The Chapin School
UPPER SCHOOL ACADEMIC PROGRAM
2014–2015

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The course descriptions in this catalog are for the 2014–15 academic year. Courses run the full year unless assigned to a specific trimester (Fall, Winter, Spring). In making selections, a student must notice in which trimester a course is offered, to whom it is offered, and whether there is a prerequisite. It is necessary to select alternate choices whenever possible because scheduling or low enrollment may result in the cancelation of a course. Each student in Classes 8 through 11 will have ample time to discuss her proposed program with her advisor after presentations are made to students at each grade level. In advance of a student meeting with her advisor, we urge parents to review their daughter’s course selections at home. Advisors will discuss with each girl her projected program through Class 12. Each student’s course selections must be approved through a parental signature on Chapin’s course registration letter.

CHAPIN’S GRADUATION REQUIREMENTS, CLASSES 9–12

English: 4 years
Mathematics: 3 years
Science: 2 lab sciences (Biology, plus Chemistry or Physics)
History: 3 years, including United States History
World Languages: through Level III in one language
Technology: Technology 9
Fine Arts: InterArts sequence
Physical Education: 4 years

Note: These are the minimum requirements, and most students exceed them in mathematics, history, science, and world languages.

For Students Entering Class 8

Required courses are English, Mathematics, History, Science, Latin, Technology, Physical Education, and one of the following modern languages: Chinese, French, or Spanish. Some students, who have been granted a language waiver, take Academic Workshop in place of either Latin or a modern language. All students begin a sequence in the Fine Arts, by taking Dance, Drama, Music, or Studio Art each trimester. That two-year sequence in the Fine Arts is completed in Class 9.

For Students Entering Class 9

Required courses are English, Mathematics, History, Biology, Technology, Physical Education, Dance, a term course in public speaking, and the completion of the Fine Arts sequence. In addition, most students select one full-year course from the World Languages department. Chapin offers the following world languages: Chinese, French, Latin, and Spanish. With special permission of the Director of Studies and the Head of Upper School, students may elect to continue their studies in two world languages (Latin and a modern language). Academic Workshop class will continue to be offered to students who took it in Class 8.

For Students Entering Class 10

Students entering Class 10 typically select five full-credit courses and one FOCUS course per term, for a total of 5.5 or 6 credits. English, Mathematics, History, and one World Language are required. While Chemistry is not required, it is strongly suggested. In addition, each student is required to take one trimester FOCUS course each term. If a girl is interested, and with the approval of her advisor, the Director of Studies, and the Head of Upper School, she may take up to two FOCUS courses in any term. With special permission of the Director of Studies and the Head of Upper School, a student may take up to 6.5 credits per term. As well, some courses are available through Chapin’s affiliation with Interschool and with the Online School for Girls (OSG). Three Physical Education credits are also required. Students entering Class 10 may consider the special academic programs offered through a semester at Coastal Studies for Girls on the Maine coast; or the Arabic Year (or semester) at King’s Academy in Jordan. Interested students should discuss these options with their Supervisor and advisor.
For Students Entering Class 11

Students entering Class 11 typically select four or five full-year courses and may add one or two FOCUS courses per term, for a total of 5, 5.5, or 6 credits per term. With special permission of the Director of Studies and the Head of Upper School, a student may take 6.5 credits per term. English and United States History are required. The remaining credits consist of various combinations of courses selected from the departments of Fine Arts, History, Mathematics, Science, Technology, World Languages, or Diversity and Community. As well, some courses are available through Chapin’s affiliation with Interschool and with the Online School for Girls (OSG). Three Physical Education credits are also required. Students entering Class 11 may consider the special academic programs offered through a semester at the Mountain School in Vermont; a semester with the Chewonki Foundation on the Maine coast; or a year’s study in China, France, Italy, or Spain through School Year Abroad (SYA). Interested students should discuss these options with their Supervisor and advisor.

Students Entering Class 12

Students entering Class 12 select three, four, or five full-year courses and one or two FOCUS courses per term, for a total of 4, 4.5, 5, 5.5, or 6 credits per term. English (or its approved equivalent) is required. A laboratory science is required if it was not included in Class 10 or 11. One credit must be in a quantitative subject; that credit may be a full-year course or two half-credit FOCUS courses taken by the end of winter term. The remaining credits consist of various combinations of courses selected from the departments of Fine Arts, History, Mathematics, Science, Technology, World Languages, or Diversity and Community. As well, some courses are available through Chapin’s affiliation with Interschool and with the Online School for Girls (OSG). Students should note opportunities available specifically to seniors, such as Individual Study or the Student Global Leadership Institute (SGLI) Seminar. Three Physical Education credits are also required.

A Note about FOCUS Courses

Full descriptions of all FOCUS (For Ongoing Creativity, Understanding, and Scholarship) courses appear starting on page 26 of this catalog. FOCUS courses are worth one half credit and meet either two or three days per cycle. Peer Leading, open to Class 12 only, meets five days per cycle but receives no course credit. Titles and meeting times of each course appear, as well, under appropriate departmental sections.

Advanced Placement Course Expectations

During the course of the academic year, students enrolled in an AP course are held to the highest of standards, rightly corresponding to the college level of information, skills, and assignments these courses provide and expect. These standards include maintaining excellence in work and participation, communicating responsibly, and preserving a seriousness of purpose, both throughout the course of the year and during the culminating examination.
A Study of Literary Genres

This course is an introduction to various forms of literature: poetry, drama, short stories, and the novel. Representative texts include *The Secret Life of Bees*, *Jane Eyre*, *Romeo and Juliet*, *A Raisin in the Sun*, and selected short stories and poetry. There are extended writing units, with a focus on creative writing, the personal essay, and analytic writing. Students will experiment with the various poetic and rhetorical devices they observe in their reading of published authors, learn to write for a particular audience, and practice revision. The practice of creative and expository writing continues throughout the year, in addition to the study of grammar and vocabulary.

The Hero and the Anti-Hero

Through both classic and contemporary works, this course investigates the concept of the hero. Representative works include *The Bible*, *The Odyssey*, *Macbeth*, *The Heidi Chronicles*, *Pride and Prejudice*, and *Things Fall Apart*. A major unit of the final term is dedicated to a study of contemporary poetry, and this section culminates in the “Favorite Poem Video Project.” Writing, vocabulary, and grammatical skills are integral to the course.

The Revolutionary Self

This course investigates the theme of revolution as represented by literary works from different cultures, including *Tess of the d’Urbervilles*, Aristotle’s *Poetics*, *Antigone*, *Hamlet*, *Their Eyes Were Watching God*, *Night*, *Hiroshima*, and the graphic novel *Persepolis*. It also investigates the art of writing, concentrating on a mastery of grammar as a foundation for an individual writing style. Thematically dispersed among the prose works is a representative selection of English Romantic poetry. The third term focuses on creative non-fiction and culminates in a final creative non-fiction research and writing project.

Advanced Placement English Literature and Composition

The Individual, The Dream, and the Quest for Home: American Literature

Fall Term: This course explores American heritage by starting with the theme of immigration and then tracing other themes such as Puritanism, Transcendentalism, and Romanticism. Representative authors include Cather, Twain, Hawthorne, Thoreau, Melville, and Alice Walker.

Winter Term: In the winter students explore Individualism/Democratic Spirit, Slavery/The Black Experience, The Aristocrat at Home and Abroad, and The American Dream. Representative authors include Whitman, Dickinson, James, Morrison, and Fitzgerald. In addition, at various points, the course links the literature to American music and American painting.

Spring Term: Students have the opportunity to explore modern American literature through one of the following term courses. When selecting, students should provide their first and second choices:

**Coming to America: The Immigrant Experience**

Wave after wave of people have arrived in America hoping to escape religious persecution, governmental oppression, racial discrimination, sexual inequality, poverty, and fear. And yet, the promise for a better life has not always come to pass. Through a variety of literary texts, this course examines the immigrant experience in America through issues such as otherness, assimilation, and old world vs. new world. Works have included Tony Kushner’s *Angels in America*, Ayad Akhtar’s *American Dervish*, and Chitra Divakaruni’s *Arranged Marriage*.

**The Lost Eden**

Jim Burden, the protagonist of Cather’s *My Antonia*, is not alone in his love of the American West. This region and its literature are full of romantic tradition, frontier spirit, and adventure. This course will explore the mythic and real qualities of the West, beginning in Hollywood and ending in a Japanese internment camp. Representative works include the fiction of Cormac McCarthy, Larry Watson, Julie Otsuka, and Budd Schulberg, as well as the diaries of the Donner expedition.
Southern Voices in Black and White  
Spring

Some of the most exciting and impressive writers of American literature have come from the South, where storytelling has evolved into a fine art. This course explores distinctive voices chosen from slave narratives, short stories by Flannery O’Connor and Eudora Welty, the fiction of William Faulkner and Alice Walker, and a play by Tennessee Williams.

When Harlem Was in Vogue  
Spring

During the 1920s and 1930s, Harlem gave rise to an artistic and socio-cultural movement that shook urban centers throughout the United States. In the words of the critic and teacher Alain Locke, the Harlem Renaissance was “a spiritual coming of age.” Through selected literature, poetry, and essays, students will explore the genesis and meaning of this explosive time in American cultural history. Representative authors include Hughes, DuBois, Cullen, and Larsen. In addition, students read Richard Wright’s Black Boy.

Note: Students in Classes 11 and 12 who have demonstrated excellence in English over the past several years are offered the opportunity to take the Advanced Placement English Literature and Composition Examination in May.

Advanced English  
Class 12 Required

While Advanced English is required in Class 12, students choose from a series of term electives in the fall and winter terms. In selecting their courses, students should give their first and second choices for each term.

Medieval Literature: A Study of Heroes, Fiends, and Hell  
Fall

This course investigates three main issues in Medieval literature. First, students will study the idea of the romantic hero as compared to the epic hero and investigate how the image of the romantic hero develops over time. Second, students will examine the tensions between religious and secular life in the Middle Ages through the fictional pilgrimages of both Chaucer and Dante. Finally, students will learn about issues of authorship: what it means to be an author and how authors chose to express themselves during this period of history.

Sacred Texts  
Fall

This course will investigate scriptures from a variety of religious traditions, as well as non-sacred literary texts inspired by these traditions. Texts may include the Bhagavad Gita (Hinduism), the Dhammapada (Buddhism), the Tao Te Ching (Taoism), and the Qur’an (Islam). Non-scriptural literary texts may include Farid Al-Din Attar’s The Conference of the Birds, Jelaluddin Rumi’s The Essential Rumi, Chuang Zu: Basic Writings, and Leslie Marmon Silko’s Ceremony. In order to gain a broader understanding of these traditions in practice, the course may also involve site visits to a Buddhist temple, a mosque, or a Hindu temple. Literary texts are supplemented with visual art and music, and students make use of the city’s rich museum collections to deepen their understanding of the role of religion in all aspects of human culture.

Shakespeare’s World  
Fall

Through reading some of Shakespeare’s plays and looking at both comedy and tragedy, students will gain an understanding of Shakespeare’s observations about the human experience. Texts include King Lear, The Merchant of Venice, and Twelfth Night. As time allows, films inspired by Shakespeare in the twentieth century will accompany the texts.
Underground and Invisible: Creating a Space of One’s Own  
Winter

This course examines three important and exciting texts: Ralph Ellison’s *Invisible Man*, Fyodor Dostoevsky’s *Notes from the Underground*, and Virginia Woolf’s “A Room of One’s Own.” They represent authors of different races, genders, and ethnicities. Each text explores a character’s identity within society. We will look specifically at how a marginalized person in society carves out a space for him/herself that is both inside and outside of society at the same time. The course investigates “undergroundness” in all of its connotations (i.e. the subway, the hole in the ground, the unconscious, madness, hell) and the ways in which the “underground” person is both imprisoned and free to be creative in this separate space. While remaining separate from society, these characters can, ironically, effect change from the outside. A final project will allow students to reflect on and write about the space(s) they inhabit in the world around them.

Gender and Sexuality in Literature  
Winter

Starting from the perspective that gender and sexuality are both socially constructed and change with fluidity over time and across cultures, this course will look at how literature both reflects and shapes these two constructs within the context of the author’s culture. This course will use critical theory lenses (the historical, Marxist, feminist, psychological, and queer theory) to deconstruct seminal texts in Western literature. We will look at such issues as the representations of masculinity and femininity (particularly how male authors construct female characters); changing notions of sexuality in the West; the intersections of race, class, sexuality and gender; and the development of such constructs as “normal/natural” and “unnatural/perverse” in relation to gender non-conforming behavior. Authors may include David Henry Hwang, James Baldwin, Jeanette Winterson, and Ernest Hemingway.

Latin American Literature  
Winter

An introduction to Latin American fiction in translation, this course explores Latin American literature and culture as reflected in the writings of Borges (Argentina), Allende (Chile), de la Cruz (Mexico), Neruda (Chile), and Márquez (Colombia). In our reading of selected short stories and a novel, we will discuss themes such as the merging of fiction and reality, dreams and wakefulness; the instability of identity; the ambiguity of interpretation; and magical realism. Selected readings from postcolonial theory scaffold our examination of the encounter between the Aztecs and the Spaniards and resulting attempts to construct a unified cultural discourse.

The Stuff That Defines Us  
Spring

Inspired by the British Museum’s *A History of the World in 100 Objects*, this writing course asks each student to select five objects that tell her personal history and use these objects as springboards for creative and intellectual inquiry. Readings will include a variety of texts inspired by objects. Each student will produce a portfolio of creative work in a range of genres and media that may include memoir, personal essay, analytical essay, dramatic monologue, poetry, and short film. Representative authors may include Elizabeth Bishop, Nikolai Gogol, Peggy McIntosh, Michael Pollan, and William Carlos Williams.

*Note: Students in Classes 11 and 12 who have demonstrated excellence in English over the past several years are offered the opportunity to take the Advanced Placement English Literature and Composition Examination in May.*

**FOCUS COURSES FOR CLASSES 10–12**  
(For Ongoing Creativity, Understanding, and Scholarship)

Fiction Writing Workshop  
Spring

2 times per cycle
INTERARTS ROTATION

A vehicle for self-expression as well as a laboratory for collaborative problem solving, this interdisciplinary sequence provides students with both a conceptual and practical foundation in the arts and is a springboard to all subsequent arts electives in Chapin’s curriculum. The goals of the InterArts rotation include providing exposure to historical context, the exploration of contemporary trends in the arts, acquisition of a common artistic vocabulary, and giving students the critical and creative challenges that come through hands-on experience and investigation. A range of assessments gives students choice in how to approach tasks and requires their involvement in appraising and evaluating their own work.

InterArts 8
Students rotate through three Arts classes

In Studio Art girls explore various media including watercolor, drawing, and a three-dimensional medium to develop skills, critical language, and concept development. The curriculum in Music is a study of global film music while introducing the students to the film scores of Bernard Hermann, John Williams, A.R. Rahman, Ennio Morricone, Alberto Iglesias, Nino Rota, and Tan Dun. This course addresses the musical styles and genres of film music, important collaborations between directors and composers, and the modern theoretical concepts about how and why film music works. The Dance course provides students with the various tools and methods used to construct choreography. Some projects will include "chance dance" and improvisation, gesture studies, accompaniment with found objects, and shape studies inspired by the work of Keith Haring. The Drama class will focus on the design elements that go into making a text theatrical. Using scenes, fairy tales, and their own stories, students will create costume, sound, and set designs in individual and group projects.

InterArts 9

In the fall, students continue the rotation they began in Class 8 InterArts. In Studio Art girls do a 3-D wood mixed media project, using power tools and addressing a wide variety of themes and issues in a creative way. Dance continues to explore the intricacies of composition and choreography using more sophisticated ideas for inspiration including clichés, text, pedestrian movement, and personal autobiographies. The Drama class will focus on the design elements that go into making a text theatrical. Using scenes, fairy tales, and their own stories, students will create costume, sound, and set designs in individual and group projects. The Music class is a concentrated study of global film music. Students study the musical structure of film scores by Bernard Hermann, John Williams, A.R. Rahman, Ennio Morricone, Alberto Iglesias, Nino Rota, and Tan Dun. This course addresses the musical styles and genres of film music, important collaborations between directors and composers, and the modern theoretical concepts about how and why film music works.

In the final term of InterArts, students are given the opportunity to explore more specific elements of the four fine arts. A series of three mini-units in each discipline is offered over the course of the term, and students are able to designate their most desired choice in each. This allows students to specialize in an arts discipline that they truly feel passionate about and take a creative risk by trying something new, all without having to commit to a term-long course. These mini-units encourage work in small collaborative groups and also serve as an excellent preview of the arts FOCUS course selections available in Classes 10–12. There is one class at the end of each mini-unit devoted to sharing with one another some of the work that was created. Examples of mini-units may include iPhone Photography, Songwriting, Dance for Camera, Scene Study, Piano Ensemble, Improvisation, Watercolors, Ballet, Ukulele and Dancemaking.

Public Speaking

Essential topics include diction, volume, physical presence and awareness, eye contact, knowing one’s audience, tone, building a persuasive argument, elementary rhetoric, and clarity of thought. In addition to developing technical skills in front of an audience, girls work to come to trust their audience. Each class gives students the chance to work in front of the group and allows for feedback from the group. Girls develop rubrics for assessment and do a number of self-assessment and reflective exercises during the term.

Current as of February 4, 2014
DANCE DEPARTMENT

Dance

Class 9 Required

Class 9 Dance meets once per cycle for the entire year. In the fall, the curriculum concentrates on basic jazz dance technique. In the winter term, students embark on a dance history unit, “Journey though Jazz,” focusing on the evolution of jazz music and dance in the U.S. from the early 20th century to today. Each week is devoted to a different decade, and students learn to perform the dances of the times, including the Charleston, the Lindy Hop, the Jitterbug, the Stroll, the Hand Jive, a “Motown inspired” dance, 1970s line dances, and step dance. The spring term is devoted to creating choreography. Working collaboratively or as soloists, students create a piece in any dance style to any piece of music. Dance showings guide the process and assess progress. The last classes of the year are dedicated to sharing fully costumed pieces with one another.

FOCUS COURSES FOR CLASSES 10–12
(FOR ONGOING CREATIVITY, UNDERSTANDING, AND SCHOLARSHIP)

Dance Technique
Fall
2 times per cycle [3 PE credits]

Dance Ensemble
Winter
2 times per cycle [3 PE credits]

Dance for Camera
Spring
2 times per cycle [2 PE credits]

DANCE CLASSES FOR PE CREDIT FOR CLASSES 10–12

The Dance Department offers a number of dance classes meets once per cycle, and students may take them repeatedly throughout Upper School. Each class is worth one (1) PE credit. Each student must carry three (3) PE credits per term.

Note: Registration for Dance classes will take place in the spring term, upon the distribution of a special Physical Education and Dance Course Catalog.

DRAMA DEPARTMENT

FOCUS COURSES FOR CLASSES 10–12
(FOR ONGOING CREATIVITY, UNDERSTANDING, AND SCHOLARSHIP)

Playwriting
Fall
3 times per cycle

Acting and Directing Lab
Fall
2 times per cycle

Cultivating Empathy: Oral History and Embodying the Other
Fall
2 times per cycle

Co-listed under the History Department

Improvisation for the Theater
Winter
3 times per cycle

Society and the Shock of the New
Spring
3 times per cycle

Advanced Video Production: Cinematography
Spring
2 times per cycle
# Music Department

**FOCUS COURSES FOR CLASSES 10–12**  
*(FOR ONGOING CREATIVITY, UNDERSTANDING, AND SCHOLARSHIP)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Frequency</th>
</tr>
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<tbody>
<tr>
<td>Piano Lab for Experienced Pianists</td>
<td>Winter</td>
<td>3 times per cycle</td>
</tr>
<tr>
<td>Songwriting</td>
<td>Spring</td>
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</table>

## Studio Art

**FOCUS COURSES FOR CLASSES 10–12**  
*(FOR ONGOING CREATIVITY, UNDERSTANDING, AND SCHOLARSHIP)*

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<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Drawing and Design</td>
<td>Fall</td>
<td>3 times per cycle</td>
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<tr>
<td>Introductory and Advanced Levels</td>
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<tr>
<td>Photography</td>
<td>Fall</td>
<td>3 times per cycle</td>
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<tr>
<td>Introductory and Advanced Levels</td>
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<tr>
<td>Ceramics</td>
<td>Fall</td>
<td>2 times per cycle</td>
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<tr>
<td>Introductory and Advanced Levels</td>
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<tr>
<td>Introduction to Architecture and Design</td>
<td>Fall</td>
<td>2 times per cycle</td>
</tr>
<tr>
<td>Painting</td>
<td>Winter</td>
<td>3 times per cycle</td>
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<tr>
<td>Introductory and Advanced Levels</td>
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<tr>
<td>Photography</td>
<td>Winter</td>
<td>3 times per cycle</td>
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<tr>
<td>Introductory and Advanced Levels</td>
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<tr>
<td>Advanced Architecture and Design</td>
<td>Winter</td>
<td>2 times per cycle</td>
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<tr>
<td>Photoshop</td>
<td>Winter</td>
<td>2 times per cycle</td>
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<tr>
<td>Printmaking</td>
<td>Spring</td>
<td>3 times per cycle</td>
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<tr>
<td>Introductory and Advanced Levels</td>
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<tr>
<td>Woodworking</td>
<td>Spring</td>
<td>3 times per cycle</td>
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<tr>
<td>Introductory and Advanced Levels</td>
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<tr>
<td>Watercolors</td>
<td>Spring</td>
<td>2 times per cycle</td>
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<tr>
<td>Introductory and Advanced Levels</td>
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Studio Art Full-Year Courses for Class 12

AP Studio Art

By Department Permission

Note: Students considering AP Studio Art must speak with Mr. Neil prior to registration. Interested students will be required to complete an application, along with her portfolio, which must be approved by the Art Department.

Prerequisite: At least six terms of studio art courses during Classes 10 and 11 in which art work is produced, and by Department permission. Candidates must complete an application and submit a portfolio consisting of at least 10 AP-quality examples of original two-dimensional work done in courses taken at Chapin or elsewhere, as well as an original drawing of a shoe as an example of her strong rendering skills, for a total of 11 works. If a candidate has not taken the required six FOCUS courses, she may qualify by submitting a portfolio of 15 AP-quality works and an original drawing of a shoe, for a total of 16 works, as well as the completed application form.

This is a full-year program of intensive involvement in Studio Art, drawing upon all previous experience in art studies. Students follow the AP Studio Art curriculum and meet weekly with their advisor to develop their portfolio and focus on an area of concentration. The portfolio, which is assembled in the spring term, consists of up to 29 pieces drawn from all prior studio experience and is submitted to the Advanced Placement Studio Art Program in May.

Senior Art Portfolio

By Department Permission

Note: Students considering the Senior Art Portfolio must speak with Mr. Neil prior to registering for the course.

Prerequisite: At least four terms of studio art courses during Classes 10 and 11 in which art work is produced, and by Department permission.

This course is a full-year studio art experience offered to a senior, providing her the freedom to explore her own vision and interest in art. It is for that highly motivated student who has the maturity and strong background in a wide variety of studio materials, tools, and skills. In addition to class time, students have an additional individual meeting with their advisor each cycle. It is assumed that a student will put in additional studio time outside the scheduled periods in order to accomplish the work. Since this is a highly individual experience, students determine in consultation with their advisor what they will produce each term. It is expected that, on average, one piece of work will be completed during each cycle. An assignment might be a finished painting (18” x 24” or smaller), a drawing, a series of photographic studies, or preliminary sketches that are intended to lead to something more involved. Students may focus on a subject theme (portraits, landscapes, etc.) or a medium (watercolors, collage, etc.) for part or all of a given term. At the end of the year, students submit a portfolio consisting of at least 20 pieces to the Art Department faculty for review.
World History I
Class 8 Required

What makes a civilization? How do societies answer basic questions about who gets what resources? What makes a leader great? Are some societies fairer than others? Why do civilizations decline? Can they actually disappear? This course will examine those questions and more as students explore the emergence of ancient societies in Africa, the Americas, Asia, and Europe in the prehistoric period through 500 C.E. Looking chronologically and comparatively, students will practice historical skills including research, primary and secondary source analysis, geography, and writing.

World History II
Class 9 Required

Can divergent societies co-exist? Does difference have to result in conflict? How do societies measure their own success? Students will continue to examine the development of civilizations and the internal and external forces that affect the stability of countries and regions. Focusing on the time period between 500 C.E. and 1500 C.E., students will look at the relationships between regions in Africa, the Americas, Asia, and Europe. Students will examine the political, economic, and social trends that both bind countries and regions together as well as separate them. Using both primary and secondary sources, students will draw their own conclusions about historical causation. Students will continue to practice analytical, research, and thesis-driven writing skills.

World History III
Class 10 Required

What is modern? What is progress? This course will look at the ways in which the world has moved closer together as well as further apart. How do substantial technological changes affect the way we understand the world and the way societies understand or do not understand one another? This course evaluates the impact of transformation and revolution on the historical narrative. Who do societies define as leaders? What trends, institutions, and/or events continue to define how we think about each other and ourselves? Students will examine the ways that individuals and societies see themselves as part of a global network. Focusing on the time period from 1500 C.E. to the present, students will use primary and secondary sources to draw conclusions and then place those conclusions in the larger historical narrative. The course emphasizes independent historical research as well as thesis-driven writing.

United States History OR
Advanced Placement United States History
Class 11 Required
AP by Department Permission

This course is a chronological study of United States politics, diplomacy, economics, and culture, emphasizing the development of historical themes, critical analysis, and research and writing techniques. Students in the Advanced Placement course will take the AP examination in United States History in May.

Advanced Placement Macroeconomics
Open to Classes 11 and 12

Through Chapin’s partnership with the Online School for Girls (OSG)
Prerequisite: Algebra II

AP Macroeconomics will introduce students to major economic issues such as basic market analysis, the causes of the cycle of economic growth and recession, the problems of inflation and unemployment, the causes and consequences of federal budget deficits, and the causes and effects of international trade imbalances and currency fluctuations. Public policy issues are analyzed in a debate format between conservative and liberal approaches. This course will involve extensive reading, problem-solving exercises, online discussions, quizzes and tests, and research and writing about contemporary macroeconomic issues. Strong reading, algebra, and analytical skills are necessary for success, as is strong motivation. Students will be prepared for and are expected to take the Advanced Placement exam in May.

Note: Tuition for this course ($1419.75) is borne by Chapin if the course is taken as part of a student’s regular course load (5 courses for Class 11; 4 or 5 courses for Class 12). If the course is taken as a 6th credit, the student’s family bears the cost of tuition.
Advanced Placement Art History:
From the Pyramids to Pop Art, 5000 Years of Art History

Students trace the development of Western painting, architecture, sculpture and film through analysis of style, imagery and historical context. Topics in Non-Western art and field trips to museums are an integral part of the course. Students will take the AP Art History examination in May.

Senior History Seminar
Global Citizenship: Living in a Flat World

What do we mean by global citizenship? Does global citizenship involve solely international issues? What are the implications for contemporary global issues on local communities? In this course, students will examine both what it means to be a global citizen and what it means to practice global citizenship. We will examine the rights and responsibilities for individuals, communities, and nation-states that participate in an increasingly interdependent network of local, national and supranational institutions. Students will have the opportunity to integrate and synthesize their studies of world and U.S. history in order to examine contemporary local, national, and international issues, investigate their historical roots, and apply the analytical skills that they have learned to research, evaluate, craft, and present new and innovative solutions.

FOCUS COURSES FOR CLASSES 10–12
(FOR ONGOING CREATIVITY, UNDERSTANDING, AND SCHOLARSHIP)

Booms, Busts, Bubbles:
Will the Economic Roller Coaster Ever Be Tamed?  
Fall  
3 times per cycle

Cultivating Empathy: Oral History and Embodying the Other
Co-listed under the Drama Department  
Fall  
2 times per cycle

I Spy: An Examination of Historical and Contemporary Intelligence-Gathering  
Winter  
3 times per cycle

Classicism Humanism and the Italian Renaissance  
Taught in collaboration with American Community Schools Athens (ACS)  
Winter  
2 times per cycle

Culminates in an optional field study trip to Athens and Italy

From Ardipithecus ramidus to Us:  
Human Evolution through the Study of Genes, Behavior, and the Fossil Record  
Co-listed under the Science Department  
Spring  
3 times per cycle

Philosophy: The Existential Dilemma  
Spring  
2 times per cycle
Algebra I
This course is concerned with the development of the fundamental concepts and skills of algebra. The topics studied include signed numbers, all operations with algebraic expressions and algebraic fractions, factoring, solving linear, quadratic, fractional and simultaneous equations, irrational numbers, and the graphing of lines. Verbal problems are included throughout the course.

Geometry
This course in Euclidean geometry stresses deductive proof and numerical relationships. Topics include congruence, parallelism, similarity, basic trigonometry of the right triangle, the Pythagorean Theorem, circles, area, volume, and coordinate geometry. This course is enhanced by investigations and projects using Geometer’s Sketchpad.

OR

Advanced Geometry with Trigonometry
This course is a combination of Euclidean Geometry and Trigonometry. The geometry component stresses deductive proofs, including formal proof-writing, and numerical relationships. Topics include congruence, parallelism, similarity, the Pythagorean Theorem, circles, area, volume and coordinate geometry. The trigonometry component stresses an investigation of the six trigonometric functions, including inverse trigonometry, trigonometric identities, and the Laws of Sine and Cosine.

Algebra II with Trigonometry
This course emphasizes algebraic techniques including work with algebraic fractions, irrational numbers, quadratic equations, quadratic functions and their graphs, complex numbers, exponents, and conic sections. It includes an introduction to functions and trigonometry. Students use graphing calculators.

Precalculus with Algebra II
This course reviews the fundamental algebraic operations while emphasizing the study of quadratics, polynomials, complex numbers, rational exponents, logarithms, the conic sections, functions, and graphing techniques. The trimester devoted to the study of trigonometry includes the study of the graphs of trigonometric functions, solution of trigonometric equations, and identities through the double angle formulas. Students use graphing calculators.

Precalculus with An Introduction to Calculus
This course begins with a study of functions and their graphs. Polynomial, exponential, logarithmic, and trigonometric graphs will all be investigated. In addition, non-functional relationships will be explored, such as conic sections, polar curves, and parametric equations. The course will then begin the study of the basic concepts of calculus by introducing limits and derivatives. Students use graphing calculators.

Precalculus
This course emphasizes functions and their graphs. A functional approach is used to discuss trigonometry, logarithms, conic sections and polynomials. Additional topics include sequences and series and probability. Use of the graphing calculator is an integral part of the course.

Advanced Placement Calculus AB
Open to Classes 11 and 12

Current as of February 4, 2014
This course begins with limits and is primarily a study of differential and integral Calculus. Applications are made to graphing, maximum-minimum problems, related rates, motion, area, volume, and exponential growth. Students will be prepared for and are required to take the AP examination in May.

**Advanced Placement Calculus BC**  
Open to Classes 11 and 12  
By Department Permission

Students in Class 11 will continue their introduction to calculus, delving into the many applications of derivatives, then moving on to an in-depth study of integration techniques. Students will then apply these fundamental tools to differential equations, sequences and series, polar coordinates, and parametric equations. Practical applications of calculus will include maximum-minimum problems, related rates, motion and distance, area, volume, and growth. Students will take the AP examination in May.

For students in class 12, this course is a continuation of AP Calculus AB. Further techniques of integration and further applications of both differentiation and integration will be studied. Additional topics will include sequences and series, polar coordinates, parametric equations, and differential equations. Students will be prepared for and are expected to take the AP examination in May.

**Advanced Placement Macroeconomics**  
Open to Classes 11 and 12  
By Department Permission

Through Chapin’s partnership with the Online School for Girls (OSG)  
Prerequisite: Algebra II

AP Macroeconomics will introduce students to major economic issues such as basic market analysis, the causes of the cycle of economic growth and recession, the problems of inflation and unemployment, the causes and consequences of federal budget deficits, and the causes and effects of international trade imbalances and currency fluctuations. Public policy issues are analyzed in a debate format between conservative and liberal approaches. This course will involve extensive reading, problem-solving exercises, online discussions, quizzes and tests, and research and writing about contemporary macroeconomic issues. Strong reading, algebra, and analytical skills are necessary for success, as is strong motivation. Students will be prepared for and are expected to take the AP examination in May.

*Note: Tuition for this course ($1419.75) is borne by Chapin if the course is taken as part of a student’s regular course load (5 courses for Class 11; 4 or 5 courses for Class 12). If the course is taken as a 6th credit, the student’s family bears the cost of tuition.*

**Advanced Placement Statistics**  
Open to Class 12  
By Department Permission

This course introduces and develops the basic concepts of descriptive and inferential statistics. This includes displaying and describing distributions, regression, designing experiments, probability, and drawing conclusions from a sample. Students use the graphing calculator and computer to analyze data and perform statistical analysis on real-life data. Classwork will include both traditional problem sets and long-term projects allowing students to apply the many skills they learn in the course. Students who take AP Statistics will be prepared for and are expected to take the AP examination in May.

**Finite Mathematics**  
Open to Class 12

This course is designed to give students an introduction to the necessary analytic and quantitative tools for college mathematics. The interests of students in this course often steer the discussion and depth of study. Topics discussed may include: the mathematics of social choice, game theory, matrices, statistics/probability, financial mathematics, and the basics of differential calculus. Each of these topics will be explored through the use of hands-on activities and real-world applications. Students are encouraged to extend their learning through both independent and group projects.
Game Theory
Through New York Interschool

Game Theory is the mathematical analysis of conflict and cooperation, where “players” can include individuals, corporations, governments, or even nature. The theory attempts to predict, explain, or recommend courses of action in situations where one player’s success depends on the decisions of all players. The theoretical analysis of such situations is taught through applications in economics, politics, business, evolutionary biology, religion, philosophy, computer science, and sports, as well as through games such as poker and chess. We will develop quantitative models for strategic situations, and analysis will include optimization and graphical analysis. While this course is intended for juniors and seniors, exceptional math students in Class 10 will be considered.

This class, worth one half credit, will meet once a week, from 6:30–8:30 p.m., at Dalton. The day of week of the class meeting is yet to be determined. Interested students must speak with Mrs. Allen.

Advanced Mathematics—The Interschool Math Course
Through New York Interschool

Note: This course requires department permission and co-registration in AP Calculus BC

This course is offered for interested and talented mathematicians who can work independently. Topics in non-Euclidean Geometry and number theory will be addressed. The class will study methods of proof, with independent research leading students in different directions. Classes meet twice a week, for 1.5 hours each day, at one of the Interschool schools: Tuesday 7:30–9:00 a.m. and Thursday 3:30–5:00 p.m. Students are responsible for any Chapin work missed due to the morning class. Interested students must speak with Mrs. Allen.

Multivariable Calculus and Differential Equations
Prerequisite: AP Calculus BC

This course will cover a number of other topics beyond the AP Calculus BC curriculum including calculating volumes by using shells, surfaces of revolution, and centers of mass and centroids. The course also explores topics that are studied in a typical college level third semester calculus course, including vectors and vector valued functions, differentiation in several variables, optimization in several variables, multiple integration, and line and surface integrals. The course concludes with an introduction to Differential Equations. Topics include solving exact first-order equations, solving second order homogeneous and non-homogeneous linear equation, and exploring applications to various scientific fields.

FOCUS COURSES FOR CLASSES 10–12
(FOR ONGOING CREATIVITY, UNDERSTANDING, AND SCHOLARSHIP)

The Hidden Mathematics in Art
Fall
2 times per cycle

Number Theory
Winter
3 times per cycle

Finance and Investment: Senior Seminar
Spring
Open to Class 12
3 times per cycle
Requirements for Classes 8–9

Physical Education classes for 8s and 9s meet three times per six-day cycle and meet the three-credit-per-term requirement. A student in Class 9 who is a member of any Chapin school team during that school year may choose one trimester (winter or spring only) in which she may be excused from the one-hour PE class each cycle, with the approval of the Department Head. As part of her PE program, each student in Class 9 completes American Red Cross First Aid.

Requirements for Classes 10–12

Each student is required to take three (3) credits of Physical Education/Dance per six-day cycle each trimester. Students may sign up for any combination of PE or Dance classes totaling three credits each term and are welcome to take more classes if they wish to. Chapin Interscholastic teams fulfill all three credits for Classes 10–12 for the corresponding trimester. Students can receive up to two credits for committing to a team manager position, which requires attendance at all home and away games for that team.

Any student who has not completed American Red Cross First Aid, which fulfills one of the three required PE credits, by the end of Class 9 must do so by the end of Class 10. A student new to the School in either Class 11 or Class 12 must complete this course during her first year at the School.

Outside Credits

On rare occasions, the three-credit PE requirement may be fulfilled by a single sport, fitness, or dance activity outside of Chapin when an athlete or dancer demonstrates that she will have a significant time commitment to her discipline during that term. The athlete/dancer must complete an application, available from the PE Department Head. Applications must be submitted prior to the start of each term, no later than the due date for that term, as set forth by the PE Department Head. The Department Head will then review the request. Outside credits are awarded solely at the discretion of the Department Head and are considered on a term-by-term basis. A student receiving outside credits will be assigned to a Physical Education teacher who will oversee her attendance and progress in the sport, fitness, or dance activity she is pursuing.

Note: Students in Classes 10–12 will register for PE and Dance classes in the spring term.
**Introduction to Chemistry and Physics**

Class 8 Required

This first-year course of Upper School science offers an overall view of the basic topics in physics and chemistry. Students are exposed to a broad spectrum of concepts and ideas. Analytical, computational, and hands-on skills are emphasized and developed. The physics part of the course emphasizes hands-on problem solving skills in the context of group projects and covers topics such as energy, waves, sound, and optics. Chemistry topics include properties of matter, atomic structure, chemical reactions, and an introduction to organic chemistry. Chemistry labs are extensive and introduce the student to various experimental techniques of data analyses.

**Biology**

Class 9 Required

From a conceptual and biochemical viewpoint, this survey course covers the basic topics of cell biology, Mendelian and human genetics, an introduction to DNA and recent technology, evolution, ecology, phylogeny, and several human systems. Weekly laboratory work connected to the above topics is central to the course and includes some computer experimentation. Although there is no prerequisite, the course assumes that the student is familiar with the basic elements of biology, chemistry, and physics comparable to the material covered in Science during Classes 7 and 8.

**Chemistry**

Open to Class 10

This course consists of a rigorous study of atomic and molecular theories, chemical bonding, liquids, gases, solids, solutions, stoichiometry, thermochemistry, kinetics, equilibrium, acid-base theory, and organic chemistry. While the approach is conceptual, there is a heavy emphasis on mathematics, and it is designed to present a theoretical as well as practical knowledge of the discipline.

**Physics**

Open to Classes 11 and 12

This general physics course is an introduction to the major fields of physics, such as kinematics, dynamics, rotational motion, energy, work, waves, and introductory electric circuits. There is emphasis on the mathematical and conceptual interpretation of the topics, problem solving, and appreciating the complexity and simplicity of the physical world around us. Through readings, discussion, and laboratory work, the course offers an extensive and scholarly study of physics, with an emphasis in the laboratory on computer-based experiments.

**Advanced Placement Biology**

Prerequisites: Biology, Chemistry

Open to Classes 11 and 12

By Department Permission

This course consists of a rigorous treatment of biological science through lectures, laboratory work, group activities and readings. The topics covered focus on molecular and cellular biology, genetics, evolution, and ecology. As this course is designed to be equivalent to an introductory biology course on the college level, readings are drawn from college texts and scientific journals. Students will be prepared for and expected to take the AP Biology examination in May.

**Advanced Placement Chemistry**

Prerequisites: Chemistry, Precalculus

For 11s concurrently taking Precalculus, department permission is also required.

Open to Classes 11 and 12

By Department Permission

Advanced Placement Chemistry is designed to be a first-year college chemistry course. The emphasis is placed on chemical calculations and the relationship between the mathematical formulation of chemical principles and descriptive chemistry. Topics include: the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and basic thermodynamics. Laboratory investigations are extensive. Students will be prepared for and expected to take the AP Chemistry examination in May.
Advanced Biology: Molecular Genetics  
Open to Class 12  
Prerequisites: Physics (which students may also take concurrently)  
This course will be team taught with a Molecular Geneticist from the Cold Spring Harbor Lab. Developments in molecular genetics will be addressed through the chemistry and physiology of the gene and the nature of gene action in prokaryotic and eukaryotic cells. Major topics of focus include gene expression, RNAi, GMOs, bioethics, and inherited human diseases such as breast cancer, cystic fibrosis and SMA. Each student will become an expert on one such disease, analyzing from chromosome location and genetic make-up through gene expression and current and future treatments. Labs will include mapping the BRAI and BRACAII genes; working with HeLa cells; genetic manipulation of genes in C. elegans; analyzing the DNA of sushi; and looking at the extinction of the honeybee. Students must be able to work independently and must have good public speaking skills. This course is intended for those interested in molecular genetics but not in taking AP Biology, as well as those who have already taken AP Biology.

Introduction to Engineering  
Open to Class 12  
Through Chapin’s partnership with the Online School for Girls (OSG)  
Prerequisites: Physics (which students may also take concurrently)  
This course introduces students to many areas of engineering including civil/structural, chemical, mechanical, electrical, and biomedical engineering. Students will learn the engineering design process used by practicing engineers. Specific topics will include structural integrity with egg contraptions, chair and bridge building projects, ethics, heat transfer and home heating, energy transmission, and alternative energy research. Students will develop an array of specific skills including applying the engineering design process to a specific problem; working effectively and collaboratively with other members of the class; demonstrating originality and inventiveness in their work; reflecting critically in order to improve creative efforts in problem solving; and viewing success as a cyclical process. Through active problem solving in the context of specific case studies, this course addresses concepts and skills relevant to a career in engineering. A culminating project will require students to apply much of what they have learned in the course. Students who have taken Chapin’s Engineering FOCUS course may enroll.

Note: Tuition for this course ($1419.75) is borne by Chapin if the course is taken as part of a student’s regular course load (4 or 5 courses for Class 12). If the course is taken as a 6th credit, the student’s family bears the cost of tuition.

Advanced Placement Physics I  
Open to Class 12  
By Department Permission  
Prerequisites: Physics  
In this algebra-based course, students explore principles of Newtonian mechanics (including rotational motion), mechanical waves and sound, and electric circuits. Students will study in detail forces, interactions, changes to systems, and conservation laws. The course is based on several “big ideas,” which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Students will be prepared for and expected to take the AP Physics 1 examination in May.

Advanced Placement Physics C: Mechanics  
Open to Class 12  
By Department Permission  
Prerequisites: Physics, AP Calculus AB  
This is a calculus-based physics course that covers kinematics, dynamics, energy, momentum, rotation, gravitation, and oscillation. This course is equivalent to the mechanics part of the introductory physics sequence taken by science and engineering students at most colleges and universities. Students spend approximately twenty percent of their time on laboratory investigations. They will design experiments; observe and measure real phenomena; and organize, display, and critically analyze data. Laboratory investigations are often open-ended with no “cookbook” procedures handed out. Trigonometry, algebra, and calculus are used extensively. Students will be prepared for and expected to take the AP Physics C: Mechanics examination in May.
## FOCUS COURSES FOR CLASSES 10–12
*(FOR ONGOING CREATIVITY, UNDERSTANDING, AND SCHOLARSHIP)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Pharmacology</td>
<td>Fall</td>
<td>2 times per cycle</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Winter</td>
<td>3 times per cycle</td>
</tr>
<tr>
<td>CSI (Chapin Science Investigation): Forensic Science</td>
<td>Winter</td>
<td>2 times per cycle</td>
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<tr>
<td>From <em>Ardipithecus ramidus</em> to Us:</td>
<td></td>
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<tr>
<td>Human Evolution through the Study of Genes, Behavior, and the Fossil Record</td>
<td>Spring</td>
<td>3 times per cycle</td>
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<tr>
<td>Co-listed under the History Department</td>
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</tr>
<tr>
<td>Neuroscience of Social Behavior</td>
<td>Spring</td>
<td>2 times per cycle</td>
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</tbody>
</table>
Technology 8: Digital Citizenship for the 21st Century  
Class 8 Required

The goal of this pass/fail course is to introduce students to the issues surrounding Digital Citizenship in the 21st century: cyberbullying, ethics, copyright and fair use, media literacy, social media for social good, and the safe, legal, and responsible use of information and technology. Students will discuss the personal, cultural, and societal issues related to technology, so they can practice legal and ethical online behavior. Technology projects will be designed to address the major themes of the course.

Technology 9: Coding  
Class 9 Required

Class 9 students continue their education in computer programming with the Scratch and Processing languages. Students learn about loops, conditionals, variables, and fundamental algorithms by creating stories, animations, and games that can be shared online. This pass/fail course ends with a capstone project: each student will create an interactive program that relates to a topic in an academic course of her choice.

Introduction to Computer Programming  
Open to Classes 10–12

Through Chapin’s partnership with the Online School for Girls (OSG)  
Prerequisite: Algebra I

Introduction to Computer Programming will cover introductory programming concepts through a variety of tools, as well as focusing on current-day issues related to girls, women, and computer science. The course will start by introducing students to object-oriented programming concepts through the use of 3D graphics. Students learn to use methods, functions, parameters, arguments, if-else statements, and loops in this creative, animated environment. Students then will learn to create Android apps as they explore app development with MIT’s App Inventor and also work in Processing, a java-like language that incorporates an electronic sketchbook with graphics, animation, and keyboard and mouse events, while utilizing more traditional, line-by-line, text-based coding. Students will conduct research and investigate current-day issues surrounding computer science, specifically focusing on recent studies about girls and computer science, and mentoring programs and scholarships that are aimed at getting and keeping girls interested in the field. Students participate in regular discussions and work collaboratively and creatively with their classmates. Students will collect their programs, animations and screencasts in individual portfolios. This course fulfills the prerequisite for both AP Computer Science A and iOS App Development at the Online School for Girls.

Note: Tuition for this course ($1419.75) is borne by Chapin if the course is taken as part of a student’s regular course load (5.5 courses for Class 10; 5 courses for Class 11; 4 or 5 courses for Class 12). If the course is taken as a 6th credit, the student’s family bears the cost of tuition.

Preparing for AP Computer Science and iOS App Development  
Summer Session II (July 25–August 22, 2014)

Through Chapin’s partnership with the Online School for Girls (OSG)  
Prerequisite: Algebra II

This course is designed for the student who has little or no computer programming experience but plans to enroll in either the AP Computer Science A or iOS App Development class. Students will explore four key programming concepts—graphics, conditionals, iterations, and modularity. Each section will begin with introductory material, after which students will progress to a variety of open and creative programming exercises that resemble the rigor of the AP course. This course fulfills the prerequisite for both the AP Computer Science A class and the iOS App Development class.
iOS App Development
Through Chapin’s partnership with the Online School for Girls (OSG)
Prerequisite: Introduction to Computer Science, or previous programming experience with instructor permission, or the OSG summer course Preparing for AP Computer Science A and iOS App Development

iOS App Development will begin with the fundamentals of the object-oriented programming language, Objective-C, which is the basis for developing iOS Apps. Students will learn how to write programs in Objective-C and use the software development kit called X-Code for coding, debugging, and user interface design. Students will learn to think like an App Developer, planning program flow, designing user interface, and working on collaborative projects. Students will design apps that focus on their community—thinking critically, problem solving, collaborating, and communicating along the way.

Students participate in regular discussions, labs, and projects and work collaboratively and creatively with their classmates. iOS App projects are demonstrated and hosted on individual, web-based, year-long portfolios. Students must have prior programming experience, or instructor permission, before enrolling in this course. Students must have access to a computer running Mac OSX 10.7 or higher for this class.

Note: Tuition for this course ($1419.75) is borne by Chapin if the course is taken as part of a student’s regular course load (5 courses for Class 11; 4 or 5 courses for Class 12). If the course is taken as a 6th credit, the student’s family bears the cost of tuition.

AP Computer Science A
Through Chapin’s partnership with the Online School for Girls (OSG)
Prerequisites: Algebra II and Introduction to Computer Science, or previous programming experience with instructor permission, or the OSG summer course Preparing for AP Computer Science A and iOS App Development

The AP Computer Science course will introduce the key concepts and techniques of object-oriented programming, in Java. The analytic, critical-thinking, and problem-solving skills developed in this course will transfer to programming in other languages on a variety of platforms. This course is designed with the idea that programming should be fun, engaging, and intuitive. Students will explore each main programming topic by working through increasingly involved projects where they will develop sound problem-solving approaches and come to understand the interrelation between and proper use of these various programming tools. In today’s world, the importance of developing both an understanding of programming concepts and the ability to approach problems with a “programmer’s eye” cannot be overstated.

Students taking this course will be well prepared for the AP Computer Science A Exam. They will work creatively and collaboratively with their classmates, and develop a solid foundation from which to launch into a widening range of computer science areas.

Note: Tuition for this course ($1419.75) is borne by Chapin if the course is taken as part of a student’s regular course load (5 courses for Class 11; 4 or 5 courses for Class 12). If the course is taken as a 6th credit, the student’s family bears the cost of tuition.

FOCUS COURSES FOR CLASSES 10–12
(FOR ONGOING CREATIVITY, UNDERSTANDING, AND SCHOLARSHIP)

Chapin Girls Who Code or
Chapin Girls Who Code II*

*Students who took this course in 2013 are welcome to enroll again; their transcripts will read Chapin Girls Who Code II.
Chinese

Chinese I: Advanced Beginner
Prerequisite: Class 7 Chinese or Equivalent
Open to Class 8

This course continues to develop listening, speaking, reading comprehension, and writing skills (by hand and through Chinese software). Students will learn approximately 320 new words and expressions and more sentence structures. Practice with modal verbs, measuring, adverbs, prepositions, conjunctions, and particles will be emphasized. Chinese idioms, short stories, and ancient poems will supplement the textbook.

Chinese II: Intermediate
Prerequisite: Chinese I or Equivalent
Open to Class 9

This proficiency-oriented course introduces the Chinese language as it is spoken today in an authentic cultural context. Students will be actively involved in class activities and conversation as well as intensive practice in the language laboratory. Emphasis is on a balanced approach to the four skills—listening, speaking, reading comprehension, and writing—and includes extensive use of audio and video materials. Morphology and syntax will be systematically introduced.

Chinese III: Advanced Intermediate
Prerequisite: Chinese II or Equivalent
Open to Class 10

In Chinese III, students concentrate on practicing communication in the four skills. This course introduces Chinese language and culture through a series of dialogues and narratives. Alongside these readings there are copious cultural notes, language use and grammar explanations, and exercises for the practice of the language. Sentences with special verbal predicates, complex sentences, and paragraph writing skills will be introduced.

Chinese IV and V: Advanced
Prerequisite: Chinese III or Equivalent
Open to Class 10 in 2014–15 and to Classes 11 and 12 Classes 10 and 11 Full Year; Class 12 by Trimester

This course continues to develop students’ listening, speaking, reading comprehension, and writing skills. Communication is further developed in the four skill areas. By the end of the year, students should be more flexible in expressing themselves, both in speaking and in writing. Throughout the year students will be provided with opportunities to use Chinese to develop their awareness and appreciation of Chinese culture and to explore a wide range of historical and contemporary Chinese themes.

Advanced Placement Chinese Language and Culture
Prerequisite: Advanced Chinese or Equivalent
Open to Classes 11 and 12 By Department Permission

This course is offered to qualified students who are interested in exploring Chinese language at a higher level after completing Chinese IV or equivalent. Throughout the year, students will be provided with ample opportunities to use Chinese to explore a wide range of historical and contemporary Chinese themes. Themes include: geography and climate; population and ethnic groups in China; school life and career; economic and political influence of China abroad; and challenges China faces today. This course is delivered almost entirely in Chinese. Students will be prepared for and are expected to take the AP Chinese Language and Culture examination in May.
CLASSICS

Latin I: Advanced Beginner

This course continues the study of basic forms, vocabulary and syntax begun in Class 7. Emphasis is placed on attaining fluency in reading Latin prose and understanding basic grammatical principles in both English and Latin. Cultural units dealing with Rome’s history, from its foundation to the late Republic, are integral to the lessons.

Latin II: Intermediate
Prerequisite: Latin I or Equivalent

This course covers more advanced Latin grammar and syntax. The reading is based increasingly on original texts of Latin authors, culminating in a reading of authentic Latin literature. Cultural units, dealing mostly with Rome in the late Republic and early Empire, are integral to the lessons.

Latin III: Advanced Intermediate
Introduction to Literature
Prerequisite: Latin II or Equivalent

In this course, students will complete their study of Latin grammar. Emphasis is placed on achieving proficiency in translating Latin literature, such as selections from Horace’s Odes and Satires and Ovid’s Ars Amatoria. Attention is devoted to understanding the historical contexts of the works. Qualified students may take the SAT Subject Test in June.

Advanced Topics in Latin Literature 2014–2015
Prerequisite: Latin III or Equivalent

Works by Roman authors are read with emphasis on translation, critical analysis, and appreciation of each author’s imagery, figures of speech, sound, and metrical effects. Developing knowledge of the historical, political, and cultural context of the works will also be a focus.

Prerequisite: Latin III

Specific lines of Caesar’s De Bello Gallico and Vergil’s Aeneid are read with emphasis on translation, critical analysis, and appreciation of the poet’s imagery, figures of speech, sound, and metrical effects. Students will develop their knowledge of the whole work in English: its important characters, themes, ideas and their historical significance within the political and cultural context of the late Republic and early Empire. Students will be prepared for the AP Latin examination in May.

FOCUS COURSES FOR CLASSES 10–12
(FOR ONGOING CREATIVITY, UNDERSTANDING, AND SCHOLARSHIP)

Greek I: Beginning Greek

All Year
3 times per cycle

Greek II: Homeric Greek
Prerequisite: Greek I

All Year
3 times per cycle

Greek III: Intermediate Homeric Greek
Prerequisite: Greek II

All Year
By Department Permission
3 times per cycle

Current as of February 4, 2014
**FRENCH**

**French I: Advanced Beginner**
Prerequisite: Class 7 French or Equivalent

Open to Class 8

This course consolidates the knowledge acquired in the Middle School French program and initiates a two-year Upper School language sequence. Using realia and technology where appropriate, emphasis is placed on acquiring all four language skills—listening, speaking, reading and writing—within a cultural context, in order to achieve basic communicative proficiency.

**French II: Intermediate**
Prerequisite: French I or Equivalent

Open to Class 9

This course continues and completes the sequential program started in French I. Students are progressively introduced to new and more complex grammatical forms, tenses, and thematic vocabulary with equal emphasis placed on all four language skills—listening, speaking, reading and writing.

**French III: Advanced Intermediate**
Prerequisite: French II or Equivalent

Open to Class 10

This course consolidates and deepens the language skills acquired in the previous levels of the sequence. It prepares students for advanced study of French language, culture, and literature by focusing on the development of correct usage of the language through explanations and practice. Students will gain a deeper understanding of the language through reading of poems, short stories, and excerpts from novels and plays, as well as a variety of media sources. Students will also practice a variety of communication tasks as they are engaged in ever more complex forms of discourse.

**French IV and V: Advanced Individual Projects**
Prerequisite: French III or Equivalent

Open to Classes 11 and 12

Class 11 Full Year; Class 12 by Trimester

This course emphasizes the development of language skills at the advanced level. Students work on a yearlong blog project on a topic of their choosing, in which they become experts and on which they regularly report and share with the class. We also watch and report on current events in the French and Francophone worlds and read excerpts taken from various sources relating to Chapin’s school-wide International Week theme.

**Advanced Placement French Language and Culture**
Prerequisite: French III or Equivalent

Open to Classes 11 and 12

By Department Permission

This course emphasizes the development of language skills at the advanced level through class discussion, oral exposés, and written essays. Students are exposed to French as it is spoken today through a variety of media, French radio and television broadcasts, and films. Readings include current magazine and newspaper articles as well as novels by authors such as Jean-Paul Sartre and Aimé Césaire. Intensive drills and recordings are conducted in the language lab. Students will be prepared for and are expected to take the AP French Language and Culture examination in May.
Advanced Topics in French Literature

This class, designed to follow AP French Language, focuses on the study of major works of French literature in various literary genres (plays, novels, fables, and poetry.) Authors in the curriculum may include Molière, Maupassant, Voltaire, La Fontaine, and poets such as Baudelaire and Rimbaud. Students will read and learn to analyze the themes, characterization, and style of all works in depth. Critical essays, explications de texte, and oral exposés are assigned. Students will also take part in a drama workshop related to the study of one of the plays in the curriculum. Students will reach a college introductory level in literature by the end of the year.

SPANISH

Spanish I: Advanced Beginner
Prerequisite: Class 7 Spanish or Equivalent
Open to Class 8

This course continues to develop linguistic proficiency and cultural sensitivity in the Spanish language. The program has a multicultural focus with extensive use of audio and visual media. Students watch, discuss, and explore the Mexican film Julio y su Angel. The theme for the year is “Cultural Encounters.” Students will study, research, and make presentations on Medieval and Renaissance history and cultural products of the Iberian Peninsula and the Americas. A diverse variety of materials such as magazines, newspapers, short stories, poems, songs, and films expose students to a wide range of vocabulary, grammar, speaking, and reading comprehension.

Spanish II: Intermediate
Prerequisite: Spanish I or Equivalent
Open to Class 9

This course completes the second level of the sequential program begun in previous years and is designed to give students a chance to meet people from around the Spanish-speaking world through videos, magazine and newspaper articles, songs, short stories, and poems. Each student practices her listening and speaking skills in the classroom and the language lab. Students regularly watch and discuss episodes of the educational video program Enfoques, as well as original short films included in the program that expose them to Hispanic traditions and perspectives. The thematic core unit of this year in Spanish is Immigration. Students study, research, debate, and make presentations on the many reasons why people leave their home countries. In the spring term, students undertake a project on immigration. We take particular advantage of the many cultural opportunities the City has to offer, such as special exhibits related to the Spanish-speaking world. In this course students watch, discuss, and write essays on three films: Nueba Yol, Under the Same Moon, and El Norte.

Spanish III: Advanced Intermediate
Analyzing and Contextualizing Don Quijote
Prerequisite: Spanish II or Equivalent
Open to Class 10

This course completes the third level of the sequential program begun in previous years. Students continue working on the four main skills—listening, reading, writing, and speaking—through a variety of sources. They begin the year analyzing their summer reading, El Lazarillo de Tormes. Once each cycle the class is taught in the language lab. Students regularly watch and discuss episodes of the second part of the educational video program Enfoques, which exposes them to Hispanic culture. The main author studied is Miguel de Cervantes Saavedra. Students read El Quijote de la Mancha, Part I. In this course students watch, discuss, and write essays on the films Motorcycle Diaries and Women on the Verge of a Nervous Breakdown.
Spanish IV and V: Advanced
Latin American Perspectives through History and Film
Prerequisite: Spanish III or Equivalent

This course explores aspects of 20th- and 21st-century issues in the Spanish-speaking world. Topics relevant to student interest are presented through a variety of media such as films, documentaries, magazine and newspaper articles, and the Internet. The PBS series Americas is used as a supplementary resource. Students have the opportunity to develop their comprehension and speaking skills further through class discussion, oral presentations, and written projects. In place of an exam, each student undertakes a final project in which she writes and produces a short movie based on relevant themes covered throughout the year. Qualified students may take the SAT Subject Test in Spanish, with Listening, in November. The curriculum for this class changes each year so that students may take it in both Class 11 (Spanish IV) and Class 12 (Spanish V).

Advanced Placement Spanish Language

This course provides advanced students with the guidance they need to continue discovering, learning, and using the Spanish language in meaningful, creative, and engaging contexts. A comprehensive study of grammar is offered and much time is devoted to speaking through oral presentations and extemporaneous conversation. Students read and analyze short stories by Gabriel García Márquez and Isabel Allende as well as works by authors such as Jorge Luis Borges, and poets like Pablo Neruda and Federico García Lorca. After analyzing the summer reading book, La casa de Bernarda Alba, students see a live theater production of the play. Students will be prepared for and are expected to take the AP Spanish Language examination in May.

Advanced Placement Spanish Literature and Culture

This course covers selected works from the literatures of Spain and Spanish America. Students analyze critically the form and content of literary works of 39 different authors. The course is structured by periods starting in the Middle Ages and continuing all the way through the 21st century. Students will be prepared for and are expected to take the AP Spanish Literature and Culture examination in May.
ENGLISH DEPARTMENT

Fiction Writing Workshop  
Spring
Half Credit / 2 times per cycle

What are the elements of a compelling and meaningful short story? How does a writer use characterization, point of view, and diction? In this class students read short fiction works by a variety of authors, including Joyce Carol Oates, John Cheever, Kate Braverman, and Ernest Hemingway. Students explore different authors’ use of craft elements. Inspired by these stories, students draft, workshop, and revise their own pieces of short fiction.

DANCE DEPARTMENT

Dance Technique  
Fall
Half Credit / 2 times per cycle [3 PE credits]

This course is a technique class that surveys many different styles of dance in mini-units. The curriculum will draw upon the principles of ballet, jazz, modern, lyrical/contemporary, and African dance. Elements of composition, choreography, dance history, and improvisation will also be included in the curriculum. There is no prerequisite for this course, and it may be taken more than once.

Dance Ensemble  
Winter
Half Credit / 2 times per cycle [3 PE credits]  
By Audition

This course provides serious dance students with the opportunity to participate in the creation of a new dance to be choreographed by a member of the Chapin Dance faculty. Dance Ensemble students will perform the new piece in Dance Club 2015. While the dance will be completed during the winter term, prospective students must commit to participation in all 2015 Dance Club tech week rehearsals and performances. Students in this class would also be the first to be considered for other performance opportunities that might arise, including in-school performances or outside workshops and festivals. Auditions will be held in spring 2014 and are also open to those who have been in Dance Ensemble this year or in the past.

Dance for Camera  
Spring
Half Credit / 2 times per cycle [2 PE credits]

This course will explore the ever-growing field of creating dance specifically for the screen, allowing students who are interested in both dance and filmmaking to consider the way that the camera can affect choreography and vice versa. Students will use, among other sources, the 2011 Oscar-nominated documentary Pina—an homage to the late Pina Bausch—as a springboard for analysis and discussion. Shorter films from international film festivals will also be presented. Students will create their own films and work in all parts of the process—as dancers, choreographers, filmmakers, and editors.
Playwriting  
Fall  
Half Credit / 3 times per cycle  

In this class, we will read and write plays in order to gain an understanding of the accomplishments and skills of female playwrights. By reading both historical and contemporary plays by women, we will explore questions of gender in the theatrical world: How does gender influence the voice of a playwright? How do female playwrights represent gender in their writing, and what tools do they use to do so? Is there gender equality in the field of playwriting? Next, though creative writing prompts and improvisational exercises, we will practice the elements of playwriting. In the final project, each student will write and develop a 10-minute play that will be read aloud and discussed during an in-class workshop.

Acting and Directing Lab  
Fall  
Half Credit / 2 times per cycle  

This class is a hands-on approach to the art of stage direction and scene study. Students will learn the essential tools of the director and apply them each week in scene presentations. We will explore and discuss every aspect of the director’s process, from inspiration to performance. Each class, students will perform, direct, analyze, and discuss the work presented. This course provides an excellent introduction to the elements of acting and directing.

Cultivating Empathy: Oral History and Embodying the Other  
Fall  
Co-listed under the History Department  
Half Credit / 2 times per cycle  

By combining the skills of oral historians and the techniques of actor and professor Anna Deavere Smith, students will learn how to ask questions that elicit meaningful stories, how to listen deeply and without judgment, and how to study other human beings to develop their own empathy. We’ll record stories from the Chapin community, building an archive of unforgettable lessons about life while we cultivate empathy within ourselves. Stories collected through the interviews conducted in this class may be used as source material for Chapin’s winter play in 2015.

Improvisation for the Theater  
Winter  
Half Credit / 3 times per cycle  

This course will study intermediate improvisation structures and techniques. Using the work of Keith Johnstone’s Impro System and Theatresports, performers in this course will learn classic improv games used by Second City and the Upright Citizens Brigade.

Society and the Shock of the New  
Spring  
Half Credit / 3 times per cycle  

This course will look at artistic events that shocked society and investigate the reasons behind the fear, hype, or censorship that ensued. From Anthony Comstock’s New York Society for the Suppression of Vice to J. Edgar Hoover’s FBI investigations of “subversive” artists, to recent Congressional hearings on hip hop music and video games, censorship in the United States has a complex history. We will study the work of “controversial” artists in the U.S. as well as attempts to ban, restrict, or censor art.
Advanced Video Production: Cinematography

Camera angles and movement, lighting, composition, and visual effects are some of the tools filmmakers have to help them bring a film from script to screen. This hands-on course will explore the fundamentals of visual storytelling from the perspective of the director and cinematographer. Students will study and recreate classic scenes and shoot their own adaptations of plays or short stories. Students who took Advanced Video Production: Documentary Film are welcome to enroll in this course.

Music Department

Piano Lab for Experienced Pianists

This course is designed for intermediate and advanced piano students to develop and practice piano repertoire in class. Students will study contemporary and classical piano solo pieces and duets, while developing sight-reading, transposition, and keyboard theory skills. Substantial time will be carved out during class for students to practice at their own pace. Each student will have access to a keyboard and headphones.

Songwriting

What inspires a soulful melody, a riveting rhythmic passage, and heart-warming lyrics in a song? This project-oriented course examines the artistic aspects of songwriting. Students develop skills in rhyme, melody, harmony, hooks, song logic, and arranging, as well as creative approaches to musical composition and lyric writing. This hands-on course gives students an opportunity to develop individual style and technique in writing original songs. Ukuleles, guitars, and keyboards will be available to students interested in adding instrumental accompaniments to vocals. This course is open to students of all levels; no experience is required.

Studio Art Department

Note: Courses listed as both Introductory and Advanced Levels may be taken more than once in a student’s career.

Drawing and Design

Students of all levels and experience are welcome in this studio course. A wide variety of media are explored, including pencil, charcoal, ink, and pastel. Basic principles of line, value, shape, texture, and composition as well as methods of drawing, including from observation and from the imagination, are presented. Students are encouraged to explore their own interests and inventive solutions to assignments. References to historical and contemporary artists as well as the artistic achievements and practices of diverse cultures are discussed. Class activities include individual and group critiques. Though most course work occurs during class time, the teacher may occasionally give a written assignment or a drawing from a museum or gallery visit for homework. Work produced in this course can be submitted to the Scholastic Art Awards contest and/or used to fulfill selected requirements for AP Studio Art in Class 12.
UPPER SCHOOL ACADEMIC PROGRAM

FOCUS Courses for Classes 10–12
(For Ongoing Creativity, Understanding, and Scholarship)

Photography
Introductory and Advanced Levels
Fall
Half Credit / 3 times per cycle

This course combines darkroom and digital photography production. Students are introduced to 35mm film photography and darkroom processing. They learn about f-stop, shutter speed, depth of field, composition, and the various technical features of photography. As well, aesthetic aspects of photography are addressed through discussion and viewing of the work. The controls of a digital camera and digital printing are also introduced. Students learn how to combine film photography and digital processing by scanning and enhancing photographs with Photoshop. Important course activities include individual and group critiques and discussion of current and past achievements in photography. Museum and gallery reports are required. Work produced in this course can be used to fulfill selected requirements for AP Studio Art in Class 12.

Introduction to Architecture and Design
Fall
Half Credit / 2 times per cycle

As New Yorkers, we have the good fortune of living in one of the richest and most diverse built environments in the world. Perhaps its most dominating feature is the skyline of tall buildings that are unmatched by any large city. But what holds these buildings up? Why are there so many different styles of buildings? Who determines how large a building can be and how it looks from the outside? How do people get out of such a tall building if there is a fire? Who picks the color and types of materials used? These complex issues and challenges blend art and science and describe the work performed by architects, who practice the art of designing and building structures. In this class, we will study the fundamentals of building design and how that is expressed in drawings. As well, we will examine the basic concepts and physics behind building structures and start to apply these fundamentals to several design exercises, exploring them in three dimensions by building physical models and 3D drawings.

Ceramics
Introductory and Advanced Levels
Fall
Half Credit / 2 times per cycle

This course focuses on creative expression in clay. Learn to build vessels and construct sculptural and imaginative pieces using hand-building techniques. Pieces are finished with glazes and/or hand painting. Historical references and the work of contemporary artists working in the medium are introduced. Important course activities include individual and group critiques and the discussion of current, historical, and artistic achievements of diverse cultures. Though most course work occurs during class time, the teacher may occasionally give a written assignment or a drawing from a museum or gallery visit for homework. Work produced in this course can be used to fulfill selected requirements for AP Studio Art in Class 12.

Painting
Introductory and Advanced Levels
Winter
Half Credit / 3 times per cycle

Open to students of all levels, this course introduces students to a variety of painting media as well as concepts and approaches. Classic subject matter and approaches, from representation to abstraction, are explored through the medium of paint. Students develop skill in observation, composition, color mixing and theory, paint application, and the expressive, subjective aspects of visual expression with the water-based media of acrylic and watercolor, as well as collage and mixed media. Historical examples as well as contemporary works are considered. Though most course work occurs during class time, the teacher may occasionally give a written assignment or a drawing from a museum or gallery visit for homework. Work produced in this course can be submitted to the Scholastic Art Awards contest and/or used to fulfill selected requirements for AP Studio Art in Class 12.
Photography
Introductory and Advanced Levels

This course combines darkroom and digital photography production. Students are introduced to 35mm film photography and darkroom processing. They learn about f-stop, shutter speed, depth of field, composition, and the various technical features of photography. As well, aesthetic aspects of photography are addressed through discussion and viewing of the work. The controls of a digital camera and digital printing are also introduced. Students learn how to combine film photography and digital processing by scanning and enhancing photographs with Photoshop. Important course activities include individual and group critiques and discussion of current and past achievements in photography. Museum and gallery reports are required. Work produced in this course can be used to fulfill selected requirements for AP Studio Art in Class 12. Students who have taken Photography in the fall term may take it again in the winter term at an advanced level, enrollment permitting.

Advanced Architecture and Design
Prerequisite: Introduction to Architecture and Design

Taking the skills learned from the Introduction to Architecture and Design class, we will learn about additional design principles and apply them to focus on a project where we plan the renovation of the Chapin Faculty Lounge. We will query the faculty to inform our ideas, survey the physical space of the lounge, and then develop several design solutions that will be presented in the form of sketches, models, and 3D renderings. We will take a field trip to the Architects and Designers (A&D) Building to visit several showrooms (i.e. furniture, lighting, carpet, textiles, etc.) to help us select items for the project and present to the faculty design committee for selection. Once the design is set, we will develop drawings from which to build out and execute the design.

Photoshop

Free your imagination with your computer! Learn how to manipulate, process, layer, edit, and create images using the most powerful photo- and graphics-editing program out there. You will learn about the many tools, effects, and filters available to you and create a variety of documents, from photos to greeting cards to unique images that could not be produced easily with any other medium. If you are serious about photography or just enjoy graphic design and creating interesting pictures, this is the course for you. Basic keyboarding skills are expected, but no prior experience with Photoshop or photography is necessary.

Printmaking
Introductory and Advanced Levels

Printmaking—the process of producing “multiple originals” of an original artwork on a support surface—is a fine art and is not the same as “making prints,” the mechanical reproductions of artwork through an ink jet printer. Instead of manufacturing duplicates, you will create more than one original print from a single original surface. The images are reproduced on paper, fabric, plastic, or other surfaces through a process of printing. Discover this historic and exciting art and craft of making multiple images with traditional studio printmaking media including monoprints, wood-cuts, lino-cuts, stamp prints, silk-screen printing, and etching. No prior experience in art is required. Though most course work occurs during class time, the teacher may occasionally give a written assignment or a drawing from a museum or gallery visit for homework. Work produced in this course can be submitted to the Scholastic Art Awards contest and/or used to fulfill selected requirements for AP Studio Art in Class 12.
Woodworking
Introductory and Advanced Levels
Spring
Half Credit / 3 times per cycle

This course introduces students to basic woodworking skills, wood hand tools, and construction techniques. The safe and correct use of woodworking tools such as a cross-cut saw, hammer, screwdriver, drill, and wood carving tools are taught. A variety of wood projects will be created allowing students to develop skills with various tools and sound construction methods as well as a sense of confidence and accomplishment in creating a wooden piece completely by hand. Possible projects include making a simple musical instrument, a rocking horse, a treasure box with a hinged lid, sculpture, and a variety of other designs.

Watercolors
Introductory and Advanced Levels
Spring
Half Credit / 2 times per cycle

Experience the joy of painting with watercolors! You will learn about the unique features of the medium, including its transparency and lively animated characteristics. Exploring the particular aspects of watercolor paper, brushes, watercolor pencils, and the use of mediums such as lifting preparation and masking fluid will enhance your experience. Addressing a variety of subject matter, including nature, flowers, portraits, landscapes, and abstraction, you will increase your skill and appreciation of this highly sophisticated medium. We will also look at the work of great watercolor masters, like John Singer Sargent, Mary Cassatt, John Marin, and J.M.W. Turner. Whether you have not done watercolors since you were a child or are an old pro, this is the course to get your feet wet and experience the excitement of watercolor painting. Work produced in this course can be submitted to the Scholastic Art Awards contest and/or used to fulfill selected requirements for AP Studio Art in Class 12.

History Department

Booms, Busts, Bubbles:
Will the Economic Roller Coaster Ever Be Tamed?
Fall
Half Credit / 3 times per cycle

The U.S. and world financial crisis of 2007–2008 and the Bernie Madoff scandal of 2008 left a hangover of economic anxiety in their wake. This course examines these and other economic boom-and-bust phenomena of the last 300 years and asks why they keep happening; what combinations of factors, including economic and psychological, drive them; and what measures have governments taken to try to prevent or moderate them? What are the advantages and disadvantages of reform efforts, how successful have they been, and what trends might be seen in the future?

Cultivating Empathy: Oral History and Embodying the Other
Fall
Co-listed under the Drama Department
Half Credit / 2 times per cycle

By combining the skills of oral historians and the techniques of actor and professor Anna Deavere Smith, students will learn how to ask questions that elicit meaningful stories, how to listen deeply and without judgment, and how to study other human beings to develop their own empathy. We’ll record stories from the Chapin community, building an archive of unforgettable lessons about life while we cultivate empathy within ourselves. Stories collected through the interviews conducted in this class may be used as source material for Chapin’s winter play in 2015.

I Spy: An Examination of Historical and Contemporary Intelligence-Gathering
Winter
Half Credit / 3 times per cycle

What intelligence does a government collect and how does it collect it? This course will investigate intelligence-gathering, particularly in times of war. Examining both historical and contemporary examples, this course will address questions about the use, purpose, and methods of gathering information in the context of both international security and local or national law-enforcement. In addition, the course will examine the role of technology and our changing ideas about privacy and/or personal information. Should we celebrate or castigate Julian Assange or Edward Snowden? Examples may include instances of individuals acting as spies as well as intelligence-gathering programs and agencies.
Classical Humanism and the Italian Renaissance
Taught in collaboration with American Community Schools Athens (ACS)
Culminates in an optional field study trip to Athens and Italy, March 2015

This interdisciplinary course will examine the roots and legacy of classical humanism on Renaissance art and thought in Italy. Students will use New York City and its museums as a source for modern iterations of classical forms and thought. This course offers a model for student-centered individual inquiry, which gives students a feeling of ownership in the learning process. It also provides an opportunity for Chapin students to learn alongside ACS students, which will encourage in students a sense of global awareness through direct contact with other cultural settings.

Students may enroll in this course without traveling on the field study in Athens and Italy over spring break. Those who wish to take the course as preparation for the field study trip must complete the application form at the end of this catalog, submitting it with their course registration letters. Space on the field study trip is limited to 12 students who are required to have taken this FOCUS course. The trip costs approximately $2900, plus $750 for daily expenses. Limited financial aid is available.

From Ardipithecus ramidus to Us:
Human Evolution through the Study of Genes, Behavior, and the Fossil Record
Co-listed under the Science Department

The evolution of humankind is explored through the fossil record, a study of the biological differences among current human populations, and a comparison with our closest relatives, the primates. This course investigates the roots of human biology, behavior, and culture with an evolutionary framework. Students will gain a familiarity with the concept of evolution and its relationship to science, history, society and religion. Students will apply methods of historical research and analysis to the topic, gain experience studying the hominid fossil record, and show expertise through a series of examinations and written research projects. The class will address basic methodologies and theories of studying the past to gain an understanding of the mechanics of human evolution and the hominid fossil record. There will be a lab component to the course. Students will compare their own DNA to that of some pre-historic human species (Java man, Neanderthals, etc.) and to that of other primates to determine how and where Homo sapiens began.

Philosophy: The Existential Dilemma

All alone in the universe, how does a person decide on what principles to base her life? Do you accept the ready-made world-views of political ideology or religion? Or do you try to find your own way? How does one live an authentic life? Philosophers and authors have wrestled with these questions over the centuries. Readings may include Jean-Paul Sartre, Camus, Nietzsche, Kafka, Rilke, Ortega, and Pascal. For example, Camus’ La Peste, about a few exhausted medical workers fighting the plague, may be read as a stark example of the courage to confront the existential absurdity of life. Films may include Groundhog Day and Sorcerer. Students who have already taken Moral Philosophy: Ethics and Existentialism are welcome to enroll in this course.

Mathematics Department

The Hidden Mathematics in Art

From grand cathedrals to small motifs, mathematical relationships give structure to many great works of art. For centuries, artists have used symmetries and ratios that are universally pleasing to the eye, and many art forms play upon geometric shapes. This course will consider how artists employ these concepts in their work, and students will then have the chance to create art of their own.
Number Theory

Number Theory is the study of counting numbers, the most basic of all number systems. Upon closer examination, the apparent simplicity of the numbers 1, 2, 3, 4, … gives way to startling complexity. One of the most important branches of mathematics, number theory has fascinated the greatest mathematics minds. In this course, we will learn core concepts in number theory such as divisibility, primes, Fibonacci numbers, and modular arithmetic and we’ll see how they are used in modern applications ranging from bar codes and calendar design to biology and engineering.

Finance and Investment: Senior Seminar

This class will be tailored to graduating seniors, preparing them to govern their own finances. Students will study important skills such as budgeting and using credit wisely, as well as exploring personal investment and stocks. Upon completing this mini-course, students will be well equipped to take hold of their financial future. Activities will include projects allowing students to test their skills in real-life situations.

SCIENCE DEPARTMENT

Introduction to Pharmacology

This course is designed to explore some of the fundamentals of pharmacology including drug classification, routes of administration and mechanism of action. Introductory topics in Pharmacokinetics and Pharmacodynamics will be explored. Pharmacokinetics is the branch of pharmacology that looks at drug dose, routes of administration and absorption, distribution, metabolism, and excretion. Pharmacodynamics is the branch of pharmacology that looks at the mechanism of action, pharmacological effects, and adverse effects of drugs. Students will also be introduced to topics in human body system disorders and infectious diseases, toxicology, pharmaceutical research and development, animals in research, and alternative medicine.

Astronomy

This introductory course in astronomy endeavors to make the student aware of her distance and closeness to the rest of the universe. It begins with the early techniques and discoveries and traces their gradual development through the most modern theories. The origins of our own solar system and stellar evolution (including such phenomena as black holes, quasars, wormholes, etc.) are discussed. Several online science databases give students access to professional journal articles on latest research. Students and parents should note that most field trips occur in the evening; these field trips are required of all students.

CSI (Chapin Science Investigation): Forensic Science

This course will focus on an extensive study of forensic science experimentation incorporating biology, chemistry, and physics. A sample of some experiments might include fingerprint analysis, fiber and hair analysis, the chromatography of inks, blood and other bodily fluid analyses, and the study of ballistics. Outside experts in various related fields will be brought in as guest speakers. Students will learn how to analyze a crime scene by working with FBI agents. The course will culminate in a final project that will require each student to profile a famous serial killer.
From *Ardipithecus ramidus* to Us:

**Human Evolution through the Study of Genes, Behavior, and the Fossil Record**

Spring  
Half Credit / 3 times per cycle

Co-listed under the History Department

The evolution of humankind is explored through the fossil record, a study of the biological differences among current human populations, and a comparison with our closest relatives, the primates. This course investigates the roots of human biology, behavior, and culture with an evolutionary framework. Students will gain a familiarity with the concept of evolution and its relationship to science, history, society and religion. Students will apply methods of historical research and analysis to the topic, gain experience studying the hominid fossil record, and show expertise through a series of examinations and written research projects. The class will address basic methodologies and theories of studying the past to gain an understanding of the mechanics of human evolution and the hominid fossil record. There will be a lab component to the course. Students will compare their own DNA to that of some pre-historic human species (Java man, Neanderthals, etc.) and to that of other primates to determine how and where Homo sapiens began.

**Neuroscience of Social Behavior**

Spring  
Half Credit / 2 times per cycle

Why do people act the way they do? What types of biochemical changes occur in the brain to create depression, anxiety, bipolar disorder, eating disorders, and/or addictive behavior? This course will include learning background in neuroscience and how the brain is intricately tied to human behavior, as well as some of the prominent theoretical models of human behavior. The latter part of the term will be devoted to doing some human/social research and writing, basic statistical analysis of your data, and the presentation of the findings from your study.

**TECHNOLOGY DEPARTMENT**

**Chapin Girls Who Code** or  
**Chapin Girls Who Code II**

Fall  
Half Credit / 3 times per cycle

Girls Who Code, a national organization, seeks to give young women the skills necessary to pursue 21st-century opportunities. In this course, students will explore computer programming while tackling creative projects. Each project will be set up with two distinct difficulty levels, one for beginners and one for intermediate programmers, so that students can take this course multiple times and still learn something new. There will be an emphasis on learning the basics of multiple programming languages and selecting the right language for the right task. Along the way, students will learn universal coding concepts necessary for a broader study of computer science (such as in an AP course).

*Students who took this course in 2013 are welcome to enroll again; their transcripts will read Chapin Girls Who Code II.*
WORLD LANGUAGES DEPARTMENT

Greek I: Beginning Greek
All Year
Half Credit / 3 times per cycle
This is an introductory course, which begins to present the fundamentals of ancient Attic Greek, its grammar, syntax and vocabulary. The reading of extended passages of graded prose is emphasized.

Greek II: Homeric Greek
Prerequisite: Greek I
All Year
Half Credit / 3 times per cycle
Building on the foundation of Greek I, this course continues introducing students to fundamentals of ancient Greek language, literature and culture. Students will expand their knowledge of vocabulary, syntax, and grammar.

Greek III: Intermediate Homeric Greek
Prerequisite: Greek II
All Year
Half Credit / 3 times per cycle
By Department Permission
In this course, students will continue reading Homer’s *Iliad* with emphasis on achieving increased proficiency. The course will focus on mastering Homeric grammar, syntax and vocabulary.

DIVERSITY AND COMMUNITY

Peer Tutoring Seminar
Open to Classes 11 and 12
All Year
Half Credit / 2 times per cycle
By Application
The Peer Tutoring Seminar is designed to train students to become peer tutors through examination of practical, philosophical, and pedagogical issues associated with teaching and learning. The class will consist of readings on the philosophy and practice of education, seminar discussion meetings, and supervised peer tutoring sessions. The seminar group will begin their work with a peer tutoring training retreat before school begins in late August 2014.

Peer tutors will provide individual and small-group tutoring sessions in subjects where the tutor has attained success. The Peer Tutor will facilitate learning as a guide and coach to assist students in becoming successful, independent learners. The purpose of tutoring is to increase and enhance the mastery of concepts or the core content and applications of a specific course of study. Peer tutors integrate effective study and learning strategies to maximize the tutee’s potential for academic success. A Peer Tutor must demonstrate an ability to establish rapport quickly and to communicate well with students.

Peer tutors can provide unparalleled service to students facing challenges in their academic studies. Peers can provide a student perspective on learning and strategies for academic success. The peer tutor designs an individualized approach to the tutorial session, explains the steps taken to understand the information and concepts and facilitates tutee insight into the underlying thought process to promote independent learning. The peer tutor builds students' confidence as they integrate effective learning and study strategies.

Students must apply by writing a brief essay about their interests and reasons for wanting to participate. For those selected, this essay, as well as faculty recommendations, will serve to assign them appropriately.
The Student Global Leadership Institute Seminar launches with an intensive two-week summer program at The Punahou School in Honolulu, Hawaii. The summer intensive engages an international cadre of secondary school juniors in workshops, lectures, and presentations that provide content around the year’s theme on multiple levels—globalization and economics, environmental sustainability, ethics and leadership, social responsibility and entrepreneurship, and multicultural perspectives—and that develop skills in self-understanding, team-building, expanding world-views, and developing action projects. During the academic year, two advisors and the team of three Chapin students will meet twice a cycle to develop and carry out an impactful community project centered on the year’s theme. The 2014 theme is The City: Infrastructure, Resource Acquisition, and Culture. Students must apply and be accepted to the Institute, and will subsequently be enrolled in the Seminar. Note that a few meetings will take place during the academic year prior to the summer program.

**Co-Curricular Programs**

**The Emerald**

Fall and Winter
No Credit / 3 times per cycle
Editors meet, additionally, once a cycle during BCT

Students will create the upcoming yearbook, from beginning to end. This entails design and layout of the cover and all pages, photography of class and school-wide events, and journalism of content. The Emerald staff will attend a conference in the city at summer’s end through our yearbook company. They will learn to use software to create The Emerald, work with our yearbook representative to establish a budget, submission deadlines, etc. Ideally, a student will serve on The Emerald successive years, though students may elect to work on The Emerald for only one year. Fall and winter terms are required.

**Peer Leadership Program**

Open to Class 12
Fall and Winter
No Credit / 5 times per cycle
By Application

The Peer Leadership program is an opportunity for seniors, working closely with a partner peer leader, to act as mentors to girls in Class 9, serving the younger girls' needs as they move through Upper School. It gives seniors the opportunity to develop and apply their leadership skills while working with a small group of girls throughout the year. Peer leaders work extensively on group facilitation skills and specific issues that may arise in their groups. Girls in Class 9 regard their peer leaders as role models and will be influenced by their behavior and attitudes. The program requires a substantial commitment of time and energy in addition to asking seniors to consider their responsibility as leaders in and outside the classroom. The selection process consists of written essays, feedback from Upper School faculty, and participation in a series of activities. A girl’s citizenship and academic standing will also be taken into consideration when the team of peer leaders is chosen.
Chapin supports and encourages experiences beyond the walls of the School to give students further opportunities to thrive and lead in our global society. Each program is unique and appropriate for different students. A student and her family should consider how a program complements the student’s interests and needs, academic coursework, emotional resilience, and social development. Students who benefit most from these experiences are engaged community members, independent and proactive learners, and open-minded individuals. A student may attend an off-campus academic program during the school year only once in her Chapin career. These programs include: Arabic Year at King’s Academy, Chewonki Semester School, Coastal Studies for Girls, The Mountain School of Milton Academy, School Year Abroad, and St. Hilda’s Anglican School for Girls. All programs include an application process, and may have associated tuition costs and fees, some with limited financial aid. See pages 42–44 for some considerations in thinking about these programs.

**CLASS 10**

**American Community Schools Athens**

www.acs.gr

Athens, Greece

In partnership and collaboration with American Community Schools Athens (ACS), Chapin offers a half-credit interdisciplinary FOCUS course during the winter term that culminates in an optional field study trip. The course alternates between *Classicism and Romanticism in French Art and Thought* (2013–14), with a trip to Greece and France, and *Classical Humanism and the Italian Renaissance* (2014–15), with a trip to Greece and Italy. The 10-day field study trip takes place over spring break. Chapin students, with their teachers, begin their field study in Athens, and then travel with their ACS counterparts to France or Italy. See application for details on fees.

**Arabic Year at King’s Academy**

www.kingsacademy.edu.jo

Madaba-Manja, Jordan

Arabic Year at King’s Academy (AY) offers Chapin students a half year (September to February) or one year of Arabic language study, Middle Eastern cultural immersion, and experiential learning. Students enrolled in AY are part of King’s Academy, an American-style boarding school in Jordan. Students engage in a rigorous course of study alongside both AY students and the diverse student body of King’s Academy. Their program includes intensive Arabic language study and courses on ancient and modern Middle Eastern history and Arabic literature. Chapin students maintain all courses that correspond to their Chapin curriculum and have the option to select a less rigorous course in Arabic language. Students also enroll in co-curricular programs to acclimate to student life, spend weekend homestays with King’s Academy families, and travel to other parts of Jordan. Previous AY students include Lizzie Carr (Class 11).

**Coastal Studies for Girls**

www.coastalstudiesforgirls.org

Freeport, Maine

Coastal Studies for Girls (CSG) is dedicated to those with a love for learning and discovery, an adventurous spirit, and a desire for challenge. The Semester School (fall or spring) offers a 16-week program for a small cohort of 10th-grade girls to live and learn in Maine, with an emphasis on environmental research and leadership. Students interact directly with scientists and guest lecturers as they pursue a rigorous marine science-based curriculum, while maintaining all courses that correspond to their Chapin curriculum. CSG is located at Wolfe’s Neck Farm, its own non-profit organization whose mission is centered around sustainable agriculture, education, stewardship, and the preservation of open spaces. Students live on the top floor of an 1850s era farmhouse that has been renovated into a cozy, open-style bunkroom, with a full kitchen, offices, and classroom space on the first floor. Meals are served family-style in the farm kitchen and feature locally-grown food when available. While at CSG, girls spend their student life as a cohort with reflection, conversation, and field trip excursions.
Ecole Active Bilingue Jeannine Manuel (EABJM) [Exchange Program]
http://www.eabjm.org/en/

Chapin's World Languages Department offers French students in Classes 10–12 a trip to Paris, France, to participate in a language exchange and home-stay during spring break. Together with students from Collegiate and Horace Mann, Chapin girls have morning classes at EABJM in the 15th arrondissement of Paris. The afternoons and some evenings are devoted to cultural visits and excursions. Upon their return to New York, during spring term, Chapin girls have the opportunity to host students from EABJM.

St. Hilda's Anglican School for Girls

Each fall, Chapin welcomes two students from St. Hilda's Anglican School for Girls in Perth, Australia. They spend nine weeks here at Chapin as members of Class 10, taking classes and fully immersing themselves in Chapin and New York City life. To help foster and deepen this partnership, we ask families to open their hearts and homes to the two St. Hilda's students. Host families provide a space in their homes for each of the students, as well as space at family meals, gatherings, and daily affairs over the course of their stay. The students arrive a few days before the start of school to get acclimated to New York and their home life, and stay through the first week of November. Chapin provides uniforms and books. Students of host families are not guaranteed selection to the exchange program should they apply. Previous host families include the Blacks (Charlotte Black, Class 9), the Etheringtons (Emma Etherington, Class 12), the Perlmutters (Drew Perlmutter, Class 12), the Suks (Olivia Suk, Class 10), and the Sullivans (Mariana Sullivan, Class 11).

St. Hilda's Anglican School for Girls

The exchange with St. Hilda's Anglican School for Girls corresponds with St. Hilda's Term 2 and lasts approximately nine weeks, May to early July. As a student in Year 10 at St. Hilda's, students take the courses that St. Hilda's students take, some of which are similar to Chapin courses and others of which are new. Students remain in contact and work with their Chapin teachers to ensure a smooth transition to Class 11. Extracurricular activities available at St. Hilda's include winter sports, music concerts, and a drama production. Students board at St. Hilda's boarding house and are assigned a host family with whom to spend time during the weekends upon arrangement. Families are responsible for travel arrangements, travel expenses, and spending money. St. Hilda's provides all meals at the boarding house and pays for school-sponsored trips. Previous exchange students to St. Hilda's include Emma Etherington (Class 12), Alison Frank (Class 11), and Lauren Huff (Class 11).
CLASS 11

American Community Schools Athens
www.acs.gr

[See description under Class 10.]

Chewonki Semester School
www.chewonki.org/mcs

The Chewonki Semester School (fall or spring) brings students together to live, learn, and work on a 400-acre peninsula, exploring rocky intertidal zones, sandy shores, and freshwater streams. Chewonki classes are small and discussion-based. Alongside faculty, students enjoy cabin life, the athletics and outdoor program, connecting with the Maine land, and working to keep the campus running. Chewonki students also participate in a Chewonki Wilderness Trip. Previous Chewonki students include Drew Perlmutter (Class 12, Fall).

Ecole Active Bilingue Jeannine Manuel (EABJM) [Exchange Program]
http://www.eabjm.org/en/

[See description under Class 10.]

The Mountain School of Milton Academy
www.mountainschool.org

The Mountain School offers a semester program (fall or spring) to 45 juniors from all over the country in which they come together to live and work on the school’s farm in rural Vermont. Mountain School classes are small and interactive, with an emphasis on effective public speaking, collaborative problem-solving, and experiential learning—much of it outdoors. Mountain School students are an integral part of a working organic farm. Besides participating in the daily work of the farm, students are exposed to a wide range of agricultural practices in the weekly farm seminar. Alongside faculty, students enjoy the work program, harvesting timber, the Outdoor Program—including a three-day solo—and dorm life. Previous Mountain School students include Courtney Bowen (Class 11, Spring) and Maya Linden (Class 12, Spring).

Interschool Leadership Fellows Program [two-year program]

The Interschool Leadership Fellows Program brings together a select group of juniors who are interested in spending two years exploring leadership and building substantive connections between their schools and the community. Students collaborate with a cohort of peers and proven community leaders as they learn about leadership theory, hone their own leadership skills, and establish partnerships among their schools and local organizations. The eight schools that make up the Interschool consortium are The Brearley School, The Browning School, The Chapin School, Collegiate School, The Dalton School, The Nightingale-Bamford School, The Spence School, and Trinity School. Current Interschool fellows include Dhatri Abeyaratne and Ellen Bannon (Class 11), as well as Kristen Cusumano and Sophia Diserio (Class 12).
School Year Abroad
www.sya.org

School Year Abroad (SYA) offers a year-long homestay and academic experience emphasizing language acquisition and cultural immersion. The curriculum at each SYA school is unique, focusing on topics relevant to the host country. All SYA students take an intensive language course taught by native speakers, which enables them to actively communicate with their host family and to participate in their adopted communities. Students may apply to programs in China, France, Italy, and Spain. Current Class 12 students who took their junior years abroad are Alana Donohue (China), Gabriella Elias (France), and Sally Schwartz (Spain).

Class 12

American Community Schools Athens
www.acs.gr

[See description under Class 10.]

Ecole Active Bilingue Jeannine Manuel (EABJM) [Exchange Program]
http://www.eabjm.org/en/

[See description under Class 10.]

Student Global Leadership Institute at Punahou School
Honolulu, Hawaii

The Student Global Leadership Institute (SGLI) is an intensive two-week summer program at Punahou School. SGLI engages an international cohort of juniors in workshops, lectures, and presentations that provide content around the year’s theme on multiple levels—globalization and economics, environmental sustainability, ethics and leadership, social responsibility and entrepreneurship, and multicultural perspectives—and that develop skills in self-understanding, team-building, expanding world-views, and developing action projects. SGLI is the introduction to the required Student Global Leadership Institute Seminar, a half-credit seminar course during the academic year. Two advisors and the team of three Chapin students meet to develop and carry out an impactful community project centered on the year’s theme. In 2014, the theme will be The City: Infrastructure, Resource Acquisition, and Culture. Current Class 12 students who participated in SGLI are Louisa Colas, May Makki, and Julie Novick-Lederer. See application form for details on fees.
BEYOND OUR WALLS: SOME CONSIDERATIONS

The course registration process and a student’s future coursework at Chapin may be impacted if she is away for a semester or full year. Students must consider certain factors when applying to these outside programs. That said, those who have participated in these programs have made strong transitions back to Chapin upon their return by being proactive and with the help and support of the faculty and College Guidance. Details on tuition and fees are also included. Families should inquire directly with a program’s Admissions Office for further details about financial aid.

CLASS 10

Arabic Year at King’s Academy

Half Year (September to February)
- Course registration does not change if a student goes away for Arabic Year.
- The student does not take March exams; instead she takes diagnostic assessments upon her return to ensure a seamless transition back to Chapin. Support work will be assigned if necessary.
- The student will receive third term grades. Her transcript will show only these grades; her transcript from King’s Academy will be attached.
- Tuition and fees for Arabic Year are paid directly to King’s Academy. Tuition for Chapin is prorated for the time the student is at Chapin.

Full Year
- Tuition and fees for Arabic Year are paid directly to King’s Academy. Families are billed 50% tuition to hold the student’s place at Chapin.

Coastal Studies for Girls

Fall Semester (late August to mid-December)
- A student may not register for Chemistry. If she would like to take AP Biology or AP Chemistry in Class 11 or 12, she must take a Chemistry summer course approved by the Head of the Science Department. If she does not want to take AP Biology or AP Chemistry, she must take Physics in Class 11, allowing her the option to take AP Physics in Class 12.
- If the student takes Chinese or Latin as her World Language, she will keep up through online coursework or independently, through weekly check-ins with her Chapin teacher.
- The student will join her winter FOCUS courses in January.
- The student will receive second and third term grades and will have modified March exams. Her transcript will show term grades; her transcript from Coastal Studies for Girls will be attached.
- Tuition and fees for the Semester School are paid directly to Coastal Studies for Girls. 50% tuition for Chapin is billed.

Spring Semester (February to early June)
- A student may register for Chemistry, but must still complete a full Chemistry summer course approved by the Head of the Science Department.
- If the student takes Chinese or Latin as her World Language, she will keep up through online coursework or independently through weekly check-ins with her Chapin teacher.
- The student will leave her winter FOCUS courses after January and receive a grade for her work up to that point.
- The student will receive first and second term grades; she will not take March exams. Her transcript will show term grades; her transcript from Coastal Studies for Girls will be attached.
- Tuition and fees for the Semester School are paid directly to Coastal Studies for Girls. 50% tuition for Chapin is billed.
St. Hilda’s Anglican School for Girls

Spring Term (May to early July)
- A student may register for her Chapin courses as usual.
- Depending on the actual dates of the exchange, the student may take SAT or SAT Subject Tests at St. Hilda’s.
- No tuition fees are due to St. Hilda’s. 100% tuition for Chapin is billed.

CLASS 11

The Chewonki School

Fall Semester (late August to mid-December)
- A student must take marine science at The Chewonki School and has no option of taking Physics; she must return to one credit (or two half credits) of FOCUS courses in the winter and spring terms.
- The student will take the fall PSAT at The Chewonki School.
- The student will receive second and third term grades, and will have modified March exams. Her transcript will show term grades; her transcript from The Chewonki School will be attached.
- Tuition and fees for the Semester School are paid directly to The Chewonki School. 50% tuition for Chapin is billed.

Spring Semester (late January to May)
- A student may take Physics until she leaves and will not be able to complete the year-long course, making her ineligible for AP Physics, unless she takes Physics through a summer course approved by the Head of the Science Department and passes a Chapin diagnostic test.
- The student will take spring APs and/or SATs at The Chewonki School.
- The student will receive first and second term grades; she will not take March exams. Her transcript will show term grades; her transcript from The Chewonki School will be attached.
- Tuition and fees for the Semester School are paid directly to The Chewonki School. 50% tuition for Chapin is billed.

The Mountain School

Fall Semester (late August to mid-December)
- A student must take environmental science at The Mountain School; she can also take Honors Physics there, but must drop her World Language to do so, thus enabling her to return to Physics at Chapin.
- The student will take the fall PSAT at The Mountain School.
- The student will receive second and third term grades, and will have modified March exams. Her transcript will show term grades; her transcript from The Mountain School will be attached.
- Tuition and fees for the Semester School are paid directly to The Mountain School. 50% tuition for Chapin is billed.

Spring Semester (late January to May)
- A student must take environmental science at The Mountain School; she can also take Honors Physics there, but must drop her World Language to do so, thus enabling her to complete a year of Physics begun at Chapin.
- The student will take spring APs and/or SATs at The Mountain School.
- The student will receive first and second term grades; she will not take March exams. Her transcript will show term grades; her transcript from The Mountain School will be attached.
- Tuition and fees for the Semester School are paid directly to The Mountain School. 50% tuition for Chapin is billed.
School Year Abroad

Full Year (China, France, Italy, Spain)
- A student must fulfill the United States History requirement, either the summer before or after her School Year Abroad experience, through a summer program approved by the Head of the History Department.
- The only science course offered at some School Year Abroad programs is Environmental Science, so AP Physics will not be an option in Class 12.
- Tuition and fees are paid directly to School Year Abroad. Families are billed 50% tuition to hold the student’s place at Chapin.
Classical Humanism and The Italian Renaissance is an interdisciplinary course that examines the roots and legacy of classical humanism on Renaissance art and thought in Italy. Students will use New York City and its museums as a source for modern iterations of classical forms and thought. This course offers a model for student-centered individual inquiry, which gives students a feeling of ownership in the learning process. It also provides an opportunity for Chapin students to learn alongside ACS students, which will encourage in students a sense of global awareness through direct contact with other cultural settings.

The course will take place in the winter term and culminate in a trip to Athens and Italy next March, over spring break. This field study portion will solidify and complement themes from the winter course, while allowing students to learn and make connections outside a classroom setting. Field study notebooks will be integral to this process. Students currently enrolled in Classicism and Romanticism in French Art and Thought and going on the 2014 trip to Athens and Paris are welcome to apply.

Application Process

There are a maximum of twelve openings for this program. Accordingly, a committee of Chapin faculty will review applications.

In no more than two pages, double-spaced, please answer the following questions:

• Why would this course, Classical Humanism and The Italian Renaissance, be an important addition to your program?
• What personal qualities would you bring to the ACS-Chapin student group, and why should Chapin select you to represent the School abroad?

Applications are due to Ms. Predovan on Monday, February 24, 2014, no later than 3:15 p.m.

Students will learn in early March whether they have been selected.

Fees and Financial Aid

Trip fees are estimated at $2900, pending airfare confirmation. Students should bring with them $750 to cover expenses such as lunches and dinners, public transportation, and personal expenses such as shopping, souvenirs, etc., during the trip. The $2900 fee includes:

• course tuition
• roundtrip airfare (New York-Athens-Rome-New York)
• airport transfers
• hotel with breakfast in Athens, Florence, and Rome
• coach bus travel for day-long excursions
• some museum entrance fees.

A limited amount of financial aid is available. Families interested in financial aid should speak with Mrs. Reynolds in the Business Office to determine the amount of aid they would be granted if their daughter were selected for the course.

Only those who are committed to both the coursework and the trip should apply.
Peer Tutoring introduces students not only to teaching but also helps one to become an effective communicator, a valuable tool for life beyond Chapin. It reinforces mentoring as well as learning and promotes respect for all those who partake in the program: teachers, tutors, and students who are seeking support. Peer Tutors may work in any of our school divisions, on a one-on-one basis, in small groups or, in some classes, as interns.

The Latin meaning of the word *tutor* (tueor/tuor) goes beyond teaching—it is to protect, to be an advocate, to provide a safeguard, to see to the maintenance of things, to look after. Our common goal, then, is to become “whole teachers” for the “whole child.” Peer Tutors serve as academic guides for their peers, helping their tutees plan and prepare for all their academic obligations. Class 11 and 12 girls are veteran Chapin students who can lend this expertise to our younger students. There will always be a core academic area of concentration to work on with tutees, but Peer Tutors must be able to help their peers to be successful in all areas. This involves strategies for studying, note-taking, organization, planning, writing, academic honesty, etc.

Students applying to the program must be committed to being a whole teacher. Students do not need to be “A” students in each area of knowledge but must be well-rounded individuals who have learned from their experiences as Chapin students. They must be caring, responsible, and willing to share more than just academic knowledge with tutees.

Peer Tutors are responsible for staying in close contact with the teachers whose students they are tutoring. They must diligently prepare lesson plans and keep track of their weekly meetings, as these are serious academic commitments. Peer Tutoring is subject to all guidelines and expectations of a full-year academic course; attendance at all meetings is mandatory through the end of spring term. The seminar group will begin their work with a peer tutoring training retreat before school begins in late August 2014.

Peer Tutors meet in seminar with the coordinator two times per cycle. These meetings are dedicated to philosophies and practicalities of teaching and learning, as well as to development of tutoring relationships within our community.

**APPLICATION PROCESS**

In no more than four pages, double-spaced, please answer the following questions. Include your name and the name of your advisor. Answer all questions honestly and concisely. Do not write your responses targeting what you think we may want to hear—we are looking to learn about you: your interests, strengths, and challenges.

1. Why would you like to be part of the Peer Tutoring Program?
2. Identify a good role model in the Chapin community. Explain your choice.
3. What do you feel is your greatest non-academic challenge? What have you done to overcome it?
4. What has been your favorite learning experience at Chapin? Why?
5. Describe a course that you have found to be challenging. How were you able to overcome this challenge?
6. List all the extracurricular activities, both in and out of school, that you will be involved in next year. Which outside interests/passions are of greatest importance to you?

Criteria for acceptance include academic performance, community responsibility and citizenship, teacher recommendations, and semester workload. A student cannot participate in more than one peer program.

Applications are due to Ms. Casado in the Upper School Office on **Monday, February 24, 2014**, no later than 3:15 p.m.

Applicants will learn in early March whether they have been selected as Peer Tutors.
**COMPLETE THE FOLLOWING CHART**

As a Peer Tutor, you may be asked to support a peer in a class that you may not consider one of your strong areas. In your honest opinion, indicate your comfort level in your ability in each of the areas (1 being the least comfortable, 4 the most comfortable).

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The mission of the Student Global Leadership Institute (SGLI) is to develop a community of international youth leaders who understand and are engaged in common global challenges, and seek to effect positive social change. SGLI endeavors to develop this community through an intensive two-week summer program for secondary school juniors, supported by the development of a year-round virtual community network with the capacity to extend and deepen the relationships developed through the Institute.

Patrick F. Bassett, President of the National Association of Independent Schools, cites the necessary skills and values of a 21st century education as character, creativity, an entrepreneurial spirit, real world problem-solving, communication, teamwork, and leadership. A student’s commitment to the institute is a commitment to actively utilizing many of these skills or values.

The theme of this year’s program is The City: Infrastructure, Resource Acquisition, and Culture. Three Chapin students will be selected to attend SGLI, July 20–August 2, 2014, with students from a cohort of 25 schools around the world, participating in workshops, discussions, and field trips that help them develop social-action projects suitable for their home cities. The program is residential and housed in University of Hawaii dormitories. With two Chapin faculty advisors, the Chapin team will prepare for the summit with a team from our partner school, Hitchin Girls’ School (HGS), Hertfordshire, United Kingdom.

Students continue to meet throughout Class 12 with their faculty advisors and collaborate virtually with HGS to implement their project. They will support one another through online discussions, broadening their social perspectives and exchanging ideas with different cultures. A diverse network of mentors, including faculty, nonprofit leaders and entrepreneurs, provide additional support.

Fees for this program are $2500 plus airfare. Lodging and meals at the University of Hawaii are covered. Financial aid is available.

Only those who are committed to going to Punahou should apply.

**APPLICATION PROCESS**

The aims of the Student Global Leadership Institute are to:

1. strengthen self-awareness as an individual and as a society;
2. develop strategies to better appreciate multiple and differing perspectives;
3. understand what global interdependence will mean for the future; and
4. learn how one can move toward consensus and motivate others to effect positive change.

In no more than three pages, double-spaced, speak to how these four aims align with your values, as well as your academic and extracurricular accomplishments and pursuits so far. How do you imagine your role in the world and how has it been informed by your values, your strengths, and the challenges you have faced?

Applications are due to Ms. Predovan on **Monday, February 24, 2014**, no later than 3:15 p.m.

Students will learn in early March whether they have been selected to attend SGLI.
INDIVIDUAL STUDY

A student who has a demonstrated interest in a particular field and who has taken all Chapin offerings related to her area of interest may undertake an individual study in the first or second trimester of her senior year, with the approval of the department concerned and of the Individual Study Committee. All students applying for individual study must select alternate courses in the event their study is not approved.

Students may undertake an Individual Study as a fifth course, in rare instances as a sixth course, in place of a trimester of FOCUS courses, or the following yearlong courses:
- Advanced English (for a study in English)
- Senior History Seminar (for a study in History)
- AP Art History (for a study in Art History)
- Advanced Biology: Molecular Genetics (for a study in Science)
- Chinese V, French V, Spanish V, Advanced Topics in French Literature, Advanced Topics in Latin Literature
- Senior Art Portfolio or AP Studio Art (for a study in Art)

The procedure for establishing an approved individual study is as follows:
1. The student should speak with the Head of the Department in which she wishes to do her individual study. She should discuss the general nature of her study and may propose working with a particular teacher in that department. Note: The Department and Individual Study Committee reserve the right to review each applicant’s prior academic record in the discipline in order to determine whether the student is permitted to undertake an individual study. In general, only if the student has earned year grades in Classes 9, 10, and 11 of B+ or higher in the proposed discipline will a study be considered.
2. A formal proposal then must be submitted to the Head of the Department. The proposal should be as specific and detailed as possible and should contain the following (the form that follows provides a useful format for applications, which may not be handwritten):
   a. the subject matter of the study and the objective which the student plans to achieve
   b. the procedure (detailed description of how the student will accomplish objectives, the amount of time to be spent on the work, the name of the proposed faculty member who would direct or oversee the study)
   c. a statement by the student of her qualifications to do the work, previous study and/or experience in the field the student must adequately justify her interest in what she would like to do).
   d. a statement projecting the demonstrable results to be derived from this work, such as, but not limited to, a paper, a journal, a portfolio, a performance, or a report
3. Following the approval of the proposal by the department concerned, the application will be submitted to the Individual Study Committee for consideration as to the validity, practicality, and advisability of the proposal. Approval of individual study will be contingent on the student’s current and past performance in her course work in all subject areas as well as on factors such as the demands of the student’s anticipated course load and extracurricular commitments, attendance record, and citizenship as a member of the Upper School. All applicants for individual study must appear before the Individual Study Committee to describe their proposed project and qualifications, as well as answer questions from the Committee.

Upon approval of the proposal by the school, a student will have made a commitment to pursue individual study as part of her planned academic program, and this work will be included on her official transcript. Students must understand they will be assigned an individual study advisor who might not be the faculty member proposed in their application. Each individual study will be evaluated by members of the department in which it is being supervised.

Proposals for Individual Study for the academic year 2014–2015 must be submitted to the appropriate Department Head by February 24, 2014.
APPLICATION

Note: Individual Study must be proposed to only one Department, for only one term, with one faculty advisor.

Student’s Name

Department

Requested Faculty Advisor

Preferred Trimester

In Place of the Following Class (check one):
- ☐ Fifth class
- ☐ Sixth class
- ☐ Two FOCUS Courses
- ☐ Advanced English (for a study in English)
- ☐ Senior History Seminar (for a study in history)
- ☐ AP Art History (for a study in Art History)
- ☐ Advanced Biology: Molecular Genetics (for a study in Science)
- ☐ Chinese V, French V, Spanish V, Advanced Topics in French Literature, Advanced Topics in Latin Literature
- ☐ Senior Art Portfolio or AP Studio Art (for a study in Art)

Signature of Department Head

A. Subject Matter

B. Procedure

C. Qualifications

D. Planned Demonstrable Result