

## Chatham Hall Curriculum Guide

*Chatham Hall prepares girls for college and productive, fulfilled lives. We esteem equally the intellect and character of each student. A community of honor and trust, we value our Episcopal heritage and welcome students from diverse backgrounds. Our rigorous educational program encourages intellectual growth, creative development, and personal responsibility.*

This mission statement drives the curriculum of Chatham Hall, as we strive to produce graduates who will take advantage of all that college and life have to offer. This focus is further emphasized in our current strategic plan, with a goal that reads: *Continue to strengthen the academic program and reputation of the school, striving for a distinctive, student-centered, and globally aware curriculum that allows for depth as well as breadth of study.* Both our mission and our strategic plan call on us to continually examine and re-evaluate the courses we offer and the sequencing, pedagogy, and goals of those courses.

To make curricular decisions, the Academic Dean works with the department heads as a whole and with each department head individually to evaluate curricular proposals. These proposals may come from teachers, students, or administrators. The test for a new class is whether or not it matches the mission and goals of the school: is it distinctive, student-centered, and/or globally aware, and does it encourage intellectual growth, creative development, and/or personal responsibility? Finally, do we have the staff to teach it and the resources to offer it, and can we be confident that it will not limit our ability to offer existing valued courses? If it passes these criteria, it can be added.

Our annual process of faculty self-evaluations, student class evaluations, and departmental evaluations causes us to examine our offerings every year, and has led to changes in the sequence and offerings in every department over the last several years. In English, this process caused us to rethink our senior offerings, leading us to the current series of trimester elective courses popular with both students and teachers. In history, the department has developed a series of electives designed to respond to the particular interests of rising senior classes as well as a consistent sequence for all students that includes World Cultures, Modern European History, and U.S. History. The math department has added SAT prep to some of its classes, and offers several levels of advanced math for students based on their interests and abilities. Over the last few years, foreign language added an Hispanic heritage course series for native Spanish speakers, and has successfully integrated a language lab into its teaching. In science, the process has helped us design a series of popular electives including DNA Science, Robotics, and Engineering and Computer-Aided Design. Art has also developed elective courses that respond to student interest and provide a range of opportunities across a wide spectrum of artistic fields. Externally focused for-credit classes that include a distance learning class on *The Islamic World through Film*, a service and travel program called *Social Action in South Africa*, and our summer language home-stay programs help us stay connected to the greater world outside of Chatham. Finally, both the performing arts and the physical

education department have benefited from the annual evaluation process, as we have worked assiduously to make time and space available for the most important elements in both departments.

The quest to balance depth and breadth of courses continues to provide us with challenges, as we look to expose students to a broad array of ideas, and also provide them with the opportunity to delve deeply into areas of interest to them. One way that we have chosen to provide depth to students is through our Discovery Challenge program. This one-trimester independent study is open to students who make dean's list grades (3.5 or higher). A student applies to work with a teacher of her choice on a project of their mutual agreement; the results of that project are presented in an open forum of the student's peers and teachers to a review committee at the end of the term for a grade and 1/3 credit. Since 2002, students have completed more than 40 advanced projects in philosophy, history, science, the arts, literature, and architecture, to the enrichment and enjoyment of the school community as a whole.

In some areas, we have chosen to approach our goals across departmental lines. In technology, through conversations with recent graduates, we established expectations for all students to achieve competence with the computer applications of *Word*, *Excel*, and *PowerPoint* as well as a basic level of understanding of e-mail and file management. Rather than pursuing a computer applications course, we divided responsibility for those programs within various departments, so the history and English departments both teach proper use of *Word*, English takes primary responsibility for *PowerPoint*, and Science requires *Excel* to be used for lab reports and spreadsheets. E-mail and file management instruction is built into our New Girls Seminars every fall. Similarly, we approached the goals of research writing and public speaking through departmental cooperation within the history and English departments. Ninth graders have a series of small essays and oral presentations in both English and history that teach the elements of research writing and public speaking. Tenth graders are expected to write a series of intermediate-length research papers in history; eleventh graders have a longer written research project in English, and also focus on public speaking in history. In the senior year, all students are required to write a significant research paper as part of the Ethics Research Seminar.

Finally, the strong speaker series we instituted in 2003-2004 has served to further the goals of our curriculum. Every year, we bring in a series of speakers including a Leader-in-Residence and a Writer-in-Residence; most years also include visiting artists and scientists who are in residence for multiple-day visits. Our Leader-in-Residence program has welcomed such internationally known women as former Irish president and U.N. high commissioner Mary Robinson, primatologist Jane Goodall, Komen Foundation creator Nancy Brinker, former Pakistani prime minister Benazir Bhutto, Nobel Peace Prize laureate Shirin Ebadi, and Liberian president Ellen Johnson-Sirleaf. For every visiting scholar or leader, groups of students work to prepare the School for the visit through readings, research and presentations, and work in small groups with our visitors throughout their stay on campus. Classroom teachers consider how best to integrate the lessons of these visitors into their own curriculum and frequently host them in their classes.

We believe that the curriculum at Chatham Hall prepares students for college and for life through its mix of traditional core courses and exciting, engaging electives, all taught by passionate and committed teachers. Prospective students who visit Chatham Hall are invariably intrigued by something in the curriculum, and the students who are here feel empowered to suggest or help design new courses that further their own interests and goals. This sense of engagement and empowerment are the indicators of a vibrant and successful academic program.

# English Curriculum Guide

## Philosophy and Overview

The English program at Chatham Hall is an integrated four-year program that builds and strengthens each girl's skills in reading, writing, thinking, and speaking. These goals are accomplished in every year of study through a rigorous and challenging reading program, daily class discussions, frequent writing assignments, individual writing tutorials, oral presentations, and a comprehensive vocabulary program. On all levels, the development of writing skills is a central concern of the program; essential as well is the study of great works of literature from a diversity of cultures to develop an appreciation for good writing and a deepened understanding of the human spirit. In addition to these required courses, the English Department provides a number of electives that enhance this core curriculum.

Our program responds to the needs and opportunities of our particular school community in a number of ways. Chatham Hall is a small, predominantly boarding school that attracts students from different backgrounds and with a wide range of abilities. Our curriculum, from freshman through senior year, encourages each student to excel, to achieve the very best of which she is capable, but it also addresses the needs of students who may need extra help with, for example, reading, analysis, building vocabulary, or grammar. Teachers are available outside of class to help students in the afternoons, during study hall, and on weekends. Our sequence of classes is designed to keep students of varying abilities together during the freshman and sophomore years and to allow application to Honors English junior year and AP English senior year. This structure works well because it allows students in the first two years the freedom to build on their strengths at the same time that they are identifying and overcoming their weaknesses. In other words, it does not label students prematurely as "regular" or "advanced." A similar freedom is given between the junior and senior years: not all students in Honors English progress to AP English, and, likewise, some students from English III apply to and are accepted in AP English for their senior year. The goal is to provide students with the appropriate level of challenge and instruction and to prepare them to do well in reading and writing at their respective colleges. Seniors who are enrolled in the English IV curriculum take a required trimester class fall term, Advanced Writing and Literature, and then have the choice of one of three elective courses for each of the winter and spring terms to allow them to pursue subject matter of particular interest to them. These elective courses are also open to AP students as an additional course while they continue to be enrolled in the yearlong AP course. We also provide two levels of separate classes for international students whose English skills are not yet at the level that qualifies them to join a class in the mainstream curriculum. All our students for whom English is a second language are evaluated individually after they arrive at Chatham Hall and placed in the appropriate level class.

In addition to the required four-year program described above, the English Department offers several additional electives. A Creative Writing independent study is

offered every trimester and is open to all students from sophomore through senior year (and to freshmen with special permission). A student may choose to take this class as many times as she wishes, and she receives 1/3 Fine Arts credit for each trimester completed. The instructor gears the level of the instruction to the abilities and prior experience of each student. Journalism is taught as a yearlong course for which students receive half a Fine Arts credit. This class, which produces the school newspaper, *The Columns*, is open to all students freshman through senior year. Rather than the class meeting as a group during an assigned class period, the work for the class is organized by the editors, and students work on their assignments individually and in groups in the Publications Room whenever they have free time. The classes in both Creative Writing and Journalism provide students with instruction and experience in types and styles of writing outside the regular curriculum. The English Department also offers a long-distance learning film class, Exploring the Islamic World through Film, one trimester a year. This class is taught by Professor Holly Davidson, President of the Ilex Foundation and renowned scholar of Islamic studies, and coordinated by a member of the English Department here. This class is open to all students and receives a pass/fail English 1/3 credit.

All parts of the English Curriculum are enhanced by the Writer-in-Residence program that brings a writer of note to campus each year to give a reading and to teach various classes.

**English I** focuses on developing the tools and skills needed for all further study of English. Students gain a solid foundation in Greek and medieval mythology and study selected works of world literature. Writing instruction emphasizes the writing process and students are introduced to the fundamentals of developing and supporting a thesis. *Macbeth*, *Gilgamesh*, and many short stories are featured readings.

**English II** focuses on an in-depth exploration of the various genres in literature (poetry, short story, drama, novel, and film) as well as the different genres that cross those structural lines (comedy, tragedy, satire, romance). Students find their own interpretive voice as they hone essay writing skills and pursue creative writing through the study of poetry and the creation of a portfolio of their own poetry. *The Age of Innocence*, *Twelfth Night*, *Oedipus*, *Othello*, *Balzac and the Little Chinese Seamstress*, *The Rime of the Ancient Mariner* are a selection of readings from this and previous years.

**English III** focuses on the continued development of critical reading and writing skills; frequent writing assignments are based on the examination of philosophical, historical, and social influences in American literature. Writing assignments include critical analysis and interpretation of individual works, critical analysis of a body of work by one writer, and critical analysis incorporating the appropriate use of published criticism. *The Death of a Salesman*, *Ethan Frome*, *The Snows of Killimanjaro* are a selection of readings for this course.

**English III Honors** focuses on the development of American literary history, especially those philosophical, historical, and social influences that have shaped the American

literary tradition. Writing assignments include critical evaluations of individual works, application of critical concepts to representative works, and interpretation. A major research assignment during the winter trimester emphasizes research and critical writing skills as well as the requisite documentation skills. *Huck Finn*, *O Pioneers!*, *Beloved*, *The Scarlet Letter*, and *The Crucible* are a selection of reading for this class.

**English IV** is divided into three separate trimesters of work. Fall trimester all English IV students take Advanced Writing and Literary Analysis. In the winter and spring trimesters, students choose their courses from several electives. Each of these electives combines a rigorous writing program with readings fitting the subject matter of the course. All English IV students are required to take one such elective winter term and another in the spring term. These electives are also open to Advanced Placement English students as a separate course in addition to their yearlong course work in Advanced Placement English.

**Advanced Writing and Literary Analysis** is the required senior fall trimester course. Attention in this class is given to experiential writing as well as to literary analysis and other forms of expository writing. Each student works to improve her analytical reading and writing skills in preparation for college and the more focused work of the winter and spring electives. Literary works studied include Barbara Kingsolver's *Poisonwood Bible*, Tim O'Brien's *The Things They Carried*, *Hamlet*, Evelyn Waugh's *A Handful of Dust* and selected shorter works.

### **Senior Winter and Spring term electives:**

#### **Absurdity and Beyond**

(Winter or Spring Trimester)

This class studies the works of 20th Century writers, Albert Camus, Samuel Becket, Eugene Ionesco, Kurt Vonnegut, and Bob Dylan to explore the idea of the Absurd in literature, its beginnings, its development, and the ways that it deepens our understanding of the modern world. Works studied include *The Stranger* and *Myth of Sisyphus* by Camus, *Rhinoceros* by Eugene Ionesco, *Waiting for Godot* by Samuel Becket, *Cat's Cradle* by Vonnegut, and selected songs by Bob Dylan.

(Beal)

#### **Blake and the Beatles**

(Winter or Spring Trimester)

This class studies the works of the 19<sup>th</sup> Century Romantic poet William Blake and the Beatles, both eminently British, first gaining an understanding of Blake's poetry and art and then exploring how this understanding deepens our appreciation of the words and music of the Beatles through such themes as Innocence, Experience, Nature, the Imagination, and Revolution. Blake created each of his poems by engraving them on copper plates together with etched illuminating drawings that surround the texts. After printing each page, he hand water-colored the drawings to create a "reading" experience that simultaneously takes in words and images. The class accesses these works through an internet web site, The Blake Archives, which allows the viewer to read Blake's works

as he originally intended, with words and pictures beautifully displayed in full color. The class will study the works of the Beatles similarly by studying music and words and also viewing the films, *A Hard Day's Night* and *Yellow Submarine*, *Across the Universe*, and documentary films of their lives and concerts.

### **Environmental Insights through Literature**

(Winter or Spring Trimester)

This class seeks to gain a deeper understanding of the natural world that surrounds us through the study of literary works that give us insights into that complex world and our relationship with it. Our main text for the course is an anthology, *American Earth: Environmental Writing since Thoreau*. Works studied from this anthology include excerpts from Thoreau's *Walden*, essays and poetry by Wendell Berry, and writings by John Muir, John Burroughs, Terry Tempest Williams, Rachel Carson, Aldo Leopold, Annie Dillard, Loren Eiseley and Barbara Kingsolver. The class will also watch the film, *A River Runs Through It* and read *Wild Trees* by Richard Preston. (Beal)

### **Fairy Tales: Their Influence on Life and Literature**

We shall begin this course by studying **archetypal patterns** as found in a variety of fairy tales. We shall consider different ways in which to interpret fairy tales, note the psychological darkness and physical violence that many of them contain, and ask why fairy tales continue to stay with us from childhood into adulthood. Our texts will range from traditional tales for children [*The Classic Fairy Tales* (a Norton critical edition)], to Victorian and modern tales for adults: Charlotte Bronte's *Jane Eyre*, Alice Thomas Ellis's *Fairy Tale: A Novel*, and Margaret Atwood's *Alias Grace*. Our readings will be influenced by the scholarly work of Marie-Louise von Franz, Jack Zipes, Bruno Bettelheim, Elizabeth Wanning Harries, and Marina Warner. Be prepared to use your imagination and powers of critical analysis! (Edmonds)

### **Film Noir (Noir sur Noir)**

(Winter or Spring Trimester)

This course investigates six to seven classic examples of classic "Film Noir" (dark film) from the 1930's and 1940's. These films from the French and the American tradition have their roots in German expressionistic film of the 1920's. Film noir tends to examine a flawed or morally questionable central figure that deviates from the norm otherwise depicted in main stream films of that era. After viewing films and investigating the history of Film Noir along with its characteristic settings, themes, and characters, students will select their own film for investigation. This review, tests, and three short essays provide the basis for evaluation. (Black)

### **"It's the end of the world as we know it"—Dystopian Literature and Film**

(Winter or Spring Trimester)

If you like Orwell's *1984*, you will love Dystopian Literature and Film. This class will begin by studying the origins of utopian and dystopian literature, focusing on the traits of each, before launching into an examination of recent dystopian fiction and film. We shall consider the political and cultural impetus behind the creation of dystopias. Our texts will include novels such as Aldous Huxley's *Brave New World*, Margaret Atwood's *Oryx*

and Crake, P.D. James' *The Children of Men*, and Cormac McCarthy's *The Road*. Film possibilities are *Metropolis*, *A Clockwork Orange*, *They Live*, and *V for Vendetta*. Our reading and viewing will be informed by critical scholarly work on this genre. (Edmonds)

**Jane Austen's Satiric Eye: *Pride and Prejudice*, *Sense and Sensibility*, and *Persuasion***  
(Winter or Spring Trimester)

In this trimester elective we shall read three of Austen's most popular works with careful attention to her use of satire, particularly in regard to the depiction of family, social fads, character, etiquette, courtship and marriage. We shall discuss satire from its Roman proponents of Horace and Juvenal up to Austen (including the political and social satire of the British artist William Hogarth) so as to determine the literary influences on Austen and the nature of her satire. Guiding questions for the class include "what aspects of her British society does Austen hold up for ridicule? Are her characters objects of ridicule or ridiculers? In her satires do Austen's characters learn anything? Does the reader discover anything? To what extent is Austen's critique of society relevant to ours today?" (Edmonds)

**Russian Literature and Film**  
(Winter or Spring Trimester)

This class studies masterworks of Russian literature and film to gain insight to Russian history and culture as well as an appreciation of the unique contribution of Russian and Soviet works to world literature. To gain a greater understanding of Russian history the class will view documentary film. Readings include Pushkin's *Eugene Onegin* and "The Queen of Spades," Gogol's short stories, "The Overcoat" and "The Nose," Tolstoy's *The Cossacks*, selected works by Chekhov, Dostoevsky's "White Nights" and *Notes from the Underground*, Bulgakov's *Heart of a Dog*, and selections from 20<sup>th</sup> century poets. Films include parts of Eisenstein's *The Battleship Potemkin*, Mikhalkov's *Burnt by the Sun*, Bodrov's *Prisoner of the Mountains*, prize-winning Russian animated shorts, and Menshov's *Moscow Does Not Believe in Tears*. (Beal)

**"The Things They Carried", Part II: Women Writing About War**  
(Winter or Spring Trimester)

Typically when we learn about war, we learn about it through the male perspective. This elective hopes to change that. Focusing on memoir, poetry, fiction, and journalism, we shall study WWI and the Vietnam War from a female perspective. We shall consider the questions: about which aspects of war do women choose to write? how do women choose to write about their war experience (genre and style)? are there any similarities between the male perspective and the female perspective? what about war does a woman find moving or horrific? what contributions do women make to war as well as to peace? Texts may include: Selections from Vera Brittain's *Testament of Youth*; Pat Barker's *Regeneration*; women poets of WWI; Susan Kramer O'Neill's *Don't Mean Nothing: Short Stories of Vietnam*; *War Torn: The Personal Experiences of Women Reporters in the Vietnam War*; and selections from *A Piece of My Heart: The Stories of 26 American Women Who Served in Vietnam*. (Edmonds)

**20<sup>th</sup> Century American Drama** is a study of a representative selection of 20<sup>th</sup> century American plays. Each play addresses social and political issues within the context of the theatre. Plays studied include O'Neill's *The Hairy Ape*, Rice's *The Adding Machine*, Hellman's, *The Little Foxes*, Odets' *Waiting for Lefty*, Anderson's *Winterset*, Williams' *Cat on a Hot Tin Roof*, August Wilson's *The Piano Player*, and Miller's *Death of a Salesman*. (Black)

### **The Tudors: History, Poetry, and Thought**

(Winter or Spring Trimester)

The time of Tudor rule in England (1485-1603), a time which includes the reigns of Henry VII, Henry VIII, Edward VI, Mary I, and Elizabeth I, has long fascinated students of history and literature alike. Historically, the period included England's rise to world prominence both in the defeat of the Spanish Armada and in the exploration of the New World; the religious conflicts between Protestants and Catholics marked by intrigue, persecution, and martyrdoms; and the emerging of the New Learning that was to lay the groundwork for the Enlightenment and the scientific pursuits that helped define our modern age. In literature the flowering of the Renaissance included some of the world's greatest writers of all time, Shakespeare, Spenser, Marlowe. It also brought us the first English Bible translated from the original Hebrew and Greek by William Tyndale. This class will combine approaches of history, literature, and philosophy to examine this fascinating period. Notable films about the period will be a part of the study. (Beal)

### **Additional English Classes**

**Advanced Placement English** is designed for students who have demonstrated an achievement in analytical and writing skills that qualifies them for a college-level course. The selections from British literature for this course include some of the most challenging poetry by Wyatt, Donne, Wordsworth, and Yeats. The study of poetry also includes a history of the structural development of such forms as the sonnet and a refined understanding of poetic terms needed for the analysis of poetry.

**English for International Students (EIS I)** is the language and literature course for first-year international students whose English skills need strengthening to eventually merit placement in either EIS II or in a mainstream English class. It is essentially designed to review and reinforce introductory level grammar, reading comprehension, and the structure of academic writing and its application in literary contexts. Students learn how to engage in and react to texts and the author's point of view with a critical eye. The ultimate goal of the course is to give students whose first language is not English the fundamentals of language and literature to ease them into the mainstream English curriculum.

**English for International Students II (EIS II)** is a language and literature course for international students who have taken EIS I, whose assessment allows them to bypass EIS I, or for those international students who have taken the EIS I course, but need a

reinforcement grammar and literature course, sometimes in addition to a mainstreamed English course. This course introduces students to the different forms of literature in the English tradition and the vocabulary for discussing literature. Writing assignments progress from plot summaries to character analyses, and ultimately develop into discussions of literary themes. This class is meant to build on students' prior English language knowledge to help mainstream the students into the higher-level reading and writing English curriculum.

**Exploring the Islamic World through Film**, open to all students, is designed to enlighten students to the diverse cultures of the Islamic World by studying films from various countries, including Egypt, Iran, the Left Bank (Palestine), and Lebanon. The teacher of the class is Professor Olga (Holly) Davidson, Chatham Hall alumna and President of the Ilex Foundation, a foundation whose mission is to educate and enlighten Americans about Islamic culture. After viewing each of the films as a class (from 5 to 6 for the term) on a Sunday, the class attends a lecture/discussion session with Prof. Davidson via Long Distance Learning that Monday night.

**Creative Writing** is centered on the notion of building a community of writers. We discuss craft, write short fiction, creative non-fiction and poetry, share our stories and poems with each other, and publish our best works. The course is designed to give aspiring writers a safe place to stretch, grow, and experiment as they seek their own voice. Course work includes a complete notebook of all writing from the course, read backs, and critiques, culminating in a final portfolio of 15-25 pages of poetry and/or prose.

**Journalism** combines instruction in writing with the practical skills of putting together and publishing the Chatham Hall newspaper, *The Columns*. Students learn various journalistic writing skills, including news writing, feature writing, sports writing, reviews, special features, and opinion columns while gaining experience in photojournalism. The Publication Room is fully equipped with cameras, scanners, color printers and several computer stations, allowing the paper to be produced entirely in-house. Students learn as much about designing pages using Quark Xpress as they do about writing articles. The paper is produced two to three times per trimester.

# **Fine Arts Curriculum Guide**

## **Philosophy and Overview**

At the core of the Chatham Hall Fine Arts curriculum is a belief that all students have the potential to confidently hone and present their individual creativity. Our mission is to provide a challenging and positive environment that places concepts, materials, tools, and understanding in the hands of our students. Thusly equipped, students benefit from their instructor's years of artistic practice and first hand knowledge that is grown from experience. Visitors to any class in the arts curriculum witness instruction, demonstration, and engagement that encourages student artists to take risks, gain appreciation, develop strong work habits, and respect the work and views of others.

The Fine Arts Department aims to instill confidence, sound skills, a desire to learn, and unabashed creativity. Students in the Fine Arts are inspired to work to the best of their abilities and to stretch their level of comfort and depth of understanding. We present a wide range of class offerings that collectively engage every aspect of the student's self: mind, body, and spirit. Each discipline also aims to provide a greater context wherein the student may see how the visual and performing arts often mirror changes in society, advancements in thinking, cultural differences, and even aim for universal themes. Instruction of these ideas, when presented thoughtfully, allows students to not only obtain a foundation in each medium, but perhaps a better understanding and appreciation of what it means to contribute to a greater dialogue, or even one that engages other curricular disciplines.

Traditional Arts offerings include instruction in a range of Visual Art, Dance, Drama, and Music. In addition, the Art Department offers study in Creative Writing, Yearbook, and Publications. Students receive great support in the creation of works of art in every one of these disciplines. Examination of the curriculum in greater detail reveals a wide range of yearlong offerings as well as trimester electives, and students of all levels and all interests can find a place in the arts at Chatham Hall.

# Studio Art

## ART I, II, III, IV, Independent Study

The goal of these sequential studio art classes is to provide understanding of and experience in a variety of art media and techniques. Art I and II provide opportunities for students to learn and explore drawing, painting, printmaking, sculpture, computer design, and color theory in many different ways. Students explore both two-dimensional design and three-dimensional construction. Art III and IV allow students to begin to assert personal style. Group projects such as major installations allow them to work as a team. The small class sizes generally allow these collaborations to be very inclusive. Collaboration with other disciplines and classes are formed when possible and appropriate. Elements of art history are included often and when appropriate.

**Arts I and II** are sequential, foundation level classes that provide a challenging academic study of the visual arts. Students are introduced to a wide variety of art making and are pushed to find individual solutions to projects that require a growing level of creativity, and confidence. The goals are to improve aesthetic understanding, vision, and ability to read visual media. Using a variety of media, students explore subject matter ranging from organic to geometric with each assignment introducing a specific topic such as contour, line weight, positive and negative space, light, perspective, texture, gesture, and proportion. Color theory, painting, and printmaking are included in this study. Students may find themselves outside with drawing boards making studies from nature, or learning the principles of watercolor. Students also make forays into the graphic design lab to learn basic digital rendering and manipulation skills that enhance their ability to create 2-D imagery.

**Art III and IV** are centered on expression. For the student, a greater burden lies in finding original solutions to each proposed assignment. The emphasis begins to fall on the students to break away from cliché and pursue individual visions. The quality of the work also begins to come into greater focus as it is assumed that each student has gained valuable experience with various media in Art I and Art II. Students in their third and fourth year are beginning to identify with artists and certain bodies of work. The class nurtures these likes and makes an attempt to reinforce each student's interests.

**Independent Study** allows a student to enroll in a self-directed yet closely monitored trimester of Visual art. The student may choose a concentration to work upon and is required to maintain a regularly scheduled period in which to do her work. Meetings with the instructor occur daily and individual one-on-one critiques provide essential guidance, understanding, suggestion, and encouragement.

**Advanced Placement Studio Art** prepares motivated students for the Advanced Placement Studio Art exam. Students must have taken Art III or an equivalent to enroll. Students work in a variety of media and techniques to produce a body of work that best demonstrates a coherent plan of action or investigation, an underlying idea that has visual

or conceptual coherence, a development of a visual language appropriate for the subject, an original stylistic approach, and a clear mastery of the chosen media.

**(The following courses are one trimester in length and open to all grade levels)**

**Ceramics** introduces students to the process known as throwing. Our study begins with the shape, form, and function of traditional Japanese teabowls used in the tea ceremony. This elegant and richly rewarding form combines art with history, and reinforces each primary step in the throwing process. Students learn to center their clay, open, pull, and shape it into pottery. Students also work on hand-built projects including slab boxes as well as coil built forms. Students are required to finish works with glazes, completing the process from start to finish. Work on larger forms, such as bowls, platters and vases follows. This one-trimester elective is open to all students.

**Graphic Design** challenges students to create individual examples of several contemporary forms of communication. The class looks at cultural icons, signs and symbols, analyzing the power of simplified visual language. Adobe Photoshop techniques, using a variety of selection tools to reduce photographs to basic signs are reinforced. Other assignments may include the design of a CD cover, letterhead, business card, print advertisement, menu, book jacket, label or package design. This one trimester course is open to all students.

**Art History** covers the historical chronology of art as it relates to style, content and cultural significance. Study begins with the first hand-held Paleolithic sculptures, progresses through ancient civilizations, the emergence of Humanism, the rise and fall of Rome, the organizing of Christianity, Judaism, and Islam, the Gothic period, and the beginnings of the Renaissance. Our study continues through the major historical and stylistic periods that define Art History and western civilization and concludes with an in-depth study of contemporary art. This yearlong is open to all juniors and seniors, and sophomores with permission.

**Photography I** focuses introducing students to the art of photography. The contents of the course includes: the history of printmaking, leaders in the world of photography, camera functions, exposure, black & white photography, color photography, presentation and the exploration of career opportunities. This course also gives students an opportunity to explore digital photography and the techniques of Adobe Photoshop CS2. This one trimester course is open to all students.

**Photography II** further explores the artistic and technical aspects of photography and digital printmaking. This course allows students to improve their skills and techniques using Adobe Photoshop CS2 program. Students work on photo essays and independent projects, and they produce exhibits of their work. Photography I is a prerequisite for this course.

## **Dance**

**Modern Dance** is designed to introduce the basic principles of this contemporary movement style and to develop the technical range and skills necessary to become informed and proficient in the fundamentals of this genre of dance. Consistent practice and repetition of dance exercises is enforced in order for the mind and body to achieve understanding and mastery of basic dance skills. Emphasis is placed on proper body alignment, individual interpretation, and application of artistic quality. The style of dance taught reflects the concepts developed in the techniques of José Limón, Lester Horton and Martha Graham. This class is open to all grade levels. Modern Dance may be taken by trimester for a 1/3 PE credit and Art credit.

**Ballet/Jazz** course is intended as a beginning level class for students who have had little or no prior dance training. Ballet is taught for the first half of the trimester and Jazz is taught during the second half of the trimester. During the Ballet section of this class, a student receives a solid foundation in the technique of classical ballet and the accompanying French vocabulary associated with this art form. During the second part of this class, the students are taught the elementary exercises needed to begin building a solid foundation in the art form of Jazz dance.

## **Choral Music**

**St. Mary's Choir** enhances Chapel worship services with well-prepared, high-quality choral music; teaches the students the skills to produce beautiful, healthy singing technique and excellent choral blend; and to cultivate an understanding and appreciation for a range of choral genre. The repertoire appropriately challenges the students' singing ability. During the early part of the year, the choir concentrates on proper body alignment, breathing technique, free vocal production, choral intonation, and tuning. Through group work during rehearsals, students also learn to improve the transition between their registers and their resonance. This elective is open to all students.

**Chamber Choir** creates a choral music experience for our most advanced singer/musicians through the rehearsal and performance of well-prepared, high-quality choral music; teaches the students the skills to produce beautiful, healthy singing technique and excellent choral blend; and cultivates an understanding and appreciation for a range of choral genre on a much broader and challenging scale. The repertoire appropriately challenges the students singing ability. During the early part of the year, the choir concentrates on proper body alignment, breathing technique, free vocal production, choral intonation, and tuning. Students are required to perform regularly during Chapel services. Membership in the choir is by audition.

**Private Voice and Instrument Study (Voice, Piano, Flute, Violin, Viola, Cello, Guitar)** provides an individualized and challenging forum for students to learn and advance their technical skills as performers, as well as to broaden their interpretation skills and musicianship. To meet these ends, music history and theory are discussed at lessons as they pertain to the repertoire. Learning to deconstruct flaws to pinpoint the

root of difficulty, they also learn to reconstruct technique with increased strength and dexterity, refined touch and articulation, and stylistic/historic accuracy.

## **Writing**

**Creative Writing** is centered on the notion of building a community of writers. We discuss craft, write short fiction, creative non-fiction and poetry, share our stories and poems with each other, and publish our best works. The course is designed to give aspiring writers a safe place to stretch, grow, and experiment as they seek their own voice. Course work includes a complete notebook of all writing from the course, read backs, and critiques, culminating in a final portfolio of 15-25 pages of poetry and/or prose.

**Journalism** combines instruction in writing with the practical skills of putting together and publishing the Chatham Hall newspaper, *The Columns*. Students learn various journalistic writing skills, including news writing, feature writing, sports writing, reviews, special features, and opinion columns while gaining experience in photojournalism. The Publication Room is fully equipped with cameras, scanners, color printers and several computer stations, allowing the paper to be produced entirely in-house. Students learn as much about designing pages using Quark Xpress as they do about writing articles. The paper is produced two to three times per trimester.

**Yearbook Design and Production** helps students prepare the yearbook, *The Chathamite*. The course focuses on the concepts and skills involved in production management, layout design, digital photography, scanning, photo editing, and journalism. First and second trimester the class meets three times each week. Students work independently the third trimester as they create sample pages for next year's book and a spring supplement.

# Foreign Language Curriculum Guide

## Philosophy and Overview

The Chatham Hall Foreign Language Department believes that students acquire linguistic proficiency most readily in an environment that offers multifaceted approaches to language and culture. We strive to emphasize and integrate cultural awareness, linguistic instruction and cross-curricular comparative thinking processes within the classroom and through a wide variety of extra-curricular activities.

Chatham Hall requires that students take a minimum of one language through the third year, or two languages each through the second year. To meet this requirement, we offer classes in French, Latin, and Spanish from the introductory level to advanced levels, including Advanced Placement and beyond. In addition, we are able to adjust course offerings--numbers of sections and specific courses offered--to meet the needs of the student body from year to year.

Technology has become an increasingly important tool in the global marketplace, and so it has become an increasingly important tool in the field of language education. Its place as a tool has remained secondary to the teacher-student relationship; however, we have layered in technological pieces to allow for richer and more realistic types of communication. Each classroom is equipped with current technology (an LCD projection system for computer, DVD and VHS; satellite reception for foreign language broadcasts; and surround sound system). Securing the E. E. Ford Technology grant in the fall of 2007 enabled us to add a portable interactive computer lab and SmartBoard Airliner technology. All of these pieces have allowed us to show the world to students like never before.

To complement our classroom instruction, we offer a rich diversity of extra-curricular programs. These offerings engage the students in the target language and culture outside of the class period. Students are warmly encouraged to join active language clubs that promote cultural discovery, reinforce linguistic competence, and stimulate cross-curricular modes of thinking. These activities include mural painting, mosaic construction, regional cuisine, games and foreign film. It is through these initiatives that we can help students connect what they learn in language classes with what they study in other courses.

Within our own department, we seek to unify all students as well through cultural exploration. Students of all languages participate in festivals (Mardi Gras and Carnival, Day of the Dead, Epiphany, and Lupercalia). For intermediate and advanced students, the department offers a platform to showcase excellence in writing in Holt I, an annual electronic literary journal, and in Holt II, a monthly newspaper. Students of all language classes, and indeed, throughout the school are welcome to view the achievements of all. This unity of interaction is due in part to our unique and welcoming atmosphere in our building, Holt, constructed specifically for foreign language instruction. The building's

layout promotes the close interaction between faculty and students, in and outside of class.

In order to promote global awareness, we sponsor the World Culture Talk series in which faculty, student and guest speakers present a variety of topics that reflect experience drawn from travels and studies. A significant component of our immersion focus is the summer study abroad programs in Amboise, France and Seville, Spain. A program for classic study in Rome is also available for interested Latin students. Our goal is to make the study abroad programs financially accessible to all interested advanced students.

As one measure of our success, 93% of all Chatham Hall students are currently taking a foreign language, with 9 ½ % of them enrolled in two languages. Furthermore, many students, who are in one language course have either completed their foreign language requirement or are non-native English speaking international students who are exempt from completing a requirement in French Latin or Spanish. We credit this success in foreign language enrollment to all of the above elements of our curriculum, physical plant and dedication to effective teaching. As tools and knowledge become available to us, the teachers of the Foreign language Department have grown to meet the challenge.

**Chinese I** is taught almost entirely in the Chinese language. This course provides an introduction to spoken and written Chinese, with an emphasis on pronunciation, the pinyin Romanization system, and the building blocks (radicals) of Chinese characters.

**French I** is taught almost entirely in French. The presentation of vocabulary emphasizes oral and aural competence. For grammar-based concepts, explanations of grammar and questions may expand into English, geared toward the needs of the student population in the class. Students are evaluated daily on the four skills that form the backbone of foreign language acquisition: listening, speaking, reading, and writing. Listening and speaking skills are assessed in daily participation exercises. Reading and Writing skills are assessed through homework, and in-class writing exercises. Tests may encompass any element of language acquisition, depending on the needs or contexts of an individual unit.

**French II** begins with a thorough review of the verbs and pronouns studied in French I. Vocabulary acquisition is of major importance as the students begin to express themselves verbally and to write in the target language. Emphasis is placed upon comprehension of spoken and written French. Class is conducted almost entirely in French. Students in second year French participate in a “global simulation” project entitled “L’Immeuble” in which each student becomes a fictional character of her own making. Instruction and evaluations stress the development of the proficiency skills, the acquisition of vocabulary and understanding of cultural information.

**French III** is designed to include a comprehensive multi-disciplinary approach to French history and culture through the use of the literature, music, and art for each historical period from La Préhistoire to La Révolution. In addition, students participate in activities

to develop proficiency skills and vocabulary acquisition. Grammar is presented in each chapter and reflects the themes of the period studied. Students also study modern culture of France and Francophone countries through the use of media and films. Students are expected to demonstrate essay capability in all written work and to express themselves almost entirely in the target language.

**French IV** is a continuation of the multi-discipline approach to a study of the history, literature, arts, and cuisine of France from the French Revolution until the end of World War I. In addition, students concentrate on the development of their proficiency skills and vocabulary acquisition. They also study modern culture of France and Francophone countries through the use of multi-media sources. A thorough review of all verb tenses and grammar is an integral part of this class. Students are expected to demonstrate essay capability in all written work and to express themselves completely in the target language.

**French V** serves the dual purpose of exploring France and the development of the Francophone World from the beginning of the twentieth century to the deconstruction of the French colonial empire, as well as strengthening proficiency in all skill areas. Many activities are directed toward the development of oral proficiency. Vocabulary presentation follows the needs of the curriculum. Writing skills are reinforced by grammar review as needed. Students continue to study the francophone countries and cultures via TV5, film, music, *Champs-Élysées*, *Paris Match*, newspapers, and internet sources.

**Advanced Placement French Language** is taught in French and the students are expected to use only French in the classroom as well. Advanced Placement French Language focuses on preparing students for the Advanced Placement exam in four key areas: reading, writing, listening, and speaking. Special emphasis is placed on verbal proficiency and aural comprehension of native speakers in realistic settings. Issues of current importance in Francophone countries are studied in the context of a broader understanding of French culture today. This class aims to provide a thorough preparation for the Advanced Placement exam as well as to enable students to function well in the target language on all levels.

**Latin I** is designed to teach the basic forms, syntax, pronunciation, and vocabulary of the Latin language. Students translate from Latin to English and English to Latin using their acquired syntax and vocabulary. The primary aim of the course is to establish the basis for further coursework in Latin leading to the translation of Latin literature. Students also learn foundational knowledge of Roman civilization.

**Latin II** begins with an extensive review of the material covered in first year Latin and progresses through the study of the basic Latin language skills necessary to read works of Latin literature. More complicated aspects of the language are introduced and worked on in detail. Students continue to study Roman culture, geography and history.

**Latin III** is essentially a reading course. Students spend time on review and final uses of the subjunctive. Students are introduced to the more complex and idiomatic constructions used in Latin primarily through the reading of such writers as Cicero, Virgil, and Ovid, although content will vary. Students also examine the times and individuals that produced this literature.

**Latin IV** is a continuation of the reading course begun in Latin III. Students spend time on review and uses of the subjunctive. Students are introduced to Latin poetry through reading and discussion of Catullus, Horace, Virgil, Ovid, Juvenal and Martial. Focus is upon reading the poetry as poetry, with much attention devoted to learning about imagery, meter, rhetorical devices and figures of speech.

**Advanced Placement Latin: Latin Literature** prepares students for the AP exam through the reading of the Catullus/Horace syllabus designed by the College Board .

**Advanced Placement Latin: Vergil** prepares students for the AP exam through the reading of the *Aeneid* syllabus designed by the College Board.

**Spanish I** is taught almost exclusively in Spanish. Students are introduced to the idea of studying a foreign language and learn several strategies that will facilitate their success with this new task. Students learn the Spanish alphabet and phonetics and how to be good listeners. They are evaluated on the four skills that form the backbone of foreign language acquisition: listening, speaking, writing, and reading. As the approach is generally communicative, with a goal of proficiency, listening and speaking are emphasized; however, tests may encompass any element of language acquisition, depending on the needs or contexts of an individual unit.

**Spanish II** is conducted entirely in Spanish. The first trimester of Spanish II consists of a comprehensive review and expansion of Spanish I material. Students then progress through the great number of verb tenses that are introduced and their accompanying grammar. Writing and speaking receive increased emphasis at this level. Students begin to write more independently and more often. The overall focus in the course is communication, not linguistic perfection. Through their text, the World Wide Web and film, students are exposed to several specific cultural units based upon society today as well as history and traditions from throughout the Spanish-speaking world.

**Spanish III** is taught entirely in Spanish. Students are encouraged to practice their communicative skills in dialogues, monologues, readings, and compositions. Students continue to increase their knowledge of vocabulary and Hispanic culture. They also continue to perfect their usage of Spanish grammar. Students in this class prepare to take the level four course the following year. Goals for Spanish III include sharpened listening skills, improved pronunciation and fluidity in speaking, refined writing, and ease in reading more complex pieces in Spanish. Students read a selection of various short stories by Hispanic authors at this level.

**Spanish IV** is a total immersion experience in Spanish. Students at this level perfect the grammar and vocabulary that they have been building for three years. Students study the history and culture of Hispanic America. Students in this class prepare to take the Level 5 course or the AP Spanish Language course the following year. The four skills of listening, speaking, reading, and writing are attended to daily. Creative expression is encouraged.

**Spanish V** is conducted entirely in Spanish. This course concentrates on the history, culture, and literature of Spain. The students continue to improve their language skills through usage of the language in readings, class conversations, and class presentations and research papers. Students analyze poetry, drama, short stories, and novels. Students also review more complex grammar structures. Students who complete this course will continue on to the Advanced Literature class.

**Advanced Placement Spanish Language** is conducted entirely in Spanish. This course focuses on preparing students for the Advanced Placement exam. The content portion of the class is combined with the Level 5 class and concentrates on the history, culture, and literature of Spain. In addition the students complete extra work and class sessions, which specifically prepare them for the Advanced Placement Exam. The students continue to improve their language skills through usage of the language in readings, class conversations, and class presentations and research papers. Students analyze poetry, drama, short stories, and novels. Students also review more complex grammar structures. Students who complete this course may continue on to the Advanced Literature class.

**Advanced Hispanic Literature** is conducted entirely in Spanish. In this course students read several short stories and novels from both Spanish and Hispanic American authors. The students improve their ability to read in the target language and analyze the literature. Students improve both aural and oral skills during class discussions and improve compositions skills as they write several critical essays during the course.

# History and Social Sciences Curriculum Guide

## Philosophy and Overview

People and places, past and present, provide the context for study in the History and Social Sciences Department. Movement and settlement, growth and decline, tradition and change, cause and effect, profit and loss, conflict and resolution, or notions of right and wrong are among the themes that shape discussion and analysis. Course offerings are designed to provide students with a deeper understanding of issues and ideas ranging from those that have influenced the world over an extended period of time, to those that affect adolescents today, or those that may affect them as adults in the future. Likewise, the department strives to have students develop a greater appreciation for the contributions of others who have come before them, for the benefits that come from ethnic diversity and gender differences, and for the strength that comes from community. Concurrently, the department emphasizes inquiry and thoughtful questioning, as well as critical thinking and writing. Finally, goals of the department include having students correctly use maps and graphs, effectively use primary sources, persuasively use the written word, and confidently use the spoken word.

A variety of learning approaches is used within the department, from the teacher directed, to the individual student initiated, to the experiential or role-play, to projects involving group collaboration. Flexibility in methods is encouraged in order to address the different needs of students; to challenge the gifted, encourage the less confident, motivate the uninterested, reward those with initiative, and promote responsible behavior overall.

**African, Asian, and Latin American Studies** develops and refines global perspectives so that freshman students are more aware of their world, and become better prepared to deal with the challenges and changes that will come. The study of each region begins with the physical geographic characteristics of topography, climate, vegetation, political territory, and the distribution of cities. Topics include religion, dress, manners, conflicts between traditional and modern worldviews, and globalization. Special classroom sessions with the *Leader in Residence* are a highlight of this class.

**Modern European History** begins with a short unit on the legacy of the Greek and Roman civilizations and then proceeds to an in-depth study of the major developments in European history from the Renaissance to the present. The sophomore requirement relies heavily on close reading of the text and other source materials, classroom discussion and debate, and the written essay. Students study political theory and the evolution of political systems as well as the economic transformation of Europe from an agrarian society through the Industrial Revolution to the present global economic world. Special emphasis is also placed on art, literature, and philosophy as a means of studying social history. Students discuss their findings in-class and in essays.

**U.S. History** begins with early colonization and moves to the upheaval of the 1960s, grounding students in Americans trends, events and significant leaders. Discussion and oral presentation play critical roles in the examination of history. Women's contributions are emphasized, while social history is highlighted. The primary goal of U.S. History is to provide students with a rich, balanced, and thought provoking treatment of the American past. The course seeks connections between political, economic, geographic, social, religious, and intellectual factors that have molded and re-molded American society over four centuries. The written essay constitutes the most important aspect of historical analysis. Opinion and thesis are continually examined and reinforced. Students must learn to use evidence wisely and extract unifying themes often hidden in the mass of detail and material.

**Advanced Placement U.S. History** covers the period from the European exploration and settlement of North America in the late 1500's, to the election of Ronald Reagan as President in 1980. As a survey course, it blends the diplomatic, economic, geographic, and political strands of history, while emphasizing social history. Objectives include providing students with the broad base of factual knowledge necessary to deal critically with varied events, issues, and sources; challenging students to think for themselves as they read texts and historical materials closely, critically, and analytically; and pushing students to produce persuasive writing with reasoning, facts, and specific examples. They learn to weigh primary historical evidence, to evaluate differing interpretations of events or ideas, and to begin to develop their own questions for inquiry.

**Advanced Placement European History** focuses on preparation for the Advanced Placement exam. Beginning with the High Middle Ages and moving through the collapse of the Soviet Union, students examine cultural, political, economic, and intellectual events and social trends. Written analysis, discussion, oral presentations and lecture are the primary tools of learning. The emphasis of the class is upon the assimilation of large amounts of information into a coherent understanding of European society, politics, and economics. Writing is emphasized on tests, short essays and document based questions (DBQ).

**Advanced Placement Human Geography** introduces students to the systematic study of patterns and processes that have shaped human use and alteration of the earth's surface. Geographers ask the *where* and *why* questions, and then seek answers to them. In doing so, students learn to make use of landscape analysis and spatial concepts to study human social organizations, their distributions and effects. Distinctively, geography as a discipline concentrates on five ways of thinking about the world: patterns and spatial relationships; patterns at differing scales, from the local to the regional, national and then global; what is uniqueness of place or location; regions – areas of the world formed by distinctive features or combinations of features; and interconnections among places. The contrast, and often conflict, between increasing globalization on one hand, and efforts to renew cultural diversity on the other, is a major theme of this course.

## **Trimester Electives**

**Studies in Revolution** Crane Brinton's classic work, *Anatomy of Revolution*, provides the core text for this one trimester class that looks at revolution as a historical phenomenon. Using the English, French, American and Russian Revolutions as primary case studies, the class explores revolution as an agent of profound societal and historical change. Each student is required to do a research project on some aspect of revolution. This course is open to juniors and seniors as well as sophomores with permission.

**Twentieth Century Conflicts and the Failure of Partition** During the 20<sup>th</sup> century, diplomats and government officials attempted to resolve a number of territorial conflicts by dividing the disputed region. Ireland, India, Palestine, Korea, Vietnam, and most recently Yugoslavia were partitioned, but instead of establishing the groundwork for peace, each of these partitions engendered further conflicts, some of which are still ongoing. This trimester elective explores the origins of the some of these conflicts, the diplomatic efforts which led to partition, and the aftermath of violence that followed. By examining case studies, the class also evaluates the effectiveness of partition as a means of settling territorial disputes. Each student does a research paper on one of the partitions not covered in the class.

**Social Studies for International Students** This is an introductory course designed for most first-year international students. Topics covered in this course include basic geography, culture, history, government, and civic issues concerning the United States. Often, these topics are broached with some comparison with the students' native countries. Current events and the manner in which they affect the United States and other countries is also a major focus of the course. These issues are vital to an understanding of the contemporary United States which is the main objective of Social Studies for International Students (SSIS). The course earns a full credit. Through tests and papers, students learn to use evidence wisely and extract unifying themes often hidden in the mass of detail and material. International students continue to become investigative thinkers in SSIS by exploring several topics of interest through oral paper-presentations. These oral presentations are assigned each trimester in order to reinforce public speaking and leadership.

**Bible Studies: Old Testament** The Old Testament survey course escorts students through the history of Israel from Genesis to the conclusion of the Intertestamental period. Four principal themes are explored throughout the trimester: the nature of God, the nature of humankind, the relationship between God and humankind, and the relationships between people. Every story in the Old Testament speaks to one or all of these components. Other themes include righteousness, law, mercy, providence, provision, and the incumbent changes that occur in religious traditions based on cultural context. *This course fulfills the one-trimester Bible studies requirement.*

**Bible Studies: New Testament** The New Testament survey course introduces students to the life and teachings of Jesus, Pauline theology, and the spread of Christianity throughout the first century A.D. Major themes explored include incarnation, salvation, the relationship between law and grace, the kingdom of God, and expectations of Christian behavior. We also discuss the impact of Christianity on Western civilization. .  
*This course fulfills the one-trimester Bible studies requirement.*

**World Religions** As communication accelerates, world cultures become increasingly interdependent, and personal travel more accessible, we readily see how our globe has become a neighborhood. In order for all people to live peaceably, it is essential for us to gather information and develop insight into our neighbor's religious traditions. The purpose of the World Religions course is to introduce students to the dominant religious traditions existent on our planet.

**Ethics Research Seminar** Ethics Research Seminar is a required trimester course designed to examine the roots of ethical decision-making, ethical philosophy, and the foundations of morality. Through discussions, primary source readings, case studies, and research, students explore and debate questions of ethical and moral behavior in arenas that include international affairs, politics, law, medicine, and personal daily choices. Every week the class discusses or debates some ethical topic of current interest. Each student also writes a major research paper on a topic of her choice.

**Economics** This course stresses economic reasoning guided by a set of principles formulated from basic assumptions about human behavior. The course starts with an understanding of the six principles of economic reasoning and moves on to the concepts of scarcity, supply, and demand. The course continues with supply curves, demand curves, equilibrium and elasticity of demand. Personal finance is covered with lessons on the stock market, investing, money management, and credit card management. Economics is a one term elective open to students of every grade level. As most students are juniors or seniors, a good grasp of computational and algebraic concepts is a prerequisite. The course develops both quantitative and verbal reasoning skills, and students are encouraged to make links between economic reasoning and "real life." Students work individually and in small groups to complete assignments and present their work in both written form and oral presentations. Unit quizzes also test the students' understanding of concepts.

**Psychology**

**Model United Nations** One primary focus for the Model United Nations course is to prepare students to attend and successfully participate in a national or international Model United Nations conference. The conference is chosen each year in the fall: the class has attended recent conferences in Chicago, Philadelphia, New York, and Los Angeles. The class is assigned to represent one or more nations at the conference, and much of the class is spent learning about the workings of the United Nations, learning the history and positions of their assigned nation(s) and researching and writing position papers to present at the conference. The class also studies the role of the United Nations in world affairs, and discusses current events, especially those involving the UN.

**Social Issues in South Africa** Meeting once a week for a trimester, this seminar course is designed to prepare students for their service trip to South Africa. It specifically studies issues that students need to be aware of, or may encounter while working in the townships, as well as those that have affected South Africa during the past 100 years. The course is offered on a Pass/Fail basis and earns 1/3 credit.

### **One year course:**

**Social Studies for International Students** This is an introductory course designed for most first-year international students. Topics covered in this course include basic geography, culture, history, government, and civic issues concerning the United States. Often, these topics are broached with some comparison with the students' native countries. Current events and the manner in which they affect the United States and other countries is also a major focus of the course. These issues are vital to an understanding of the contemporary United States which is the main objective of Social Studies for International Students (SSIS). The course earns a full credit. Through tests and papers, students learn to use evidence wisely and extract unifying themes often hidden in the mass of detail and material. International students continue to become investigative thinkers in SSIS by exploring several topics of interest through oral paper-presentations. These oral presentations are assigned each trimester in order to reinforce public speaking and leadership.

# Mathematics Curriculum Guide

## Philosophy and Overview

The Mathematics Department currently offers the following courses: Algebra I, Geometry, Algebra II, Advanced Algebra, Precalculus, Honors Precalculus, Applied Mathematics, Calculus, AP Calculus - AB, and AP Calculus - BC. Although our course offerings follow a traditional curriculum, we make extensive use of graphics calculators in all of our courses, and each Chatham Hall student is required to purchase a graphics calculator. Most students use a TI-84 Plus.

We realize that our students come to us with varying attitudes and feeling about mathematics. While some students enjoy the study of mathematics, find the demands challenging, view the content as interesting, see the logical structure and interconnectedness of the content, look forward to taking tests, and cannot wait to take the next course, we have just as many students who have found their study of mathematics confusing, threatening, painful, and boring. Our general goals are to help our students: (1) experience success; (2) come to believe that they are capable of learning mathematics; (3) become more patient with themselves, tolerant of their confusion, determined to succeed, and willing to take risks; (4) understand that mathematical achievement depends more on effort and attitude than innate ability; (5) realize that mistakes are a part of life and learning, and that much can be learned by analyzing our mistakes; (6) see the logic and beauty in mathematics; (7) understand both the capabilities and limitations of graphics calculators and computers; and (8) become the best mathematicians they are capable of being and thus keep as many options open as possible in terms of future experiences.

While Chatham Hall does not require that a student take a mathematics course each year at Chatham Hall, we expect and strongly encourage each student to do so--and they do. Approximately 98% of our students take at least one math course each year, and many take five courses in four years by taking Geometry in the same year as Algebra I or Algebra II.

**Algebra I** The primary purpose of Algebra I is to help students develop a solid foundation for the study of advanced mathematics. The course focuses on the concepts and skills involved with integer, rational, and irrational number computation, properties of equality and identity, solving equations and inequalities, algebraic computation and simplification, functions, graphing linear equations and inequalities, and the application of algebra to real world problems. Since the students in the class are mostly freshmen, note-taking skills, listening skills, discussion skills, and study skills are explicitly taught in the course. Students are required to purchase a TI-84 Plus calculator and bring it to class each day. The calculator is used extensively in most content areas.

**Geometry** The Geometry course is a formal study of two-dimensional Euclidean concepts and techniques of coordinate geometry. Our course stresses inductive and

deductive reasoning skills through the early introduction of and emphasis on proofs, the two-column proving method, and conditional statements. The following topics are studied: angle relationships, parallelism, congruency and similarity, triangles and their properties, quadrilaterals and other polygons, right triangles and basic trigonometric ratios, circles, area and volume, transformational geometry, and coordinate geometry. Students are expected to understand these basic concepts and to apply their knowledge to solve problems.

**Algebra II** This course begins with a thorough review of Algebra I. Throughout the year, functions and relations, determinants, polynomials, rational expressions, sequences and series, radicals, graphs of various functions, complex numbers, exponents, logarithms, permutations, combinations, probability, and quadratic relations are studied. Problem solving techniques using algebraic and graphic solutions are emphasized. Students are required to have a TI-84 Plus or TI-84 graphing calculator and bring it to class each day.

**Applied Math** This course begins with a review of Algebra II. Emphasizing and re-teaching the Algebra II concepts is combined with SAT math preparation. Throughout the year, functions, graphing, and trigonometry are studied. Problem solving experiences using algebraic and graphic solutions and higher-order thinking skills in daily assignments are emphasized. A graphing calculator is required of each student and is used extensively. Students usually take this course after Algebra II or Pre-Calculus.

**Pre-Calculus** Graphing is fundamental to the study of Pre-Calculus. Students are encouraged to use reasoning and communication skills to connect algebra and geometry topics to expand their understanding of functions and graphs. One common focus throughout the course is the idea of families of graphs and transformations. The first trimester is a thorough study of linear, polynomial, inverse, rational, exponential, and logarithmic functions. During the second trimester, a rigorous development of the circular function of trigonometry is studied. The last trimester focuses on discrete mathematics, limits, and an introduction to derivation and integration. Students are required to use a graphing calculator throughout the year. Emphasis is placed on using the calculator to check solutions and to make quick analyses of problems.

**Honors Precalculus** The Honors Precalculus course is both an accelerated version of the Precalculus course and a more theoretical-based course. Graphing is fundamental to the study of Precalculus. Each chapter emphasizes the relationship of different types of functions and their graphs. Students are encouraged to use reasoning and communication skills to connect algebra and geometry topics to expand their understanding of functions and graphs. One common focus throughout the course is the idea of families of graphs and transformations. The concepts of maximum and minimum values are interspersed throughout the year and emphasized strongly when derivatives are taught. The first trimester is a thorough study of polynomial functions, graphs of the basic algebraic functions and their transformations, and methods for solving equations and inequalities. The second trimester is a rigorous development of trigonometry. The last trimester focuses on exponential, and logarithmic functions, and an introduction to limits,

derivatives and integration. Students are required to use a graphing calculator throughout the year. Emphasis is placed on using the calculator to check solutions, drawing graphs and making tables to analyze the behavior of a function, and to solve equations for which algebraic techniques are not appropriate.

**Calculus** Calculus is a course that provides an overview of much of the content of the AP Calculus AB course, but not to the same depth. The Calculus content focuses primarily on the concepts of limit, the derivative, and the integral, the skills of evaluating limits and determining derivatives and integrals, with little theoretical justification, and the applications of differentiation and integration. Students taking this course are primarily seniors who completed Precalculus during their junior year and are not enrolled in AP Calculus.

**Advanced Placement Calculus – AB** The study of calculus is crucial for those students interested in majoring in mathematics, science, or fields of study which rely heavily on mathematics. Calculus is the foundation for and the language of science and engineering. AB Calculus is an in-depth examination of the theory of limits, differentiation, and integration, and their applications. The students must be capable of original, innovative approaches to problems, and show consistent, flexible application of past concepts to present work. They will go beyond the simple application of the formulas to the ability to analyze a problem and apply the techniques needed to solve it. There are two major branches of calculus: differential and integral. Differential calculus focuses primarily on the concept of changing quantities and how these changes are related. Differential topics include motion, related rates, and optimization. Integral calculus focuses on using known rates of change to determine quantities such as area, volume, and distance traveled.

**Advanced Placement Calculus-BC** Second year calculus is an intensified study of functions of one and two variables. It is an in-depth examination of the theory of limits, differentiation, and integration, and their applications. The students must be capable of original, innovative approaches to problems, and show consistent, flexible application of past concepts to present work. They will go beyond the simple application of the formulas to the ability to analyze a problem and apply the techniques needed to solve it.

# Physical Education Curriculum Guide

## Philosophy and Overview

The Physical Education program at Chatham Hall is a well-rounded, four-year program that instructs, builds and refines each student's skill in a variety of sports and fitness activities. Each sport is open to all grade levels and students are given instruction from beginner to advanced skill levels.

In addition to their required physical education courses, the students enjoy special events that occur throughout the year. These events include horse shows, intramural competitions between Purple and Gold teams in each sport, and various health and fitness activities and seminars throughout the year.

Students have the opportunity to lead drills, help coach and referee game play. This allows the class to continue while the instructors help individuals with particular skills. Throughout the year the students are oftentimes called upon to lead the warm-up, demonstrate skills, captain a team and organize an activity. This leadership role creates an opportunity for character building, decision-making, and effective peer interactions.

**Basketball** Basketball is taught with a mix of beginning, intermediate and advanced skills levels. The program first introduces students to the game, the history and the fundamental skills. The objectives of the offering are to give the students a basic understanding of the rules, skills and strategies of the game. Each level builds upon the previous level and the students are expected to discuss and demonstrate the skills that are taught. Each skill is taught and reviewed at each level.

**Field Hockey** Field Hockey is taught with a mix of beginning, intermediate and advanced levels. The program first introduces students to the game, the history and the fundamental skills. The objectives of the offering are to give the students a basic understanding of the rules, skills and strategies of the game. Each level builds upon the previous level and the students will be expected to discuss and demonstrate the skills that are taught. Each skill is taught and reviewed at each level.

**Fitness** This course is taught as a mixed level class with each girl setting her own level of intensity. The class strives to teach basic principles of fitness and nutrition, and each girl builds up her intensity as her strength and endurance increases. The class combines cardio and toning/weight training exercises through a series of circuits and other exercise plans.

**Lacrosse** This sports class is taught with a mix of beginning, intermediate and advanced skill levels. The program first introduces students to the game, the history and the basic skills. The objectives of the offering are to give the students a basic understanding of the rules, skills and strategies of the game. Each level builds upon the previous level and the

students are expected to discuss and demonstrate the skills that are taught. Each skill is taught and reviewed at each level.

**Riding** Horseback riding focuses on introducing and developing the skills needed to set a strong foundation for advancement in the disciplines of Hunt Seat Equitation and Saddle Seat Equitation. Riding skills are taught through a variety of exercises, which act as building blocks in the development of the student's technique and are designed to develop an independent hand and seat.

**Soccer** Taught as a mixed level class, this soccer class allows each girl to advance at her own pace. The class introduces the students to the history, rules and the basic skills and strategies of the game. The course strives to present the students with a basic understanding of the rules, strategies and skills of soccer. Each level builds upon the previous one and the students are expected to continue to challenge themselves by demonstrating increased skill levels and a greater depth of understanding of the game.

**Softball** This course is taught with a mix of beginning, intermediate and advanced skill levels. The program first introduces students to the game, the history and the fundamental skills. The objectives of the offering are to give the students a basic understanding of the rules, skills and strategies of the game. Each level builds upon the previous one and the students are expected to discuss and demonstrate the skills that are taught. Each skill is taught and reviewed at each level.

**Sports Management** This elective is taught as a mixed level class that allows the students to gain an understanding of the field of sports management and athletic administration. Students learn the "behind the scenes" skills required for game and other athletic support staff. The course strives to present the students with a basic understanding of what a team manager does, how to prep for home and away games, how to keep the clock and scorebook for several different sports.

**Sports Medicine** This is a mixed level class that allows the girls to gain an understanding about the field of sports medicine. The class introduces the students to the world of sports medicine and what role this area plays in the "sports world." The course strives to present the students with a basic understanding of the structure of the body and common injuries and ways to evaluate, treat, and rehabilitate the athlete. Each level builds upon the previous one and the students are expected to continue to challenge themselves by demonstrating increased knowledge and understanding.

**Tennis** This sport is taught as a mixed level class with each girl advancing at her own pace. The class introduces students to the game, history and the basic skills. The course strives to present the students with a basic understanding of the rules, strategies and skills of tennis. Each level builds upon the previous level and the students are expected to continue to challenge themselves and demonstrate increased skill levels and a greater depth of understanding of the game.

**Volleyball** This is taught as a mixed level class with each girl advancing at her own pace. The class introduces students to the game, history and the basic skills. The course strives to present the students with a basic understanding of the rules, strategies and skills of volleyball. Each level builds upon the previous level and the students are expected to continue to challenge themselves and demonstrate increased skill levels and a greater depth of understanding of the game.

### **Dance Program**

Dance at Chatham Hall offers a quality blend of technical training and artistic exploration. Dancers increase their strength, flexibility and stamina through Cecchetti and RAD Ballet Techniques as well as a blend of Modern techniques including Graham, Horton, Weidman, and Contemporary/Release. Two classes meet daily allowing both the beginner and experienced dancer a place to be challenged. Weekly concepts inspired by Rudolf Laban's notation of dance are explored through movement studies and improvisation, challenging dancers to transcend the technical physicality of dance in exploration and creation of personal artistic expressions. This year's guest artists bring to Chatham Hall Contact Improvisation and Martha Graham Technique master classes as well as African, Hip-Hop and others.

**Dance I** Dancers with little to no prior training will learn basic principals, positions, alignment, and concepts of Ballet, Modern, and Improvisation techniques. Dance I students are given supporting roles in dance demonstrations at the end of each trimester. The five day a week curriculum includes two days of Cecchetti and/or RAD Ballet training, two days of Weidman, Graham, Horton, and/or Contemporary/Release technique in Modern dance, and a day of exploration or choreography. Occasionally this fifth day includes World dance such as African or Salsa. Weekly concepts inspired by Rudolf Laban's notation of dance are explored through movement studies and improvisation, challenging dancers to transcend the technical physicality of dance in exploration and creation of personal artistic expression. Dancers will study and create choreography individually and in groups. All dancers experience master classes from guest artists throughout the trimester. A grade will be given based on attendance, participation, movement studies, technique evaluations, and vocabulary quizzes. 1/3 FINE ART and PE credit per trimester, 2 afternoon activity credits

**Dance II** Dancers audition for placement in the Dance II level or are invited from the Dance I class. Dance II students learn more advanced combinations and choreography, and are given stronger roles in the end-of-trimester demonstrations. The five day a week curriculum includes two days of Cecchetti and/or RAD Ballet training, two days of Weidman, Graham, Horton, and/or Contemporary/Release technique training, and a day of exploration or choreography. Weekly concepts inspired by Rudolf Laban's notation of dance are explored through movement studies and improvisation, challenging dancers to transcend the technical physicality of dance in exploration and creation of personal artistic expression. Dancers will study and create choreography individually and in groups. All dancers experience master classes from guest artists throughout the trimester. Dancers receive a grade based on attendance, participation, movement studies,

technique evaluations, and short vocabulary quizzes. 1/3 FINE ART credit per trimester, 2 afternoon activity credits

**Panache** Chosen from the Dance II class, dancers are given significant roles in the end-of-trimester demonstrations and the Spring Concert. Panache is the group of Chatham Hall's strongest dancers and performers who also lead in the dance community. They are a part of decision making regarding costuming, staging, sets etc. Panache dancers are required to take dance year round and are expected at all dance events.

# Science Curriculum Guide

## Philosophy and Overview

The Science Department seeks to stimulate student interest in science and to increase their understanding of the scope and significance of science in their lives. This goal serves two purposes: one, to better prepare girls for and inspire them toward science and technology driven careers that are ever more prevalent, and two, to instill in them a fundamental understanding of their place in the natural world. In preparing students for college level work, we employ a wide array of instructional methods designed to enhance learning for students whose backgrounds, aptitudes and interests vary across a broad spectrum. Of particular importance is an emphasis on practical, hands-on laboratory and field exercises. The department offers courses appropriate for students in any of the four years of secondary school-- Biology, Chemistry, Environmental Science, Physics, Advanced Placement Biology, Advanced Placement Chemistry, single trimester courses in Engineering and Computer-Aided Design (E-CAD), and Robotics, as well as a three-module course in Veterinary Science (Anatomy & Physiology, Diagnostic Tools, and Preventive Medicine). All but E-CAD and Robotics are considered laboratory courses. Three full years of laboratory science are required for graduation. Students in the class of 2013 and beyond must take Physics, Chemistry, and Biology. Students in the classes of 2011 and 2012 must take Biology, Chemistry, and another lab science. Physics is strongly suggested but not required. Students are encouraged to take as many science courses as their schedules allow and most girls take at least four courses in science. Each year, several girls choose to enroll in two science courses concurrently.

Ninth graders entering in the Fall of 2010 will take Physics 9 as an entry-level science course, Chemistry as Sophomores, and Biology as Juniors. Sophomores entering in the Fall of 2009 will take either Physics or Chemistry, depending on their math placement. Current Sophomores will continue the previous sequence, taking Chemistry and then Physics 11/12 or an AP course or elective as juniors and seniors. Students who have met the prerequisites of Biology and Chemistry may apply for acceptance into Advanced Placement Biology or Advanced Placement Chemistry. These applications are reviewed by the Department Head and the members of the department, with the goal of placing students in appropriately challenging courses.

Laboratory courses meet four times a week for forty-three minutes and once a week for approximately ninety minutes. The increased-time period allows for laboratory or field work. Non-laboratory courses meet five times a week for forty-three minutes. In recent years, significant numbers of students have taken on independent Discovery Challenge projects in the sciences, with topics ranging broadly across the disciplines.

**Physics 9** This course which is required for all ninth graders, improves the investigation and laboratory skills and increases awareness and interest in science and its applications. This is accomplished through an activity-based curriculum providing an introduction to all major topics and principles of physics. Mechanics, wave phenomena, thermodynamics, optics, electricity, and magnetism are examined at both the conceptual and mathematical levels. Laboratory work, data analysis, and applications of phenomena are stressed throughout. This course provides the background material needed for a student's continuation in the science curriculum. *This course is open to all 9th graders and those 10th graders who have not yet taken Algebra II.*

**Biology** The course covers key biological concepts (diversity of organisms, relationship between structure and function, adaptation to environments, evolution, key life processes, heredity, biochemistry, and ecology). The two main goals of the course are to develop a conceptual framework for modern biology and to provide experience and appreciation of biology through experimentation and inquiry. Students participate in projects and activities to develop skills in writing, critical thinking, research, cooperation, and presenting information.

**Chemistry** Chemistry at Chatham Hall is designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated through the application of demonstrations, laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific methodology is employed in experimental and analytical investigations, and concepts are illustrated with practical applications. Students are encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques and communicate effectively. Thus, this course gives the students basic understanding of the subject and its applications in the real-world. Interested students then move on to take AP Chemistry to further enhance their knowledge of the subject. The Chemistry curriculum complies with and exceeds Virginia's standards of learning for high school chemistry. These standards have been nationally recognized for their detail and excellence. *Biology and Algebra II are prerequisites; may be concurrently enrolled in Algebra II.*

**Environmental Science** This is a year long elective laboratory science course. Environmental Science is an integrative and multidisciplinary field. It draws heavily not only on biology, ecology, chemistry, and earth sciences, but also on ethics, economics, public policy and other disciplines. As environmental issues and decision making become an increasing part of our everyday lives and experiences, the development of the skills necessary to analyze, understand, and communicate them are a focal point of the class. Students participate in a variety of activities, from traditional lecture and question-and-answer sessions, to discussion and debate, laboratory experimentation, research, writing, and collaborative problem-solving projects. The 362-acre Chatham Hall campus is used extensively to practice techniques, investigate problems, and observe ecological processes in action. *Biology is a prerequisite.*

**Physics 11/12** Building on the foundations formed in previous physical science courses along with algebraic and geometric skills, physics students explore the topics of mechanics, waves, electricity and magnetism, and modern physics. Laboratory exercises and demonstrations reinforce and encourage exploration of physical laws. Collaborative learning is encouraged. Often students are paired or grouped together for various activities such as problem solving, review sessions and laboratories. Outside reading and research are required. *Algebra II and a previous laboratory science are prerequisites. This course is open to 11th and 12th graders only!*

**Advanced Placement Biology** This course is designed to be the equivalent of an introductory college level course in both rigor and pacing. The primary goal of this course is to provide students with a solid and thorough background in the biological sciences. The secondary goal is to prepare students to take the AP examination in the spring. All students are required to take this exam, which is written and scored by the College Board. Our focus is to develop a strong understanding of the principles of Biology, and to simultaneously prepare for the standardized exam. The topics covered in the course and on the exam are divided into three topic areas: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. While developing knowledge of the content material, students will also build their analytical skills, writing and research skills. The laboratory portion of this course will focus on the twelve required lab exercises of the AP Biology program. The main components of the laboratory experience will include experimental design, technique, and data analysis and reporting. *Biology and Chemistry are prerequisites.*

**Advanced Placement Chemistry** Advanced Placement (AP) Chemistry at Chatham Hall is designed to be the equivalent of general chemistry taken in the first year of college. It emphasizes in greater detail all of the concepts covered in general chemistry in addition to studying the topics of thermodynamics, acid-base equilibrium, kinetics, and electrochemistry. Students cover material at a rapid pace and are expected to complete a number of assignments independent of class. Students work together in and out of class to master challenging advanced analytical and descriptive chemical problems and predicting chemical reactions. In addition, they spend at least ninety minutes in the laboratory each week. The AP curriculum complies with and exceeds the College Board standards. *Biology and Chemistry are prerequisites.*

**AP Physics** This course follows the recommended course outline published by the College Board and is a college-level course taken at the high school setting and follows the recommended course outline published by the College Board for the trigonometry-based Physics B test. The course is appropriate for the advanced math/science student who is considering a major in the sciences or engineering. Students will learn to apply math principles to scientific theory. Class topics will include kinematics, dynamics, energy, and electricity and magnetism. Optional studies of thermodynamics, wave mechanics, geometric optics, and modern physics will also be offered. Students are required to take the AP exam upon completion of this course.

**Engineering and Computer-Aided Design (E-CAD)** This is a one-trimester course that can be taken numerous times and which is designed for sophomores, juniors, and seniors with an interest in math and science and/or a desire to pursue engineering as a career. The first trimester is an introduction to the field of engineering in general, and the second trimester is an exercise in practical application of knowledge. Successful completion of the first course is required to enroll in the second.

The first trimester explores the various engineering fields: traditional, modern, and interdisciplinary. Students have an opportunity to probe deeply into a particular engineering area of interest, and make a presentation and submit a paper about their findings. Students read and write about current engineering research and exploration, meet local and regional engineers and visit engineering facilities and university departments, and seek to understand the importance of women to the engineering domain. Students are also exposed to several different software packages used for Computer-Aided Design and Modeling (CAD/CAM), and complete several small projects and one larger final project to show their understanding.

The second trimester course expands the practical side of engineering education. Armed with their knowledge of mathematics and the sciences, students work to solve real-world and/or simulated problems set in the engineering domain. Students may be partnered with local firms, organizations, or facilities that have project ideas, or engineering problems may be posed by the faculty. Students analyze the problem, determine a suitable course of action, and design and present a solution using engineering principles and CAD software. *Precalculus (or concurrent enrollment) is a prerequisite.*

**Topics in Psychology** During the first trimester, students will become familiar with the basic approaches to psychology; the brain and behavior; sensation and perception; the states of consciousness; and learning. Second trimester will include: memory; thinking, intelligence, and language; and human development - birth to adulthood including motivation and emotion. Third trimester will include personality; social psychology; psychological disorders and therapies. Self-tests, case studies and other interesting activities will be part of each trimester of this course. Autumn, Winter, and Spring trimester - 1/3 credit each. First trimester is a prerequisite for the second and/or third trimesters. Offered to sophomores through seniors.

**Robotics** is a trimester class which introduces students to the basics of computer programming via the Robolab programming language for the Mindstorms RCX robot. Students start by learning simple programming. They build upon their knowledge to create more advanced programs and complete various tasks. Students also design and build the Lego robot for each specific task. The second half of the course is spent completing a number of "challenges." Students work in small groups to develop a plan of action, execute the program, and report results to a committee.

**Veterinary Science: Anatomy and Physiology** This trimester course, designed for sophomores, juniors and seniors, and open to students who have successfully completed Biology, focuses on the anatomical structure of animals and the function of these structures. Students gain first-hand knowledge of mammalian anatomy (respiratory, circulatory, digestive, uro-genital, endocrine, exocrine, skeletal, nervous, muscular, and integument systems) by completing a cat dissection. The second half of the course is devoted to microscopic study of the primary tissues (connective, muscular, nervous, and epithelial), also known as histology. *Biology is a prerequisite.*

**Veterinary Science: Diseases and Lameness** This one trimester course, which is open to students who have completed biology, emphasizes practical aspects of veterinary medicine, focusing on various diagnostic procedures used. Students learn the importance of diagnostic tests in conjunction with patient history and differential diagnoses. Students perform actual diagnostic tests on animal specimens of blood, urine and feces. PowerPoint lectures cover basic information on diagnostic tests including interpretation of the test results. Students gain a better understanding of the complexities of diagnosing diseases by doing a project on a particular animal disease of their choice and the final exam which is a problem-based case study experience. *Biology is a prerequisite*

## Other Opportunities and Required Courses

### The Discovery Challenge

#### Purpose and Goals

- The *Discovery Challenge* is an opportunity for students who have made either the Rector's or Dean's List at the end of the first or second trimesters to pursue independent study on campus during the following trimester. Recognition and academic credit are given for successful completion of the independent study.
- The *DC* is meant to encourage qualified students to explore a topic in greater depth than a traditional class allows, a topic not covered in the curriculum, or an issue that is cross-curricular in nature. In the process, or as a result of exploration, it is hoped discovery will occur as well.
- The *DC* is designed to promote student initiative balanced with faculty mentoring. A student works closely with a faculty member. The mentor agrees to assist the student in posing the questions, locating and using the resources, analyzing and presenting findings – all important parts of discovery. The mentor will also assist the student in preparing a proposal. A DC Committee, comprised of the faculty mentor, student's advisor, and the Director of the Discovery Challenge, provides structure and the means of evaluating the student's proposal and resulting independent study.

- The *DC* challenges and then rewards student discovery. With an approved project, a student may apply to the Academic Dean and Athletic Director to be exempted from one or two periods of physical education a week for the trimester. Upon successful completion of the *DC*, it will be recorded on the student's transcript, along with 1/3 of an academic credit in the appropriate subject area. (This credit may not be used to meet required course demands.)

**College Prep** This non-credit class is mandatory for all first-trimester seniors and for all second- and third-trimester juniors. Students meet in small groups once a week with the College Counselor in the college counseling center. This class is used as a forum for sharing information about the college admission process and for preparing for standardized testing.

**Chatham 101 – Seminar for New Girls** These seminars are an integral and mandatory part of the overall Residential Life Curriculum. These classes meet four times a week for the first trimester, involving all new girls across all grade levels. We begin the series with discussions designed to ease the transition to boarding school life in general and Chatham Hall in particular, focusing on the Honor Code and other aspects of life unique to Chatham Hall. Time management and study skills are addressed. The remainder of our time is devoted to issues of personal health and development with topics ranging from AIDS and substance abuse education, to eating disorders and nutrition, to date rape prevention, and can include stress reduction, or self defense, or other timely issues. Built in to the schedule are two supervised study periods a week, designed to help new students cope with the adjustment to a rigorous academic schedule and to build basic study habits. The course is not graded and has no additional assignments. It is designed as a “safe harbor” for the exchange of essential personal development information and to provide time to process the changes inherent in leaving home for boarding school.