

Chatham Hall

Curriculum Guide 2011-2012

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.

Academic Policies

Requirements for Graduation

A Chatham Hall diploma is awarded to a student who has successfully completed the required course work by the close of her senior year. Minimum graduation requirements are:

Four years of English

Three years of mathematics, including Algebra II

Three years of history, including US History

Three years of one foreign language or two years of one language and two of a second

Three years of laboratory sciences, including physics, chemistry, and biology

One semester of Biblical Studies

One semester of Ethics

One year of fine and/or performing arts

Four years of physical education credit

Minimum Course Load

A student must register to take at least five major credits per year and should take at least five major courses each trimester.

AP Courses

Students interested in pursuing courses at the AP level apply for such courses through the sponsoring department. The department bases decisions on how well the student has performed on other classes in the department, and in the case of science class, how well students have done in math classes, and in the case of history classes, how well students have also done in English classes. Students should have, in the course of their time at Chatham Hall, demonstrated an interest in the subject matter as well, performed well in earlier departmental courses, and be willing to take on the challenge of such advanced course work. Student enrolled in AP courses are required to take the AP exam at the end of the year.

Typical grade-level schedules

	Freshman	Sophomore	Junior	Senior
English	English I or EIS I or II	English II or EIS I or II	English III, Honors English, or EIS II	English IV or AP English
Foreign Language	Entry where appropriate in sequence – Level I for most	Entry where appropriate in sequence – Level II for most	Where appropriate in sequence – Level III for most; levels IV, V, or AP for some	Where appropriate in sequence – Level IV, V, or AP for most
History	World Cultures or SS for International Students	Modern European (AP Modern European for some qualified sophomores) or SS for International Students; some electives	United States History or AP United States History for most; electives	AP Human Geography; AP Modern European; semester electives; Required Ethics Class
Mathematics	Entry where appropriate in the sequence that begins with Algebra I; Geometry for most; Algebra I for some; more advanced for a few	Next in sequence of Geometry, Algebra II, Precalculus, Calculus or AP Calculus AB, AP Calculus BC	Next in sequence Algebra II, Precalculus, Calculus or AP Calculus AB, or AP Calculus BC	Next in sequence Precalculus, Calculus or AP Calculus AB or AP Calculus BC or Statistics, Mathematical Modeling and Intro to Calculus
Science	Physics	Chemistry; AP Physics if doubling up on sciences	Biology; AP Chemistry or Environmental Science if doubling up on sciences	AP Physics, AP Chemistry, AP Bio, Environmental Science; semester electives
Fine Arts	Drawing and Design; Ceramics I, II, III; upper level courses after	Painting I, II; Printmaking I, II; Ceramics I, II, Photo I, II; Dance; Theater	Portfolio, AP Studio Art; Painting I, II; Printmaking I, II; Ceramics I,	Portfolio, AP Studio Art; Painting I, II; Printmaking I, II; Ceramics I,

	Drawing and Design Dance; Theater productions; St. Mary's Choir; Chamber Choir (by audition)	productions; St. Mary's Choir; Chamber Choir (by audition)	II, Photo I, II; Dance; Theater productions; St. Mary's Choir; Chamber Choir (by audition)	II, Photo I, II; Independent work; Dance; Theater productions; St. Mary's Choir; Chamber Choir (by audition)
Other Requirements		Required Biblical studies this year or next	Required Biblical studies this year if not sophomore	Ethics
Standardized Testing	Explore test	PSAT; PLAN	PSAT; SAT; TOEFL for international students	SAT; ACT; TOEFL for international students

Registration for New Students

Newly enrolled students will be placed in courses based on previous transcripts, recommendations from previous schools, placement tests when necessary, and interest. Students who have studied a foreign language at another school will be placed as accurately as possible with the school reserving the right to move the student up or down a level. In areas where teachers note gaps in information, students may be asked to seek tutoring, if the teacher feels that such help will prepare the student sufficiently to remain in the class. In other instances, the student may be required to move back a level, so that the student will have the preparation necessary to succeed.

English Curriculum Guide

Graduation Requirement: 4 years of English; at least one full-year course each year.

Courses:

English I The goal of this course is to reinforce and expand what we hope our students already have experienced: that communicating by language is an art and a pleasure, that words are wondrous. In pursuit of this goal, we guide students to develop more mature, sophisticated, and expressive voices in academic conversation, writing, and public speaking.

We read and discuss classic works of Western literature and world literature (focusing on the theme of social and cultural encounters) to enhance students' ability to read for voice, nuance, and style; to make more sophisticated and probing their ability to read for symbolic and thematic textual meaning; and to provide the basis for discussions of major philosophical, social, and religious concepts. Writing assignments (literary analysis, creative writing, journal writing, etc.) evolve from these readings and discussions. We focus on the stages of the writing process (from drafting to proofreading, including writing conferences with the teacher and other students). Public speaking assignments also evolve from the reading, focusing generally on dramatic reading, to master the basics of delivery and presentation. Vocabulary study is two or three new words per class, with a cumulative list of words building throughout the year, and grammar focuses, through a problem-solving approach by which students create their own grammar book, on sentence structure and punctuation, plus a range of usage issues. **Texts: Summer Reading:** *The Member of the Wedding* by Carson McCullers and *I Know Why the Caged Bird Sings* by Maya Angelou. **Class Texts:** *Pygmalion* by George Bernard Shaw, *Siddhartha* by Hermann Hesse, "Master Harold" ...and the boys by Athol Fugard, *Alice's Adventures in Wonderland* by Lewis Carroll, *Bless Me, Ultima* by Rudolfo Anaya, *How the Garcia Girls Lost Their Accents* by Julia Alvarez, *The Oedipus Plays of Sophocles: Oedipus the King, Oedipus at Colonus, Antigone* by Sophocles, *The Odyssey* by Homer, *Nervous Conditions* by Tsitsi Dangarembga, *The Adventures of Huckleberry Finn* by Mark Twain, *The Tempest* by William Shakespeare, *Vocabulary Workshop, Level E* by Jerome Shostak.

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 featured readings.

English III This is a two-semester survey course in American literature that encourages the analytical reading, thinking, and writing that students engaged with in English II. Classes will be discussion-based and students will write regularly on their reading assignments. During the second semester, students will learn research and library skills as they work on an 8-page analytical research paper on an American author of their choice. As with English I and II, students will meet regularly with their teacher for paper conferences in which grammar, punctuation, and stylistic matters will be addressed. We shall continue vocabulary acquisition both semesters and work on public speaking skills through class discussion and oral presentations. Texts: *The Norton Anthology of American Literature*; *The Scarlet Letter* by

Nathaniel Hawthorne; Willa Cather's *O Pioneers!*; *The Sun Also Rises* by Ernest Hemingway; *Vocabulary Workshop G* by Shostak

Honors English III This is a two-semester course which delves into the works of major 19th and 20th century American authors who have deeply influenced American thought and culture. The course emphasizes critical—and creative—reading, thinking, and writing. Students will respond regularly to reading assignments in their writing journals and will learn to hone their analytical writing and research skills in several papers per trimester, with an emphasis second semester on a 10-12 page research paper on an American author of the students' choice. As with English I and II, students will meet regularly with their teacher for paper conferences in which grammar, punctuation, and stylistic matters will be addressed. We shall continue vocabulary acquisition both semesters and work on public speaking skills through class discussion and oral presentations. *The Norton Anthology of American Literature*; *The Scarlet Letter* by Nathaniel Hawthorne; Willa Cather's *O Pioneers!*; *The Sun Also Rises* by Ernest Hemingway; *Vocabulary Workshop G* by Shostak; Herman Melville's *Moby Dick*; *The Age of Innocence* by Edith Wharton, and *Invisible Man* by Ralph Ellison.

English IV is divided into two separate semesters of work. Fall semester all English IV students take Advanced Writing and Literary Analysis. In the second semester, 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. 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 semester 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.

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

Senior Spring semester electives:

Angels, Ornaments, Hysterics, and Fallen Women: Images of Women in Victorian Art and Literature This cross-disciplinary class will allow students to practice critical and analytical writing skills upon a variety of subjects. We will begin by grounding ourselves in some of the common assumptions and debates about the nature of Woman prevalent in Victorian English and American society—i.e., her proper “spheres” and occupations; her natural capabilities and limitations, etc. We will then turn to examine how the art and literature of the period participate in the debate—how authors and artists in England and America comment upon or criticize stereotypes and traditional understandings concerning the nature of femininity. We will examine a broad range of subjects, from poetry and the novel to painting and music. Texts to be read

include: Hardy's *Tess of the D'Urbervilles*, Charlotte Perkins Gilman's "The Yellow Wallpaper," Kate Chopin's "The Awakening," and Wharton's *The House of Mirth*, among others. (Edmonds)

Creative Non-Fiction/Life Narrative Prompted by Philippe Le Jeune, author of "The Autobiography of Those Who Do Not Write," this course asks: To what extent can we become the authors of our own lives? Looking at various genres within autobiography – memoir, personal essay, autobiographical fiction – we will consider why people tell their own stories and what we can learn from reading other people's life narratives. This course will examine the similarities and differences among these closely related genres, as well as question the extent to which all narratives are fictionalized. We will also have an opportunity to write about our own lives. Course texts may include: *Persepolis: The Story of a Childhood* by Marjane Satrapi, *Lying* by Lauren Slater, and *The Glass Castle: A Memoir* by Jeannette Walls. (Couch)

Environmental Insights Through Literature 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. Readings may include texts from Rachel Carson, Annie Dillard, and Barbara Kingsolver, as well as Jane Smiley's "Good Will" and Julia Butterfly Hill's *Legacy of the Luna: The Story of a Tree, a Woman and the Struggle to Save the Redwoods*. This course will also contain a personal writing component. (Couch)

History of Drama This semester course explores representative dramas through a single text. Each selected play has been important to the era in which it was. The course begins with an examination of the history of European theater, but moves away from Europe with five representative American dramas that span the twentieth century as well as one Japanese drama and one Nigerian drama. Again, it will be important to explore the individual message of each play within the social and political context of its time. This course would also have students attend live performances in Chapel Hill: Tony Kushner, *Angels in America* and Joan Didion, *The Year of Magical Thinking*. The second performance includes a workshop with the director and actors. (Black)

Ten Playwrights In Search of A Place in Literary History This semester course explores the importance that representative dramas have played to the era in which they were written. In part the course is an examination of the history of European theater, but in a larger sense it explores the individual message of each play within the social and political context of its time. The course begins with two ancient plays from the Greek and Roman tradition. Students will examine the downfall of the theater during the medieval period and its restoration during the Renaissance. Two of the plays provide an introduction to the 18th century while the remaining plays explore the beginnings of modern theater. Playwrights include: Plautus, Shakespeare, Molière, Ibsen, Shaw, and Kushner, among others. (Black)

The Things They Carried, Part 2: Literature about the Vietnam War

Many of you rising seniors will be familiar with at least one work of fiction dealing with the Vietnam War, Tim O'Brien's *The Things They Carried*. This class hopes to expand upon O'Brien's work. Focusing on memoir, song, fiction, and journalism, we shall study different perspectives on the Vietnam War—perspectives that include those of American men and women, Vietnamese men and women, those who saw battle on the front-lines and those who did not. Course texts may include *War Torn: The Personal Experiences of Women Reporters in the Vietnam War*, selections from *A Piece of My Heart: The Stories of 26 American Women Who*

Served in Vietnam, Robert Olen Butler's *Good Scent from a Strange Mountain*, Duong Thu Huong's *Novel without a Name*, Ron Kovic's *Born on the Fourth of July*, and Bao Ninh's *The Sorrow of War: A Novel of North Vietnam*. (Edmonds)

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.

Additional English Classes

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 six to nine times per year.

Fine Arts Curriculum Guide

Graduation Requirement: 1 Art Credit. This may be earned through a combination of classes, music lessons, dance, or theater.

Studio Art

Drawing and Design: This course focuses on building perception, creative problem solving, composition, and color fundamentals. Skill development in drawing and design is stressed as well in both color and black and white studies. Students learn to honestly self-evaluate and actively participate in group critiques. **Note:** *This is a prerequisite course for entry into upper level art courses with the exception of Ceramics I.* Fall Semester

Painting I, II and III: Offered concurrently both Spring and Fall

Painting I explores and examines color theory and mixing. Students are then challenged in subject matter, techniques, and scale of paintings to complete five major canvases.

Painting II and III is a continued challenge in painting. Topics and direction are determined individually with the instructor. Watercolor studies and monoprint work may also be included in this course.

Printmaking I, II and III: Offered concurrently both Spring and Fall

Printmaking I focuses on linoleum printmaking as well as monoprints.

Printmaking II and III is an in depth exploration of printmaking encompassing linoleum prints, monoprints, etchings, and woodcuts.

Ceramics I, II and III: Offered concurrently both Spring and Fall

Note: Ceramics I is a prerequisite course for Ceramics II.

Ceramics I This course focuses on learning the three handbuilding techniques; pinch, coil, and slab. Students learn the traditions in clay from prehistoric to the present and develop a solid understanding of what can be accomplished by hand.

Ceramics II and III The focus of these courses is individually determined with the instructor. Students can learn how to wheel throw, continue in handbuilding, combine both the wheel and handbuilt challenges, and/or work in sculptural forms in clay.

Portfolio: Year (Advance Placement Studio Art Potential)

Portfolio is for the motivated, serious art student that wishes to essentially develop, with the guidance of the instructor, an independent study, focusing on her particular interests. Challenge is key. This course may encompass: ceramics, sculpture, drawing, painting, design and printmaking. Students may petition to be considered for Advance Placement level in November. Selection is based upon the portfolio of work, drive, focus, and seriousness of intent. All students will prepare a digital portfolio for college submissions.

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.

Independent Study allows a student to enroll in a self-directed yet closely monitored semester 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.

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 semester 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 semester 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 semester and Jazz is taught during the second half of the semester. 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.

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. Students in Chamber Choir are also members of St. Mary's Choir.

Music Appreciatio A course designed for musicians and non-musicians alike, Music Appreciation focuses on listening to music literature of the Western and American musical heritage. Students will participate in lively discussion pertaining to the progression of western music from the Middle Ages to the Twentieth Century. The course will include many listening examples representative of each of the major musical styles, and will concentrate on being able to correctly place unfamiliar listening examples in their proper historical period. Students will focus on the following knowledge: understanding the stylistic features of the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Twentieth-Century western art music, an understanding of the musical corpus of a representative sample of composers, identifying terminology associated with the Western Art music tradition, place unfamiliar listening examples in their proper historical style period, and an understanding of music's place in the social/historical development of Western Europe and the United States.

Audition Workshop This class is designed for the student who would like to develop her ability to have a dynamic performance when called upon to audition or perform. Students will focus on learning the art of taking songs and monologues and breaking them down into the smaller character motivations to learn what is making the piece tick. They will then reassemble the piece into a complete performance, fashioning it not only into a "nice song" or "wonderful monologue," but hopefully into a piece which has the power, beauty, grace and energy that the composer or lyricist originally intended. The students will focus on the following knowledge: select good audition material, becoming emotionally in-touch with the character to be portrayed, preparing for an audition e.g. selecting material, knowing what is needed, dress and appearance, what to do at the audition, dealing with the wide variety of audition venues e.g. large stage vs. small room ... and everything in-between, and what to do with those "nerves."

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 semester.

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 semester the class meets three times each week. Students work independently the third semester as they create sample pages for next year's book and a spring supplement.

Foreign Language Curriculum Guide

Graduation Requirement: Three years of one language or two of one and two of another.

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.

Chinese II is taught almost entirely in the Chinese language and builds upon skills developed in Chinese I. Increased focus on oral and writing skills as well as broadening vocabulary, grammar, and recognition 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 semester 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

Graduation Requirement: Three years of which one must be United States History.

World Cultures (Freshmen) 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. . In the 2010-2011 school year, the classes' reading of *A Long Way Gone: Memoirs of a Boy Soldier*, led to the author, Ishmael Beah, visiting the Chatham Hall as the Freshman Leader in Residence.

Modern European History (Sophomores) 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. This 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 (Juniors) begins with early colonization and moves to the upheaval of the 1960s, grounding students in American 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 (Juniors) 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 (Seniors, recommended sophomores) 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 (Seniors) 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.

Psychology Students will become familiar with the basic approaches to psychology; the brain and behavior; sensation and perception; the states of consciousness; and learning. Focus will then be on human development - birth through adulthood as well as personality, social psychology, psychological disorders and therapies, and good mental health. Mini-labs, case studies, and self-tests are some of the related activities. 1 credit. Offered to sophomores through seniors.

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 semester in order to reinforce public speaking and leadership.

Semester Electives

Studies in Revolution Crane Brinton's classic work, *Anatomy of Revolution*, provides the core text for this one semester 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 20th 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 on-going. This semester elective explores the origins of 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.

Germany 1919 to 1933: The Rise of Fascism One of the key questions of the 20th century is how a movement like Nazism could come to power in Germany, one of the most advanced and best educated nations in the world at that time. Open to juniors and seniors, this trimester class will study the origin and meaning of fascism and the circumstances that gave rise to the National Socialist movement in Germany. Topics covered, through research and the assemblage of a video that will be used as a teaching tool to the Modern European classes, include Nationalism and the concept of Volkgeist, the Racial Philosophers, Nietzsche, World War I and its impact,

The Treaty of Versailles, Hyperinflation, Hitler's emergence, Mein Kampf, Nazi ideology, the Great Depression and the Nazi seizure of power. *Fall semester*

History, Humanity, and the Holocaust Tragically, the 20th century saw repeated examples of genocide. This semester course will first explore the psychological and sociological roots of genocide and then examine two 20th century cases of genocide – the mass murder of Armenians during the First World War and the Holocaust during the Second World War. The summative project will involve an archival research project on the Holocaust using resources available on the web including those at the United States Holocaust Museum and the University of Southern California's Shoah Foundation's Visual History Archive. *Spring semester*

Biblical Studies: Hebrew Scriptures This survey course of the Hebrew Bible (Old Testament) provides students with a basic knowledge of the stories and history of the Biblical account from Genesis to the Hellenistic period, with the experience of Exodus as the fundamental identity-giving theme. Taking an historical-critical approach, students are introduced to the tools and methods of modern Biblical scholars and learn to recognize the many contributions the Hebrew Scriptures continue to provide to literature, language and culture. Principal concepts such as the nature of God, the nature of human beings, covenant, prophecy, leadership and reconciliation are also discussed.

This course fulfills the one-semester Bible studies requirement. Not open to Freshmen.

Biblical Studies: Christian Scriptures This survey course of the Christian Scriptures (New Testament) introduces students to the accounts and teachings of Jesus and the growth and expected future of the Christian church as described in the Epistles and Revelation. Taking a historical-critical approach, students are introduced to the tools and methods of modern Biblical scholars and come to see how the breadth of Christian writings has led to a wide diversity of Christian beliefs and practices. At the same time students learn to recognize the many contributions the Christian Scriptures continue to provide to literature, language and culture, including modern historical Jesus scholarship. Principle concepts such as salvation, the kingdom of God, grace, forgiveness and the nature of the church are also discussed.

This course fulfills the one-trimester Bible studies requirement. Not open to Freshmen.

World Religions Religion has become one of the major sources of conflict in our culture and our world, fueled by caricatures and misinformation that breeds antagonism and prejudice. This non-devotional, academic study of religion allows an understanding of our neighbors and recognizes that religions are, by nature, 1) internally diverse; 2) dynamic; and 3) embedded within culture. We will consider the major religious movements Buddhism, Hinduism, Sikhism, Judaism, Islam and Christianity in order to better understand the religious dimensions of human experience.

*This course does **not** fulfill the one-semester Biblical Studies requirement.*

Topics in Philosophy Socrates said, "The unexamined life is not worth living." While curiosity is a natural part of life, many people do not become truly thoughtful and clear in answering questions of fundamental belief or ultimate concern. The goal of this course is to become philosophers, entering into the activity of thinking clearly guided by those who have considered difficult and ultimate questions for centuries. From the traditions of both Eastern and Western thought we examine logic, epistemology, truth, beauty, the existence of God, self-identity, the mind/body dualism and freedom of the will. *Open to Juniors and Seniors only. This course does **not** fulfill the one-semester Biblical Studies requirement.*

Ethics Research Seminar is a required semester 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. Each student also writes a major research paper, the completion of which is a graduation requirement. Course required of all seniors. Juniors with permission may take this course in the spring.

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. Open to sophomores, juniors, and seniors.

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. Open to sophomores, juniors, and seniors.

Social Issues in South Africa Meeting once a week for a semester, 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.

Mathematics

Graduation Requirement: Three years of which one must be 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.

Statistics, Mathematical Modeling, and Introduction to Calculus This course will explore three important branches of applied mathematics: statistics, mathematical modeling, and calculus. The statistics component of the course will introduce students to the basic concepts and tools of statistics, including measures of central tendency, probability distributions, correlation and regression, confidence intervals, and hypothesis testing. The mathematical modeling component will examine the uses of linear, quadratic, cubic, rational, radical, trigonometric, and logarithmic functions to solve real world problems from the fields of business, science, and design. The calculus component will provide an overview of calculus concepts and tools, and the use of those tools to solve real world problems. The Statistics component may be taken as an elective by any student who has completed a Precalculus course and will received $\frac{1}{4}$ credit.

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 semester is a thorough study of linear, polynomial, inverse, rational, exponential, and logarithmic functions. During the second semester, a rigorous development of the circular function of trigonometry is studied. The last semester 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 semester 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 semester is a rigorous development of trigonometry. The last semester 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.

Semester Courses

Website Design Students will learn the basics of designing and developing a website. Topics will include planning, page layout, navigation, and graphics.

Storyboards and Animation This course is intended to give students a fun, hands-on introduction to object oriented programming concepts using the Alice programming language (developed at Carnegie Mellon University). In the class, students will learn how to program by creating their own storyboards, animations, and games.

Physical Education

Graduation Requirement: Four years (one full credit per year).

Varsity and Junior Varsity Sports

*** Denotes team sport credit**

Fall

Cross-Country*

Dance*

Field Hockey*

Fitness

Riding*

Volleyball*

Developmental Swimming (all levels)*

Winter

Basketball*

Dance*

High-Level Fitness for Athletes

Riding*

Swimming*

Winter Musical*

Spring

Dance*

Fitness

Riding*

Soccer*

Swimming

Tennis*

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.

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.

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 semester. 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 semester. A grade will be given based on attendance, participation, movement studies, technique evaluations, and vocabulary quizzes. 1/3 FINE ART and PE credit per semester, 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-semester 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 semester. Dancers receive a grade based on attendance, participation, movement studies, technique evaluations, and short vocabulary quizzes. 1/3 FINE ART credit per semester, 2 afternoon activity credits

Science

Graduation Requirement: Three years of laboratory science, including physics, chemistry, and biology.

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.*

Chemistry This course 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 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. Prerequisite: Chemistry.

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.*

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.

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.

Semester Electives

Green House A semester long, elective laboratory science course at Chatham Hall, the class will focus on growing food organically, studying soil chemistry and microbiology, and investigating sustainable solutions with the goal of implementing them at Chatham Hall. An experiential course, students will do original scientific research to study the effects of acid rain on plant growth, compare commercial to organic fertilizer, and formally report results. In addition, students in the fall term course will have the opportunity to participate in the Green School Challenge with the goal of helping Chatham Hall become certified as a Green School through VAIS. The class's research findings will feed information to school administrators and the Sustainability Committee. The class's efforts in the greenhouse will provide original research results and live samples for study in other life science courses (biology and AP biology). There are no prerequisites for the course; rather, the course will enhance students' understanding of scientific processes, ecology, botany, and environmental science. Fall and Spring trimesters.

Engineering and Computer-Aided Design (E-CAD)

This course investigates 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.*

Other Opportunities and Required Courses

SAT/ACT Prep Math/Verbal. Fall or Spring Semester - 12 weeks. Students will become familiar with both the reading comprehension and writing portions of the SAT and ACT. Words that appear frequently on the tests and rules of grammar and mechanics will be revisited. By engaging in a series of practice tests and self-evaluations, students will become familiar with their individual strengths and work on honing test-taking strategies that meet their needs. Students will write on-demand essays based on the sample prompts from the College Board or ACT people and will become thoroughly acquainted with the rubrics used to measure their performance. We will use *The Official SAT Study Guide* Second Edition (published by the College Board) as well as *SAT Vocabulary for Dummies*. Prerequisite: sophomore status.

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 semesters to pursue independent study on campus during the following semester. 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. 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-semester seniors and for all second-semester 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 through Thanksgiving, 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.