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 courses in music history, AP 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 practice individually and rehearse chamber music daily. Our Symphony and Chamber Chorus tour internationally. At least 14 student concerts and recitals are produced annually. Sixth form arts concentration students produce their own Senior Recitals.

Dance students take technique classes in the afternoon and are members of Dance Ensemble (where they learn faculty choreographed works), as well as Dance Company (where they work on their own and other student choreography). They take the academic dance courses focusing on dance history, choreography, and anatomy as it relates to dance. Sixth form dance concentration students culminate their careers with a self-produced and choreographed dance concert.

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, or 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 plays and films are premiered. Our young playwrights have had their works critiqued here at school by Pulitzer Prize-winning playwright Edward Albee ’46 and produced nationally at Young Playwrights Festivals around the country.

Visual Arts students take foundation-level visual arts courses as well as advanced level courses that include Life Drawing, AP Art History, and Studio Art Portfolio. In addition, students attend 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.

In the past five years (2009-2013), Arts Concentration Students have matriculated at: American University, Bard College, Barnard College (2), Bates College (2), Boston University, Brown University (4), Carnegie Mellon University, Claremont McKenna College, Colgate University, College of Charleston, Colorado College, Columbia University, Cornell University, Courtauld Institute of Art, Dickinson College, Duke University, Emerson College, Georgetown University, Harvard College, Ithaca College, Johns Hopkins University, Massachusetts College of Art and Design, New York University (10), Northwestern University (8), Pratt Institute, Princeton University (2), Quinnipiac University, Royal Conservatoire of Scotland, Smith College, The George Washington University (3), The University of North Carolina at Chapel Hill, The University of Texas, Trinity College Dublin (2), Tufts University, Tulane University (2), University of California at Los Angeles, University of Chicago (3), University of Colorado at Boulder, University of Connecticut, University of Pennsylvania, University of Southern California (2), University of St Andrews, Vanderbilt University - Blair School of Music, Vassar College, Washington University in St. Louis (2), Wesleyan University, Yale University (4)
CHOATE ROSEMARY HALL

CAPSTONE PROGRAM

Choate’s Capstone Program provides selected students a unique opportunity to individualize their sixth form experience and undertake advanced coursework in an area of academic study that they are passionate about. Under the auspices of this program students are required to complete independent work that incorporates both creative and interdisciplinary elements. 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 that focus on a topic, theme, or area of curricular 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 Program is overseen by a faculty adviser from the department most directly connected with the proposed area of study. All programs 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 completed a wide range of authentic projects 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
- As Assessment of the Risk of Nuclear Power
- The Growth and Development of Sikhism
- Expressionism in Studio
- Classical Roots of Dante’s Inferno
- French Art History: Post-Impressionism
SCIENCE RESEARCH PROGRAM

Since 2003, Choate’s Science Research Program (SRP) has offered motivated and independent 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 carry out experiments of their own design, 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 by that laboratory. These select 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 otolaryngology, cellular biology, community ecology, bioengineering, evolutionary genetics, cell/molecular biology and biochemistry, surgical robotics, and neuroscience.

In the past five years, 12 students have been named Semifinalists in the Siemens Competition in Math, Science, and Technology, two of whom were named Regional Finalists. Six students were also Semifinalists in the Intel Science Talent Search Competition, two of whom went on to the finalist round.

Students have studied at major research university laboratories or institutions around the country including: Yale University School of Medicine; Northwestern University Feinberg School of Medicine; Columbia University Medical Center; University of Pennsylvania Perelman School of Medicine; University of Connecticut; University of California, San Diego; Stanford University; Medrobotics Corporation (a private company); Harvard Medical School; Upper Michigan Brain Tumor Center at Northern Michigan University; and the University of Chicago.

In the past five years (2009-2013), Science Research Program Students have matriculated at: Amherst College, Barnard College, Boston College (2), Carnegie Mellon University (3), Colorado College, Columbia University (6), Dartmouth College (3), Duke University (3), Emory University, Georgetown University (3), Hamilton College (2), Harvard College (3), Haverford College, Johns Hopkins University, Lehigh University, Massachusetts Institute of Technology (3), New York University (3), Northwestern University (2), Princeton University (5), Purdue University, Skidmore College, Stanford University, The University of Texas, Tufts University, University of California at Berkeley, University of California at Los Angeles, University of Chicago (2), University of Connecticut, University of Pennsylvania (4), University of Rochester (2), Vanderbilt University, Washington University in St. Louis (2), Wesleyan University, Yale University (6)
STUDY ABROAD PROGRAMS

Although the diversity of our school offers a rare and distinctive opportunity for educational cultural exchange, we believe that it is imperative for young people to navigate through places and cultures that are foreign to them. Our study abroad programs broaden students’ geographical, historical, linguistic, and cultural knowledge base; in addition, rather than offering students the typical sightseeing experience, they extend a rare invitation to adopt the daily routines and cultural habits of another country for a substantial taste of life abroad.

Choate Rosemary Hall’s study abroad programs:

1) Build independence and self-reliance.
2) Foster resourcefulness and adaptability by exposing students to new ways of living and thinking.
3) Encourage students to reflect on American life through the lens of the culture and attitudes of the host country.

Above all, Choate Rosemary Hall’s study abroad programs offer a unique opportunity for 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, history, and art – and two that are taught in English – mathematics and Chinese literature. Students live with host families during their stay and also have a travel excursion to Xi’an or Shanghai.

Courses: Chinese Language; Chinese Literature; Contemporary Chinese History; Chinese Art; Mathematics.

ACADEMIC TERM IN FRANCE

Classes taught entirely in French immerse students in French history, art, language, literature, and culture, and serve as a foundation for the greater understanding of contemporary politics and culture in both France and the United States. Students live with Parisian host families thereby continuing their classroom language learning in a more informal setting. In addition, students work independently on research projects they present to the group and visit museums, cultural landmarks, and monuments closely coordinated with their academic experience in Paris. These trips are at sites near Paris (Versailles) and during a week-long excursion to the South of France.

Courses: French Language; French Literature; France Since the Middle Ages; Art History; Independent Project.

ACADEMIC TERM IN SPAIN

Students live with Spanish families in La Coruña, Galicia, so that their linguistic skills are vigorously exercised as they pursue studies in Spanish history, art, language, literature, and culture. The course entitled Spain: Connections for the World demands global thinking and fulfills Choate’s Contemporary Global Studies requirement. At the end of the program the students and their teachers take a 10-day excursion throughout Spain to such cities as Santiago de Compostela, Salamanca, Segovia, Toledo, and Madrid.

Courses: Major Spanish Authors; Advanced Grammar Topics; Spain: A Crossroad of Cultures; Art History; Spain: Connections for the World.

CLASSICAL STUDIES IN ROME

Students attend St. Stephen’s, 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 English; IB Classical Greek and Roman Studies; Renaissance Art in Rome; and AP Art History.
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 a Lebanese native trained in the teaching of Arabic as a foreign language, 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 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 are expected to have a working knowledge of the Arabic alphabet and sounds, read and comprehend, speak about themselves, their families and their environment, and write short paragraphs in Arabic. These honors courses move at a fast pace using *Alif Baa: Introduction to Arabic Letters and Sounds* as well as part of *Al-Kitaab fii Ta'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 the current crescendo of Arab/Islamic hostility 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 – Passion of the Arabs* – 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.

Since the program’s inception in 2010, AMES students have matriculated at: Brown University, Columbia University, Cornell University, Georgetown University, McGill University, Middlebury College, Princeton University, United States Military Academy, and Wake Forest University.
THE ICAHN SCHOLARS PROGRAM

The 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 in the national eighth grade population who have no chance of attending a school like Choate – indeed, whose families, in most cases, have never heard of the concept of an independent 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 Foundation conducts an annual national search, producing approximately 60 candidates for admission. The Choate Admission Office selects the 10 Icahn Scholars for each entering class. This year’s sixth form represents the 13th class of Scholars to graduate. There is an on-campus 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 Icahn Scholar is coming to a setting unknown to most of those at home. At the outset of the program, the School did not know if the 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 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 Icahn Scholars have been impressive. Indeed, Icahn Scholars have won academic and class-wide prizes disproportionately higher than their 5% presence in the School’s student population of 865. 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. Two Scholars have been recipients of the prestigious Gates Millennium Scholarships.

In the past five years (2009-2013), Icahn Scholars have matriculated at: American University, Amherst College, Arizona State University, Babson College, Barnard College (2), Bates College, Boston College (2), Boston University (2), Bowdoin College, Brown University (2), Carleton College (2), Carnegie Mellon University, Clark University, Columbia College Chicago, Dickinson College, Emerson College, Emory University, Fort Lewis College, Georgetown University, Grinnell College, Harvard College, Indiana University at Bloomington, Lake Forest College, Manchester University, New York University, Oglethorpe University, Pratt Institute, Stanford University (2), The George Washington University, The University of North Carolina at Chapel Hill, Trinity University, Tufts University (2), Ulsan National Institute of Science and Technology, University of New Orleans, University of Southern California, Yale University (4)
THE ENVIRONMENTAL IMMERSION PROGRAM AT THE KOHLER ENVIRONMENTAL CENTER

The Environmental Immersion Program (EIP) is a year-long intensive academic and residential experience that teaches ecological literacy in an honors interdisciplinary curriculum. The surrounding ecosystems and the green building in which the students live drive their exploration and understanding of the interrelationship between literature, ethics, economics, public policy, photography, and environmental science.

The program is housed in the Kohler Environmental Center (KEC), a teaching, research, and residential facility unique in U.S. secondary education. Located east of Choate Rosemary Hall’s main campus in Wallingford, Connecticut, the LEED Platinum-certified Center occupies 266 acres of mixed forest, wetlands, and fields. Students and faculty conduct ecological research in these varied habitats. The 31,800-square-foot facility includes a greenhouse, laboratory spaces, classrooms, residential quarters for faculty, students, and guest educators-in-residence, and several advanced environmental design features: geothermal heating and cooling, an earth duct to precondition air circulated through the building, passive solar design, solar evacuated tubes to heat water, and a photovoltaic array to produce the building’s electricity. 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.

The guiding principles of the overall program are learning through purpose-driven research and ecological education; living via a green social contract, a culture of caring, and a land ethic; and leading by doing as students apply the environmental leadership skills acquired throughout their year of study at the KEC. Thus, residential programming at the KEC fully integrates the Environmental Immersion Program in the students’ lives outside the classroom. As participants in this program, students and faculty alike strive to live sustainably by cultivating habits that help them preserve our natural resources; they challenge themselves to apply the knowledge they glean in the classroom to all aspects of life at the Center. To this end, students and faculty work together to build an intentional community that makes choices based upon their understanding of how to work toward the goal of net-zero energy. Upon completion of this program, students have acquired heightened awareness, increased environmental knowledge, and enduring habits that will continue to be a part of who they are and how they live going forward.

Courses in the program include: Literature and the Landscape (Honors or Advanced); Environmental Ethics, Environmental Economics, and Environmental Policy (Honors); Nature Photography (Honors); Biology (Honors; for students who haven’t yet taken biology); Ecology (Honors); Interdisciplinary Research Methods (Honors); an Independent Research Project (Honors); and main campus electives in a topic of the student’s choice (most often math or language).

In addition to the program’s unique academic courses, Environmental Immersion Program participants are encouraged to participate in the full array of Choate sports and clubs, as well as program-specific offerings, which include hiking and kayaking as well as farming.

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.

In its inaugural year, EIP students matriculated at: The University of Scotland (Aberdeen), Rensselaer Polytechnic Institute, University of Pennsylvania, Wesleyan University, Stanford University, University of Chicago, and Johns Hopkins University.