ARABIC AND MIDDLE EASTERN STUDIES PROGRAM (AMES)

Unique among American secondary schools, the AMES program at Choate Rosemary Hall was established in 2010 as a response to a growing interest in both Arabic language and the study of the cultures and history of the Middle East and the larger Arab world. Staffed by experienced teachers of Arabic as a foreign language (who are fluent in multiple dialects), as well as teachers of history and literature from Europe and the United States, this program offers students a working knowledge of Modern Standard Arabic supported by guided study of the history, art, culture, and architecture of the classical Arab world and of the history and politics of today's Middle East. Students do not apply for this program, but rather earn their way through it by successfully completing the required coursework, as described below.

LANGUAGE COURSES
Arabic I and II – These intensive, honors-level courses introduce students to Modern Standard Arabic with an equal emphasis on reading, writing, speaking, and listening. By the end of the first year, students build upon their working knowledge of the Arabic alphabet and sounds as they hone their skills in reading, listening, speaking, and writing in Arabic. Students use Alif Baa: Introduction to Arabic Letters and Sounds as well as Al-Kitaab fii T'a'allum al-'Arabiyya: Part One. By the end of the second year, students reach the intermediate level and are prepared for higher-level Arabic courses in college.

HISTORY/INTERDISCIPLINARY COURSES
Islamic Civilizations of the Middle East – From the rise of Islam through the fall of the Ottoman Empire, this course examines the values, traditions, and development of several Middle Eastern Islamic cultures and empires. Through the use of primary sources and visual materials, students explore the development of Middle Eastern Islamic religious thought, socio-political institutions, and cultural expressions such as art, literature, and architecture. Particular emphasis is placed on understanding works of art in their historical and social contexts.
Modern Middle East – This course is an introduction to the modern Middle East and its relations with the West from World War I to the present. Students explore the causes of current Arab/Islamic antipathy towards the West, the development of the Israeli/Palestinian stand-off, the oil issue, the Iranian Revolution, and the spread of Radical Islam.

ENGLISH COURSE
Arabic Literature In Translation – This survey course of Arabic literature in English examines works ranging from poems of the pagan pre-Islamic world, the Qur’an and its profound linguistic influence, the writings of the cultured courts of Andalusian Spain, and folk stories like “A Thousand and One Nights,” to contemporary writings which critique dictatorial regimes and address both the violence and beauty of the Arab world.

IN THE PAST FIVE YEARS (2013–2017), AMES STUDENTS HAVE MATRICULATED AT:
Amherst College, Babson College, Boston College, Colorado College (2), Columbia University, Cornell University (2), Georgetown University (2), Harvard University, Johns Hopkins University, Louisiana State University, McGill University, Middlebury College, New York University (3), Princeton University, Stony Brook University, The George Washington University, United States Military Academy - West Point, University of Chicago (3), University of Colorado at Boulder, University of Miami, University of Southern California, Wake Forest University (2), Yale University
ARTS CONCENTRATION PROGRAM

The mission of Choate's Arts Concentration Program is to allow students who are passionate, dedicated, and able to demonstrate a sustained commitment to their artistic development to do so within the context of a rigorous academic program. Arts Concentration students have schedules individually crafted to facilitate their development in the arts, concentrating their studies in: Music, Dance, Theater, or Visual Arts.

Music students take honors courses in music history: Music Theory and Harmony, and Advanced Harmony/Counterpoint as well as weekly instrumental or voice lessons. Most students also participate in one or more of Choate's music ensembles, including Festival Chorus, Chamber Chorus, Symphony Orchestra, String Orchestra, Wind Ensemble, and Jazz Ensemble. All students practice individually and rehearse chamber music daily. At least 14 student concerts and recitals are produced annually in venues on campus, and our Symphony Orchestra and Chamber Chorus tour internationally. Sixth form Arts Concentration students produce their own Senior Recitals before graduating.

Dance students take technique classes in the afternoon and are members of Dance Company (where they learn and contribute to both faculty- and student-choreographed works). They take the academic dance course focusing on dance history, as well as foundational classes in all other art forms including music as it relates to dance, acting to further explore expression, and visual arts for the compositional components that translate to choreography. Sixth form dance concentration students culminate their careers with a self-produced and choreographed dance concert, and of course participate annually in the dance concerts and touring opportunities to local schools.

Theater students may select an emphasis in performance, playwriting, or production. They take courses in Acting, Playwriting and Screenwriting, Stagecraft, and Directing. In addition, students are assigned to work on set construction, props, costumes, or in technical positions such as stage manager. Theater students present a one-person play as well as direct a scene of their choosing. At least six student theatrical productions are produced annually, including the Choate Fringe Festival, in which student-written and directed plays and films are premiered. Our young playwrights have had their works critiqued here at school by Choate alumni in the business, including the late Pulitzer Prize playwright Edward Albee ’46 and Oscar-winning screenwriter Geoffrey Fletcher ’88.

Visual Arts students take foundation-level visual arts courses as well as advanced-level courses that include, but are not limited to honors courses: Life Drawing, Art History and Advanced Studio Art Portfolio. In addition, students participate in a workshop designed specifically for them that meets two afternoons a week throughout the year and work in the arts studios on independent projects another two afternoons a week. Through meetings with their mentors, and opportunities to exhibit and speak about their work, students acquire the skills to realize their artistic goals. Sixth form visual Arts Concentration students mount a spring term exhibition in Choate's gallery.

Occasionally, a student will request a specific combined concentration; for instance: musical theater and music, or costume design and visual arts. Students who wish to create an individualized program must work out an academic path that best suits their combined areas of interest with the Director of the Arts, with a member of the Arts Faculty serving as mentors. Once an appropriate program is agreed upon and a successful audition occurs, the student is welcomed into the Arts Concentration Program. All students in the program must go through an application, audition, and portfolio review process. Some students join the program as soon as their fourth form year, and some enter in their fifth form year. Sixth formers are generally only accepted if they are already well on their way to meeting the program's academic requirements.

IN THE PAST FIVE YEARS (2013–2017), ARTS CONCENTRATION STUDENTS HAVE MATRICULATED AT:

Amherst College, Bard College, Bates College, Berklee College of Music (2), Boston College (3), Boston University, Brigham Young University, Brown University (6), Claremont McKenna College (2), Columbia University (2), Cornell University (2), Dartmouth College, Davidson College, Duke University, Emerson College, Harvard University (2), Johns Hopkins University (2), Kenyon College (2), King’s College London, Massachusetts College of Art and Design, New York University (7), Northeastern University, Northwestern University (6), Oberlin College of Arts and Sciences, Pace University (New York City), Princeton University (3), Reed College, Rhode Island School of Design (2), Rice University, Skidmore College (3), Smith College, Syracuse University, The George Washington University, The New School, Trinity College Dublin, Tufts University, University of California – Los Angeles (2), University of Chicago, University of Connecticut, University of Michigan, University of Michigan – Dearborn, University of Southern California (3), Vanderbilt University - Blair School of Music, Vanderbilt University, Waseda University, Washington University in St. Louis (2), Wellesley College, Worcester Polytechnic Institute, Yale University (4)
**CAPSTONE PROGRAM**

Choate’s Capstone Program provides select students a unique opportunity to individualize their Sixth Form experience and pursue focused coursework in an area of academic study which they are passionate about. This program requires that students work independently, and emphasizes creativity and original thought; it requires that a student look at the coursework that is part of their program from different angles and make critical connections as they bring their project to completion. The Capstone Program has four distinctive features:

1) A selective application process
2) A concentrated year-long program of study, unique to each student
3) A close partnership with a Capstone Faculty Adviser
4) A culminating project, specific to each Capstone, which demonstrates the student’s original work in the chosen area of study

A student in the Capstone Program enrolls in five courses – of the 15 of their normal course load — that focus on their topic, theme, or interest. The recommended sequence of study is two courses in the fall, two additional courses in the winter, and the Capstone Project — the equivalent of a course — in the spring. The Capstone Program often involves extra work after the regular class day which may be done in lieu of required athletic participation for a term.

Each Capstone Project is overseen by a faculty adviser from the department most directly connected with the proposed area of study. All projects must culminate in a Capstone, i.e., a presentation, portfolio, paper, or other final product, and a public presentation of that final project is required.

**SAMPLE CAPSTONE PROJECTS**

Students have explored a wide range of topics since the inception of the Capstone Program. A list of some recent projects include:

- The Lost Generation
- The Effect of Colonialism on Sub-Saharan Africa
- U.S. Foreign Policy in Iran
- Ancient Religious Mythologies
- American Liberalism Since 1933
- Mathematical Analysis of Social Networking
- Invasive Marine Species in Hawaii
- Sustainable Energy in Developing Countries
- An Assessment of the Risk of Nuclear Power
- The Growth and Development of Sikhism
- Expressionism (in Art)
- The Classical Roots of Dante’s *Inferno*
- French Art History: Post-Impressionism
- The Costs and Benefits of Going “Green”
GLOBAL PROGRAMS OPPORTUNITIES

The diversity of our school offers a rare and distinctive opportunity for educational and cultural exchange. We believe, however, that it is imperative for young people to be exposed to places and cultures that are foreign to them. Our off-campus international options range from our language immersion academic terms abroad in China, France, Spain, Italy, and Jordan, to short term programs offering academic, culturally immersive and service opportunities.

TERM STUDY ABROAD

Our 10-week study abroad programs broaden students’ geographical, historical, linguistic, and cultural knowledge base; in addition, rather than offering students the often superficial sightseeing experience, our programs offer a rare opportunity to adopt the daily routines and habits of another culture by living with a home stay family.

In addition to improving one’s world language skills, Choate Rosemary Hall’s study abroad programs build independence and self-reliance; foster resourcefulness and adaptability by exposing students to new ways of living and thinking; and encourage students to reflect on their lives through the lens of the culture and attitudes of the host country.

Above all, our study abroad programs promote the development of curiosity, creativity, and an appetite for life and experience both at home and abroad.

ACADEMIC TERM IN CHINA

Through immersion in language and culture, students improve their Chinese language proficiency in three modes of communication skills: interpersonal, interpretive, and presentational. Students take three courses that are taught in Chinese: Chinese language, literature, and art; and two courses that are taught using both Chinese and English: Chinese history and mathematics to accommodate the language abilities of all participants. During their time in Beijing, students live with host families, extend the classroom into the local region on excursions, and travel to Shanghai, Xi’an, Shangri-La and Hong Kong to explore the differences in rural and urban China.

Courses: Chinese Language (Honors); Chinese Literature (Honors); Contemporary Chinese History; Chinese Art; Mathematics.

ACADEMIC TERM IN FRANCE

The Academic Term in Paris, France immerses students in the study of the history, art, language, literature, and culture of France. Classes are taught in French by native French speakers six days a week. In addition to their coursework, each student completes an independent research project. Visits to museums, cultural landmarks, and monuments (one per class day) enhance and reinforce classroom work, as do the excursions to Versailles and the South of France (Antibes and Nice). Students complement their academic immersion by living with Parisian host families, thereby continuing their language learning in a dynamic, authentic setting.

Courses: French Existentialism (Honors); Speaking and Writing (Honors); France Since the Middle Ages; Art History through French Museums; and Independent Project: Contemporary France. Where needed, students stay on track with their math sequence through tutoring in addition to required coursework.

ACADEMIC TERM IN SPAIN

Students live with Spanish families in La Coruña, Galicia, and exercise their language skills as they pursue studies in Spanish history, art, language, literature, and culture. Throughout the term, in addition to visits to the historical and cultural sites in La Coruña, there are day trips to Santiago de Compostela, Betanzos, and other points of interest in the region. The term concludes with an intensive 10-day excursion consisting of visits to Sevilla, Salamanca, Granada, Segovia, Cordoba, Toledo, providing students with the opportunity to see in-person the artistic and historical marvels they have encountered in their classroom studies.

Courses: Major Spanish Authors (Honors); Advanced Grammar Topics (Honors); Spain: A Crossroad of Cultures; Art History: Contributions of Spain; and Spain: Connections for the World. Where needed, students stay on track with their math sequencing through tutoring in addition to required coursework.
CLASSICAL STUDIES IN ITALY
Students attend St. Stephen's School, a boarding school in Rome with an American-style curriculum. Of particular interest to students of the classical languages, this program offers the chance to pursue studies in one of the premier historical centers of Western civilization.

Courses often recommended to Choate students: IB Classical Greek and Roman Studies; Modern European History, Art in Rome; Art History.

ARABIC STUDIES IN JORDAN
Arabic language students attend a term at King's Academy in Madaba (30 minutes outside of Amman) as part of King's Arabic Year program. A private co-educational boarding and day high school, King's integrates the New England boarding school experience with the historical and intellectual context of the Middle East, and follows an English-language, Advanced Placement curriculum. Through their Arabic language classes, their interaction with classmates and local excursions in the region, Choate students acquire a better understanding of life in Jordan.

Courses: Students are required to take intensive Arabic language study, and are encouraged to take courses that are unique to the school including Arabic Literature in Translation and Modern Middle East. To round out their course load, students continue with mathematics and science courses offered at King's or select from other King's Academy course offerings.

SUMMER STUDY ABROAD
For five weeks in the summer, Choate offers students shortened versions of our academic term programs in France and Spain. Choate also runs a four-week Arabic language and cultural immersion program in Morocco. French language students can also participate in the Morocco program. Like our academic term program, students live with home-stay families and participate in academic courses and cultural experiences.

Choate students also participate in the U.S.-Japan TIES (Toin International Exchange Student) Program that runs for four weeks each summer. Students live with homestay families in Yokohama, Japan and attend Toin University High School.

Participants also take Japanese language classes, visit cultural and historical sites, and learn more about Japanese arts.

SHORT TERM GLOBAL OPPORTUNITIES
Choate students have the opportunity to participate in short-term (7- to 10-day) academic-focused, cultural, athletic and/or service-focused trips. In the last five years we have run programs to Oaxaca, Mexico; Jeddah, Saudi Arabia; the Cheyenne River Sioux Tribe Reservation, South Dakota; the annual Henley Royal Regatta in England; Ajumako, Ghana; and southern Spain. Our students have also participated in a 10-day exchange with the High School Affiliated to Fudan University in Shanghai, China. Choate's Chamber Chorus performed in Norway and Sweden in June, 2017; Choate's orchestra performed in Germany and Austria in June 2016, and with the Chamber Chorus in Seoul, Beijing, Hong Kong, and Macau in June 2014. When able, our students participate in international conferences and seminars including the Monterey Institute's Critical Issues Forum on Global Disarmament and Nonproliferation, and this past year were a part of the inaugural Global Symposium at Seifu Nankai Junior Senior High School in Osaka, Japan.
THE CHOATE ICAHN SCHOLARS PROGRAM

The Choate Icahn Scholars Program at Choate Rosemary Hall is a four-year, 100% need-based financial aid program for students from throughout the nation. The Icahn Charitable Foundation of New York City endowed the program with an initial gift of $3.8 million in 1995, and made a multi-million dollar pledge of continuing support several years ago. The goal of the program has been to find talented, hardworking students who have little chance of attending a school like Choate – indeed, whose families, in most cases, have never heard of the concept of a residential boarding school. The donor's desire is to serve students who have already risen to the top of their class, despite facing considerable obstacles, and to provide support at Choate that helps them overcome future difficulties and challenges. Choate Rosemary Hall is intended to be a haven, a challenge, and an awakening for these students.

The Choate Admission Office conducts a national search annually and selects 8-10 Choate Icahn Scholars for each entering class. This year’s sixth form class represents the 16th class of Scholars to graduate. There is an on-campus Choate Icahn Scholars advisory group of veteran faculty who, with the support of others like the Dean of Students’ Office and the Teaching and Learning Center, help the Scholars make the necessary adjustments to living and studying away from home. These adjustments can be significant – moving from “star status” in middle school to an environment demanding considerably more than the local high school might; an environment in which the student is also surrounded by peers of greater privilege. Indeed, the Choate Icahn Scholar is coming to a setting unknown to most friends and family. At the outset of the program, the School did not know if the Choate Icahn Scholars would hold their heads high – or hide in the shadows. We are proud of the fact that the program has developed to a point where Choate Icahn students are fully integrated into Choate Rosemary Hall, with many Scholars now seen to be part of the vanguard of the student body. Retention, success, and contribution rates for Choate Icahn Scholars have been impressive. Indeed, Scholars have won academic and class-wide prizes disproportionately higher than their 5% presence in the School’s student population of 859. We are confident that we are sending out graduates of the program who have the academic and personal skills to make a seamless transition into this nation’s best colleges. Three Scholars have been recipients of the prestigious Gates Millennium Scholarships.

IN THE PAST FIVE YEARS (2013–2017), CHOATE ICAHN SCHOLARS HAVE MATRICULATED AT:

Barnard College (2), Brown University (2), Carleton College, Carnegie Mellon University, Columbia University (4), Connecticut College, Emory University, Fordham University, Goucher College, Grinnell College, Kenyon College, Macalester College, Manchester University, Middlebury College (2), Northwestern University, Pitzer College (2), Pomona College, Princeton University (2), Reed College, Stanford University (3), Stony Brook University, The University of North Carolina at Chapel Hill, University of Arkansas, University of California, Santa Cruz, University of Chicago (2), University of Connecticut, University of Michigan, Washington University in St. Louis (3), Whittier College, Williams College, Yale University (3)
THE ENVIRONMENTAL IMMERSION PROGRAM AT THE KOHLER ENVIRONMENTAL CENTER

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

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

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

Courses required in the EIP are Ecology (Honors); Multidisciplinary Research Methods (Honors); Independent Research Project (Honors); Environmental Ethics, Environmental Economics, and Environmental Policy (Honors); Literature and the Landscape; Nature Photography (Honors); and Biology (Honors) for students who have not yet taken biology. Students may take one main campus course per term (two for those who have previously completed Biology) in an area of the student’s choice (most often math or language).

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

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

SINCE THE PROGRAM’S INCEPTION IN 2013, EIP STUDENTS HAVE MATRICULATED AT:

American University, Barnard College, Bowdoin College, California Institute of Technology, Claremont McKenna College, College of William and Mary, Columbia University, Cornell University, Dartmouth College, Dickinson College, Hamilton College – NY, Johns Hopkins University, Lehigh University, Macalester College, Middlebury College, New York University, Oberlin College of Arts and Sciences, Pomona College, Pomona College, Princeton University, Purdue University, Reed College, Rensselaer Polytechnic Institute, Rutgers University–New Brunswick, Stanford University, Swarthmore College, Tufts University, University of Aberdeen, University of Chicago, University of Pennsylvania, University of San Diego, University of St Andrews, University of Vermont, Washington University in St. Louis, Wesleyan University, Williams College, Yale University
SCIENCE RESEARCH PROGRAM

Now in its 15th year, Choate’s Science Research Program (SRP) has offered a select group of science students the opportunity to step beyond the traditional classroom structure to practice true laboratory science. As students carry out scientific investigations in the laboratory and in the field, the program teaches them the techniques and approaches used by professional scientific researchers. Students are trained to collect data, to read, write, and assess professional literature, and to develop the communication and presentation skills that are essential for success in the field. Working under the guidance of a mentor scientist at a research facility in the summer after their junior year, students complete a unique project that furthers the work done in the laboratory. These motivated and independent high school participants develop the confidence and ability to navigate a world that is usually reserved for those with advanced degrees and significant research experience. This honors program consists of three linked segments:

1) Three courses taken in the fifth form year devoted to training in the basics of scientific inquiry, experimentation, and communication. Courses: Experimental Design, Research Seminar I, and Protocol Development.

2) An intensive 10-week summer position at a university or other scientific laboratory during which each student carries out hands-on research under the guidance of a mentor scientist.

3) A final course in the fall of the Sixth Form year during which students finish their experimental analysis and present their findings in a formal lecture, a professional poster, and a professional manuscript article. Course: Research Seminar II.

Sample research topics include cellular biology, bioengineering, molecular biology, endocrinology, advanced cancer treatment, neuroscience, computer vision, robotics, computational genetics, astrophysics, micro-satellites, solar cells, and nanochemistry.

In the past 10 years, five students have been named Semifinalists in the Intel Science Talent Search, one of whom became a Finalist, and four were named Semifinalists in the Siemens Competition in Math, Science, and Technology, two of whom were named Regional Finalists.

Students have studied at major research university laboratories or institutions around the country including: Brown, University of California-Berkeley, UCLA, University of Chicago, Columbia, University of Connecticut, Duke, Georgetown, Harvard, Hong Kong University, University of Maryland, MIT, Mount Sinai, Northwestern, University of Pennsylvania, Princeton, Purdue, University of Rhode Island, Rutgers, Seoul National University, Stanford, Stony Brook, University of Texas-Austin, Wesleyan, WPI, and Yale.

IN THE PAST FIVE YEARS (2013-2017), SCIENCE RESEARCH PROGRAM STUDENTS HAVE MATRICULATED AT:

Bates College, California Institute of Technology (3), Carnegie Mellon University (2), Columbia University (5), Cornell University (2), Dartmouth College (3), Duke University (2), Georgetown University (4), Georgia Institute of Technology, Harvard University (6), Harvey Mudd College, Haverford College, Johns Hopkins University (3), Massachusetts Institute of Technology, McGill University, Middlebury College, New York University, Northeastern University, Northwestern University, Pomona College (3), Princeton University (2), Purdue University, Stanford University (5), University of California, Berkeley (4), University of California, Los Angeles (2), University of Cambridge, University of Chicago (5), University of Colorado at Boulder, University of Miami, University of Michigan, University of Pennsylvania (2), University of Rochester, Washington University in St. Louis, Yale University (10)