice, and constructing the real number system. Open to students who have completed Multivariable Calculus, Honors (MA670HO) or are currently enrolled in Linear Algebra, Honors (MA650HO) and have the permission of the department.

TOPICS IN MODERN MATHEMATICS, HONORS

Winter term; 1 course credit
MA682HO

This seminar provides a survey of mathematical structures and systems focused on those areas that have given rise to the greatest leaps in understanding in mathematics in the last 100 years. The main concepts of number theory, abstract algebra, topology, combinatorics, and dynamical systems are introduced. Students investigate mathematical structures and properties such as groups, rings, metric space, neighborhood, compactness, open sets, generating functions, recursive functions, and Markov Chains. Open to students who have completed MA681HO and have the permission of the department.

RESEARCH TOPICS IN MODERN MATHEMATICS, HONORS

Spring term; 1 course credit
MA683HO

This seminar guides students in developing their mathematical problem-solving skills. Students work collaboratively toward solutions to problems in modern mathematics, specifically in combinatorics. Students consider different problem-solving approaches and develop their ability to analyze problems. They explore techniques such as changing parameters. identifying sub-problems, and proving lemmas. Several easy-to-comprehend research topics are introduced from which students select problems. Working with other students and faculty, they generate ideas to pursue solutions to these problems. Computer software such as Sage may be used to help students make and test hypotheses. Throughout the term students read papers in mathematics relevant to their problems and make presentations in class to their peers. Open to students who have completed MA682HO and have the permission of the department.

COMPUTER SCIENCE

Computer Science encourages students to see the world through the lens of algorithms and abstraction. These courses offer students the opportunity to learn the tools that allow them to create relevant and powerful programs. These offerings are designed for students who have an interest in exploring how computers work internally and how to write programs that are efficient and effective.

PROGRAMMING

INTRODUCTION TO PROGRAMMING

All terms; 1 course credit
CS200

Students learn the basics of algorithmic thinking, and design programs to solve simple problems. p5.js (a java script library) is used from the onset of class. Students learn the basics of variables, loops, conditional statements, and standard data structures such as arrays and dictionaries. Ultimately, the goal is for students to be able to use computation to achieve interdisciplinary personal goals. Open to all new programmers.

Note: Students who have programming experience are encouraged to reach out to the department head to see if another CS course is more appropriate.

COMPUTER SCIENCE, HONORS

Fall and Winter terms; Winter and Spring terms; 2 course credits
CS550HO; CS551HO

This two-term course introduces students to the principles of computer science, particularly algorithm and program design. Using the Python language, students work in an object-oriented paradigm as they study such traditional topics as conditional statements, loop structures, methods, arrays, recursion, and introductory graphics. Efficient, elegant design is emphasized throughout. Additionally, students learn to use inheritance, interfaces, and polymorphism as they design more complex programs. Following a study of simulations, fermi problems, and GUI, the course concludes with each student designing and completing a major programming project. Open to students who have completed CS200 or CS300, or who have approved equivalent background experience and are at least concurrently enrolled in Precalculus, or who have the permission of the department.

ADVANCED PROJECTS IN COMPUTER SCIENCE, HONORS

Fall, Winter terms; 1 course credit
CS557HO

Students will pursue technical mastery and personal development through an individual programming project of their choosing, designed to push the boundaries of their current coding skills. Students will embark on a journey to design and advance their projects while picking up new skills, techniques, and approaches. This course is about more than just coding – it's about learning through trial, error, and persistence. Students will research independently, brainstorm and collaborate with their classmates, plan and steadily work toward their long-term goal, experiencing firsthand the ups and downs of tackling something truly challenging. Through reflection, peer feedback, and discussion, students will explore how learning unfolds when success isn't guaranteed and how setbacks can fuel growth and

creativity. A student's progress won't be determined by whether they complete their project perfectly, but rather progress will be assessed based on how well the student documents their journey, the honesty and depth of their personal reflection, and most importantly, their ability to demonstrate resilience – how they respond to challenges with persistence, adaptability, and a growth mindset. Alongside hands-on work, students will dive into stories of innovators, dreamers, and leaders who embraced setbacks as a powerful tool on their paths to success. Open to students who have completed CS550HO/CS551HO or have permission of the department.

Note: With permission of the department, students make take CS557HO more than once for credit.

ROBOTICS

INTRODUCTION TO ROBOTICS

Fall, Spring terms; 1 course credit
CS300

This course introduces students to the fundamentals of robotics using the VEX platform. Students learn to design and build robots, to program autonomous behaviors, and to use sensors to improve their robots' abilities to interact with their environment. This course serves as an introduction to aspects of computer programming in Python and covers such fundamental topics as program design and control, looping, and Boolean logic. Prior programming experience is not necessary. Open to all students.

Note: This course serves as the primary prerequisite for the ARC program.

ROBOTICS II

Spring term; 1 course credit
CS310

This course in robotics builds on the fundamentals introduced in CS300, but students are expected to complete more advanced projects with greater autonomy. The design development process is further explored, and the use of Computer Aided Design (CAD) software is introduced as a method of virtual modeling. Students learn to use more complex programming structures incorporating inertial and/or vision sensor inputs. Open to students who have completed CS300 or who have the permission of the department.

ROBOTICS DESIGN AND FABRICATION, HONORS

Fall term; 1 course credit
CS450HO

This course teaches students core principles in robotic design and fabrication. Students will learn CAD (computer aided design), CNC (computer numerical control), manufacturing, prototyping, mechanical assembly, and core mechanical engineering design principles via completion of a term-long project. Open to students who are in ARC or, as space is available, to students who have completed CS300 or CS310 or who have the permission of the department.

COMPETITION ROBOTICS, HONORS

Winter term; 1 course credit
CS560HO

This course prepares students to compete as a team in the FIRST® Robotics Competition (FRC). Initially, students familiarize themselves with the typical components of a competition robot, while exploring how to best organize themselves into an effectively functioning team. Once the FRC game is revealed in January, the intensive build period begins. Students strategize how to approach the game and rapidly begin to prototype mechanisms for specific tasks. Testing and refining their designs, as well as adding and debugging appropriate programming, are continuously done until the end of the build period. Throughout the term, students, as a group, fully document their build and design process and, individually, record their personal progress and reflections. Open to students in ARC.

Note 1: Students enrolled in CS560HO must concurrently be enrolled in the ARC afternoon lab activity which fulfills the winter term athletic requirement.

Note 2: Although the FRC build season occurs entirely during the winter term, most of the competition events typically occur during the spring term. Students are expected to attend at least one event in the spring.

Note 3: Students are expected to repeat the FRC component in subsequent years through continued participation in the afternoon lab activity and usually also enroll in Competition Robotics, Honors (CS560HO) for additional credit.

ADVANCED ROBOTIC DESIGN AND FABRICATION, HONORS

Spring term; 1 course credit
CS565HO

This course builds on principles taught in CS450HO, allowing students to develop advanced skills in robotic design and fabrication. Given a specific, task-based design challenge, using CAD (Computer Aided Design) as a starting point, students will continue to develop their designs from their initial idea all the way through to final production of a working robotic mechanism. Students will learn core mechanical engineering concepts including designing for manufacturability, iterative design, mechanical linkages, 2D sketching in multiple planes, creating mechanical assemblies in CAD, writing g-code through CAM (Computer Aided Manufacturing) software, advanced CNC (Computer Numerical Control), and manual manufacturing methods for various materials. In addition, they will learn advanced mechanical and electrical assembly techniques. Students' reflection, presentation, and project management skills are emphasized throughout the course via development of a technical engineering report describing their work over the term. Students enrolling in this course should have previous experience with CAD, CAM, CNC, mechanical assembly, and electronics. Open to students who are in ARC or, as space is available, to students who have completed CS450HO or who have the permission of the department.

AUTONOMOUS ROBOTICS, HONORS

Spring term; 1 course credit
CS570HO

This course builds upon the work completed in CS560HO. Students use a robot to explore autonomous tasks, including navigating, mapping, and solving mazes. Students design automatic control and management systems which analyze and interpret feedback and provide programmed responses in robot behavior. A focus is placed on using organized and clear structure in programming as well as careful debugging of work. Open to students who are in ARC and have completed CS550HO/CS551HO, or when space is available, to non-ARC students who have completed CS550/CS551HO, or who have the permission of the department.

MACHINE LEARNING, HONORS

Spring term; 1 course credit
CS580HO

Machine learning (ML) is the process by which computers train themselves to make predictions and, ultimately, decisions based upon data. In this course, students will use powerful software libraries to construct adaptive and predictive models. While recent developments in hardware have made possible incredible increases of computational power, simultaneous advances in approaches to the software development of machine learning have also provided powerful new ways for us to make sense of the immense data generated by today's connected devices. Students learn the basic concepts, tools, and techniques of adaptive computation and machine learning; for example, building datasets, training neural networks, using matrix multiplication, calculating error functions, error propagation, gradient descent, and supervised and unsupervised learning. With a hands-on introduction to the necessary mathematics, this course proceeds through a series of increasingly complex projects, culminating in a project where students program and train their own intelligent systems. Students also gain important experience working directly with programming environments that support ongoing artificial intelligence and ML development. Open to students who have completed CS550HO/CS551HO, CS570HO, or who have the permission of the department.

MULTIDISCIPLINARY COURSES

At some level, all courses offered at Choate are multidisciplinary. Bringing in concepts and skills from one area of study to another adds value to the learning process and helps students to understand that real problem-solving involves multiple competencies. From the outset, the following courses were specifically designed with a multidisciplinary approach at their core. Where there is an overlap in course content, themes and/or skills, that course is also cross-listed in the department-specific sections of this catalogue.

BEHAVIORAL NEUROSCIENCE, HONORS

Winter, Spring terms; 1 course credit
MD330HO

Neuroscience is one of the fastest growing disciplines in science. The continuous advancement in technology allows us to learn more about the brain and integrates its function with behavior and cognition. This course focuses on the cellular and molecular mechanisms of neural communication, how neurons are connected into circuits with specific inputs and outputs, and how changes in these networks might account for learning/memory. Other subjects include comparative neuroanatomy across vertebrate animals, drugs, behavior, motor systems, and sleep. These topics are supplemented with current research studies and laboratory work including hands-on dissection of a sheep brain. Open to fifth and sixth formers who have completed Anatomy and Physiology or Introduction to Psychology.

START-UP DESIGN LAB AND INNOVATION STUDIO

Winter term; 1 course credit
MD340

This course invites students into a world where creative ideas become tangible realities. Through a series of design challenges, students gain hands-on experience with digital fabrication tools such as TinkerCAD, OnShape, and Adobe Illustrator, learning how to turn their ideas and concepts into practical designs. Students will tackle projects ranging from creating their own simple fastener designs, understandable as the basic building blocks in any physical structure, to more complex modular assemblies, which are like putting together a 3D puzzle. These projects emphasize not just precision in design – ensuring every piece fits perfectly – but also the importance of aesthetics, making designs that are not only functional but also visually appealing. This hands-on experience demystifies technical concepts, and an important goal of the course is to make design as accessible and engaging as possible. The course also incorporates interactive elements and Arduino programming, which allows students to create projects that blend art, technology, and practical problem-solving with considerations of how humans will use, interact with, and interpret the designs they create. Students in this course develop essential skills for the modern world: learning that an early failure can provide a helpful path forward, enriching critical and analytical thinking, working with peers in collaborative problem-solving, and spending the time to build with meticulous attention to detail. These skills are vital not only in academic environments but offer students a chance to explore the possibilities of what they are capable of creating and how they can impact the world through thoughtful design. Open to fifth and sixth formers, and fourth formers with the permission of the department.

CLIMATE CHANGE: FROM KNOWLEDGE TO ACTION

Winter term; 1 course credit
MD370

Climate change is a defining global problem of the 21st century, touching all aspects of human and nonhuman life. In this course, we grapple with the challenges posed by climate change by exploring its social, political, ethical, and justice-related dimensions. For instance, what are the historical causes and current drivers of climate change? What are the impacts of climate change on communities around the world? How does climate change intersect with histories and on-going systems of racism, colonialism, ableism, and gender inequity? In considering such questions, we will consult a variety of resources (e.g., journalism, art, scientific reports, policy papers) and will practice thinking about climate change through a range of disciplinary lenses (e.g., philosophy, religion, climatology, literary studies). Moreover, since learning about climate change often results in feelings of despair, fear, grief, and other demotivating feelings, this course will emphasize how students, activists, scientists, writers, and artists around the world are responding creatively to the challenges of climate change and climate injustice. In this course, we attempt to join this growing group of engaged citizens and collaboratively contribute to the project of building a world that is resilient, sustainable, and just. Open to fifth and sixth formers, and fourth formers with the permission of the department. *This course fulfills the requirement in contemporary global studies.*

PUBLIC SPEAKING

All terms; 1 course credit
MD400

Effective oral expression is the first pillar of communication. In this course, students work toward expressing themselves with skill and purpose in all basic modes of public speaking: extempore, from notes, and from a formal text. The basics of good public speaking are discussed, and models from excellent addresses are observed. Students also evaluate speakers on campus throughout the term. However, most of the class is spent speaking before one's peers. Students are responsible not only for planning and delivering as many as eight or nine speeches of different types, but also for both providing and profiting from the suggestions of one another. This experiential and analytic approach is the heart of the course. The iPad is used to further support the effort to help students "see" and imagine themselves as public speakers. Mixed among their more formal presentations, extemporaneous speaking is designed as both a fun and challenging change of pace. Open to all students.

INTRODUCTION TO LOGIC

Fall term; 1 course credit
MD406

Virtually every human activity involves reasoning and argumentation. We use reasoning and argumentation whenever we solve problems, make decisions, unravel mysteries, or interpret works of art. Logic seeks to clarify reasoning, to separate good reasoning from bad, and to analyze and appraise arguments. In this course, students approach logic from both formal and informal perspectives. Students study the principles of correct reasoning, construct proofs, and develop the skills that are required to apply these principles in everyday life. During the term, students work to solve many "brain teaser"-type problems and answer practice questions from the Law School Admission Test. Issues of proof, meaning, and semantics that are found in introductory college-level philosophy and logic courses are also considered. Open to fifth and sixth formers, and fourth formers with the permission of the department.

ISLAMIC CIVILIZATIONS OF THE MIDDLE EAST, HONORS

Spring term; 1 course credit
MD458HO

This course helps students to understand the rich and complex history of the Islamic world from the emergence of Islam through the end of the Ottoman Empire. Students will explore the rise and fall of major Muslim states and development of religious, scientific, philosophical, and political thought through an Islamic lens, as well as the art, architecture, and the literature of the historical Middle East. In addition to forming an understanding of the major developments and trends of the Islamic world, students will have the opportunity to examine specific topics of interest in greater depth through several independent research projects. Open to fifth and sixth formers, and fourth formers with the permission of the HPRSS department.

THE GREENING OF AMERICA: THE ENVIRONMENTAL MOVEMENT, HONORS

Fall term; 1 course credit
MD521HO

The environmental movement in the United States has been motivated by a wide range of factors, including the natural beauty of the country, the destruction of some of that beauty, the work of naturalists, ethicists, theologians, historians and authors, catastrophic events that have captured the public's attention, and activists schooled and fueled by the sweeping changes in the 1960s. This multidisciplinary course weaves together these perspectives as it traces the development of the environmental movement in the United States and the impact of key people and events on this movement and on the environment itself. The course draws from many disciplines as it examines historical, political, ethical, religious, economic, and cultural aspects of the environmental movement. This course includes an experiential component that involves contact with the natural world at Choate and potentially beyond. Open to fifth and sixth formers, and fourth formers with the permission of the HPRSS department.

SCIENCE

Our objective in the Science Department is to give students a better understanding of, and a deeper appreciation for, the natural world. We are confident that the insights they gain through their study of science will contribute to their lives in a variety of important ways: it will improve their skills in critical thinking and problem solving; it will inform their decision making about scientific issues; it will give them confidence and resources to tackle an array of global problems related to resources and technology; and ideally, it will enhance their enjoyment of nature's marvels and encourage them to pursue further study in those areas of science which most interest them. Through our varied curriculum we train students to think critically and communicate clearly about scientific topics, we encourage curiosity and experimentation, and we teach techniques and technologies that are most useful in scientific research.

The study of physical sciences (physics and chemistry) acquaints students with the laws governing the inanimate universe and promotes quantitative scientific thinking and problem-solving skills. The study of biology introduces students to principles that unify all life on our planet and gives students important perspectives on the human species. Because we view both areas of learning as critical for students at the secondary school level, we require that all students take a full year of physical science (either physics or chemistry) and a full year of biology. These courses include a rich laboratory program, as direct, hands-on experience with measurement and data analysis helps students become fully aware of the challenges, limitations, and the excitement of doing scientific research.

Although only two years of science are required, we strongly recommend that students take all three core science courses — physics, chemistry, and biology — in that order. This sequence puts the most fundamental topics first, so that later courses can build upon central concepts taught in earlier ones. We work with students who enter Choate Rosemary Hall in the fourth, fifth, or sixth form year to place them appropriately into our science sequence.

Introductory (first-year) courses are offered at regular and honors levels in physics, chemistry, and biology. Honors courses are designed for students with particularly strong aptitude and interest, and entrance into these courses requires permission of the department. Elective courses are offered in each of these three scientific disciplines as well as in geology, environmental science, and applied science. Our elective courses cover a wide variety of specific topics and run the gamut from year-long college-level courses to one-term introductory courses at regular, advanced, and honors levels. All science courses, except for Astronomy (PH320 and PH330) and Geology (ES310 and ES330), include laboratory work as an integral part of the curriculum. For sixth formers who wish to pursue intensive coursework in a particular area and then devote themselves to a project of their choosing, the Capstone Program is available by application. For rising fifth formers who wish to involve themselves in serious, original scientific investigation, the Science Research Program and the Environmental Immersion Program provide rich and challenging experiences. Viewed as a whole, the courses and opportunities available in the Science Department enable students to design programs with balance, rigor, and depth appropriate for all levels of ability and interest.

– Kevin Rogers, Department Head

THE PHYSICAL SCIENCES: PHYSICS

PHYSICS: MECHANICS TO WAVES

Year; 3 course credits
PH200

This introductory course introduces students to the fundamental principles that describe the physical universe. Emphasis is placed on developing both a conceptual foundation and problem-solving ability that enhance one another. Mathematical equations are used to further students' understanding of relationships and physical laws. Regular lab exercises emphasize data collection, analysis, and collaborative hands-on experimentation. Throughout this year-long course, students develop study skills that are translatable to a range of other academic coursework, both within and beyond the science department. Topics include motion, vectors, projectiles, forces, energy, momentum, electrostatics, electric circuits, waves, sound, and light. Open to third and fourth form students.

PHYSICS: WAVES TO MECHANICS

Year; 3 course credits
PH203

A parallel course to PH200, this introductory course is designed specifically for students who may have relative vulnerabilities in their algebra skills. PH203 uses the same textbook and covers essentially the same topics as PH200, but in a different order. The fall and winter terms focus on the more conceptual topics of waves, light, electricity, magnetism, and atomic physics. The more quantitative topics of motion, forces, momentum, and energy are covered in the spring term, when students are further along in their mathematical study. Regular lab exercises emphasize hands-on experimentation and application. Due to a difference in the sequence of topics, changes between PH200 and PH203 are not allowed after the second week of the fall term. Both PH200 and PH203 prepare students to move on to CH300. Open to third and fourth form students who are enrolled in Algebra I or at the recommendation of the department.

PHYSICS, HONORS

Year; 3 course credits
PH250HO

This first-year course in physics is designed specifically for students with a keen interest in science and strong mathematical ability. The major areas of physics, such as motion, forces, energy, waves, light, electricity, magnetism, and atomic models are explored. Regular lab exercises focus on data collection and analysis, experimentation, and real-world applications. Open to third and fourth form students who have completed Algebra I and have the permission of the department.

PHYSICS
Three terms; 1 course credit (each term)
PH401 (Fall); PH402 (Winter); PH403 (Spring)

This first-year course, taught as three consecutive term courses, is designed for students who enter Choate in their fifth or sixth form year. Taken sequentially, these courses cover a full-year of introductory physics. The emphasis of this sequence of courses is an investigation into the fundamental principles of physics and how they relate to the students' own real-world experiences. Topics include motion, forces, energy, waves, light, electricity, magnetism, and nuclear physics. Open to fifth and sixth form students who have completed Algebra I and who have not previously taken physics in high school.

Note 1: Students are strongly encouraged to take these courses as a year-long sequence. However, they may be taken individually as term electives, as long as they are taken in sequential order.

Note 2: Students who have completed PH200, PH203, or PH250HO are ineligible for PH401, PH402, and PH403.

ASTRONOMY: THE SOLAR SYSTEM
Fall, Winter term; 1 course credit
PH320

This course is a descriptive study of the historical and modern developments in astronomy with an emphasis on the solar system. Topics studied emphasize the historical growth of modern astronomy, the observed characteristics of the planets (also the minor members of the solar system), and the theories that account for them. Students can view the night sky with the School's telescopes. This course does not satisfy the physical science requirement. Open to all students.

ASTRONOMY: STARS AND GALAXIES
Winter, Spring term; 1 course credit
PH330

This course is a descriptive study of historical and modern developments in astronomy with an emphasis on stellar and galactic astronomy. The observed characteristics of stars and galaxies, the basic types and functions of telescopes, and the theories and physical laws of stellar evolution and stellar groupings are investigated. Students can view the night sky with the School's telescopes. This course does not satisfy the physical science requirement. Open to all students.

ASTROPHYSICS, HONORS
Spring term; 1 course credit
PH480HO

The interrelation of the fundamental laws of physics and the behavior of the universe is examined in this laboratory course. Students investigate gravity, electromagnetism, nuclear reactions, light, and quantum mechanics and their relationship to such phenomena as orbits, stellar spectra, stellar energy generation, stellar evolution, galactic dynamics, the Big Bang, and the evolution of the universe. Open to students who have completed one year of physics.

ADVANCED PHYSICS (TRIGONOMETRY), HONORS
Year; 3 course credits
PH550HO

This second-year course builds on the conceptual understanding attained in a first-year physics course and provides a rigorous, trigonometry-based study of fundamental principles and natural laws. Emphasis is placed on problem solving and experimentation. Topics include motion and Newton's laws, (including angular and rotational topics), gravitation, momentum and energy, mechanical waves and sound, electromagnetic waves, and some electricity and magnetism topics. This course is designed for students who had a good experience with first-year physics but who are not yet ready for a calculus-based study. Open to students who have completed one year of physics and Algebra II and are at least concurrently enrolled in Precalculus.

ADVANCED PHYSICS (CALCULUS), HONORS
Year; 3 course credits
PH650HO

This advanced laboratory course provides a thorough, college-level, calculus-based study of introductory classical mechanics and electricity. Open to students who have completed one year of physics, have completed, or are currently enrolled in Calculus BC (MA561HO-MA564HO), and have the permission of the department.

THE PHYSICAL SCIENCES: CHEMISTRY
CHEMISTRY
Year; 3 course credits
CH300

This introductory course in inorganic chemistry explores fundamental principles of the discipline, including atomic theory, periodic law, chemical bonding, acid-base behavior, chemical equilibrium, and thermochemistry. Laboratory experiments reinforce what students learn in the classroom and demonstrate principles of the scientific method and laboratory experimentation. Contemporary techniques for gathering and analyzing data are stressed as a means of obtaining evidence and verifying its reliability. By searching for regularities and patterns observed in the laboratory, students explore the behavior of many substances common to everyday life. Open to fourth, fifth, and sixth formers who have completed Algebra I.

CHEMISTRY, HONORS
Year; 3 course credits
CH350HO

For students with a keen interest in science and with strong quantitative ability, this first-year course explores the principles of inorganic chemistry, including atomic theory, periodic law, stoichiometry, thermochemistry, chemical bonding, kinetics, reaction equilibria, acid-base behavior, and electrochemistry. Students are also involved in an intensive laboratory curriculum. Through experiments and lab-based projects students acquire extensive experience with collecting and analyzing experimental data. Students also learn to present their findings in written lab reports and hone their scientific writing skills. Open to fourth,

fifth, and sixth formers who have completed one year of physics and have the permission of the department.

CHEMISTRY OF FOOD

Fall term; 1 course credit
CH440AD

Have you ever wondered why chili peppers burn your tongue or what the difference is between saturated and unsaturated fats? What happens when bread rises, when eggs cook, or when a banana ripens? All of these involve structural chemical changes or chemical reactions. Students who enjoyed chemistry the first time around will benefit from the chance to explore these real applications of chemistry that are important everyday phenomena. In this course students study the components of food, explore commercial and home processing of food, and learn how food is transformed by various cooking techniques. Readings, tastings, and lab activities will be used to enhance student understanding. Open to students who have completed one year of chemistry.

ADVANCED CHEMISTRY, HONORS

Year; 3 course credits
CH550HO

This year-long rigorous study of chemistry digs deeper into topics covered in a first-year chemistry course including: atomic theory, bonding, reactions, stoichiometry, equilibrium, thermodynamics, and kinetics. Many applications of chemistry are explored, with a goal of deepening understanding of core ideas in general chemistry. Extensive lab work is required, including several inquiry-based exercises. Students develop the ability to work collaboratively in the lab by designing and conducting several project-length experiments. Open to students who have completed one year of chemistry (CH300/CH350HO or its equivalent), have completed Algebra II, and have the permission of the department.

ADVANCED INORGANIC CHEMISTRY, HONORS

Fall term; 1 course credit
CH651HO

This laboratory-intensive course provides a thorough study of advanced stoichiometry and equilibrium systems. Students spend several weeks synthesizing and analyzing a coordination compound. Topics, including solubility and complex ion equilibria, redox chemistry, electronic structure, and thermodynamics, are studied within the context of transition metal chemistry. Open to students who have completed one year of chemistry (CH300/CH350HO or equivalent), have completed Algebra II, have strong analytical skills (quantitative and reasoning), and have the permission of the department.

ADVANCED ORGANIC CHEMISTRY, HONORS

Winter term; 1 course credit
CH652HO

A study of the molecular structure and behavior of carbon compounds, this laboratory course explores the basic molecular patterns of the large organic molecules which are critical to life on earth. Molecular bonding and structure are examined with an eye towards understanding the physical and chemical properties of organic molecules. Kinetics and synthetic pathways of elementary organic reactions are examined in and out of the laboratory. Extensive experimental work is an integral part of the course. Projects may include the isolation of orange oil or the synthesis of a soap from nutmeg. This course is the second term of the two-term Advanced Topics in Chemistry sequence; however, it may also be taken by an interested student as a stand-alone course. Open to students who have completed one year of chemistry (CH300/CH350HO or equivalent), have completed Algebra II, have strong analytical skills (quantitative and reasoning), and have the permission of the department.

THE BIOLOGICAL SCIENCES

BIOLOGY

Year; 3 course credits
BI400

This introductory course explores fundamental topics of biology, ranging from cellular biochemistry to the study of ecosystems. An understanding is developed by investigating the flow of energy through biological systems, studying changes within populations due to evolution, reproduction, and genetics, and by examining the ability of organisms to respond to their environment. Open to fifth and sixth formers who have completed physics and/or chemistry, and fourth formers who have completed physics and chemistry with the permission of the department.

Note: BI400 is not open to students who have completed a year of high school biology at another school.

CURRENT TOPICS IN BIOLOGY

Winter, Spring terms; 1 course credit
BI410AD

Newspapers, news reports, weekly magazines, best-selling books, and hit movies increasingly address current issues in biology: the ethics of genetics research; advances in reproductive technology; the controversy surrounding global warming; increasing bacterial resistance to antibiotics; the many uses and manipulations of DNA; HIV and AIDS incidence and research; the emergence of new diseases; and human impact on the environment, to name a few. This course draws on the current literature to study some of these important and interesting topics. The course stresses both individual and group work, with each student responsible for two significant projects during the term. Open to fifth and sixth formers who have completed or are currently enrolled in biology. *This course fulfills the requirement in contemporary global studies.*

BIOLOGY, HONORS

Year; 3 course credits
BI450HO

Designed for students with demonstrated interest and ability in science, this first-year course presents topics of basic biochemistry, cell structure and function, comparative anatomy and physiology, genetics, and ecology. The subject matter is presented within the context of modern evolutionary theory and human interaction with the environment. Students consider the

foundations of biology and related current applications of the science. Open to fifth and sixth formers who have completed physics, chemistry, and have the permission of the department.

Note: BI450HO is not open to students who have completed a year of high school biology at another high school.

VERTEBRATE EVOLUTION

Spring term; 1 course credit
BI465AD

This course explores the biology of the major groups of vertebrates — fishes, amphibians, reptiles, birds, and mammals — through an evolutionary lens. Topics to be studied include vertebrate anatomy, physiology, and development, as well as natural selection and adaptation, phylogenetics, and ecology. Laboratory work focuses on anatomical studies of specimens, and a field component introduces students to the vertebrates on campus through observation of animals in the wild. Open to students who have completed or are currently enrolled in biology.

HUMAN ANATOMY AND PHYSIOLOGY, HONORS

Fall and Winter terms; 2 course credits
BI570HO

This two-term course begins with a microscopic study of tissues and then explores the structure and function of several of the major systems of the human body. Required laboratory work includes hands-on dissection of several organs and culminates in a system-study of the cat. Readings and discussion of current scientific literature, especially in the areas of health and disease, are an integral part of the course. This course continues with an optional third term in the spring (BI575HO). Open to fifth and sixth formers who have completed one year of biology.

ADVANCED TOPICS IN ANATOMY AND PHYSIOLOGY, HONORS

Spring term; 1 course credit
BI575HO

This one-term course is a continuation of the study of human anatomy and physiology begun in BI570HO. Students move into more complex topics such as immunity and the body's defensive systems, human reproduction, embryology, growth, and development. In addition to a body systems study, students will look further into diseases and modern treatments. Open to students who have completed Anatomy and Physiology or who have the permission of the department.

CELL AND MOLECULAR BIOLOGY, HONORS

Winter and Spring terms; 2 course credits
BI581HO

The bedrock of disciplines ranging from medicine to bioengineering, modern molecular biology is the study of how genes in a cell guide the production of biomolecules needed for life. In this intensive course, students explore how molecular biology can be harnessed to understand the nature of disease, produce targeted therapies, and engineer new biotechnologies. Students gain hands on experience in modern experimental techniques including DNA and protein analysis. They also apply their knowledge of molecular biology to reading primary scientific literature. Open to fifth and sixth formers who have completed one year of biology.

GENETICS, HONORS

Spring term; 1 course credit
BI590HO

The discovery that DNA is the blueprint for life was one of the great scientific advancements of the 20th century. Since then, improvements in DNA sequencing and analysis have revolutionized the field of genetics and opened the door to advances in both science and medicine. This course explores advances in genomic research, as well as the personal and societal risks that come with whole genome sequencing and genetic engineering. Additionally, students explore the interplay of genes and environment through non-Mendelian modes of inheritance. This course uses laboratory, seminar, and project-based methods. Open to fifth and sixth formers who have completed one year of biology.

THE ENVIRONMENTAL SCIENCES

GLOBAL SCIENTIFIC ISSUES: SEARCHING FOR SOLUTIONS

All terms; 1 course credit
ES220

This course examines various scientific problems confronting the human species on our fragile planet and looks at ideas for combating them. What sources of energy will best serve humankind in the future while doing the least harm? How can we best employ water, for personal use and irrigation, without leading to health problems and soil degradation? What are the causes and effects of global warming, and how can the earth's temperatures be stabilized? What measures have proven effective, and what innovations may be employed in the future, in controlling AIDS, malaria and pandemics? How will the growing populations of the world obtain adequate nutrition and shelter? These questions call upon students to consider various viewpoints as they seek ways to achieve sustainability for the human species. The course includes oral presentations or debates as well as writing and assessments. Open to third and fourth formers. *This course fulfills the requirement in contemporary global studies.*

THE GEOLOGY SEQUENCE

The Geology Sequence introduces students to the dynamic processes and materials that are involved in the formation and ongoing remodeling of our planet. These courses may be taken as a year-long sequence or individually as term electives. They are not required to be taken in sequential order.

THE DYNAMIC EARTH

Fall term; 1 course credit
ES310

This course examines the structures of the Earth and the mechanisms by which our planet evolves. Plate tectonics and the heat engine that is the earth's core are explored. Students also

study earthquakes and volcanoes to understand these processes and their effects on our planet and on the human population. Open to all students.

THE EARTH'S MATERIALS
Winter term; 1 course credit
ES320

Minerals, rock types (igneous, sedimentary, metamorphic), and the rock cycle are studied in this course. Students examine the valuable geologic resources (fossil fuels, gems, precious metals) required by humans and look at the global impact of the exploitation of those resources. Open to all students.

THE EARTH'S LANDSCAPES
Spring term; 1 course credit
ES330

Students explore the geologic processes that have given rise to the physical geography of the planet's surface, answering the question, "Why does the Earth look as it does?" Mountain belts, the ocean floor, and glaciers are studied as dynamic processes at work on the Earth's surface. Open to all students.

MARINE SCIENCE
All terms; 1 course credit
ES460AD

Approximately 70% of earth is covered by water, and yet we know more about outer space than we do about what lies beneath the water's surface. This course discusses the myriad ecosystems of the ocean and how ocean systems play a significant role in regulating the atmosphere of our planet. The course applies a variety of scientific disciplines — chemistry, physics, biology, geography, and others — to better understand the complexities of marine environments around the world. Through the study of both marine ecosystems and of specific marine organisms, students will improve their scientific literacy and better understand how field-research is conducted. Required laboratory work includes hands-on dissection of select marine species. Additionally, students will be challenged to improve their media literacy skills to identify scientific facts from subjective narratives. The course is open to fifth and sixth form students who have completed at least one year of a laboratory science.

ENVIRONMENTAL SCIENCE, HONORS
Fall and Winter terms; 2 course credits
ES550HO

This two-term course introduces the scientific principles underlying environmental processes, and students develop the analytical skills required to evaluate various forms of evidence in environmental study. Because appreciating environmental issues requires synthesizing scientific and social perspectives, this course provides a background in Earth's biological, geological, and chemical systems, and it explores major environmental issues from historical, political, economic, and ethical viewpoints in local, national, and global contexts. Major course topics include population biology, biome ecology, energy flow and geochemical cycles, climate, pollution, biodiversity, and resource use. A variety of resources will be used, including journal articles, relevant magazine and news sources, films, and internet resources. Open to fifth and sixth formers who have completed (or are currently enrolled in) one year of chemistry and one year of biology, or who have the permission of the department. *This course fulfills the requirement in contemporary global studies.*

ADVANCED TOPICS IN ENVIRONMENTAL SCIENCE, HONORS
Spring term; 1 course credit
ES555HO

This course allows students to delve deeply into the study of select major environmental issues begun in ES550HO. Topics may include global warming, recycling of materials, air pollution, drinking water, and various environmental toxins. Supplementing classwork are field studies and laboratory experiments that emphasize a hands-on, interdisciplinary approach to environmental assessment. Experiencing and understanding the plant and animal life common to New England fields and forests, students spend much of the spring also studying the re-emergence of life near Choate's campus. Open to students who have completed ES550HO or who have the permission of the department.

THE APPLIED SCIENCES

REVERSE ENGINEERING: HOW THINGS WORK
Spring term; 1 course credit
AS230

This course introduces students to general principles of product design and function and examines some of the engineered items all around us. Students learn to take apart various mechanical and electrical devices and examine how component parts work together. Engineering skills such as sketching, 3D modeling, prototyping, testing, and clear communication are emphasized. An introduction to microcontrollers and programming is included and students build several devices of their own design. Hands-on experimentation is emphasized, and students learn to use some 3D modeling software (Google SketchUp), 3D printers, and Arduino microcontrollers. Open to third and fourth formers.

TOPICS IN ENGINEERING
Winter, Spring terms; 1 course credit
AS310AD

This introductory course is designed to provide students with an overview of major engineering principles and applications, as well as an opportunity to implement those principles through experimentation, design-based projects, and presentations. Topics to be covered include graphical communication and drafting, practical material science, beam mechanics and deformation, torque, stability, and buoyancy. The course will provide an interdisciplinary outlet for the mathematical skills and general scientific knowledge students have already acquired and introduce new mathematical concepts to improve their understanding of how real-world systems are designed, modeled, and fabricated. Open to students who have completed one year of physics and Algebra II.

FORENSIC SCIENCE
Spring term; 1 course credit
AS410AD

Forensic science is a lab-based survey of scientific approaches to criminal investigation. Students will learn how various disciplines, including biology, chemistry, math, anatomy, psychology, and law, are interconnected, and they will gain an appreciation for the importance of looking at crime scenes and evidence objectively. Techniques used in the field including fingerprinting, blood analysis, handwriting analysis, evidence collection, casts, and impressions will be introduced. Through a variety of traditional and alternative assessments, students will demonstrate their understanding of concepts and apply them to novel scenarios, often in the form of mock crime scenes. Effective use of the scientific process is fundamental, as students will examine current events, case studies, and cold cases. Students will be expected to work collaboratively and independently. Open to fifth and sixth form students who have completed at least two years of a lab-based science (including biology or concurrent enrollment in biology).

ELECTRONICS
Winter term; 1 course credit
AS440AD

This laboratory course introduces students to both the principles and the techniques of electronics. Students explore the basics of resistors, capacitors, diodes, and the 555-timer chip during the first half of the course. Students develop their experimental skills with multimeters, breadboards, oscilloscopes, and practice building and analyzing circuits. The remainder of the course focuses on integrating the Arduino microcontroller into analog circuits and is introduced through a series of projects of increasing complexity. Each student finishes the course with an electronics project of their own choosing utilizing the Arduino platform and an analog component. Open to students who have completed one year of physics, or who are currently enrolled in physics and have the permission of the department.

DATA ANALYSIS AND VISUALIZATION, HONORS
Spring term; 1 course credit
AS450HO

The ability to analyze, manipulate, and visualize large datasets has become an increasingly important skill in all areas of advanced science. Data guides decision making and allows scientists to discover patterns in fields as diverse as environmental science, microbiology, and astronomy. In this course, students learn to find and filter large public data sets, to analyze and visualize data, and to develop and interpret mathematical and conceptual models to answer scientific questions. Students also collect their own data from sources such as energy and weather-monitoring systems at the Kohler Environmental Center. They will learn to use software and languages such as R, Tableau, and ArcGIS, and will ultimately complete independent and group projects with data sets of their choosing. No previous coding experience or familiarity with a particular software program is necessary. Open to students who have completed Algebra II, or who are currently enrolled in Algebra II and have the permission of the department.

MATERIAL SCIENCE, HONORS
Spring term; 1 course credit
AS560HO

The world is filled with stuff! Yet, incredibly, the materials that make up that stuff fall into only a few basic categories. The alloys, ceramics, polymers, and composites that are used to make cars, computer chips, high performance fabrics, and carbon-fiber skateboard decks all gain their special properties based on their molecular structure. In this course, students examine materials from the nanoscale to the macroscopic as they learn about crystal lattice bonding, manufacturing techniques, and real-world applications. Students complete a variety of laboratory experiences and projects of their own design. An understanding of material properties is crucial to engineering and recommended for students going into STEM fields. Open to students who have completed one year of chemistry.

BEHAVIORAL NEUROSCIENCE, HONORS
Winter, Spring terms; 1 course credit
MD330HO

Neuroscience is one of the fastest growing disciplines in science. Continuous advancement in technology allows us to learn more about the brain and integrate its function with behavior and cognition. This course focuses on the cellular and molecular mechanisms of neural communication, how neurons are connected into circuits with specific inputs and outputs, and how changes in these networks might account for learning/memory. Other subjects include comparative neuroanatomy across vertebrate animals, drugs, behavior, motor systems, and sleep. These topics are supplemented with current research studies and laboratory work that includes hands-on dissection of a sheep brain. Open to fifth and sixth formers who have completed Anatomy and Physiology or Introduction to Psychology.

COGNITIVE PSYCHOLOGY, HONORS
Fall term; 1 course credit
PY552HO

Cognitive science is an interdisciplinary study of how the mind works based on assumptions from psychology, computer science, neuroscience, linguistics, and philosophy. We review the cellular and structural components of the brain before delving into the larger systems that underlie consciousness, attention, sensation and perception, memory, thinking, decision making, and language. Units are given a hands-on approach through required laboratory work (including an eye dissection) and an exploration of case studies from "The Man Who Mistook His Wife for a Hat and Other Clinical Tales" by Oliver Sacks. Students gain an appreciation for how the brain processes information and an understanding of how a simple break in information flow can result in someone experiencing the world in a vastly different way. Open to fifth and sixth formers who have completed Anatomy and Physiology or Introduction to Psychology.

THE SCIENCE RESEARCH PROGRAM

The purpose of this program is to teach students the techniques and approaches used by professional scientific researchers as they carry out investigations in the laboratory and in the field. The program consists of a year-long course during the fifth form year and a final single-term course in the fall of the sixth form year and includes a required summer component (between fifth form and sixth form years) during which students complete an internship involving supervised laboratory research. There are two sections of this program, one with a biological focus and the other with a focus in the physical sciences. Students who wish to be considered for the program must apply in the winter of their fourth form year. Each section consists of eight students, who are selected based on their academic abilities and their potential to contribute successfully to the program.

SCIENTIFIC RESEARCH I, HONORS: INTRODUCTION TO PROFESSIONAL RESEARCH

Year; 3 course credits
SR550HO

The goal of the on-campus coursework is to teach students about various aspects of scientific investigation including conducting background research, experimental design, data collection, data analysis, formal presentation, and to prepare students for their individual work in a research laboratory over the summer. In the biological science-focused section, students gain hands-on experience with modern experimental techniques including DNA and protein analysis and genetic engineering. In the physical science-focused section, students expand their knowledge of sensor technology, indirect measurement techniques, quantitative analysis, and data presentation through a series of intensive research projects and labs. In both sections, formal and informal literature searches are carried out to support each experiment or project, and significant time is spent mastering the use of database/search engines. The underlying goal is for students to learn how to critically read complex scientific literature, apply that understanding to their own experiments and analyses, make scientific presentations, and assess the work of others. During the fall or winter terms, students are expected to secure a research internship in an academic (or comparable) research laboratory. The program directors will provide support and guidance throughout the search process. The spring term consists of intensive individualized preparation for each student's upcoming summer research project. Students write a comprehensive review article of the work done by their mentor and others in their field of research. The review article is a significant document that should not only prepare students for the work they will complete in the summer, but also allow them to polish their scientific writing skills. Students may also dedicate significant time to developing specific skills essential to the research of their lab (coding language, instrument procedures, etc.). Open to fifth formers by application in the winter of the fourth form year.

SUMMER RESEARCH

Having prepared fully for the experience, students work full-time in an academic (or comparable) research laboratory under the guidance of their mentor scientist. Students must remain in contact with their SRP director at Choate during this summer research experience. As dictated by school policy, students do not get academic credit for this summer research, and it does not appear as a course on the transcript.

Note 1: As with all summer study undertaken by Choate students, any incurred costs are not covered by academic year tuition and fees. However, need-based financial assistance may be available to students who otherwise could not fulfill this component of the SRP.

Note 2: For SRP students on an F-1 visa, the summer research internship must take place outside of the United States.

SCIENTIFIC RESEARCH II, HONORS: PRESENTATION OF PROFESSIONAL RESEARCH

Fall term; 1 course credit
SR600HO

The focus of the final term and the culmination of the program are a paper, oral presentation, and professional poster. The paper is a manuscript in the format of a publishable scientific work. The presentation is made in late fall to a large audience of interested members of the Choate Rosemary Hall community. The poster is of the quality one would find at professional scientific meetings and will be placed on display in the Science Center. (The paper, presentation, and poster may help the student prepare for a local or nationwide competition, but the student would need to identify this goal early in the program, as the timeline of some competitions requires paperwork to be filed well in advance of actual research. Additionally, the mentor would have to support this goal and the research would have to be worthy of submission. This is not a required aspect of the program.) In this final term of the program, sixth formers are encouraged to mentor the new fifth form students in all aspects of SRP. Open to sixth formers who have completed SR550HO and approved summer research.

SUMMER ENRICHMENT

SUMMER PROGRAMS

Choate Rosemary Hall Summer Programs offers courses for both Choate and non-Choate students.

Although a Summer Programs course does not appear on a student's Choate Rosemary Hall transcript, and hence is not factored into a student's GPA, there are several advantages to taking a course during the summer:

- a Summer Programs course may satisfy a Choate diploma requirement or prerequisite requirement;
- participation in Choate Summer Programs can enable a student to exercise more flexibility with course selection during the academic year, and thus facilitates the possibility of pursuing additional courses of particular interest; and
- students can gain early exposure to course material that they might find challenging to master in the academic year.

Note: While courses taken in the summer (including those which satisfy diploma requirements) do not appear on a student's Official Transcript, they are listed on the Summer Transcript, which becomes a part of the student's permanent academic record at Choate. Students must specifically request that their Summer Transcript be included in any application materials if they wish for their summer coursework to be shared externally.

Upon successful completion of a course, Choate students may be placed into the next course in a sequence and may be eligible for placement in an honors course in that discipline. Placement is determined by the Registrar, in consultation with the appropriate academic department head. Summer coursework is designed to supplement a student's academic program and may not be used to obtain a reduction in the minimum course load requirement of five courses per term.

To apply for Choate Summer Programs, students must complete the online Summer Programs application, in accordance with the application instructions for current and matriculating students. For current Choate students, acceptance is based on the recommendations of the current subject teacher, department head, form dean, or Registrar, as applicable. For matriculating Choate students, acceptance is based on a review of Choate application materials and the Summer Programs application.

Note: Please contact the Summer Programs Office for further information (choatesummer@choate.edu or (203) 697-2365) or visit the Summer Programs website at www.choate.edu/summer.

COURSES ELIGIBLE FOR DIPLOMA REQUIREMENT CREDIT

Matriculating and current Choate students who wish to fulfill a diploma requirement with one of the following courses must notify the Registrar of their intention to take a course as part of the application and enrollment process for Summer Programs and must comply with all attendance and course expectations. The Registrar will determine final eligibility for diploma credit based upon the student's successful completion of the course.

ARTS

ACTING

TA10

In this dynamic and interactive course, students will explore the art of acting by understanding the choices that actors make when preparing for a role. Through theater games, improvisation, monologues, and scene work, participants will develop essential skills for portraying diverse characters on stage. This course is designed for all experience levels, and no prior acting background is required. Students will engage in both individual and group exercises that foster creativity, collaboration, and confidence in performance. By the end of the course, participants will gain a deeper appreciation for the craft of acting and the techniques that bring characters to life. *This course earns one theater arts credit.*

CERAMICS: WHEEL THROWING AND SCULPTURE

VA28

This course introduces students to the art of contemporary ceramics through both wheel throwing and sculptural approaches. Working with the potter's wheel and hand-building techniques, students design and create a variety of forms including mugs, bowls, and expressive sculptural works. Emphasis is placed on developing technical proficiency while cultivating each student's ability to translate ideas into visual form. Students engage with all stages of the ceramic process, including design, forming, firing, decorating, and glazing. As both an introduction to contemporary crafts and a hands-on studio experience, the course encourages creativity, craftsmanship, and a deep understanding of the ceramic medium. *This course earns one visual arts credit.*

DIGITAL FILMMAKING

VA11

The ability to effectively communicate using images and sound is a vital skill in contemporary media. This course takes students through the pre-production, production, and post-production steps in the creation of video projects. Students will plan, script, and storyboard their ideas in pre-production and learn how to use a digital video camera to effectively collect images that communicate a story to an audience. Students will have the

opportunity to experiment with various camera techniques, sound capture, and reproduction while mastering the basics of good composition. In post-production, students will edit footage using Adobe Premiere pro, transforming rough video into polished final products. This course provides a comprehensive introduction to digital video production, equipping students with the skills to create engaging visual narratives. *This course earns one visual arts credit.*

DRAWING
VA14

This course introduces students to the basic elements of drawing — line, value, texture, perspective, composition, and space — and promotes the investigation of drafting materials through the practice of various drawing techniques. Students become comfortable using foundational black and white media, including pencil and charcoal. These basic drawing elements, materials, and techniques work in dynamic combination with each student's emerging concepts of self-expression. The course culminates with a show of student work in the Paul Mellon Arts Center Gallery. Open to all students. *This course earns one visual arts credit.*

OIL PAINTING
VA12

This course introduces students to the foundational techniques of oil painting. Students explore the key elements of observational painting through still life, portraiture, and landscape. Students learn how to see and mix color, modulate values, and develop form. Assignments are based on traditional and contemporary painting techniques and are designed to develop technical skill while fostering each student's concepts of creative expression. The course culminates in an art show of students' works at the Paul Mellon Arts Center Gallery. *This course earns one visual arts credit.*

HISTORY AND SOCIAL SCIENCES

CONTEMPORARY ISSUES
HI11

This course introduces students to major contemporary issues facing the U.S. and the world, helping students develop fundamental research, writing, and public speaking skills. The course typically focuses on three major issues, utilizing a range of materials and providing historical context and a variety of perspectives on each issue. Sample topics include nuclear proliferation, the Israel-Palestine conflict, modern Cuba, refugee experiences, and climate change. This course will pay particular attention to the development of critical writing, reading, note-taking, and research skills. Open to students who will have completed the U.S. equivalent of grades 8 or 9 by the start of Summer Programs. *This course fulfills the requirement in contemporary global studies for rising third and fourth formers.*

MORAL REASONING
PL12

This introductory ethics course invites students to explore the fundamental principles of moral reasoning and ethical decision-making. Throughout the semester, students will engage with a diverse array of classical and contemporary ethical theories, including utilitarianism, deontology, virtue ethics, and care ethics. By examining these frameworks, students will gain the tools to analyze and assess complex moral dilemmas. Key topics may include capital punishment, stem cell research, environmental ethics, and issues related to social justice and personal responsibility. Each topic will be approached through a lens that encourages critical thinking and respectful dialogue, allowing students to consider various perspectives and the implications of their choices. Open to students who will have completed the U.S. equivalent of grades 10 or 11 by the start of Summer Programs. *This course fulfills the requirement in philosophy/religion for rising fourth, fifth, and sixth formers.*

WORLD RELIGIONS
RL11

This course provides an exploration of the beliefs, practices, ethics, and histories of five major world religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. Through a combination of lectures, readings, and group discussions, students will investigate the foundational texts, rituals, and ethical teachings of each religion, gaining insight into how these elements shape the lives of individual believers. The course will also examine the historical development of these faiths, their cultural contexts, and their interactions with one another over time, including topics such as the influence of religion on social and political movements. Ultimately, this course aims to foster a deeper understanding of the complexities and commonalities among these religions, promoting interfaith dialogue and respect for diverse belief systems. Open to students who will have completed the U.S. equivalent of grades 8 or 9 by the start of Summer Programs. *This course fulfills the requirement in philosophy/religion for rising third and fourth formers.*

JOHN F. KENNEDY '35 INSTITUTE IN GOVERNMENT

The John F. Kennedy '35 Institute in Government is designed to stimulate curiosity about public policy and the desire to serve the public interest. As Kennedy Institute participants, students take three KI classes over the course of four and a half weeks and get to experience government in action during a multi-day trip to Washington, D.C., where (pending what is possible and permitted) they watch House and Senate debates, observe committee hearings on Capitol Hill, and spend time with officials in the White House and the Supreme Court. Students build on what they learn in the classroom and get a real "insider's feel" for politics in meetings with representatives of interest groups, national political parties, and the media. While knowledge of politics is not necessary for the program, the desire and willingness to learn about politics, economics, U.S. history, and international affairs in class is essential. Open to all students.

Note: Matriculating and current Choate students who successfully complete the John F. Kennedy '35 Institute in Government program in the summer will satisfy the academic year requirement of Political Ideologies, Honors (PS430HO) for the John F. Kennedy '35 Signature Program in Government and Public Service.

AMERICAN GOVERNMENT AND POLITICS
KI11

In this foundational course, students will explore the Constitution and Federalism through the lens of contemporary politics, providing a comprehensive understanding of their relevance in today's political landscape. The course will begin with an in-depth examination of the structure and principles of the U.S. Constitution, including the roles and powers of the federal government as established by this foundational document. Students will investigate how the offices of the President, Congress, and the Supreme Court function in both theory and practice, analyzing key case studies that highlight their interactions and conflicts. Through discussions and analyses of landmark Supreme Court decisions, legislative actions, and executive orders, students will gain insight into the complexities of governance and the impact of these branches on American society. Additionally, the course will focus on current political issues and debates, examining the platforms of major political candidates and their parties. Students will engage in critical discussions about pressing topics such as healthcare, immigration, civil rights, and climate policy, assessing how these issues shape and are shaped by the political landscape. By the end of the course, students will have developed a nuanced understanding of the interplay between the Constitution, Federalism, and contemporary politics, equipping them with the analytical skills to engage thoughtfully with current events and the broader democratic process.

FOUNDATIONS OF POLITICAL THOUGHT
KI12

This course explores the foundations of Western political philosophy, introducing key thinkers such as Plato, Aristotle, Hobbes, Locke, Rousseau, and Mill. Students will engage with essential texts to understand governance, justice, and individual rights. The course also examines modern economics, focusing on how economic principles influence public policy and vice versa, covering concepts like supply and demand, market structures, and government roles. Students will moreover explore the meanings of conservatism and liberalism in the context of current political debates, assessing their historical evolution and implications for policy in areas like healthcare and education. When applicable, students will compare Western political and economic systems with alternatives such as socialism and communism through case studies and analyses. By the end of the course, students will have developed a nuanced understanding of the interplay between political philosophy, economics, and public policy, enhancing their critical thinking skills for contemporary political discourse.

Note: Current students who have been accepted into the JFK Signature Program may request to take Foundations of Political Thought to satisfy the PS430HO requirement.

TOPICS IN PUBLIC POLICY
KI13

In this course, students will engage in a critical analysis of how national and international newspapers, particularly The *New York Times*, serve as a lens to examine the dynamics of influence on American public policy. Through a combination of reading assignments, discussions, and research projects, students will explore the role of media in shaping public opinion and political discourse. The course will cover key topics such as the relationship between journalism and power, the impact of various interest groups – such as political organizations, corporations, and social movements – on policy formation, and the ways in which different narratives are constructed in the media. Students will analyze specific case studies, tracking how coverage of issues like healthcare, immigration, and climate change reflects and influences legislative outcomes. By the end of the course, students will develop critical thinking skills to assess media reports, understand the interplay between journalism and public policy, and recognize the responsibilities of the press in a democratic society. This multifaceted approach aims to equip students with the tools necessary to navigate the complex landscape of media influence in contemporary American politics.

MATHEMATICS

IMMERSION GEOMETRY
MA18

This intensive course covers the standard year-long geometry curriculum. At a brisk pace, students explore the fundamentals of Euclidean Geometry as well as various applications of these concepts in the real world. As time permits, algebra is incorporated to help students review and strengthen their problem-solving skills. After gaining experience making conjectures and testing hypotheses, students will progress to writing formal deductive proofs, using paragraphs as well as the two-column format. To complete this year-long course in the summer, students attend class for the full academic day and may not enroll in additional courses. This course is appropriate for highly motivated students who have completed Algebra I. *This course fulfills the requirement in geometry.*

Note: Matriculating and current students entering the fourth form who have not yet completed a geometry course may choose this course. Students entering the third form are generally not approved to take this course. Students in Immersion Geometry receive a traditional letter grade on the Summer Transcript.

SCIENCE

SCIENCE AND SOCIETY
ES11

This non-laboratory course investigates various scientific problems confronting the human species on our fragile planet and examines ideas for combating these problems. What sources of energy will best serve humankind in the future, while doing the least harm? How can we best employ water for personal use

and irrigation without leading to health problems and soil degradation? What are the causes and effects of global warming, and how can Earth's temperatures be stabilized? What measures have proven effective, and what innovations may be employed in the future for controlling AIDS, malaria, and pandemics? How will the growing populations of the world obtain adequate nutrition and shelter? These questions call upon students to consider various viewpoints as they seek ways to achieve sustainability for the human species. The course includes oral presentations and debates as well as writing and assessments. Open to all students; only students who will have completed the U.S. equivalent of grades 8 or 9 by the start of Summer Programs will be eligible to fulfill the diploma requirement. *This course fulfills the requirement in contemporary global studies for rising third and fourth formers.*

SOCIAL JUSTICE, LEADERSHIP, AND COMMUNITY SERVICE

Recognizing the significance of social justice awareness, action, and leadership in the lives of our students, Choate's Social Justice seminar offers a unique opportunity to engage in important discussion and effect change.

SERVICE AS SOCIAL JUSTICE

WK15

What can we learn about our societies in the face of the many socio-economic and racial injustices that have come more sharply into focus as a result of the Coronavirus pandemic, the Black Lives Matter movement, and the global refugee and migrant crisis? How can we live our lives centered in anti-racism to bring about equity, inclusion, understanding, and healing for a more human-centered approach to service with others as acts of justice? Teaching through examples of youth-led movements and recognizing the importance of service as part of developing ones' awareness of others and empathy, this two-week program offers an academically reflective service experience with examples of real-world application. Through excursions to nearby organizations, students learn about the interconnectedness of socio-economic inequities and the subsequent impact on communities and individuals. Students reflect on difficult questions raised in assigned readings, movies, and podcasts, and will hear first-hand testimony of the challenges facing marginalized populations. Students leave with the skills and inspiration to contribute to positive change in their own communities. Open to all students. *This course fulfills part of the Community Service requirement.*

Note: Matriculating and current Choate students who wish to take this course to fulfill Community Service credit hours for the academic year must be in touch with the Director of Community Service as part of the application and enrollment process for Summer Programs as well as comply with all attendance and course expectations. The Director of Community Service will determine final eligibility for community service credit hours based upon the student's successful completion of the course and timely submission of reflections for approval.

COURSES ELIGIBLE FOR PREREQUISITE CREDIT

Matriculating and current Choate students who wish to fulfill a prerequisite with one of the following courses must notify the Registrar of their intention to take a course as part of the application and enrollment process for Summer Programs and must comply with all attendance and course expectations. The Registrar will determine final eligibility for prerequisite credit based upon the student's successful completion of the course.

CREATIVE WRITING WORKSHOP

WK16

This two-week workshop explores multiple forms of creative writing and allows young writers to find their inner poet, memoirist, playwright, or storyteller. With a focus on drafting, revising, and final polishing, students explore various genres through fun and creative exercises, inspiring mentor texts, and in-class activities aimed at producing and sharing work frequently. Along the way, teachers provide guidance in making decisions about genre, structure, language, and voice. Workshop sessions focus on the importance of word choice, sentence type, detail and description, plot, conflict, character, and figurative language. Students receive one-on-one guidance, work closely alongside their peers, and showcase their writing in a final reading and portfolio of their best work. Individual freedom, artistic vision, and purposeful revision are some of the pillars of this course, as students find their voice and learn how best to put pen to page to express their ideas. Readings, which complement the varied writing assignments, may include journalism, short stories, essays, and poems. Open to all students. *This course fulfills the prerequisite for Advanced Creative Writing (EN490).*

INTRODUCTION TO PSYCHOLOGY

PY11

Focusing on recent developments in psychology and self-understanding, this course covers several theories of personality, neuroscience, and human behavior. A developmental approach to various psychological theories (e.g., those of Freud, Horney, Skinner, Erikson, and Rogers) creates a framework for the study of identity and self-image, family and peer relationships, and conformity and prejudice. Open to students who will have completed the U.S. equivalent of grades 9, 10, or 11 by the start of Summer Programs. *This course fulfills the prerequisite for all upper-level psychology courses.*

INTRODUCTION TO ROBOTICS

CS12

This course introduces students to the fundamentals of robotics using the VEX platform. Students learn to design and build robots, program autonomous behaviors, and use sensors to improve a robot's ability to interact with its environment. Robots will compete in challenges, including racing and navigating over and around a variety of obstacles. This course also serves as an introduction to some aspects of computer programming, including program design and control, looping, and Boolean

logic. Prior programming experience is not necessary. Open to all students. *This course fulfills the prerequisite for the upper-level computer science and robotics courses, and satisfies the prerequisite coursework required for application to the Advanced Robotics Concentration (ARC).*

SUMMER ENRICHMENT COURSES

Choate offers the following online study opportunities for invited students. These summer offerings are for enhancement and enrichment — they are optional, no fee is charged, and no grades are assigned. The goal of each is to provide students with a greater familiarity and comfort level with material they will face once school starts in the fall, and in the case of the Physics Primer, an introduction to the Choate campus and academic culture.

ALGEBRA I

Algebra I is offered to incoming students who have been placed in Algebra I during the academic year. Algebra is the backbone for all we do in math and given that many students have already had some experience in algebra, this summer opportunity permits invited students to strengthen their knowledge of algebra and hone their quantitative skills under the guidance of a Choate teacher.

The course consists of up to 12 modules that are self-paced, with short assessments that can be taken multiple times to verify mastery of the material. These modules are hosted on Canvas (our online learning management system) and are accompanied by an online textbook and multimedia materials that together provide access to the content in several formats. The teacher is also available for support as are the other students who have elected to participate in this online learning community.

Substantial progress in this online course may mean placement (determined by our math department head) into Geometry in the fall, in which case the Algebra I diploma requirement is deemed fulfilled.

Note: Algebra I runs for four to five weeks, usually from mid-July to mid-August and is offered by departmental invitation to new students placed into MA125.

PHYSICS PRIMER

The Physics Primer is a four-week online primer that helps prepare incoming third and fourth formers for our regular introductory physics courses. In addition to being exposed to some physics, students learn how to use an iPad for academic classes and also get to know their instructor, as well as other new students who have elected to participate in the course. Students are introduced to some of the technology used on campus, including Choate email and Canvas (our online learning management system). The Physics Primer consists of four week-long units: Introductions and Graphing; Introduction to Motion; Introduction to Vectors and Forces; and Working with your Calculator, Relating Variables in Equations. The course runs asynchronously; however, students who enroll are expected to meet weekly deadlines and participate for the entire four weeks.

Note: The Physics Primer runs generally from early July to early August and is offered by departmental invitation to new students placed into PH200, as determined by the Science department head.

LANGUAGE MAINTENANCE PROGRAM

The Language Maintenance Program (LMP) is offered by departmental invitation to those returning students in Chinese, French, Latin, or Spanish who have had to step away from their language studies for a time due to study at the Kohler Environmental Center, or an extended period spent away from campus and the language classroom. The LMP experience reintroduces students to the target language, so they feel comfortable returning to its study after a significant time away. The LMP is also appropriate for students who have may have struggled in their language studies during the most recent academic year and need to brush up on their skills before continuing their studies in the fall.

The structure of the LMP varies depending on the language, student, and teacher, but key features of the LMP include independent work using multimedia materials accessible online, self-tutorial exercises, and individual weekly sessions between teacher and student on Skype or another appropriate interface that enables practice with the target language. Throughout the program, all skill areas are reinforced: reading, writing, listening, and speaking.

Note: The LMP runs for four to five weeks, usually from early July to early August, though some flexibility in this schedule is possible by mutual agreement between teacher and student.

ACADEMIC PLANNING RESOURCES

STANDARDIZED TESTING

While standardized test scores are not the only or most important credential in a student's college application, they can provide colleges and universities with a data point that may be used in the evaluation process. For colleges and universities that require standardized testing as part of the admission application either the SAT or ACT may be used to satisfy this requirement. Currently, many U.S. colleges and universities are "test optional." This means that students may submit the SAT or ACT for consideration, but it is not a required component of the application. Students who apply to a test optional college without an SAT or ACT score will not be penalized in the application process. A smaller subset of colleges (including the University of California system) are "test free." This means that they do not consider standardized testing, even if it is submitted. Students should always check individual college admission websites for the most up-to-date information as colleges can change their policies from year-to-year. Colleges outside the United States are more likely to require standardized tests, including AP scores.

Choate's broad and deep curriculum has historically prepared students well for standardized tests. Because each course of study at Choate is tailored to an individual's talents and interests and our diploma requirements, students should discuss with their teachers and/or their college counselors the appropriate time to take specific standardized tests.

In most cases, the Choate College Counseling Office (CCO) recommends that students sit for a total of one or two of either the SAT or ACT exams by the end of the fifth form year to obtain a baseline assessment of a student's standardized testing strengths and weaknesses. The CCO recommends that students choose one exam or the other – not both.

Students may use testing dates in the summer prior to or during the fall of the sixth form year to improve their standardized test scores as they develop and learn more through the Choate curriculum.

Students must register for the SAT and ACT online at www.sat.org and www.actstudent.org, respectively. The ACT and SAT are offered at Choate on various Saturday morning dates throughout the academic year.

THE TESTS

PSAT/NMSQT

The PSAT assesses evidence-based reading, writing, and math skills. Students receive scores on a 160-760 scale for both the math section and the combined reading and writing section, which add together for the total score, reported on a 320-1520 point scale. PSAT scores are neither reported to, nor viewed by, colleges for purposes of admission. Fourth and fifth formers are automatically registered for the October PSAT and billed by Choate. Fourth formers take the PSAT for practice only. The PSAT is a digital test and students must supply their own device. A laptop or school-issued iPad will suffice.

In the fifth form year, the PSAT score is used as the National Merit Scholarship Qualifying Test (NMSQT). The NMSQT identifies students who performed exceptionally well on the test and who may later be invited to participate in the National Merit Scholarship Competition (NMSC). A student who qualifies will be notified in September of the sixth form year and will be contacted by the college counselor to complete the NMSQT application. If a student spends more than four years in high school, there are special rules regarding qualification for the NMSC. The PSAT taken in the third year of high school will be the qualifying exam. Students should confer with the College Counseling Office to ascertain eligibility.

SAT

Choate students wishing to use the SAT as their standardized test for college applications are encouraged to take their first SAT in December or March of the fifth form year. Typically, fifth formers are advised to retake the exam in May or June, and once again, if appropriate, during the summer or fall of their sixth form year. The SAT is a digital exam. It consists of a Reading and Writing section and a Math section. Both sections have two modules of equal length. Each section is scored on a 200-800 point scale combined for a possible score of 1600. There is no essay section on the SAT. More information, including instructions on registering for tests, can be found at www.sat.org.

ACT

Choate students wishing to use the ACT as their standardized test for college applications are encouraged to take their first ACT in December or February of the fifth form year. Typically, fifth formers are advised to retake the exam in April or June, and once again, if appropriate, during the summer or fall of their sixth form year. The ACT is comprised of four subject area tests (English, Reading, Math, and Science). As of September 2025, the Science test is optional and not part of the composite score.

The ACT provides three or four separate sub-scores (1 is the lowest, 36 is the highest), one for each subject area taken, and a composite score that is the rounded average of three sub-scores (English, Math, and Reading). If a student takes the Science section, they will receive a STEM score (rounded average of Math and Science). More information, including instructions on registering for tests, can be found at www.actstudent.org.

PRACTICE ACT

Choate typically administers an unofficial, practice ACT test, mirroring the content and structure of the ACT, in the spring of the fourth form year. The results of this practice test help students prepare for the ACT and can help determine if the ACT is an appropriate test for a student to take. Fourth form students are automatically signed up to take this test.

WHEN SHOULD STUDENTS TAKE THE SAT OR ACT?

By taking the PSAT in the fourth and fifth form years and the practice ACT in the spring of the fourth form year, students and families have an idea of their student's predicted success on the tests, and if they prefer either one.

If the student prefers to concentrate on the SAT, a recommended pattern for taking the SAT is to sit for the SAT in December, March, May, and/or June of the fifth form year. Students have the August, September, October, November, and December test dates in their sixth form year if they need more test dates for the SAT. In most cases, the October test scores would be received by colleges in time to be considered for early decision/early action application deadlines. Some colleges will also consider November testing results for early decision/early action applications.

If the student prefers to concentrate on the ACT, a recommended pattern for taking the ACT is to sit for the exam in December, February, April, June, and/or July of the fifth form year. Students have September, October, and/or December of their sixth form year if they need more dates for the ACT. The October test scores would be received by colleges in time to be considered for early decision/early action application deadlines.

Check the Testing Schedule to see which dates the tests are offered at Choate and which dates the tests need to be taken off campus.

AP EXAMS

Offered at Choate in May each year, AP Exams are administered by the College Board. They can be used to obtain course credit, advanced standing, and/or advanced placement at many colleges and universities. For more information, visit https://apstudents.collegeboard.org.

These tests may be appropriate when students have completed advanced or honors courses in the target subject. Students should check with their teachers to determine whether an AP Exam is advised.

AP Exams are not required for most U.S. college applications, but good scores could enhance a student's application at some colleges. AP Exams are an important component of international applications — especially to universities in the United Kingdom. Students should consult their college counselor about reporting AP scores during the college application process. (Some international universities, including selective institutions in the United Kingdom, frequently require AP scores.)

AP Exams are scored on a 1 (low) to 5 (high) scale. AP Exam scores are not listed on Choate transcripts. Students register for AP exams through the College Board website, but they will need to use Access Codes supplied by the Testing Coordinator. The Testing Coordinator sends out important information regarding AP registration at the beginning of the fall term. Students must register for AP exams in the fall (typically early November) to avoid late penalties imposed by the College Board.

TOEFL AND DUOLINGO ENGLISH TEST

The Test of English as a Foreign Language (TOEFL) is a test for students whose native language is not English. Some colleges require the TOEFL for all international students, while others will waive it for international students who have studied for multiple years at a high school where the language of instruction is English. Fifth form students whose first language is not English may take the test over the summer before the sixth form year in their home country and, if necessary, once again in the fall. For more information, including registration information, consult the TOEFL website: www.ets.org/toefl.

Many colleges will accept the Duolingo English Test. This test can be taken remotely (there is no test center; students take the exam anywhere and at any time) and it is a less costly exam. For more information, visit www.englishtest.duolingo.com.

ADDITIONAL TESTING INFORMATION

- When students receive their PSAT score results, helpful test taking information for the SAT is also provided through the College Board's partnership with Khan Academy. This is a free service.
- Students and families are also encouraged to consult the websites for the exams at www.sat.org and www.actstudent.org for helpful test tips, sample tests, and test descriptions for the SAT and ACT.
- Choate hosts formal test preparation courses offered by an independent test prep company each year. For more information, consult the College Counseling section of the Parents Portal or contact the Testing Coordinator in the College Counseling Office.
- The website www.fairtest.org provides a comprehensive list of all test-optional, test-flexible, and test-free institutions. The list includes many selective colleges that do not require standardized tests as a component of the application process.
- Eligible students may use fee waivers to cover the costs of standardized testing. Qualified students will also receive a limited number of free score reports to send to colleges. In addition, if students take a standardized test using a fee waiver, they will qualify for college application fee waivers. Students should contact the College Counseling Office to discuss whether they are eligible.

NON-STANDARD ADMINISTRATION OF THE PSAT, SAT, ACT, AND AP EXAMINATIONS

If the presence and nature of a learning difference places a documented functional limitation on the student and the College Board or ACT has granted accommodations, that student will receive all necessary accommodations during standardized tests. Such accommodations may include, but are not limited to, extra breaks or extra time on the SAT, AP exams, PSAT exams, and the ACT. Students who receive accommodations at Choate are not automatically granted accommodations on standardized tests. They must work with the School to request accommodations from the College Board and/or ACT, and the decision to grant accommodations for a standardized test is at the sole discretion of the College Board and/or ACT. Students and families interested in learning more about this should contact the Director of Studies and the Testing Coordinator.

DIPLOMA/CERTIFICATE OF STUDY REQUIREMENTS SUMMARY

Course Load Requirements: *All students, including PGs, must meet all expectations of credits, course load, and program balance each term.*

	4-Year Student	3-Year Student	2-Year Student	1-Year Student	Certificate of Study - Postgraduate Student (PG)
ARTS	1 term - 3rd form 1 term - 4th or 5th form 1 term - 6th form - 2 Different Areas (DA, MU, TA, or VA)	1 term - 4th or 5th form 1 term - 6th form - 2 Different Areas (DA, MU, TA, or VA)	1 term - 5th form 1 term - 6th form	1 term	1 term
ENGLISH	4 years*	3 years*	2 years*	1 year*	1 year*
HISTORY	World History (usually 4th form) U.S. History (5th or 6th form)	World History (usually 4th form) U.S. History (5th or 6th form)	U.S. History (5th or 6th form)	U.S. History	None
PHILOSOPHY/RELIGION	1 term	1 term	1 term	1 term	None
LANGUAGE	Completion through 300/350 level language or the AMES Program	Completion through 300/350 level language or the AMES Program	Completion through 300/350 level language or the AMES Program**	Completion through 300/350 level language or the AMES Program	None
MATHEMATICS	Algebra 1 Geometry Algebra 2	Algebra 1 Geometry Algebra 2	Algebra 1 Geometry Algebra 2	Algebra 1 Geometry Algebra 2	None
SCIENCE (Lab-based)	1 year Physical Science 1 year Biological Science	1 year Physical Science 1 year Biological Science	1 year Physical Science 1 year Biological Science	1 year Physical Science 1 year Biological Science	None
QUANTITATIVE	14 secondary school credits	14 secondary school credits	14 secondary school credits	14 secondary school credits	None
GLOBAL STUDIES	1 term	1 term	None	None	None
COMMUNITY SERVICE	40 hours total (10 per year)	30 hours total (10 per year)	20 hours total (10 per year)	10 hours total	10 hours total
AFTERNOON ACTIVITY	All students are required to participate in an afternoon activity three terms each year.				
LIFELONG WELLNESS	All students are required to participate in the Lifelong Wellness curriculum.				

***A student may be exempted from a single term of English only once in their career.**
****If no prior language course has been taken in high school, a student must complete two years of a single diploma language.**
Additional information can be found in the Diploma Requirements section of the Course Catalogue.

SIGNATURE PROGRAM SUMMARY

SIGNATURE PROGRAMS

	Length of Program	Who Can Apply?	Application Deadline	Program Director(s)
ADVANCED ROBOTICS CONCENTRATION (ARC)	Remainder of CRH career following acceptance to the program	Rising 4th and 5th formers	11:59 PM, February 13, 2026	Andrew Murgio, Jon Miller
ARABIC AND MIDDLE EASTERN STUDIES (AMES)	Coursework spans two years	Rising 4th, 5th, and 6th formers	*No Formal Application*; Students must declare their intention to complete the program requirements in writing to the Registrar and the Program Director by the end of the winter term of their 5th form year.	Yassine Benzanine
ARTS CONCENTRATION - Dance - Music - Theater - Visual Arts	Remainder of CRH career following acceptance to the program	Rising 4th and 5th formers; rising 6th formers (discipline specific)	11:59 PM, February 13, 2026 **The Arts Con selection process requires a portfolio review or audition. This part of the process will be scheduled following the submission of the application.*	Matthew McLean
CAPSTONE	1 year	Rising 6th formers	11:59 PM, February 13, 2026	Jim Davidson
ENVIRONMENTAL IMMERSION PROGRAM (EIP)	1 year	Rising 5th and 6th formers	11:59 PM, February 13, 2026	Joe Scanio
GLOBAL ENGAGEMENT PROGRAM (GEP)	Remainder of CRH career following acceptance to the program	Rising 4th and 5th formers	11:59 PM, February 13, 2026	Ashley Sinclair
JOHN F. KENNEDY '35 PROGRAM IN GOVERNMENT AND PUBLIC SERVICE (JFK)	2 year (5th and 6th forms)	Rising 5th formers	11:59 PM, February 13, 2026	Ned Gallagher
SCIENCE RESEARCH PROGRAM (SRP)	1 year (5th form) + fall term (6th form)	Rising 5th formers	11:59 PM, February 13, 2026	Selena Gell, Chris Hogue

ADDITIONAL CURRICULAR OPPORTUNITIES

DIRECTED STUDY	1 term	Rising 4th, 5th, and 6th formers	No later than one week after the previous term's midterm	Ellen Devine
SENIOR PROJECT	1 term (6th form spring, only)	6th formers **students apply in the fall*	November 1, 2026	Ellen Devine
STUDY ABROAD	1 term	Rising 4th and 5th formers; rising 6th formers may apply for fall term abroad	December 12, 2025 – Rome, Italy January 9, 2026 – all other programs	Ashley Sinclair

AFTERNOON ACTIVITY OFFERINGS

All students are required to participate in three terms of an afternoon activity each year.

Fourth and fifth form: Students must take three terms of athletics, or two terms of athletics and one term of an alternate activity.

Sixth form: Students must be enrolled in an afternoon activity each term, at least one of which must be athletics.

Interscholastic sports are indicated in **Bold.** Afternoon offerings are subject to change. To learn more about the various teams, contact the Athletic Office at (203) 697-2860.

FALL	WINTER	SPRING
ATHLETICS		
Advanced Weightlifting Approved Athletic Project Beyond Barre/Pilates Cardio/Cybex Crew (Intramural) **Cross Country** Cross Country (Intramural) Dance Dance Intensive Farming & Gardening **Field Hockey** **Football** Hiking Intro to Free Weights Jiu-Jitsu Kayaking Peak Performance Senior Soccer **Soccer** Squash (Intramural) Strength Training (Girls) Tennis (Intramural) Total Body Conditioning **Volleyball (Girls)** **Water Polo (Boys)** Yoga - PM	Advanced Weightlifting Advanced Winter Erging Afternoon Weights Approved Athletic Project ARC Afternoon **Archery** **Basketball** Basketball (Intramural) Beyond Barre/Pilates Cardio/Cybex Dance Dance Intensive **Diving** Intro to Free Weights **Hockey** Peak Performance Rock Climbing **Squash** Strength Training (Girls) **Swimming** Total Body Conditioning Winter Erging Winter Running **Wrestling** Yoga – AM Yoga – PM	Advanced Weightlifting Approved Athletic Project **Baseball** Beyond Barre/Pilates Cardio/Cybex **Crew** Dance Farming & Gardening **Golf** Hiking Intro to Free Weights **Lacrosse** Peak Performance Rock Climbing **Sailing** Self Defense (Girls) **Softball** Spring Running Squash (Intramural) Strength Training (Girls) **Tennis** Theater Production – Main Stage Total Body Conditioning **Track & Field** **Ultimate Frisbee** Ultimate Frisbee (Intramural) **Volleyball (Boys)** **Water Polo (Girls**) Yoga – PM
ALTERNATE AFTERNOON ACTIVITIES		
Approved Afternoon Project Arts Concentration – DA, MU, TA, VA Community Service Global Project Music Practice News – CRH Sixth Course Exemption Sports Media Study Abroad Exemption Tech Theater – Costumes & Props Tech Theater – Scenery, Lights & Sound Theater Production – Gelb Theater Production – Main Stage	Approved Afternoon Project Arts Concentration – DA, MU, TA, VA Community Service Global Project Music Practice News – CRH Sixth Course Exemption Spanish Play Sports Media Study Abroad Exemption Tech Theater – Costumes & Props Tech Theater – Scenery, Lights & Sound Theater Production – Fringe Festival Theater Production – Main Stage	Approved Afternoon Project Arts Concentration – DA, MU, TA, VA ARC Afternoon Community Service Music Practice News – CRH Sixth Course Exemption Sports Media Study Abroad Exemption Tech Theater – Costumes & Props Tech Theater – Scenery, Lights & Sound

Notes:

- *Advanced Winter Erging – open to students with permission of the department.*
- *Approved Afternoon Project – open to fourth, fifth, and sixth formers, and third formers in the winter and spring, with the permission of the department one term per academic year. An afternoon project fulfills an Alternate Activity, but not an Athletic Activity requirement. Applicants must sign up for an alternate afternoon activity in the event their project is not approved.*
- *Approved Athletic Project – open to fourth, fifth, and sixth formers, and third formers in the winter and spring, with the permission of the department one term per academic year. Applicants must sign up for an alternate afternoon activity in the event their project is not approved.*
- *ARC Afternoon – the winter afternoon lab activity is required for Advanced Robotics Concentration (ARC) students enrolled in Competition Robotics, Honors (CS560HO).*
- *Arts Concentration – Arts Concentration students are expected to engage fully in the afternoon commitment of the Arts Con program for a minimum of two terms each year but may choose to participate in an athletic or alternate afternoon activity one term per year. Students enrolled in the Arts Con afternoon activity are exempted from the athletics requirement.*
- *Community Service – open to all students one term per academic year.*
- *Fitness Classes – open to all students two terms per academic year. The same class may not be repeated within an academic year. Fourth, fifth, and sixth formers will have scheduling priority.*
- *Global Project – required for sixth formers in the Global Engagement Program in either the fall or winter.*
- *Music Practice – open to students with the permission of the department one term per academic year as an Alternate Activity.*
- *News – CRH- open to the Co-Editors of The News with permission of the department one term per academic year.*
- *Peak Performance – open to fifth and sixth formers with the permission of the department one term per academic year. Applications are available in the Athletics Office. Candidates for Peak Performance must also be enrolled in a separate afternoon activity as a second option.*
- *Sixth Course Exemption – open to fifth and sixth formers with the permission of the department one term per academic year. Students seeking a sixth course exemption must also have approval from their form dean.*
- *Study Abroad Exemption – a student in a Study Abroad Program is not required to make up the missed term of athletics.*
- *Theater Productions – open to all students by audition only. Auditions are held for the fall production during the first week of classes; auditions for the winter and spring productions occur during the preceding term.*

AFTERNOON ACTIVITY OFFERINGS: CLASS OF 2030

All students are required to participate in three terms of an afternoon activity each year.

Third form: Students must complete the following:

- Two terms of a Collective Activity (CA), one of which must be in the fall term; and
- Two terms of Physical Exercise (PE), fulfilled in any term.

A **Collective Activity (CA)** brings students together at least five times a week as a full group to work toward shared goals under the guidance of Choate faculty, fostering a community grounded in the School's values and culminating in public performances that contribute to something larger than themselves. **Physical Exercise (PE)** activities provide students with regular opportunities to engage in sustained physical activity that supports overall health and well-being.

*Note: Many activities carry both a CA and PE designation **(CA/PE)** and may satisfy both requirements within the same term. Activities without a CA or PE designation may be taken, but do not fulfill the CA or PE requirement.*

Interscholastic sports are indicated in **Bold.** Afternoon offerings are subject to change. To learn more about the various teams, contact the Athletic Office at (203) 697-2860.

FALL	WINTER	SPRING
Crew (Intramural) *(CA/PE)*	Advanced Weightlifting *(PE)*	Advanced Weightlifting *(PE)*
Cross Country *(CA/PE)*	Advanced Winter Erging *(PE)*	Approved Afternoon Project
Dance Intensive *(CA/PE)*	Afternoon Weights *(PE)*	Approved Athletic Project *(PE)*
Field Hockey *(CA/PE)*	Approved Afternoon Project	**Baseball** *(CA/PE)*
Football *(CA/PE)*	Approved Athletic Project *(PE)*	Beyond Barre/Pilates *(PE)*
Soccer *(CA/PE)*	**Archery** *(CA/PE)*	Cardio/Cybex *(PE)*
Tech Theater – Costumes & Props *(CA)*	**Basketball** *(CA/PE)*	Community Service
Tech Theater – Scenery, Lights & Sound *(CA)*	Basketball (Intramural) *(PE)*	**Crew** *(CA/PE)*
Theater Production – Gelb *(CA/PE)*	Beyond Barre/Pilates *(PE)*	Dance *(PE)*
Theater Production – Main Stage *(CA)*	Cardio/Cybex *(PE)*	Farming & Gardening
Volleyball (Girls) *(CA/PE)*	Community Service	**Golf** *(CA/PE)*
Water Polo (Boys) *(CA/PE)*	Dance *(PE)*	Hiking *(PE)*
	Dance Intensive *(CA/PE)*	Intro to Free Weights *(PE)*
	Diving *(CA/PE)*	**Lacrosse** *(CA/PE)*
	Intro to Free Weights *(PE)*	Music Practice
	Hockey *(CA/PE)*	Rock Climbing *(PE)*
	Music Practice	**Sailing** *(CA/PE)*
	Rock Climbing *(PE)*	Self Defense (Girls)
	Sports Media	**Softball** *(CA/PE)*
	Squash *(CA/PE)*	Sports Media
	Strength Training (Girls) *(PE)*	Spring Running *(PE)*
	Swimming *(CA/PE)*	Squash (Intramural) *(PE)*
	Tech Theater – Costumes & Props *(CA)*	Strength Training (Girls) *(PE)*
	Tech Theater – Scenery, Lights & Sound *(CA)*	Tech Theater – Costumes & Props *(CA)*
	Theater Production – Fringe Festival *(CA)*	Tech Theater – Scenery, Lights & Sound *(CA)*
	Theater Production – Main Stage *(CA)*	**Tennis** *(CA/PE)*
	Total Body Conditioning *(PE)*	Theater Production – Main Stage *(CA/PE)*
	Winter Erging *(PE)*	Total Body Conditioning *(PE)*
	Winter Running *(PE)*	**Track & Field** *(CA/PE)*
	Wrestling *(CA/PE)*	**Ultimate Frisbee** *(CA/PE)*
	Yoga – AM *(PE)*	Ultimate Frisbee (Intramural) *(PE)*
	Yoga – PM *(PE)*	**Volleyball (Boys)** *(CA/PE)*
		Water Polo (Girls) *(CA/PE)*
		Yoga – PM *(PE)*

Notes:

- *Advanced Winter Erging – open to students with permission of the department.*
- *Approved Afternoon Project – open to fourth, fifth, and sixth formers, and third formers in the winter and spring, with the permission of the department one term per academic year. An afternoon project fulfills an Alternate Activity, but not an Athletic Activity requirement. Applicants must sign up for an alternate afternoon activity in the event their project is not approved.*
- *Approved Athletic Project – open to fourth, fifth, and sixth formers, and third formers in the winter and spring, with the permission of the department one term per academic year. Applicants must sign up for an alternate afternoon activity in the event their project is not approved.*
- *Community Service – open to all students one term per academic year.*
- *Fitness Classes – open to all students two terms per academic year. The same class may not be repeated within an academic year. Fourth, fifth, and sixth formers will have scheduling priority.*
- *Music Practice – open to students with the permission of the department one term per academic year as an Alternate Activity.*
- *Theater Productions – open to all students by audition only. Auditions are held for the fall production during the first week of classes; auditions for the winter and spring productions occur during the preceding term.*
- *Wind Ensemble (MU960), Jazz Ensemble (MU970), Concert Orchestra (MU925), Concert Choir (MU910) – Full-year enrollment in these ensembles will earn a Collective Activity (CA) credit. Students earning a CA credit through one of these ensembles must still enroll in an afternoon activity each term. Enrollment in a CA credit earning afternoon activity during the fall term is a requirement for third formers, as outlined above, even if enrolling in an ensemble.*

FOUR-YEAR ACADEMIC PLAN

To get an overview of a student's academic career, they can record required courses first and fill in desired electives, knowing that interests will change over the years. Advisers, form deans, and the Registrar's Office assist students in selecting courses and in making decisions about participating in extracurricular activities, pursuing various summer opportunities (including here at Choate), Community Service, and considering a Signature Academic Program.

Keep in mind that, although every effort is made to offer the courses during the terms indicated in this Course Catalogue, there are times when low enrollment and/or available resources do not allow a course to run.

STUDENT: _____ **DATE:** _____ **CLASS:** _____

Include courses at Choate and elsewhere; diploma requirements are listed on pp. 8-11.

THIRD FORM Summer courses/plans:

FALL	WINTER	SPRING

FOURTH FORM Summer courses/plans:

FALL	WINTER	SPRING

FIFTH FORM Summer courses/plans:

FALL	WINTER	SPRING

SIXTH FORM Summer courses/plans:

FALL	WINTER	SPRING

FACULTY LIST (2025–2026 ACADEMIC YEAR)

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languages
Hamilton College, B.A., University of Connecticut, M.A.

MICHAEL ABBATIELLO
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SAM DOAK
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MOLLY DULLEA
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Dean of Students
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Director of Financial Aid & Associate Director of Admissions
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Archivist and Special Collections Librarian
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Western Michigan University, B.A.

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arts
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