



Program Catalog

2026–27

Updated: April 21, 2026

This is a living document so please make sure to view the online version of the catalog.

Concord Academy

MISSION

We are a community animated by love of learning,
diverse and striving for equity,
with common trust as our foundation.

Honoring each individual, we challenge and expand
our understanding of ourselves and the world
through purposeful collaboration and creative engagement.

We cultivate empathy, integrity, and responsibility
to build a more just and sustainable future.

INTRODUCTION

April 2026

Dear CA Community,

The 2026–27 Program Catalog features a wealth of intellectual possibility. The catalog is the result of years of research, months of collaboration across departments, and days of editing and fine-tuning. Each offering was designed to inspire curiosity, to challenge, and to aid students in their skill development, individual goals, and future aspirations. All of this is balanced with the need to stay true to the values of our mission and the centrality of equity and love of learning.

As you consider the offerings within this catalog, we hope you will bring questions with you inspired by our mission: How will love of learning shape your academic, character, athletic, and artistic narrative at CA? How will you challenge and expand your understanding of yourself and the world to grow as a citizen of your communities? How will you cultivate empathy, integrity, and responsibility as you prepare to contribute to a more just and sustainable future?

One valued aspect of CA's Program is the freedom to be guided by these questions instead of by strict subject requirements. We hope you make choices that are true to your interests and the growth you want, and need, to accomplish in your high school years.

While the array of offerings is vast, please keep in mind that often less is more: taking on less is sometimes both healthier and more fulfilling. As in life, so too is it true here: You will need to make choices and pick priorities. You also may not always get the courses you request, and that is ok. Seek the advice of your family, advisor, and the academic office to guide you through this. We also hope you will pursue a balance of breadth and depth that honors your interests and explores unfamiliar subjects, material, and skills. Take note of prerequisites as you do this planning, and work backward, if necessary, from the offerings that you most want to take. Craft a path that reflects who you are and who you want to become.

Enjoy!

With gratitude,

Sarah Yeh

Concord Academy

PROGRAM CATALOG

2026–27

GENERAL DESCRIPTION OF COURSES AND DIPLOMA REQUIREMENTS

All students prepare a complete, balanced schedule each semester with the help and approval of their advisor and the academic office. Minimum requirements in each department form a framework within which each student builds a program that fits individual needs and interests. All students are encouraged to plan ahead and to think about what courses they might want to take for their entire high school career each time they construct a schedule, understanding that some courses have limited enrollments and others might not be offered if under-enrolled. Teachers and advisors work with students to keep a close eye on graduation requirements and to create a plan that will help students achieve future goals.

Requirements

For students entering Concord Academy as 9th graders, a minimum of 112 credits is required for graduation. For entering 10th graders, 84 credits are required, and for entering 11th graders, 56 credits.

To graduate, students must complete all department requirements. The required courses carry a total of fewer credits than are needed for graduation. The remaining credits may be taken in any discipline. A balanced course load creates the broadest foundation for continued study; however, the flexibility of the requirements permits students to explore a variety of interests or to take extra courses in an area of special interest. Students who reach the minimum requirements in one area are strongly encouraged to continue in that subject area for as long as possible. In instances when this is not possible, students are strongly advised to undertake additional major study in other areas.

Credits and Grades

Major courses receive 3 credits per semester and entail three meetings per week, with certain exceptions, plus outside preparation. Minor courses receive ½, 1, or 2 credits per semester and require proportionately less time in meetings and preparation. The minimum semester commitment is 14 credits with four majors. A moderate semester load is 16 or 17 credits, including four or five majors. Taking six majors requires permission from the academic office. The maximum semester commitment is 20 credits. A winter season course and a spring season course count only once toward the second-semester load (e.g., winter for 1 credit and spring for 1 credit count together as only 1 credit in second semester).

Grades are assigned on a scale of A+ to D–; a failing grade (E) receives no credit for the course. Course grades are given only at the end of each semester. There is no published class ranking system, and no honors or prizes are awarded. At the midpoint and end of each semester, each teacher writes an evaluation of the student's work; copies are posted online to the advisor and family. Comments are not shared with external organizations or people. Only courses taken at Concord Academy after the 9th-grade year are included in the student's grade-point average (GPA), and courses of first-semester 9th-graders at Concord Academy are graded on a basis of pass or no credit. Grades in courses taken for credit at other schools as part of semester or year programs are recorded on the Concord Academy transcript; however, grades earned at other schools are not included in the student's Concord Academy GPA.

In the case of a year course, a student must complete both semesters and have a passing year grade to receive full credit for the course, unless otherwise indicated. If the second-semester grade is failing, the first-semester grade and credits are retained; for the second semester, the failing grade and no credit are recorded; no year grade is calculated.

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Any course that is a minor or a fifth major and is beyond the graduation requirement may be taken on a pass/fail basis. The purpose of this option is to encourage students to explore courses they might otherwise avoid. Students choosing this option are subject to the same attendance, assignment, and examination requirements as regularly enrolled students. Pass/fail application forms must be approved by the instructor, advisor, and the academic office during the drop/add period; exceptions to this deadline are processed by the academic office. No more than one 3-credit course in a semester may be taken on a pass/fail basis. The passing grade P or failing grade E for the course is recorded on the transcript; a passing grade does not count in the student's GPA.

In some instances, a student may wish to audit a particular course. Auditing a course is permitted only on a space-available basis and is not permitted for courses that were originally overenrolled. Auditors are expected to attend all class meetings, do the day-to-day assignments, and participate in class discussions, but they are not required to complete major assessments. In courses where significant class time is spent working in groups or on papers, auditing students are accountable for that work. Auditors not meeting expectations can lose their place in the class and receive a W (Withdrawn) on the transcript. Auditors receive no academic credit for the course. Before applying for an audit, students must consult with their advisor and with the instructor about their readiness to undertake an audit. Audit application forms must be approved by the instructor, advisor, and academic office during the drop/add period; exceptions to this deadline are processed by the academic office. The audit indicator AU for the course is recorded on the transcript.

Course Drop/Adds

There is a drop/add period at the beginning of each semester. With the permission of the advisor, a student may drop and add first-semester, second-semester, and year courses in the fall drop/add period, and second-semester courses in the spring drop/add period. There are also individual drop/add periods for season-based (fall, winter, and spring) courses. A student who drops a course during the drop/add period receives no credit for that course, and the course does not appear on the student's transcript. For students who need to change to a different level of a subject such as modern and classical languages or mathematics, the drop/add period may be extended (for first-semester or year courses) through Family Weekend, or (for second-semester courses) through January 30, or by permission of the academic office.

Note for seniors: By the end of the fall drop/add period, seniors must establish firm academic programs for the entire year. Concord Academy and colleges expect that a student's yearlong academic program sent with college applications will remain unchanged. Seniors may switch between equivalent level electives with permission of the CCO.

Course Withdrawals

After the drop/add deadline, students who wish to drop a course taken for credit or as an audit must consult with the academic office. Dropping a semester course after the drop/add period in that semester and dropping a year course after the fall drop/add period are considered course withdrawals. Course withdrawal forms must be approved by the instructor, advisor, and academic office. A student who withdraws from a semester course, or who withdraws from a year course during the first semester, receives no credit for that course. If a student withdraws from a year course during the second semester, the first-semester grade appears on the student's transcript, and if the first semester was completed with a passing grade, the student receives credit for the first semester. With certain exceptions, a course withdrawal appears on the transcript with the date of withdrawal and the grade W (Withdrawn) for the semester in which the withdrawal occurred.

Waivers and Accommodations

In rare circumstances a waiver may be granted to a student who is unable to fulfill a graduation or department requirement or to complete a course in the specified way. The group that reviews any request and makes a recommendation to the head of school includes the associate head for teaching and learning, the registrar and program manager, the student's advisor, and the instructor and department head concerned.

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Students who believe they require extra time for testing in any course should speak to their family and the director of learning services and partnerships. Neuropsychological testing will be required, and reviewed, prior to the granting of extended time. Neuropsychological testing does not automatically lead to extended time. Documentation must indicate a diagnosis and must show that the diagnosis has a functional impact on the student's learning. Students and families should be aware that we are only able to accommodate up to 50% extended time as a school. Further information about waivers and extended-time accommodation is available from the director of learning services and partnerships.

Tutoring

Concord Academy will attempt to help students find tutors for remedial assistance in most required courses. The Academic Support Center (ASC) provides short-term support around subject-specific and study skills whenever possible, and the school can also recommend private tutors to students requiring longer-term support. All financial arrangements are made between the private tutor and the student's family. When possible, the ASC will provide ongoing support for students on financial aid; where this is insufficient, students on financial aid may work with the director of learning services and partnerships to explore other options. Further information is available from the director of learning services and partnerships.

Expectations for Academic Honesty

The academic experience at Concord Academy is predicated upon integrity and common trust. The school expects that all students commit to learning their instructors' standards for acceptable work and to upholding those standards. All students should familiarize themselves with their instructors' course materials and syllabi. Instructors will do their best to communicate clearly what is permissible in every course. In some instances, the rules of various instructors will differ (e.g., whether and when collaboration is allowed, the mechanics of citation for sources). A student in doubt about what is allowed in doing academic work has the responsibility to ask the instructor for help and clarification.

Students who attempt to cheat, plagiarize, or in any other way violate our expectation for complete academic honesty will undergo an academic discipline process, the consequences of which might include being suspended or dismissed from the school, depending on the severity of the breach of honesty and the student's willingness to accept responsibility for the infraction.

Study in Summer School, Independently, or with a Tutor

Students must seek permission from the Concord Academy department head in advance if they wish to study a subject in summer school, independently, or with a tutor to meet prerequisites or proficiency requirements. If permission is granted, such work does not count toward the graduation requirement in that department and does not receive Concord Academy credit. After completion, students are required to take the final exam of the Concord Academy course from which they wish to earn the exemption, to determine whether such experiences have adequately prepared students for subsequent courses. For math-specific questions, please refer to the math section of the program catalog.

Semester and Year Away Programs

Concord Academy has partnered with semester and year away programs to which students can apply. These programs include High Mountain Institute, Maine Coast Semester, The Mountain School, School for Ethical and Global Leadership, and School Year Abroad. Students interested in applying will coordinate with the director of curriculum and pedagogy to confirm the program and if enrolling in a program is academically appropriate.

Departmental Study

The Concord Academy curriculum offers a broad spectrum of course work within each department. Most students should be able to select an appropriate academic program from among these courses. In special instances, however, some students may have gone beyond the breadth of the material offered in the regular curriculum. For this reason, many departments include in their offerings the course Departmental Study.

To apply for Departmental Study, which is open to returning students in grades 11 and 12, students must consult with their advisor about readiness to undertake such work and must submit a formal written

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proposal, also signed by the advisor, to the appropriate department head by the course request deadline, clearly stating the nature of the work or project and the proposed number of credits to be earned. A departmental study does not count towards graduation requirements.

The department head decides whether the project is acceptable and whether there is a department member with the time to supervise it properly and determines the number of credits it should receive. If the particular project does not fall within the domain of any one department, it is considered for general credit, and the application is made to the department heads as a group.

Senior Projects

During the course request process, a rising senior may submit a proposal for a senior project. Senior projects are second-semester, pass/fail courses of study, constructed by the students themselves and approved by a faculty/staff committee. These courses earn 3 credits. Projects must contain either an interdisciplinary or an experiential component. Further information about senior projects is available from the academic office.

Standardized Testing

Concord Academy's policy about standardized tests reflects our commitment to constructing the best and most rigorous curriculum in each department. Concord Academy courses have a strong reputation for their rigor. We have worked hard to design many of our upper-level courses to meet or exceed AP standards; our graduates will be as well or better prepared than their peers for higher education. Ultimately, we feel confident in our ability to reconcile our educational philosophy: our college-preparatory program enables students to develop a love of learning.

Many students perform well on Advanced Placement (AP) examinations in a wide range of courses even though most courses do not teach directly to the examinations. In the Visual Arts Department, students receive instruction about preparing portfolios for college applications when appropriate. More information about APs can be found at the beginning of each departmental section of the program catalog.

As they plan their programs, students are advised, beginning their tenth-grade year, to think about appropriate standardized testing.

Concord Academy Program's Relationship to Advanced Placement (AP) Courses and Exams

In 2005, Concord Academy made the decision to remove AP-designated courses from our curriculum. In the years since, we have articulated the rationale for this decision as being in line with our educational philosophy of love of learning and offering an academic program that offers equitable access to every student. Despite moving away from the formal AP program, we do also recognize that taking an AP test can have tangible impacts on a student's college experience. Our current stance is that: *we do not offer AP courses, nor are our courses inherently designed to prepare students to take an AP exam. Should a student wish to take one or multiple AP exams, we will work with them and their families to prepare them as best as possible.* This might mean investigating evening classes or tutoring options, or locating an online course, which will equip the students with the necessary skills and content to succeed on an AP test. When possible, the school will work to support students on financial aid with accessing these resources.

There is also the tension between the amount of class time an AP course requires and the number of class blocks a school has to offer said course; unless the two sync up perfectly, students are forced to supplement in-class work with independent, out of class preparation, which is not always accessible to all students. Lastly, the AP has a built-in economic inequity component. The rigid AP curriculum requires students to have specific prerequisites to place into a course. This then disadvantages students whose pre-high school environments were less resourced; compiled on this, the AP curriculum favors those students for whom tutors, and other outside academic supports have been in place or are readily accessible.

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Department Requirements

Below is an overview of graduation requirements, as distributed among departments, for a student entering Concord Academy in grade 9. Each department's section of the catalog provides specific details of the requirements within that department. Most students go beyond the minimum requirement in many subjects.

Department	Requirement	Credits
English	4 years	24 credits
History	2½ years; specific levels	15 credits
Modern and Classical Languages	Third level of one language	*18 credits
Science	2½ years; specific subdisciplines	15 credits
Mathematics	Geometry 2 and one course beyond Algebra 2 or Completion of Applied Algebra with Precalculus or Standard Algebra 2	*18 credits
Computer Science	One semester of computer science: Creative Computing or at least one other, one-semester course if exempted by placement test.	See description
Arts Visual Performing	Combination of visual arts and performing arts: At least 2 credits in studio courses At least 2 credits in performing arts	10 credits
Athletics	3 seasons each year for grades 9–10; 2 seasons each year for grades 11–12	See description
Health and Wellness	Health and Wellness course in grades 9–11	See description

*Number of credits may vary depending on placement level

COMPUTER SCIENCE

COMPUTER SCIENCE

The Computer Science Department is rooted in the languages, systems, theories, and structures of the technologies that are shaping our world. Some courses teach students technologies that improve their work across many disciplines, while other courses immerse students in the ever-evolving fields of application development, big data, and machine learning. As we help students learn to use computers in their academic and creative endeavors, they find new approaches to critical thinking, problem solving, research, communication, and creative expression. Computer science is a field that, by its very nature, changes every moment, and so we are constantly revising our courses to explore technologies in new ways.

Requirements

The requirement is for new 9th and 10th graders to pass Creative Computing in their first year or take the Computer Science Placement Test to place directly into upper-level Computer Science courses; information about this test is available on CA's course request page. Beginning with the class of 2025, students who earn this exemption must meet the Computer Science requirement by passing at least a one-semester Computer Science course during their CA career. New students entering 11th or 12th grade are exempt from completing computer science requirements at Concord Academy

Computer Science Courses and Advanced Placement Exams

Our Computer Science courses are not specifically designed for the AP exams, but students enrolled in Creative Computing and Object-Oriented Programming can prepare themselves for the AP CS Principles and AP CS A exams, respectively, with additional independent work.

Course Offerings

All courses in the Computer Science Department have two class meetings per week unless otherwise indicated below. A plus sign (+) preceding the course title indicates an advanced curriculum that equals or exceeds the rigor of the Advanced Placement program. Courses not offered this year, but likely to be offered in future academic years, are provided at the end of the catalog in the Not Offered section.

Creative Computing

CSC101 2 credits

SEM 1 or SEM 2. Required of all 9th graders and new 10th grade students, unless exempt. No prerequisite.

This course introduces students to computer skills they need to succeed at CA and in college. We also explore the many ways that computers can be used for creativity and exploration and prepare students to navigate in an increasingly digital world. Students are introduced to spreadsheets and data visualization, photo editing and compositing, music and video creation, multimedia presentations, graphic design, 3D modeling, and Python or JavaScript programming. Hands-on demonstrations and tutorials are supplemented by in-class projects and exercises.

Object-Oriented Programming

CSC201 2 credits

SEM 1 or SEM 2. Open to all grades. No prerequisite.

This course focuses on object-oriented programming using Python and is designed for students who enjoy working with computers and want to challenge themselves to gain more sophistication. Students master Python syntax while learning to write clear, elegant object-oriented code. They progress from learning about variables, functions, flow control, graphics, and data structures to learning about classes, methods, inheritance, and algorithms. Students who wish to prepare for the Advanced Placement Computer Science examination, which is based in Java, are encouraged to join an optional weekly review session that meets during the second semester.

Graphic Design

CSC704 2 credits

SEM 1. Open to all grades. No prerequisite. May be taken for either Computer Science Department credit or Visual Arts Department studio credit. \$40 materials fee.

Graphic design, with its iconic images, posters, billboards, logos, websites, book covers, and ad campaigns, responds to and influences popular culture. In this course, students become familiar with a variety of tools and techniques of design, illustration, typography, and visual identity; they learn strategies for idea generation and development, and step into the designer's role as a visual storyteller. Projects involve

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designing logos, flyers, infographics, websites, and posters. We design for print and screen, for clients real and imagined, and for a variety of output formats.

Advanced Graphic Design

CSC706 2 credits

SEM 2. Open to all grades. Prerequisite: Graphic Design. May be taken for either Computer Science Department credit or Visual Arts Department studio credit. \$40 materials fee.

This course is for students who have a strong foundation in visual communication and design principles and are ready to take a deeper dive. While refining their skills in industry-standard design tools, students pursue projects that may include interactive design, user experience (UX) design, packaging design, motion graphics, client brand assets, and design for social media platforms. Emphasis is placed on creative problem-solving, image manipulation, branding, typography, and advanced layout techniques. By the end of the course, students build an online portfolio that demonstrates their proficiency in visual communication and design.

Robotics

CSC204 2 credits

SEM 2. Open to all grades. Prerequisite: Object-Oriented Programming.

This course introduces students to robotics using the Python language. Students construct robots from kits and learn to program them as they react to staged environments.

+Digital Stories: Telling It Slant

CSC703 3 credits

SEM 2. Open to grades 11 and 12. No prerequisite. May be taken for English Department credit or Computer Science Department credit.

Emily Dickinson wrote, "Tell all the truth/but tell it slant." In this creative writing course, we experiment with form to tell our truths through slanted lenses. Students use interactive media and interdisciplinary techniques to blur the boundaries between fact and fiction, using digital tools to break down traditional barriers between writers and readers. We read and write short stories, poetry, memoir, and personal essays, and in telling our slanted stories, we use new technologies such as immersive storytelling, ambient literature, interactive stories, digital poetry, podcasting, and collaborative writing techniques. Readings may include works by E. M. Forster, Ralph Ellison, James Tiptree Jr., William Gibson, Ursula K. Le Guin, Alison Bechdel, Edwidge Danticat, Ted Chiang, Janelle Monáe, and Nana Kwame Adjei-Brenyah. Course materials require the purchase of 2-3 software titles in lieu of course texts.

Computer Departmental Study

CSC991 1 or 2 credits

SEM 1 or SEM 2. Open to grades 11 and 12. Prerequisite: Departmental study application form and proposal must be submitted to the department head by the course request deadline. Approval will be decided by the department head during the scheduling process. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

ENGLISH

ENGLISH

The English Department's 9th- and 10th-grade core courses offer a range of opportunities for students to develop their interpretive and writing skills through frequent discussions and essays on poetry, prose, and drama. Group discussions, grounded in close reading and collaborative exploration, energize our classes. Additionally, one-on-one meetings, group work, and writing projects provide students with opportunities to improve their active listening skills, integrate textual details into inferences, and develop the craft of persuasive argument.

Juniors and seniors take four semesters of electives. Some juniors are required to take the Writing Seminar as their fall course and a literature elective in the spring semester. Over any two-year period, we offer approximately 25 electives, inviting various modes of writing that include analytical, creative, and personal responses to literature from past and emerging voices. Taken together, these electives help students become more independently accountable to the text and more thoughtfully accountable to each other as learners.

Requirements

Students must earn 24 credits in English, distributed as follows: 9th-Grade English (6 credits) or equivalent in 9th grade at previous school, 10th-Grade English (6 credits) or equivalent in 10th grade at previous school, and four semesters (12 credits) of 3-credit English electives to be taken during the junior and senior years. **All 11th- and 12th-grade students are required to take one literature seminar each academic year.** Students are also encouraged to take one Writing Workshop during one of the four semesters of their junior and senior years.

- The designation *Literature Seminar* indicates courses that focus on interpretive work including but not limited to close readings and argumentative writing.
- The designation *Writing Workshop* indicates courses that focus on creative writing (fiction, nonfiction, playwriting, screenwriting, sitcom writing, poetry).

English Courses and Advanced Placement Exams

Concord Academy does not offer AP Literature or Language courses, but our literature seminars teach the skills of close reading, critical thinking, and argumentative writing. A student who has performed well in upper-level English literature electives may choose to spend a modest amount of time studying independently in order to sit for the AP English Literature and Composition exam.

Course Offerings

All courses in the English Department have three class meetings per week. A plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program. Courses not offered this year, but likely to be offered in future academic years, are provided at the end of the catalog in the Not Offered section.

9th-Grade English

ENG102 6 credits

YEAR. Required of all 9th grade students. Open to grade 9. No prerequisite.

With goals of building an inclusive learning community and developing skills and habits around reading, writing, and discussion, this course uses major literary works, as well as a selection of poems and short stories, to explore questions of identity, journeys, and the definition of home. Frequent paragraphs and essays provide the opportunity to develop analytic and stylistic skills, in pursuit of effective expression in writing. Major texts include the *Odyssey*, *Frankenstein*, *Their Eyes Were Watching God*, and *Macbeth*.

10th-Grade English

ENG202 6 credits

YEAR. Required of all 10th grade students. Open to grade 10. No prerequisite.

With a focus on the concept of America, this course explores a range of texts from the antebellum period through the COVID-19 pandemic era to contend with questions of agency, individuality, community, and citizenship. Engaging various genres (poetry, drama, fiction, and nonfiction) and close reading skills, we practice the art of noticing, connecting, and reflecting on the forces that shape the meaning of selfhood in America. Assessments comprise analytical opportunities that scaffold the development of argumentative essays as well as creative exercises that allow for a deeper awareness of how formal choices inform content.

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Major texts have included *Narrative of the Life of Frederick Douglass* (Frederick Douglass), *The Great Gatsby* (F. Scott Fitzgerald), *Interpreter of Maladies* (Jhumpa Lahiri), *The Leavers* (Lisa Ko), *Citizen: An American Lyric* (Claudia Rankine), *1919* (Eve Ewing) and poetry by Walt Whitman, Emily Dickinson, Elizabeth Bishop, Martín Espada, Tracy K. Smith, Aimee Nezhukumatathil, Kaveh Akbar, Danez Smith, Ocean Vuong, among others.

+Artificial Intelligence and the Literary Imagination:

Thinking Machines Then and Now

ENG375

3 Credits

SEM 1. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

What counts as intelligence? What makes it artificial or authentic? Can a machine think, love, or act with ethical responsibility? Long before the emergence of modern computing, writers and philosophers have imagined artificial beings that blur the boundaries between human and machine. Organized around thematic questions, this course explores the literary history of artificial intelligence—from ancient myth to contemporary science fiction—as a series of recurring questions about agency, consciousness, creativity, technological power, and our relationship to the environment. Texts include Ovid’s version of the Pygmalion story, Edmund Spenser’s reworking of the Talos figure in *The Faerie Queene*, E.T.A. Hoffmann’s “The Sandman” paired with Freud’s essay on “The Uncanny,” Kazuo Ishiguro’s *Klara and the Sun*, and Phillip K. Dick’s *Do Androids Dream of Electric Sheep?*. We also examine how popular culture imagines artificial minds in films such as *Wall-E*, *Her*, and *The Terminator*. Assignments include an analytical essay, short discussion posts, and a creative project in which students design or narrate their own artificial intelligence.

+British Romantic Poetry (1785–1830)

ENG342

3 credits

SEM 1. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

With a keen eye toward the proximity between creation and its creator, the self and its world, the course explores Coleridge’s notion of imagination as “the living power and prime Agent of all human Perception” and examines how the ideal poet “brings the whole soul of man into activity.” Probing the works of Wordsworth, Byron, Coleridge, and Keats, and with *Lyrical Ballads* and *Biographia Literaria* as focal texts, we contend with Romantic conceptions of individualism and alienation, spontaneity and feeling, and the ordinary and the sublime amid the social, political, and technological turbulences of the early nineteenth century. While this era avers the infinitude of the symbolic imagination, it also conjures images in its poetry that misshape or contradict the cultural realities of Asia and Africa. We grapple with the paradox of Romantic subjectivity that both exoticizes and delineates “the Other” while resisting the idea of limits within itself. Assessments include an argumentative essay, personal reflections, poetry analysis, and an experimental multimedia project that engages Romantic theory and criticism.

+The Call of Stories:

The Literature of Podcasts and Oral Storytelling

ENG336

3 credits

SEM 1. Open to grades 11 and 12. No prerequisite. Designation: Writing Workshop.

From folklore, fairy tales, and fables to legends, lyrical ballads, and epic poetry, the art of oral storytelling has flourished across countless centuries, cultures, and continents. More recently, the radio stories of the early 20th century have found renewal and democratization in the world of podcasts and digital broadcasting. Along with prerecorded stories, communities of slam poetry and story-slam artists have flourished on both small and large stages. This course examines both oral storytelling traditions and newer storytelling methods as part of our work together creating a weekly podcast to be broadcast to the Concord Academy community. Classic texts may include excerpts from Aristotle’s *Rhetoric*, *One Thousand and One Nights*, and the Brothers Grimm, but the majority of our readings are drawn from podcasts and contemporary storytellers. Writing assignments include podcast episodes and at least one major analytical essay.

ENGLISH

+Citizens of the World: Migration and Imagination **ENG349** **3 credits**

SEM 1. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

Asked where he came from, the ancient Greek philosopher Diogenes replied, "I am a citizen of the world," rejecting local origins to embrace more universal aspirations and concerns. We belong to an increasingly complex global network of commercial and cultural exchanges. It is predicted that by 2050, 200 million people will be displaced as a result of climate change alone. Life on earth will be increasingly interconnected. Throughout the world, however, nationalisms and factionalism are on the rise, and the value inherent in cosmopolitanism — the embrace of all humanity as an ethical matter — is being called into question. Is cosmopolitanism a fantasy out of touch with our contemporary reality or a perspective that we must cultivate to negotiate the local and global dimensions of our identity? Our texts may include Franz Kafka's "A Report to an Academy," George Saunders' *Fox 8*, Shakespeare's *Othello*, Tayeb Salih's *Season of Migration to the North*, Marjane Satrapi's *Persepolis*, alongside essays by Montaigne, John Berger, Edward Said, Leila Slimani, and Kwame Anthony Appiah. These readings reveal to us how "the West" traditionally constructed itself against an imagined Other, bringing us into the world and moving us out of the narrow boundaries of self.

+Creative Nonfiction: The Art of the Essay **ENG314** **3 credits**

SEM 1. Open to grades 11 and 12. No prerequisite. Designation: Writing Workshop.

When Michael de Montaigne developed the "essai" as an "attempt," a means of self-exploration, he probably never imagined the variety of subgenres that would owe a debt of gratitude to his "attempts." Under an ever-expanding umbrella of creative nonfiction, genres like literary journalism, personal essay, lyric meditation, cultural commentary, nature writing, and a variety of experimental and hybrid forms are breathing new life into the who, what, and where of storytelling. In this writing workshop, assignments include a series of short essays and opportunities for peer feedback, revision, and reflection. Reading assignments include writers such as Joan Didion, Teju Cole, Amy Tan, Roxane Gay, Ross Gay, Annie Dillard, and E. B. White, as well as selections from *Brief Encounters*, an essay collection edited by Judith Kitchen and Dinah Lenney.

+Imaginary Worlds: Inventing Languages **ENG309** **3 credits**

SEM 1. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

The Sapir-Whorf Hypothesis refers to the concept that language influences a speaker's understanding and perception of the world. This class attempts to explore this hypothesis through literature, with a primary focus on utopian and dystopian works. Through these texts, we navigate worlds with drastically different languages and discover how language shaped the societies within the texts. We finish by turning our attention to the real world and thinking about the impacts and implications of language in the lives of English speakers today. Students end the course by creating their own language to provide an element they believe is currently lacking from the languages they know. Possible texts include *Native Tongue* (Suzette Haden Elgin), *1984* (George Orwell), *The Dispossessed: An Ambiguous Utopia* (Ursula K. Le Guin), and *Riddley Walker* (Russell Hoban). Students write two major analytical essays, multiple short discussion posts, and a hybrid research paper exploring their own invented language.

+Literature of the Infernal: "Farewell, Happy Fields" **ENG322** **3 credits**

SEM 1. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

We're going to Hell, at least metaphorically! We explore why Aeneas, hero of Vergil's Roman epic, goes to the underworld, and what he finds there. Centuries later, a ghostly Vergil leads Dante into the Inferno, that early Renaissance hell for sinners, where we see how the punishment fits the crime. In *Paradise Lost*, John Milton shows us Satan as a powerful politician, encouraging his fellow fallen angels to "make a heaven of hell, a hell of heaven." Is Hell other people, as Sartre argues in *No Exit*, and have we already experienced it here on earth as Art Spiegelman tells us in his graphic-novel memoir *Maus*? This course compares concepts of Hell as Western artists have imagined them across centuries to reflect on notions of evil, violence, and suffering. As we travel through dark forests and sulfurous pits in search of light and hope, we learn as much about the world of the living above as we do about that of the unfortunate souls below. Our journey is a reflection on the human condition, on mortality, freedom, and power, and — always a pressing question — what it takes for us to live in peace, with ourselves and each other. Students write one major analytical paper, a research paper, as well as a pastiche of Dante's *Inferno*. Throughout the semester, students also write short, analytical discussion posts.

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+Playwriting: From Page to Stage

ENG704 3 credits

SEM 1. Open to grades 11 and 12. Three class meetings per week. May be taken for English Department credit or Performing Arts Department credit. No prerequisite. Designation: Writing Workshop.

Whether students are experienced playwrights or want to try their hand at playwriting, this class offers students the opportunity to be supported with finding their *own voice* and producing their *own stories* while learning the art and craft of playwriting. Many aspects of playwriting are covered in depth, including plot structure, character development, dialogue, and the rewriting process. Over the course of the semester students write two 10-minute plays. Students hear their plays read out loud and discussed during feedback sessions. As inspiration for students' own playwriting process, there are readings and discussions about plays by professional playwrights. One or more professional playwrights also visit the class and participate in feedback sessions to assist every student's playwriting journey. Students may also have one of their pieces selected for inclusion in WOYM's spring semester staged reading.

+Thoreau and Kindreds: Community and Attention

ENG306 3 credits

SEM 1. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

In a letter to a friend, Henry David Thoreau once wrote: "Be not simply good — be good for something." Thoreau lingers with us today because he asks himself — and he asks us — what it means to live deliberately, to live in community with others, and to live for a more just society. Through a study of Thoreau's essays we consider what Thoreau's questions about the self, community, and justice meant for him in the 19th century — and what they mean for us in today's cultural and political moment. Major writing projects for the course involve both literary analysis and personal reflection. Work with Barry Lopez's *The Rediscovery of North America* and Jenny Odell's *How to Do Nothing* — as well as shorter texts by Robin Wall Kimmerer, Rebecca Solnit, Ada Limón, Aimee Nezhukumatathil, Mary Oliver, and Ross Gay — help us to explore some of Thoreau's wonderings and wanderings in our present-day experiences of the world. Regular walks in Concord, time outside, and discussions of today's movements for racial and environmental justice help to frame our study of the course's central texts.

Writing Seminar

ENG308 3 credits

SEM 1. Open to grades 11 and 12. Required by the English Department for some students in grade 11.

This course helps students write argumentative essays. Anchoring claims in evidence from close reading, students examine poetry and fiction. By studying examples, students enact how strong argument is not a privileged skill, but a series of transferable techniques available to all, whether integrating quotations, echoing keywords to connect a thesis to topic sentences, or anticipating counterarguments. To that end, Graff and Birkenstein's *They Say / I Say* asks students to join the writing conversation by co-opting the rhetorical moves of effective argument. In the process, students develop more independence and organization in writing analytically and constructing arguments. Smaller class size allows for extra attention to each student's voice and writing process. In addition to *The Norton Introduction to Literature*, which includes essay samples, literary terms, and a range of theoretical lenses, the course focuses on poetry, short fiction, and Tommy Orange's novel *There There*. Assignments progress from short responses and analytical or comparative works to a scaffolded argumentative essay, moving step-by-step from introduction and thesis through body paragraphs to revision. At the recommendation of the department, Writing Seminar is required for some students before enrolling in other upper-level electives.

+Digital Stories: Telling It Slant

ENG706 3 credits

SEM 2. Open to grades 11 and 12. May be taken for English Department credit or Computer Science Department credit. No prerequisite. Designation: Writing Workshop.

Emily Dickinson wrote, "Tell all the truth/ but tell it slant." In this creative writing course, we experiment with form to tell our truths through slanted lenses. Students use interactive media and interdisciplinary techniques to blur the boundaries between fact and fiction, using digital tools to break down traditional barriers between writers and readers. We read and write short stories, poetry, memoir, and personal essays, and in telling our slanted stories, we use new technologies such as immersive storytelling, ambient literature, interactive stories, digital poetry, podcasting, and collaborative writing techniques. Readings may include works by E. M. Forster, Ralph Ellison, James Tiptree Jr., William Gibson, Ursula K. Le Guin, Alison Bechdel, Edwidge Danticat, Ted Chiang, Janelle Monáe, and Nana Kwame Adjei-Brenyah. Course materials require the purchase of 2-3 software titles in lieu of course texts.

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+The Family Plot:

Myths, Desire, and Domestic Life Across Generations **ENG372** **3 credits**
SEM 2. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

In “This Be the Verse,” Philip Larkin writes, “They f*** you up, your mum and dad./They may not mean to, but they do,” and the tagline of the 2001 Wes Anderson film *The Royal Tenenbaums* is “Family isn’t a word...it’s a sentence.” This course explores family, desire, and identity — the stories and choices we inherit. We begin with classical myths, such as Icarus and Demeter & Persephone, and fairy tales that explore desire, power, and familial bonds. We then examine nineteenth-century stories, including *The Yellow Wallpaper*, which transform fairy-tale patterns into psychological realism. We turn to *Romeo and Juliet* not as a simple love story, but to question the Romantic lens through which it is often read. The course concludes with a selection of twentieth- and twenty-first-century texts—such as Virginia Woolf’s *To the Lighthouse*, Alison Bechdel’s memoir *Fun Home*, and the film *Everything Everywhere All at Once*—that continue to illuminate our understanding of self and kinship.

+The Inner Lives of Animals **ENG376** **3 credits**

SEM 2. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

What is it like to be a bat? When philosopher Thomas Nagel first asked this question—in his argument that because consciousness is subjective, we’ll never truly know what it’s like to perceive the world with echolocation—he sparked off an ongoing debate about the limits of what humans can know about the minds of others. Yet for J.M. Coetzee’s fictional character Elizabeth Costello in *The Lives of Animals*, consciousness is beside the point: We don’t need to know the minds of factory-farmed animals to know that they suffer. This course discusses how literature that imagines the minds of non-human animals—and the limits thereof—shapes the argument for animal rights. Why does Coetzee choose the ambiguity of fiction to make his case? What is it like to be an octopus? Does asking that question help octopii survive human predation? Can a poem represent the suffering of another species? Texts include Coetzee’s *The Lives of Animals*, counter-arguments from philosopher Cora Diamond and primatologist Barbara Smuts, Peter Godfrey-Smith’s *Other Minds: The Octopus, the Sea, and the Deep Origins of Consciousness*, essays by Jacques Derrida, Donna Haraway, and Amia Srinivasan, stories by Franz Kafka, and poems by W.S. Merwin and Jake Skeets. Assignments build up to an argued research paper.

+In Other Words: Memoir and American Identities **ENG346** **3 credits**

SEM 2. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

How do we tell our stories? More specifically, how do we tell stories that represent our complex and various identities? Zadie Smith says, “Individual citizens are internally plural.” Walt Whitman says, “I am large, I contain multitudes.” How do — and should — writers render those pluralities and multitudes? Through readings of memoir, essays, and poetry we examine how writers reckon and experiment with telling their stories. We consider how a writer’s sense for their intersectional racial, gender, sexual, and geographical identities — among others — translates to the page. We examine the various and multiform ways that artists understand their work to be both personal and political, to do their lives justice and to speak for justice. Major writing projects for the course both analyze and emulate the memoirs we examine. Longer texts are likely to include *The Book of Delights* (Ross Gay), *Covering* (Kenji Yoshino), and *I Was Their American Dream* (Malaka Gharib). We consider shorter pieces, too: work by Aimee Nezhukumatathil, Pádraig Ó Tuama, Cathy Park Hong, Trevor Noah, and Zadie Smith.

+Literature of the Viking World **ENG373** **3 credits**

SEM 2. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

Vikings are everywhere in modern culture: sports mascots, video games, movies, and TV shows. The very name conjures images of marauding men swinging swords and wearing horned helmets. While parts of these images are certainly true, the people whom we know as “the vikings” were also explorers, sailors, traders, and poets. They sailed their longboats as far east as modern day Russia and as far west as North America, bringing their gods—Odin, Thor, Freyja, and Loki—with them. Medieval Icelanders, the descendants of the vikings, wrote about their ancestors’ gods and their stories. In this course, we read their mythology and their epic literature, filled with warriors, outlaws, berserkers, shapeshifters, trolls, witches, and dragons. We use an interdisciplinary approach to understand this world, supplementing the literature with history, archaeology, comparative mythology, cultural anthropology, and legal studies, and we consider critical concepts like heroism, blood feuds, gender, law, travel, and historicity. Texts may include Kevin Crossley-Holland’s *The Norse Myths*, *The Poetic Edda*, *The Saga of the Volsungs*, the *Vinland sagas*,

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and *The Saga of Grettir the Strong*. Assessments include a creative biography of a Norse god, analytical essays, and a final research project.

+ “The Message”:

Spoken Word, Social Conditions, and the Evolution of Rap **ENG368** **3 credits**

SEM 2. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

This course explores Grandmaster Flash and the Furious Five’s “The Message” as a foundational rap song that bridges spoken word traditions with observations on social conditions. Students analyze the song’s lyrical content, musical structure, and cultural context, tracing its influence through samples, remakes, and thematic echoes in later hip-hop. We examine how “The Message” established storytelling and social awareness as vital components of rap. Students engage with diverse hip-hop expressions and themes over various era’s, deep review in analyzing lyricism, flow, and the evolution of rap as a cultural force.

Assessments include analytic essays on the lyric form, weekly presentations, and a final research project.

+On Politics, Protest, and Poetry:

The 'Curious Thing' in African-American Literature **ENG324** **3 credits**

SEM 2. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

What is the relationship between race, identity, and culture? How have African American and Afro-Caribbean literary traditions developed from the 18th century to the present? How have these works influenced the American political landscape and history? This course examines various types of black literature, including novels, poetry, essays, and short fiction, as well as African American oral traditions such as folk tales, speeches, and spoken word. Exile, alienation, racial politics, passing, and self-representation are among the themes explored through the "double consciousness" lens of African American writers. The course asks whether it is possible to define the genre of African American literature through a set of common issues, or are the writings of black authors too disparate to be categorized? We consider the influence of the African Diaspora on contemporary literature by examining Countee Cullen's "curious thing": What are the contradictions that "make a poet black, and bid him sing?" Students can expect to write analytical and exploratory essays in this course. Works may include *Beloved*, *Passing*, *Mem*, and *Incognegro*.

+Pharmakos, Pharmakon: From Medusa to Cancel Culture **ENG374** **3 credits**

SEM 2. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

From the myth of Medusa and the ritualized expulsion of scapegoats (*pharmakoi*) during the ancient Athenian Thargelia festival to the legacy of the Salem Witch Trials, this course examines the notions of *pharmakos* (scapegoat) and *pharmakon* (remedy/poison) and their shifting valencies, correlations, and polysemy across literature, theory, philosophy, and psychology. Anchored by selections from Plato’s *Phaedrus*, Derrida’s *Dissemination*, and René Girard’s *Violence and the Sacred*, and with Toni Morrison’s *Sula*, Ian McEwan’s *Atonement*, and Megha Majumdar’s *A Burning* as focal texts, the course investigates how remedy and ruin, and *pharmakos* as social *pharmakon*, intertwine in literary and cultural imagination. We examine how individuals and groups construct scapegoats as instruments of social and psychological regulation, displacing and projecting fear or aggression onto socially vulnerable targets when the source of distress feels too powerful, abstract, decentralized, or dangerous to confront. Bridging classical tragedy with contemporary crises, we interrogate artificial intelligence as a *pharmakon* and draw on discussions of “cancel culture” and theories of mimetic rivalry, fundamental attribution error, just world bias, identity foreclosure, and moral disengagement to support argumentative, analytical, and creative writing. Experiential and visual inquiry includes a visit to the Salem Witch Museum and screenings of *District 9*, *Eternal Sunshine of the Spotless Mind*, *Mean Girls*, and the *Black Mirror* episode, “Common People.”

+Philosophy and Fiction **ENG360** **3 credits**

SEM 2. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

We begin with the question of what we owe each other with excerpts from bell hooks’s *all about love* and Michael Schur’s *How to be Perfect*. Schur, creator of *The Good Place*, tours us through virtue ethics, deontology, utilitarianism. We apply hooks and Schur’s lenses to a range of science fiction short stories, ranging from Joanna Russ, Samuel R. Delany, Zadie Smith, and William Gibson. Our tour through ethics concludes with Thích Nhất Hạnh and Existentialism. The second half of our class focuses on the nature of reality and perception. We use *God, Human, Animal, Machine* by Meghan O’Gieblyn to explore questions

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of artificial intelligence, belief, and meaning in a technological age. In a way, we are constructing a jetpack that allows us to skitter around and tour the universe; we are going to crash into a lot of walls along the way. Think of us as a group of cyberpunk Icaruses. Our writing in this class involves a range of modes. We write two traditional analytical papers, a reflection based on personal research that coincides with a presentation, and routine analytical discussion posts that scaffold up to the longer papers.

+Screenwriting

ENG701 3 credits

SEM 2. Open to grades 11 and 12. No prerequisite. Designation: Writing Workshop.

This course is dedicated to the peculiar craft of screenwriting, a format that requires the writer to say much with very little. With screenplay readings and various exercises, we reveal the tricks of the trade, including the narrative structure and character development, perhaps — as we do — answering the ultimate riddle: Which came first, plot or character? We consider the screenplay's place in the broader field of fictional writing, identifying its relations to and departures from the short story, novel, and play. Additional time is spent studying the challenges of adapting an idea from preexisting material. A major portfolio piece serves as the primary assessment of the course, where students design an outline for a feature-length screenplay and then expand a sizable portion of the outline into screenplay format.

+Villain as Hero

ENG321 3 credits

SEM 2. Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

People often decry the loss of good old-fashioned heroes. During the "good old days," the voice of a hero could be counted on to cry "the right thing" from the rooftops and so save the populace from the jaws of evil. In such a construct, the old-fashioned villain would play the role of a simple antagonist, someone who hampered the hero and provided a clear representation of all that society should avoid. However, such a notion of "good guys" and "bad guys" is overly romantic, and it does not reflect the more nuanced moral landscape of the 21st century: who decides what defines "the right thing" anyway? This course examines the development of the role of villain, from the sinister foil of antiquity to the newly emerging idea of the antihero — the villain who gives voice to an often seductive alternate path. If our fascination has turned toward the villain as the one who represents our frustrations—and, occasionally, even our hopes — then we must study the villain's voice to find out our own mind. By examining the way the villain has become an enticing option, this course explores the continuing development of the popular psyche at the outset of the new millennium. Students write three analytical essays and complete at least one creative project. Students read *The Strange Case of Dr. Jekyll and Mr. Hyde*, (Robert Louis Stevenson), *Othello* (William Shakespeare), *Chronicle of a Death Foretold* (Gabriel García Márquez), *Sula* (Toni Morrison), *The Crucible* (Arthur Miller), *No Exit* (Jean-Paul Sartre), *The Dark Knight* (Christopher Nolan), and short stories by Nathaniel Hawthorne, Flannery O'Connor, Julio Cortázar, Ernest Hemingway, and Kahlil Gibran.

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Through the study of history, students come to better understand both themselves and others. By examining a diverse range of peoples whose societies span millennia, students gain a deeper knowledge of how individual thought, the creation of institutions, and cultural expression reflect the complexity of human aspirations and experiences. Students who graduate from Concord Academy are expected to have the following:

- An understanding of U.S. society and its institutions as well as its roots in other societies around the world
- A comprehensive knowledge of cultures other than their own
- An appreciation for the contributions of all people to world civilization
- The ability to analyze critically primary and secondary sources and conflicting interpretations of history
- Skill in written and oral expression
- An understanding of and facility with basic research skills

Requirements

The graduation requirement in history includes a credit total and specific levels:

- **Credit total:** Concord Academy requires that all students pass a minimum of five semesters (15 credits) of history before graduation. For students entering after 9th grade, history courses passed in 9th and 10th grades at a previous school may be applied toward the five-semester requirement at Concord Academy: up to two semesters for students entering in 10th grade, up to four semesters for students entering in 11th grade.
- **Levels:** History courses are offered at three levels: intro, mid, and upper. Students entering in 9th and 10th grades must pass at least one semester (3 credits) of history at each of the intro, mid, and upper levels. Students entering in 10th grade may take a skills test to earn an exemption from the intro level. Students entering in 11th grade must pass at least one semester (3 credits) of history at each of the mid and upper levels and may take a skills test to earn an exemption from the mid level.

In addition, the following recommendations apply:

- The History Department strongly recommends that students take two years (four semesters) of history in their 9th and 10th grade years.
- Courses at the intro, mid, and upper levels are designed to expose students to a range of cultures from the ancient to the modern worlds. Students are advised to select courses that allow them to explore the diverse histories of North and South America, Europe, Africa, and Asia.
- Students are encouraged to further advance their research skills by enrolling in one upper-level research seminar course before graduation.

History Courses and Advanced Placement Exams

Upper-level history courses meet or exceed AP rigor. The history department does not design courses for AP history exams. Courses offer college-level depth and breadth in critical reading and writing skills, including primary source analysis, historiography, and diverse research methods. Based on the college-elective model, courses teach historical thinking through current scholarship to offer comprehensive preparation for advanced studies in the field of history.

Course Offerings

All courses in the History Department are semester courses, and all have three class meetings per week unless otherwise indicated below. A plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program. Courses not offered this year, but likely to be offered in future academic years, are provided at the end of the catalog in the Not Offered section.

Escapades in the School Attic: An Introduction to Archives **HIS130** **3 credits**
SEM 1. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

Every historical question leads, eventually, to an archive—to some collection or repository of historical materials. Archives come in all shapes and sizes, from warehouses to shoeboxes, from the impeccably catalogued, to organized chaos, to forgotten paper piles in a shed. How do historians use these places to ask and answer historical questions? This course is a unique introduction to your study of history at Concord Academy, in which you get to know the school by researching the school's history, using the

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historical materials—things like yearbooks and student newspapers—held in the school archive. This course explores the methods and skills of historical research: how to frame historical questions and how to access and interpret primary sources. We visit (and do actual historical research in) two archives: the school archive and the special collections at the Concord Public Library.

Making of the Muslim World

HIS107

3 credits

SEM 1. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

The expansion of Muslims out of the Arabian Peninsula in the seventh century changed the history of the world. The spread of this dynamic religion into Asia, Africa, and Southern Europe shaped culture, politics, and society wherever it went. This course is an examination of the history of the Muslim world, focused geographically on the Middle East, from the rise of Islam in the seventh century to the European invasions in the 11th and 12th centuries. This course examines three important eras in the history of the period: Muhammad and the origins of Islam, the Abbasid Revolution and the fractionalization of the caliphate, and the Crusader invasions. Assessments may include short written pieces, a short research project, and a collaborative visual essay.

Medieval and Early Modern Europe

HIS103

3 credits

SEM 1. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

Knights, castles, monks, and serfs — yes, they are all there, but medieval Europe is so much more than old textbooks might lead you to believe. From Viking exploration to the magnificent library of Abd al-Rahman III at Córdoba, from soaring cathedrals to Chaucer's *Canterbury Tales*, the Middle Ages were not just a time of brutal warfare, plague, and religious intolerance, but also an age of discovery, exchange, and flourishing culture. In this course we shed some light on the "Dark Ages" and the periods of "Renaissance" and "Reformations" that followed, using documents, literature, art, and film to develop skills of historical interpretation, analysis, research, and writing. Assessments may include tests, short essays, and a research project.

Polis: The Greek City

HIS131

3 credits

SEM 1. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

This course explores the history of the ancient Greek city states. Through architecture, monuments, art, literature, and music we study Greek cities in transition, examining the political, economic, religious dimensions of urban life between 800 and 300 BCE. Students are introduced to the beauty and history of Greek cities whose identities are inextricably bound to mythology and to the history of a country that many regard as the birthplace of Western civilization. Assessments include tests, essays and projects.

Introduction to Civilizations of South Asia

HIS112

3 credits

SEM 2. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

This course explores the rise and decline of ancient civilizations of South Asia in its global context. South Asia's population comprises one quarter of the world's total population, has the largest youth population, has the fastest growing economy and is home to the most diverse number of languages and religions in the world. It also has one of the oldest civilizations, which is important to understand given South Asia's impact in the world today. We investigate archeological discoveries about the Harappan civilization, the making of the Vedas, and the eventual social stratification of caste and gender boundaries, until the coming of the Mughals. Materials include archeological artifacts, literary texts, paintings, and religious scripture. Students read both primary and secondary sources. Assessments may include several short papers, tests, a project, and a final exam.

Silk Road Odysseys:

Central Eurasia Through Travel Literature

HIS129

3 credits

SEM 2. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

The popular image of the Silk Roads is one based upon movement: travel, exploration, exchange, and adventure. Prospects of wealth, power, fame, and enlightenment have lured centuries of explorers, monks, missionaries, pirates, spies, and seekers of all kinds to the heart of Eurasia—and they have left behind them an abundant treasure of travel accounts. In this course, students explore the rich genre of Central Eurasian travel literature, trekking with authors from the 5th century BCE to the 21st CE in a search for the mystical, fictional, and (occasionally) historical Central Eurasia. As we look through the eyes of travel writers, we attempt to understand how the myths and realities of the Silk Roads shape our understanding of

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the history of this complex region. Assessments may include short response essays, in-class activities, and travel journal writing projects.

The World of Native America

HIS128

3 credits

SEM 2. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

This course studies the history, culture, economies, and politics of the people native to the land that is now the United States of America. From the northeastern woodlands to the desert southwest, and from the Great Plains to the coast of the Pacific Northwest, students explore the distinct ways that diverse Native groups lived, and conceptualized their relationship to the world around them. This course also explore early relations between Native people and the Spanish, French, and British empires, examining the strategies that different Native communities and individuals employed to contend with European cultural, political, and military threats. Assignments may include short writing assignments, individual and group projects, research projects, and presentations.

Europe and the Global Enlightenment

HIS132

3 credits

SEM 2. Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

What exactly is “Enlightenment”? How is the Enlightenment connected to the Scientific Revolution? Was the Enlightenment only a European event? How did the Enlightenment contribute some of the most significant ideas of independence and freedom, and also some of the most terrible, racist ideas about humanity as well? These are just some of the questions we explore in this introductory course, which covers European history from the mid-17th century to the middle 18th century (roughly 1650-1780). The course examines the political, intellectual, cultural, and scientific history of Europe during this period and explore the Enlightenment’s legacies in modern society. Coursework includes the examination of material culture, novels, poetry, short stories, memoirs, and films through seminar-style discussion. No prior knowledge of European history is necessary. Assessments may include projects, papers, quizzes, tests, and a final exam.

Comparative Transatlantic Slavery

HIS225

3 credits

SEM 1. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

How did the transatlantic enslavement of Africans begin, and why? How did it end, and why? What are the legacies of transatlantic slavery in the contemporary world? This course explores these and other key issues dealing with the transatlantic enslavement of African peoples. This course emphasizes the wide spectrum of similarities and differences of experience and outcome for both the enslaved and for those connected to their enslavement. Geographic areas of focus include Brazil, British North America (and the independent United States), and Cuba, and may include other case studies such as Rio de la Plata, Mexico, and New England. The impact of slavery on Central and West African societies such as the Kongo, Yoruba, and Fon peoples, as well as their sociocultural contributions to the Americas, also enter our consideration. Key topics include resistance, the role of extractive colonialism, racial ideology and racism, syncretism, and modes of resistance. Assessments may include short papers, presentations, essays, written and verbal exams, and a research project.

Europe from the French Revolution to the Paris Commune, 1789-1871

HIS237

3 credits

SEM 1. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

This course examines European History from the origins of the French Revolution through the Paris Commune. Although centered in part on France, we also examine other European countries in the era. Topics include the legacy of the French Revolution, the formation of new nation-states in Europe, the emergence of new ideological systems (nationalism, conservatism, liberalism, romanticism, imperialism), and developments in the First Industrial Revolution. Coursework includes the examination of material culture, novels, poetry, short stories, memoirs, and films through seminar-style discussion. No prior knowledge of European history is necessary. Assessments may include projects, papers, quizzes, tests, and a final exam.

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The Mongol Age

HIS235

3 credits

SEM 1. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

Before the era of colonialism, Eurasia was dominated by a succession of nomadic empires in which horse-riding pastoralists from inner Asia ruled over agricultural civilizations on the periphery. Foremost among these was the Mongol Empire, established in the 13th century CE by Genghis Khan. The Mongols determined the shape and nature of rule, authority, and legitimacy for centuries afterward. But, with the evolution of agricultural and industrial states into expansionist colonial empires, the pastoral nomads were swept away. After centuries of military and political domination by pastoralist peoples over agricultural societies, why did the Mongol Empire so suddenly give way to colonial empires? What changes led to the shift in the balance of power? What do sulfur, charcoal, and potassium nitrate have to do with any of this? This course explores primary sources to examine the Mongols and their state; their concepts of rule and empire; and their lasting impact on identities of peoples and nations. Assessments may include quizzes; written essays and examinations; and class presentations.

U.S.: Native America and the United States, 1492-1865

HIS236

3 credits

SEM 1. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

This American history course centers the experiences of the people native to this land. As the United States pushed west, this course explores the ways that Native people navigated a range of physical, economic, biological, ecological, and cultural threats to survive colonization. The histories of the Spanish, French, and British empires in North America are considered, as are the stories of numerous native peoples, including the Comanche, Pueblo, Haudenosaunee, Shawnee, Cherokee, and Lakota. Climactic moments in American history, such as the arrival of Columbus, the American Revolution, the Trail of Tears, and the Civil War are considered from a Native American perspective. Assignments may include small and large writing assignments, research projects and presentations, and a formal debate.

Africa and the Problem of Empire

HIS232

3 credits

SEM 2. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

Except in the far north and south of the continent, empires in Africa before the nineteenth century were African—that is, they were made by Africans and expressed African forms of power. During the nineteenth century, imperial power became increasingly external to Africa, as Europeans exerted force to impose new patterns of rule and exploitation on African people and land. European imperial rule created significant cultural, economic, and political changes. However, the empires of the Portuguese, Belgians, French, and British in Africa remained “African” in significant ways. This course asks, first, what is empire? We then focus on ways that Africans experienced, shaped, participated in, and challenged empire. Coursework may include essays and primary source research.

Colonialism and Resistance in Latin America from 1500 to 1800

HIS229

3 credits

SEM 2. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

This course is designed to introduce students to critical issues in colonial Latin American history, focusing on the European wars to subjugate Latin America as well as the colonization process that took place afterward. Key questions include: How did the encounter with Europeans change indigenous societies? How did the colonial system attempt to control the lives of Latin Americans, free and enslaved? How did subjugated indigenous peoples, enslaved Africans, and women of a variety of backgrounds resist efforts to limit their agency and behavior? Our readings span a variety of perspectives, including, for example, bits of Columbus's diary, a biography of "La Malinche" (Hernán Cortés's Aztec translator and “mistress”), the Dominican friar Las Casas's famous exposé of colonial brutality, and the picaresque memoirs of a sword-fighting nun. Assessments may include shorter response papers, longer essays, presentations, and verbal and written exams.

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U.S.: War and Propaganda in America: Lying and Dying

HIS206

3 credits

SEM 2. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

"Words about war are often lies. False reports, rumors, deceptions ... I call your attack a massacre, you call my resistance treachery," writes historian Jill Lepore. Yet in looking at American history we often focus on the events of conflict without considering how people's words about them affected their outcomes. In a time of "fake news" and "alternative facts," this course looks at war and propaganda in each American century, considering King Philip's War in the 17th century, the American Revolution in the 18th, the Mexican War in the 19th, and the Gulf War in the 20th, with a focus on how various participants and observers wrote about those conflicts. By looking at primary sources and later interpretations and representations based on those sources, students have the opportunity to evaluate the relationship between words and conflict. Assessments may include journal keeping, essay writing, and oral presentations.

U.S.: Immigration and Nativism

HIS218

3 credits

SEM 2. Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

Donald Trump's presidency has brought a great deal of attention to immigration and immigrants in American society. On one hand, messages emanate from the White House and the Department of Homeland Security that perpetuate stereotypes, stoke fears about outsiders, and echo a nativist rhetoric that many people believed had disappeared from public discourse. On the other, there are voices within the United States and abroad that seek to remind us that we are all ourselves immigrants or their descendants. This course provides historical context to current debates over immigration reform, integration, and citizenship. The conversations going on now about who is allowed into the country and what it means to be American are centuries-old; indeed, anti-immigrant rhetoric and immigrant surveillance, detention, and exclusion or expulsion have been defining features of American politics and state and federal policy almost as long as there has been a "We, the People of the United States." What political, economic, and social changes enhance access to immigration and citizenship, and what historical phenomena precipitate its limitation? How have xenophobia, deportation policy, and border policing been debated in the past? Finally, how has immigration policy affected gender and family relations within immigrant groups, the immigrant experience, and U.S. foreign relations overall? These are just some of the questions we explore in this course. Assessments may include weekly reading responses, short papers, in-class writing exercises, and a longer final paper or exam.

+Epoch of the Dragon Throne: China 1644-1976

HIS368

3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: upper.

This course is designed to explore how the Qing Empire (1644-1911) paved the way for the PRC and modern Chinese culture. We also examine the uncertainties and reversals of post-imperial China through the reign of Mao Zedong (d. 1976). Materials for this course include recent scholarship, contemporary written sources, visual art, architecture, film, television serials, music, photography, opera, and theatre. Themes that bind the course include international and domestic politics; governing institutions; national identities; and cultural practices. Assessments may include writing assignments, in-class activities, and individual research projects.

+Europe in the Beautiful Era

HIS374

3 credits

("La Belle Époque"), 1870-1921

SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course examines the history of Europe from the late 19th century to the end of World War One, a period Europeans celebrated as the height of civilization. We examine how Europeans embraced the idea of the Belle Époque in politics, ideas, artistic expression, and social/cultural development. But we also consider the darker side of European life, including the struggles over inequality, the growth of exploitative empires, and the violence that supported European growth and power. Finally, we see how this world came crashing down in the First World War and how Europeans responded to its destruction. Coursework includes examining material culture, novels, poetry, short stories, memoirs, and films through seminar-style discussion. No prior knowledge of European history is necessary. Assessments may include projects, papers, quizzes, tests, and a final exam.

HISTORY

+How We Tell the Past

HIS370 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This is a "historical methods" course that raises persistent and foundational questions that are often unasked in conventional courses: What is history? What do we mean by a cause, an event, evidence, a narrative, an argument? What is the difference between explaining why and explaining how an event happened? How much can a historian speculate without hard evidence? In pursuit of our answers, we examine a variety of approaches used by historians, their conceptual frameworks, and methodological debates in the contemporary practice of history. One concern is the evolution of historical studies in an elite scholarly tradition, and the resulting study of times and places that have been far removed from the Western past and have deeply influenced marginalization of certain voices and experiences. Thus, we are engaged in the construction and deconstruction of historical thinking in the West and consider questions of what has been written at the national, global, and micro levels and of who has written it and why. We also consider five of the more recent important influences on historians, including environmental history, women's and gender history, and new developments in the history of colonialism, as well as the emerging fields of visual culture and digital studies. How does the incorporation of these perspectives alter national, global, and micro perspectives? Our focus is on scale, sources, and methodology, not on specific area studies. Assessments may include collaborative projects, tests, research process, and papers.

+Identity and the Nation-State in Modern Spain

HIS354 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

What does it mean to be "Spanish"? How did the current version of the Spanish nation-state come to exist? This course explores modern Spanish history through the lens of national identity. Students examine the long arc of the construction and evolution of Spanish nationhood over the last several hundred years, from Al-Andalus to the present. The class focuses on key topics within that timeframe, including the so-called "Reconquista" and "Convivencia," the Inquisition, the dramatic political and socio-cultural changes of the early twentieth century, the Spanish Civil War, the Franco dictatorship, and historical and contemporary contestations over national integration and Spain's autonomous communities. Literature, art, scholarly writings, and soccer footage, among other primary sources, lend insight into the lived histories of the Spanish people. Assessments may include shorter response papers, verbal and written exams, longer essays, and a research/art project about propaganda.

+U.S.: American Environmental History

HIS323 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This American history course centers America itself, exploring the ways that Americans have shaped, and been shaped by, the lands and waters of this country. Topics include Native American and colonial ways of living on, and relating to, the natural world, the environmental philosophies of Ralph Waldo Emerson, Henry David Thoreau, and John Muir, the Progressive-era Conservation Movement, and the features and flaws of the National Parks. This course also explore topics related to the urban environment, including urban planning and urban renewal, environmental racism and justice, and more contemporary topics like climate change. Course materials include a wide range of articles, essays, speeches, and more that approach environmental issues from practical, political, and philosophical angles. Assignments may include quizzes, informal written reflections, formal essays, research projects, and presentations. Field trips to local sites like Walden Pond may be arranged.

+U.S.: Public History:

African American History and Memory in Concord, Mass.

HIS306 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

The planned reengineering of the traffic circle on Route 2 at the site of the former MCI Concord opens the opportunity to consider the future of the 1754 Dr. John Cuming/Brister Freeman house. Currently owned by the State of Massachusetts, the house has the potential to help Concordians tell the stories of both Dr. John Cuming, physician, philanthropist, slave owner, and the men he enslaved: Brister and Jem. Brister, who eventually came to be known as Brister Freeman, gained his freedom fighting on the Patriot side in the Revolutionary War, becoming a free citizen and land owner in Concord. This course immerse students in 18th- and 19th-century African American history and familiarize them with house museums and how they do public history. We use those contextual understandings to consider how the Cuming/Freeman house could be used as an historic house museum to tell the story of African Americans--both their enslavement and freedom--in the Revolutionary and Early Republican era in Concord. Students engage

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with the State of Massachusetts, the Town of Concord, the Concord Museum, The Robbins House, The Museum of African American History (Boston and Nantucket), Historic Preservation specialists, historians, and landscape architects to develop a plan for the house. The class produce a written report/proposal for the house, which then be presented to the various institutions listed above that might have an interest in pursuing such a project.

+Women and Gender in African History **HIS369** **3 credits**

SEM 1. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course explores African women as historical figures and the question of gender in African contexts. We think, in particular, about women as political and economic agents, through primary texts including the biography of a seventeenth century Ethiopian nun and the testimonies of Nigerian women who challenged the British colonial government in the 1929 “Women’s War.” We consider how gender has been constructed in African contexts, through the lives of “market queens,” “chiefly women,” “male daughters,” and “female husbands,” as well as some of the seminal studies of gender in Africa by African scholars. The course considers changing meanings and roles of women and of gender categories in relation to broader historical processes of change. Coursework may include essays and primary source research.

+Europe since 1920: From Bloodlands to Regional Integration **HIS375** **3 credits**

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course examines European history from the end of the First World War to the present. We pay particular attention to the interwar years, the economic turmoil of the global depression, the challenge of fascism, and the violence of the Second World War. We also have a particular focus on Hitler, Stalin, and the horrors of the Holocaust, as well as the challenges of political, social, and cultural recovery since the mid-20th century. Finally, we consider the role that Europe has played and continue to play in the changing global environment of the late 20th and 21st centuries. Coursework includes the examination of material culture, novels, poetry, short stories, memoirs, and films through seminar-style discussion. No prior knowledge of European history is necessary. Assessments may include projects, papers, quizzes, tests, and a final exam.

+Historical and Contemporary Issues in World Soccer (Research Seminar) **HIS352** **3 credits**

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This research seminar explores key issues related to the world's most popular sport. In a variety of national contexts and time periods, we examine soccer's influence on modern societies, cultures, politics, and economies. Specific topics include nationalism and the nation-state, race and racism, gender and sexuality, immigration, fan culture and hooliganism, and FIFA (not just the game, but the international governing body too!). While many of the texts selected for this course are historical in nature, readings and film from sociological, anthropological, literary, and journalistic disciplines are also put to use. Assessments include shorter response papers, group debates, and presentations. The heart of the semester’s work is a significant piece of historical research and writing.

+Modern Middle East **HIS307** **3 credits**

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

In this 20th-century survey of the Middle East, we examine the political, social, economic, and intellectual history of the former Ottoman and Persian empires (including present-day Turkey, Iran, Iraq, Egypt, Israel, Jordan, Lebanon, Saudi Arabia, and Syria). We consider the internal dynamics of this region immediately before, during, and after the transformation of this multiethnic, multireligious region from great empires to nation-states. We also look at how Middle Eastern history has shaped and has been shaped by the larger forces of world history. Major topics include nationalism, Arab-Israeli conflict, religious politics, and terror. Assessments may include reactions to and analysis of the news, debates, papers, and policy research projects.

+Modern Native American History, 1865-2016 **HIS375** **3 credits**

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

From a period of open warfare between the United States military and Native Americans to a period in which the U.S. government was, at least in theory, committed to the stewardship of those same people, to our ongoing period of protests to protect Native lands and preserve Native culture, this course explores a vast and climactic era in the history of Native America. Topics include the major figures and battles of the

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Indian Wars including Custer's Last Stand and the Wounded Knee Massacre, an examination of the efforts to force the assimilation of Native peoples including the reservation system and American Indian boarding schools, and ongoing fights for justice and sovereignty. Course materials explore these topics from both Native American and American perspectives, and include archival materials that illuminate the American Indian boarding school experience, government reports and treaties, and prominent secondary scholarship. Assignments may include essays, research projects, and presentations.

+Sacred and Profane: Topics in History of Religion **HIS371** **3 credits**

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

The academic study of religion is incredibly diverse, spanning specialist research on a variety of communities, scriptures, and traditions while also bridging multiple pasts and presents across sacred and secular spaces. Its methods range from philology to theology, history to ethnography, literary criticism to ritual and performance studies, theories of race, coloniality, and gender. Topics addressed within the discipline have been no less varied, including questions about individual experience, identity-formation, meaning-making, and the human condition but also social and political currents in relation to peace, power and justice. This course critically examines this varied history of the academic study of religion from the nineteenth century to the present and focus on some of the notable topics and trajectories of conversation that are now shaping its present and its future. Assessments include tests, essays, and projects.

+South Africa's Pathways to Liberation, 1894–1994 **HIS364** **3 credits**

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

A common narrative of the end of apartheid—a form of white minority rule—in South Africa centers on the figure of the political prisoner Nelson Mandela, his release from prison, and his election as president in the country's first democratic elections in 1994. However, rather than adopting a single narrative of South African liberation, this course considers the multiple (sometimes conflicting) trajectories taken in anticolonial and anti-apartheid struggles in South Africa. We examine the nineteenth-century origins and implementation from 1948 of the racist system called apartheid, and the ideological and historical underpinnings of (and tensions between) nationalist movements, student movements, worker movements, and popular struggles that sought freedom for South Africans. Coursework may include essays and primary source research.

+Stalin and Mao: Communism in the 20th Century **HIS372** **3 credits**

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

The beginning of the 20th century was a time of violent endings for empires. Colonized peoples throughout the world, but especially in Asia, found themselves in a place of both optimism and uncertainty. What would follow in the vacuum left by the end of the Russian Empire? How could China build a new civilization upon the ruins of millennia of imperial rule? These questions would be answered in a myriad of ways but by the middle of the 20th century, the ideas of Communism would come to dominate the continent. This course examine the evolution of Communism from the social theories of Karl Marx and Friedrich Engels; through the plan of action devised by Vladimir Lenin; to most closely look at how the two most powerful Communist leaders of the 20th century put their divergent understandings of Communism into practice. The students in this course look at a wide variety of written materials, including primary sources in translation and scholarly literature. Assessments are primarily through written assignments, with a major written assessment at the end of the semester.

Topics in Music History: Gender & Sexuality in the Broadway Musical **HIS707** **3 credits**

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper. May be taken for either History Department credit or Performing Arts Department credit.

"I Enjoy Being a Girl" ... "How Lovely to Be a Woman" ... "There Is Nothin' Like a Dame" ... "Marry the Man Today" ... "Happy to Keep His Dinner Warm" ... "I Hate Men" ... Musical theater is often described as one of a few distinctly unique American art forms. As historian John Bush Jones points out with his clever book title, *Our Musicals, Ourselves*, Broadway shows have always served as a mirror, reflecting American cultural values and ideals. When it comes to gender and sexuality, musicals have consistently reinforced and challenged stereotypes over the last century. This course considers the full cast of characters integral to this collaborative art form—writers, composers, directors, choreographers, performers, and

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audiences—to see how their various gender and sexual identities contribute to the conception, performance, and reception of Broadway musicals.

Capstone Research Project

HIS601 2 credits

SEM 1 or SEM 2. Open to grade 12. Prerequisite: Permission of the department. Corequisite: Enrollment in an associated upper-level elective. Level: Not applicable. Approval decided by

Students may elect to pursue an extensive research project concurrently with an upper-level elective. Under the supervision of the instructor of that elective, the student prepares a portfolio of work, comprising a substantial written project and, as appropriate, other media, on a topic chosen by the student within the course subject area. The student makes three formal presentations to the History Department during the semester: a preliminary outline of the project, a complete rough draft, and the final oral presentation and defense. Students earn a letter grade for their capstone as determined by the History Department and the student's instructor. Students should consult with the faculty to determine which upper-level electives are appropriate for adding a capstone research project to the other requirements of an elective's syllabus.

History Departmental Study

HIS991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal must be submitted to the department head by the course request deadline. Approval will be decided by the department head during the scheduling process. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

MATHEMATICS

MATHEMATICS

In the mathematics department at Concord Academy, our goal is to help students develop a robust, intuitive grasp of mathematics that will be engaging in the present and serve them well on whatever path they take in the future. Through consideration of concepts from multiple perspectives, exploration of meaningful applications, and deliberation of philosophical questions that arise, students learn to approach math from a place of understanding in addition to appropriate memorization. Courses are designed to elicit creative problem solving in a collaborative environment, and students learn that asking for and offering help are both signs of strength that are foundational to learning. Our offerings go well beyond the traditional sequence of math courses to encompass a range of electives so that students at varying stages of mathematical development can find classes that push them to grow. Graphing calculators (TI-84 Plus CE) are required in most classes.

Requirements

All course prerequisites refer to Concord Academy courses. Note that other schools' math courses are not necessarily equivalent to CA math courses with the same name. Many courses have minimum grade requirements in the relevant prerequisite courses, and when those grade requirements are not met, departmental approval must be sought and may be contingent upon taking steps to ensure students have appropriate skills.

To graduate, all students must pass either (a) Geometry 2 or Standard Geometry and one course beyond Algebra 2 or (b) Standard Algebra 2. For option (a) the course beyond Algebra 2 is likely to be Statistics and Probability (except for students who take Accelerated Precalculus). Entering students who have already completed the equivalent of these courses at their previous school must pass one additional semester course (3 credits) of mathematics at Concord Academy.

Study in Summer School, Independently, or with a Tutor

It is the math department's considered opinion that moving too quickly through the math curriculum is not beneficial to students. However, in certain circumstances, the math department may allow a student to meet prerequisite requirements by studying mathematics independently, or with a tutor over the summer. If the student would like to request this accommodation, they must follow these steps: (1) The student must discuss the possibility with their advisor; (2) The student must email the math department head by April 16th to express their interest, and the advisor must be cc'd; (3) The student should then schedule a meeting (15 minutes) with the department head to discuss. Students attempting to place out of a math course must complete the appropriate placement test by August 1, with no exceptions. Successful placement out of a math course into a different math course is a commitment that may result in additional schedule changes that override a student's other course sections or electives.

Choosing Appropriate Math Courses

Mathematics courses are one semester long with the exception of MAT104 and MAT208. Many semester courses may be taken in either the first semester or the second semester; some are offered in only one semester. Each semester, most students take one math course, but some take two or none (with permission of the department in either case). Students who want more options in their later years than taking one course per semester would permit are encouraged to speak to the department head to discuss possibilities.

New students should study the course descriptions carefully and request courses they think are suitable based on content, not on the course name. Preliminary placement decisions, based on the placement test and questionnaire that entering students submit, are made by the department in the spring prior to enrollment.

The sequence from Algebra 2 through Precalculus can be done in either four semesters (non-accelerated path) or three (accelerated path). Both paths can enable students to study AP-level calculus. The accelerated courses, however, present the material at a faster pace and in more depth, provide less scaffolding and minimal review of previously learned material, and require a greater degree of independence. Those courses are appropriate for students who grasp new material quickly and also enjoy intensive mathematical challenges on an ongoing basis. Students in accelerated courses should be prepared to devote more time to out-of-class work than would be required in non-accelerated courses. It may be

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possible for students to start in one path and switch to the other. Changes from the accelerated path to the non-accelerated path tend to be easier than changes in the other direction. Students who love math do not necessarily thrive in the accelerated path, and the non-accelerated path fully prepares students to pursue any STEM discipline in college.

Math Courses and Advanced Placement Exams

The Math Department does not design courses specifically to cover the AP curriculum. However, our Advanced Statistics, and our Calculus A, B, C sequence cover much of the material tested on the AP Statistics, the AP Calculus AB, and the AP Calculus BC exams respectively. As such, students taking the appropriate courses can prepare themselves to take the corresponding AP exam assuming they are sufficiently motivated and have time to engage in additional independent study.

Course Offerings

All courses in the Mathematics Department have three class meetings per week. A plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program. Courses not offered this year, but likely to be offered in future academic years, are provided at the end of the catalog in the Not Offered section.

Standard Algebra 1

MAT104 6 credits

YEAR. Open to all grades. No prerequisite.

Algebra 1 explores foundational algebraic concepts and assumes a familiarity with prealgebra. The course begins with a study of patterns and sequences followed by a study of linear equations and inequalities. Function notation is introduced and used to continue studying linear functions along with systems of equations and inequalities, and piecewise functions. Finally, quadratic and exponential functions are introduced and explored. Throughout the class, an understanding of the need for and use of variables, graphs, and data is developed. Concepts are approached algebraically as well as graphically and integrate real-world applications. Laptop or tablet is required.

Intermediate Algebra

MAT102 3 credits

SEM 1. Open to all grades. Prerequisite: C or above in Algebra 1, or permission of the department.

Intermediate Algebra reinforces and extends students' algebra skills. Students who have taken Algebra 1 at their previous schools have not necessarily mastered all of the concepts, skills, and techniques needed to move directly into our Geometry or Algebra 2 courses. Some students who have completed Geometry also take this course before enrolling in Algebra 2. Topics include graphing and solving systems of linear equations and inequalities; simplifying radicals, including rationalizing the denominator; laws of positive, negative, and fractional exponents; adding, subtracting, multiplying, and factoring polynomials; solving quadratic equations with real roots by factoring; and (time permitting) reducing, multiplying, and dividing polynomial fractions.

Standard Geometry

MAT207 3 credits

SEM 1. Open to all grades. Prerequisite: Intermediate Algebra, or permission of the department.

This course approaches geometry through an application-based lens. The topics covered include properties of polygons, Pythagorean theorem, right triangle trigonometry, area, surface area, and volume. Hands-on investigations and project-based learning, as well as traditional assessments, are incorporated throughout the course. A TI-84 plus calculator is required.

Geometry 1

MAT201 3 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: B or above in Intermediate Algebra, or permission of the department.

Geometry 1 is designed for students who have completed all the topics in Intermediate Algebra and have not yet had a full year of axiomatic geometry. This first course in Euclidean geometry emphasizes logical, axiomatic development of ideas, and students learn to construct geometric proofs involving triangle congruence; the relationship between lines, planes, and angles; and properties of quadrilaterals. This course includes a brief introduction to analytic geometry. Algebra is used throughout the course.

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Geometry 2

MAT202 3 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: B or above in Geometry 1, or permission of the department.

The Geometry 2 course is for students who have completed all the topics in Geometry 1. Like Geometry 1, this second course in Euclidean geometry emphasizes logical, axiomatic development of ideas but incorporates fewer proofs and more problem solving. The topics are similarity, Pythagorean theorem, right-triangle trigonometry, circles, regular polygons, and elementary solid geometry. Algebra is used throughout the course. A TI-84 plus calculator is required.

Standard Algebra 2

MAT310 6 credits

YEAR. Open to grades 10, 11, 12. Prerequisite: Standard Algebra 1 or Intermediate Algebra, or permission of the department.

This course emphasizes real-world applications as a vehicle to study algebraic representation and manipulation. Students make connections between the algebraic and geometric representations of a variety of function families (linear, quadratic, exponential, logarithmic, and trigonometric) with the goal of using these functions to model and explore phenomena from a wide variety of fields. Areas of application include the natural world, finance, health, and technology. Students learn key techniques of algebraic manipulation, how to determine which function types are applicable in a given situation, and how to knowledgeably and effectively leverage technology to solve applied problems from these topics. A TI-84 plus calculator is required.

Algebra 2

MAT203 3 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: B or above in Intermediate Algebra, or permission of the department.

NOTE: Some students are directed to take Algebra 2 prior to the Geometry sequence and will be notified by the department if that is to be the case.

This continuation of the algebra sequence focuses on further developing students' facility with algebraic manipulations and making connections between the algebraic and geometric representations of a variety of functions (quadratic, absolute value, square root, and exponential and logarithmic). Symbolic manipulation techniques are studied alongside techniques for graphing, and graphing calculators are used to solve equations that cannot be solved analytically. *NOTE: The fall version of this course does not cover exponential and logarithmic functions, but those topics are completed in the spring version of Statistics and Probability which is the course that follows fall Algebra 2.* A TI-84 plus calculator is required.

Accelerated Algebra 2

MAT204 3 credits

SEM 1. Open to all grades. Prerequisite: Geometry 2 and permission of the department. Returning students who have completed Intermediate Algebra and Geometry 1, in certain cases and only by invitation of the department, may request Accelerated Algebra 2 to be followed by Geometry 2.

This course does a deep dive into the study of functions including absolute value, piecewise, quadratic, polynomial, exponential, and logarithmic. Advanced algebraic manipulations and graphing techniques are studied along with applications and use of technology when appropriate. A TI-84 plus calculator is required. (Note: read about the difference between accelerated and non-accelerated math courses in the introductory pages of the math department under the heading "Choosing Appropriate Math Courses." A TI-84 plus calculator is required.

Standard Statistics

MAT208 3 credits

SEM 2. Open to all grades. Prerequisite: Standard Geometry, Geometry 2, or permission of the department.

This course teaches math through a real-world, application- and technology-based lens. To develop knowledge of probability and descriptive statistics, students study probabilistic models based on shapes and patterns, and they collect and analyze data from a variety of subject areas, *i.e.*: nature, health, and economics. Hands-on activities and investigation are incorporated throughout the course. Assessments include a final project as well as traditional quizzes and tests. A TI-84 plus calculator is required.

Statistics and Probability

MAT301 3 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: B or above in Algebra 2, or permission of the department. This course covers combinatorics and probability, including empirical and theoretical probability, conditional probability, binomial probability, expected value, and the notion of independence. An introduction to descriptive statistics follows, including a unit on least-squares regression. The course concludes with a unit on data analysis. Note: The spring version of this course begins with a unit on exponential and logarithmic functions that concludes the fall Algebra 2 course. A TI-84 plus calculator is required.

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Trigonometry

MAT302 3 credits

SEM 2. Open to all grades. Prerequisite: Statistics and Probability, B or above in Algebra 2 and B- or above in Precalculus (if taken previously); or permission of the department. In certain cases, and with permission of the department, some students take Statistics and Probability after having completed Trigonometry and/or Precalculus.

The course presents trigonometric and circular functions: definitions, identities, theorems and formulas, equations, inverses, and graphs. Applications include analyzing real-world phenomena exhibiting periodic behavior; and solving triangles (e.g., in navigation and surveying) using the trigonometric functions, law of sines, and law of cosines. The course concludes with a unit on graphing in polar coordinates. A TI-84 plus calculator is required.

Accelerated Trigonometry

MAT304 3 credits

SEM 2. Open to all grades. Prerequisite: Accelerated Algebra 2 with B or higher grade, and B or higher grade in Accelerated Precalculus if taken previously; or permission of the department.

The course presents trigonometric and circular functions: definitions, identities, theorems and formulas, equations, inverses, and graphs. Applications include analyzing real-world phenomena exhibiting periodic behavior; and solving triangles (e.g., in navigation and surveying) using the trigonometric functions, law of sines, and law of cosines. A study of polar coordinates and graphing, the polar form of complex numbers, de Moivre's theorem, and conic sections completes the course. A TI-84 plus calculator is required.

Standard Precalculus

MAT311 3 credits

SEM 1. Open to grade 12, or grade 11 with permission of the department. Prerequisite: Grade of B- or higher in Standard Algebra 2, C or higher in Algebra 2, or permission of the department.

Students review and extend their algebra 2 knowledge with a focus on broadening and deepening their understanding of the fundamental function families: linear, quadratic, polynomial, rational, exponential, logarithmic, and (time permitting) trigonometric. Students explore relationships between algebraic properties, graphs, and solutions to equations, and they employ this understanding to model real-world problems. An introduction to differential calculus is included as students consider the meaning and application of instantaneous rate of change (the derivative) and learn how to use the power rule.

Precalculus

MAT303 3 credits

SEM 1. Open to all grades. Prerequisite: Statistics and Probability, B or above in Algebra 2, and B- or above in Trigonometry (if taken previously); or permission of the department. With permission of the department, some students may take Statistics and Probability after having completed Trigonometry and/or Precalculus.

This course generalizes, expands, and abstracts the major themes encountered in prior coursework to lay the foundation required for the study of calculus. An advanced study of the major families of functions and their graphs is undertaken, and the concept of limit is introduced and explored. A TI-84 plus calculator is required.

Accelerated Precalculus

MAT305 3 credits

SEM 1. Open to all grades. Prerequisite: B or above in Accelerated Algebra 2, and B or above in Accelerated Trigonometry if taken previously; or permission of the department.

The course presents an advanced study of the major families of functions and their graphs, as well as sequences and series. The concept of limits is introduced and applied to infinite geometric series and rational functions. Additional topics include sigma notation, matrices, the binomial theorem, mathematical induction, combinatorics, probability, and descriptive statistics. A TI-84 plus calculator is required.

Mathematical Modeling

MAT414 3 credits

SEM 1. Open to grades 11 and 12; grade 10 with permission of the department. Prerequisite: Statistics and Probability, Standard Statistics, or Accelerated Precalculus, or permission of the department

Mathematical models are used to study, analyze, and predict system behaviors. The applications are endless: the motion of satellites, traffic patterns in cities, the spread of viruses, economic responses to local or global events, the changing climate, and fashion supply chains are just a few. In this hands-on, project-based course, we study a variety of mathematical functions and use technology to explore how changing the parameters affects the output. Students then pose questions about a topic of interest and work to create, test, and refine a mathematical model that explores those questions and deepens their understanding and appreciation for their chosen area of study. Throughout the class, we use freely available, web-based programs such as Google Sheets, Desmos, and NetLogo.

MATHEMATICS

Discrete Mathematics

MAT307 3 credits

SEM 2. Open to grade 12; grade 10 and 11 by permission of the department. Prerequisite: Statistics and Probability, Standard Statistics, Accelerated Precalculus, or permission of the department.

Have you ever wondered how calculators get electricity to perform math? That is one of the applications of discrete mathematics explored in this course. Students learn how to build basic electronic circuits, use transistors to build logic gates, and combine logic gates to build a basic calculator. We also investigate cryptography, cryptocurrencies, and the mathematics behind them.

+Advanced Statistics

MAT401 3 credits

SEM 2. Open to all grades. Prerequisite: B- or above in Statistics and Probability or Accelerated Precalculus; or permission of the department.

Advanced Statistics expands on the formal study of statistics begun in earlier courses and reveals the power and versatility of the discipline. Students are introduced to the practical aspects of planning a study, collecting data, analyzing data, and drawing sound conclusions. Analytical techniques include confidence intervals, hypothesis testing, and regression analysis. These techniques are presented around a common theme of sampling from the normal, t , and chi-square distributions. A TI-84 plus calculator is required.

Calculus

MAT402 3 credits

SEM 1 or SEM 2. Open to grade 12; grade 10 and 11 by permission of the department. Prerequisite: Statistics and Probability and B- or higher in Trigonometry and Precalculus; or permission of the department. Does not satisfy the prerequisite for Calculus: Part B or for Calculus: Part C. Note: 12th graders are not permitted to enroll in Calculus: Part A in the spring semester, but may enroll in Calculus.

This course surveys the fundamentals of differential and integral calculus. Students study the underlying concepts and learn the basic techniques of differentiation and integration. In addition to traditional assessments, students also engage in activities and a final project. Some recent project examples include using partial derivatives to maximize the amount of candy collected on Halloween night, using differential equations to determine when The Beatles reached various milestones of popularity, and using integrals to determine the center of mass of a dancer moving through a series of positions. This course is an appropriate choice for seniors who wish to study one semester of calculus before college, and for students in other grades who would like a semester preview of calculus before enrolling in Calculus: Part A.

+Calculus: Part A

MAT403 3 credits

SEM 1 or SEM 2. Open to grades 10, 11 and 12; grade 9 by permission of the department. Prerequisite: Statistics and Probability, B + or higher in Trigonometry and Precalculus; or B or higher in Accelerated Trigonometry and Accelerated Precalculus; or permission of the department. NOTE: 12th grade students are not permitted to enroll in Calculus: Part A in the spring semester.

This course in differential calculus includes limits and derivatives of elementary functions, with related rates, optimization, kinematics, and other applications, along with proofs and applications of the mean-value theorem and other major theorems. A TI-84 plus calculator is required.

+Calculus: Part B

MAT404 3 credits

SEM 1 or SEM 2. Open to grades 10, 11 and 12; grade 9 by permission of the department. Prerequisite: B or above in Calculus: Part A; or permission of the department.

This course in integral calculus includes indefinite integration techniques, the fundamental theorem of calculus, applications of the definite integral such as area and volume, slope fields, and elementary differential equations. Some students completing this course in the spring semester opt to take the Advanced Placement Calculus AB examination, although that requires additional independent study. A TI-84 plus calculator is required.

+Calculus: Part C

MAT406 3 credits

SEM 2. Open to grades 11 and 12; grade 9 and 10 by permission of the department. Prerequisite: B or above in Calculus: Part B; or permission of the department.

Topics include further techniques and applications of differentiation and integration, infinite sequences and series, power series, the calculus of polar graphs, parametric equations, and motion vector functions. Some students completing this course opt to take the Advanced Placement Calculus BC examination, although that requires additional independent study. A TI-84 plus calculator is required.

MATHEMATICS

+Advanced Topics in Mathematics:

Linear Algebra, Networks, and the Brain

MAT419 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: B+ or above in Calculus: Part B; or permission of the department.

This course begins with a development of linear algebra including matrices, Gauss-Jordan elimination, linear transformations, determinants, Markov chains, eigenvectors, vector spaces, and primary component analysis. From there, we examine artificial neural networks and AI transformers to understand how linear algebra helps machines solve problems. We conclude the course with a brief exploration of cognitive neuroscience to compare and contrast how the human brain is organized to solve the same problems.

+Advanced Topics in Mathematics: Topology

MAT413 3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: B+ or above in Calculus: Part B and permission of the department.

This highly theoretical math course is designed to develop students' abilities to understand, communicate, and formulate advanced mathematical results. Topology studies shapes and examines which of their properties remain unchanged when the shapes are continuously deformed. This introductory class looks at knot-theory, point-set topology, connectedness, compactness, homotopy theory, applications, and higher dimensions. Students work collaboratively in exploring problems to practice constructing mathematical ideas and critiquing rigorous mathematical arguments. Students gain access to a variety of mathematical tools and techniques that would serve them well in advanced pure mathematics courses in college and beyond. A high level of abstract thinking is required.

+Game Theory: A Mathematical Study of Politics

MAT420 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: Statistics and Probability or Accelerated Precalculus and permission of the department.

How can we use math to quantify concepts like democracy, fairness, and power? In this course, we take a mathematical approach to examine political and social structures. Among other topics, we study a variety of voting systems to show why none of them can guarantee results that are truly democratic (whatever that means), we consider whether all senators have the same degree of power, and we look at "fair" division of assets in situations such as divorce or inheritance. Students finish this course with an appreciation for how rigorous mathematical reasoning can broaden our understanding of democracy and political systems.

Mathematics Departmental Study

MAT991 1 to 3 credits

SEM 1 or SEM 2. Open to grades 11 and 12. Prerequisite: Departmental study application form and proposal must be submitted to the department head by the course request deadline. Approval will be decided by the department head during the scheduling process. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

MODERN AND CLASSICAL LANGUAGES

MODERN AND CLASSICAL LANGUAGES

The Modern and Classical Languages Department offers French, German, Latin, Mandarin Chinese, and Spanish, with a sequence of 3 levels in each language, plus advanced elective courses. All modern language courses are conducted primarily in the target language at all levels. Each is designed to help students improve their ability to communicate in three different modes: interpersonal, interpretive, and presentational. As students progress through the levels, they become more proficient speakers, listeners, readers, and writers of the target language. Latin, a classical language, focuses more on reading and rhetoric. All languages introduce students to the cultures of the target language.

Requirements

Students must successfully complete at least the third level of one language at Concord Academy before graduation. Entering 9th grade students who qualify for a level higher than the third must choose another language to pursue, and may take elective courses beginning in 10th grade. Entering 10th grade students who qualify for a level higher than the third must complete two semesters (6 credits) in the sequence in that language or fulfill the three-level requirement in another language at Concord Academy. Entering 11th graders will be supported by the department to complete a language sequence that can best support them given their language background and experiences. In the first three levels, a second-semester grade of C- or higher and a year grade of C- or higher are strongly recommended to proceed from one level to the next. Students with a C- grade or below are encouraged to do summer work in preparation for the next level.

For any students who wish to meet prerequisites or proficiency requirements by studying a modern or classical language in summer school, independently, or with a tutor, the policy and expectations are stated in the General Description of Courses and Diploma Requirements section of the course catalog.

Modern and Classical Language Courses and Advanced Placement Exams

The Modern and Classical Languages Department does not teach to the AP exams. However, some advanced electives may cover a portion of the material tested on the AP exam. A student who has performed well in these classes and is truly interested in the subject matter may choose to spend a *modest* amount of time studying independently in order to sit for an AP exam. We strongly discourage students from taking an AP exam if extensive independent preparation is required; students are better served by focusing on their academic coursework and earning strong grades.

Choosing Appropriate Courses

Students are encouraged to select the language that most interests them. Choice of language should be a personal commitment and not necessarily be dictated by the language begun or offered at one's previous school. The modern and classical languages placement test gives entering students and the department an idea of which level is most appropriate; the test must be completed along with other course request materials. Preliminary placement decisions, based on the placement test, are made in the spring, and placements can be adjusted, if necessary, during the drop/add period in the first semester. Studying two languages is possible but requires careful planning and a conversation with the Director of Studies. Students interested in taking two languages may view the document "Studying Two Languages at Concord Academy" on CA's course request page.

Study Abroad

Several semester and school-year programs are available for students who wish to study abroad with a language-immersion focus. The program most frequently used is the School Year Abroad program, through which students can spend a year in Rennes, France; Zaragoza, Spain; or Viterbo, Italy (Latin). School Year Abroad offers intensive experience in the language and culture of another country without interrupting progress toward graduation and college. Mathematics and English courses are the only classes taught in English. Living arrangements are with families. To spend a year in Germany, students may apply for the Congress-Bundestag program.

Opportunities to study abroad during the spring and summer vacations also exist for each of our languages. In recent years, students have traveled to Mexico, Costa Rica, Spain, Italy, France, Germany and various parts of the Mandarin-speaking world to explore the history and cultures of these places. All students are

MODERN AND CLASSICAL LANGUAGES

encouraged to speak to their language instructors to find out what opportunities are available from year to year.

Course Offerings

All courses in the Modern and Classical Languages Department have three class meetings per week unless otherwise indicated below. A plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program. Courses not offered this year, but likely to be offered in future academic years, are provided at the end of the catalog in the Not Offered section.

French 1

FRE101 6 credits

YEAR. Open to grades 9, 10, and 11; grade 12 by permission of the department. No prerequisite.

This course is an introduction to the French language and welcomes students with no previous experience in French as well as those with some experience but limited practice in communication. Students begin to develop interpersonal proficiency in the novice range by conversing with others on very familiar topics, using words and phrases they have rehearsed and memorized. Students become able to present spoken information about themselves and others, using simple phrases and expressions, as well as write forms (lists, schedules), messages, and short descriptions related to everyday life. By listening to spoken and recorded passages and dialogues, watching short videos, and reading simple texts, students begin to develop interpretive skills such as awareness of context and selecting meaningful information. Topics include those that are generally familiar to students, such as greeting each other; sharing information about themselves, their families, and where they are from; routines and activities during school and during vacations; and describing places, clothes, and, of course, la cuisine!

French 2

FRE201 6 credits

YEAR. Open to all grades. Prerequisite: French 1 or equivalent.

This course takes students who are already performing in the novice range and helps them develop proficiency closer to the intermediate range. French 2 students are already able to understand, present, and exchange information about familiar topics using simple idiomatic spoken and written sentences and can usually handle short social interactions by asking and answering questions. Second-level students learn to present information using connected sentences and paragraphs, and to write briefly about a variety of topics, including but not limited to travel, unfamiliar places, physical and emotional states, childhood and life-stages, and the environment. Discussion, expressing opinions and the art of polite disagreement in conversation are emphasized. Generally, we study one complete film and other works of fiction. By the end of the course, students should be able to understand the main ideas of simple short stories and journalistic texts, as well as reports or conversations that they overhear.

French 3

FRE301 6 credits

YEAR. Open to all grades. Prerequisite: French 2 or equivalent.

At the third level, students continue to strengthen the three modes of communication at an intermediate level of proficiency. Greater sophistication in oral discussion and written expression is expected. In addition to discussing their daily lives, students approach questions about topics such as history, the arts, current events, immigration, and social justice through readings that may include poetry, short stories, songs, and news items. Films and other forms such as podcasts and music videos may be included. In the second semester we read at least one full-length authentic and unabridged work, such as a novel, play, or screenplay. Written works might include *Au revoir, les enfants* (screenplay); *Le petit prince*; *Le Horla*; *Huis Clos* (play); or other fictional works of similar length and difficulty. These works, as well as full-length films, challenge students to develop their proficiency in all areas as well as examine critical periods of modern French and Francophone history and culture.

+Advanced French: La Chanson

FRE425 3 credits

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This advanced elective offers a window onto the cultures of French-speaking peoples through their music. The French language has a rich history of published songs from medieval and renaissance ballads to revolutionary songs such as the Marseillaise (national anthem) to contemporary slam and rap, and modern technology makes all of them more immediately accessible than some of their creators ever dreamed possible. Students continue to polish their interpretive skills by reading and listening to the lyrics of a

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representative list of songs and explore the vast range of French music to create their own playlists for presentations to their peers. In addition to discussions in and outside of class, students write critiques and commentary on songs and performers, and maybe a verse or two of a song of their own. No prior singing experience required—but should you choose to perform a song or songs of your choice, it is highly likely to enhance your pronunciation and spoken presentational skills!

+Advanced French: Famous French Women

FRE419 3 credits

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

Whether singer, spy, gender non-conformist, fashion designer, poet, political activist, painter, sculptress, novelist, actress, scientist (and the list goes on!) this course highlights the lives and accomplishments of some of the most famous women in France from the Middle Ages to the present. Some, as Edith Piaf (singer) and Coco Chanel (fashion designer), have never ceased to be well known; others, as Olympe de Gouges, 17th century social reformer and feminist extraordinaire, fell into oblivion soon after their death and have only recently joined their deserved place in history. The course proceeds through readings, research, discussions, and student presentations. During the semester, our research is supplemented with screenings of films pertinent to the readings. Finally, students have the opportunity to research a woman of their choice and present their findings to the class. As always, imagination, humor, and creativity are highly encouraged!

+Advanced French: Race and Racism in France

FRE426 3 credits

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This course provides a comprehensive examination of race and racism in France, focusing on the experiences of French citizens descended from former colonies and territories. It investigates the racial discourse between les Français de souche and les Français issus de l'immigration, with these concepts being closely analyzed and deconstructed throughout the semester. The course addresses the historical origins and complexities surrounding the five million Black individuals and six million North Africans living in France as citizens, along with the accompanying implications. Additionally, the curriculum explores ideas of laïcité and communautarisme within a society marked by increasing religious, cultural, and ethnic diversity—factors that contribute to rising tensions and the growing appeal of far-right figures in France, such as Éric Zemmour and Marine Le Pen, among others.

+Advanced French: Plays and Playacting

FRE417 3 credits

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

In this course we read, discuss, and write about two full dramatic texts as well as excerpts ranging from the Renaissance to the 21st century. Reading plays provides an excellent introduction to the highlights of French literature as well as the history and culture of the appropriately named "language of Molière." Readings may include, but are not limited to, classic dramatists such as Molière and Beaumarchais, as well as 20th-century and more contemporary authors such as Eugène Ionesco and Yazmina Reza. In addition, students regularly act out dialogues, thereby improving oral fluency as well as enhancing their understanding of different registers of spoken language, both casual and formal. We practice narrating the events presented in the plays, and we create original dialogues based on narrated situations, to continue refining the syntactical and stylistic distinctions between dialogue and prose, as well as between oral improvisation and written language.

+Advanced French: Cinema

FRE408 3 credits

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This course delves into the development of listening, speaking, reading, and writing skills through the exploration of French cinema. Film study holds particular significance in the French curriculum due to the esteemed tradition of "le septième art," which occupies a central position in French cultural heritage. Students engage with a selection of cinematic masterpieces spanning various genres, including surrealism, poetic realism, and fantasy. Past screenings have included renowned films such as *Le Chien Andalou*, *La Passion de Jeanne d'Arc*, *La Grande Illusion*, and *La Belle et la Bête*. Each film is contextualized within its historical period, allowing students to understand the political events, social transformations, and artistic

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movements that shaped the era of its production. Please note that the selection of films may vary from year to year to ensure a dynamic and relevant learning experience.

+Advanced French: Les Francophones d'Amérique

FRE427 3 credits

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This course delves into the parallel and interconnected histories of three significant Francophone communities in the Americas: Les Québécois, les Acadiens, and les Haitiens. While these groups share the French language as a common heritage, their trajectories have been profoundly shaped by distinct experiences of persecution, colonisation, and enslavement. We analyze the impact of pivotal historical events such as “Le Grand Dérangement” (Acadia), “La Révolution Tranquille” (Quebec), and the antislavery struggle culminating in “La Révolution Haïtienne,” which established Haiti as the first Black republic. The course emphasizes the role of literature, poetry, film, and music as vital means of expressing identity, resistance, and collective memory.

French Departmental Study

FRE991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal must be submitted to the department head by the course request deadline. Approval will be decided by the department head during the scheduling process. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

German 1

GER101 6 credits

YEAR. Open to grades 9, 10, and 11; grade 12 by permission of the department. No prerequisite.

This course offers an introduction to German, the primary language of Central Europe. Students enter with little to no knowledge of German and begin to perform in the novice range in the three modes of communication (interpersonal, interpretive, and presentational). By the end of the year, students at this level can express themselves in both conversations and written exchanges on a variety of familiar topics using memorized words, phrases, simple sentences, and questions. They are also able to read and formulate simple texts and dialogues related to the course topics. Typical topics include greetings; family, friends, and self; food; and school and daily routines.

German 2

GER201 6 credits

YEAR. Open to all grades. Prerequisite: German 1 or equivalent.

In this course, students expand their knowledge of German culture and continue their study of grammar and vocabulary. Entering at the novice range, students develop the skills to perform at the intermediate range during the year. These skills include the ability to handle social interactions, to gain the main idea and supporting details of short stories and other simple texts, and to present information in both written and spoken contexts using simple and connected sentences. Typical topics include talents and school, travel and environment, and shopping. By the end of the year, students will be able to communicate in simple and routine ways and understand short and simple texts.

German 3

GER301 6 credits

YEAR. Open to all grades. Prerequisite: German 2 or equivalent.

This course introduces more complex grammatical structures while also revising and consolidating basic grammar as required by the class. Students are provided background knowledge and vocabulary on current issues in Germany and on scientific, technological, educational, cultural, and historical topics. Students have the opportunity to work on their oral and written communication skills and continue to improve their spoken proficiency in the language through in-class activities and assessments that ask them to create and improvise with the language. Vocabulary and grammar continue to be explicitly taught in this course and are contextualized within course themes.

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+Advanced German: Protest Songs: Music and Social Discourse **GER414** **3 credits**

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: German 3 or equivalent, or permission of the department.

Whether it is the remilitarization of Germany after World War II, the use of weapons of war and its fallout, the repercussions of the Cold War, the discrimination of women, the pollution and destruction of the environment, extremism, or xenophobia, Germans have had their fair share of social problems and turning points in the 20th century. Over time, some of these issues have been addressed in books, movies, and the news. Music, however, was and remains one medium that consistently catalogs the public discourse about these divisive topics. Using the 2011 version of the compilation "Protestsongs.de," this course thematically and chronologically examines how German society grappled with political and social issues, starting during reconstruction after World War II until the fall of the Berlin Wall and beyond. Subtitled as "a cruise through the history of the German-speaking protest song," students encounter songs and musicians from both the East and the West and have the opportunity to examine social countercultures like the student movement of the '60s and the beginning ecologically motivated change of the '80s to form their own critical opinion about these topics.

+Advanced German: Monsters & Myths - A Journey Inward **GER417** **3 credits**

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: German 3 or equivalent, or permission of the department.

This course explores the theme of 'Monsters & Myths' in original German-language texts from the Middle Ages to the present day. Through shorter texts and excerpts from longer publications, we will examine the roles that myths and monsters play in literature and track how these reflections of fears and societal norms have evolved over time. Students engage with literature from, among others, the Middle Ages, the Early Modern and Baroque periods, Romanticism and the Sturm & Drang era, Realism and Naturalism, Classical Modernism and Expressionism, as well as Postmodernism and contemporary literature. Authors studied include Eschenbach, Spies, Goethe, Hoffmann, Gotthelf, Meyrink, and Dürrenmatt.

German Departmental Study **GER991** **1 to 3 credits**

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal must be submitted to the department head by the course request deadline. Approval will be decided by the department head during the scheduling process. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

Latin 1 **LAT101** **6 credits**

YEAR. Open to grades 9, 10, and 11; grade 12 by permission of the department. No prerequisite.

Latin 1 introduces students to reading Classical Latin through graded prose readings. The core text is Shelmerdine's *Introduction to Latin (Second Edition)*, supplemented with Ritchie's *Fabulae Faciles* and other primary sources such as graffiti and epigraphy. During the introductory learning sequence, particular attention is given to vocabulary acquisition, Latin grammar, comparative English grammar, and grammatical terminology. Foundational topics in Roman history, mythology, and daily life are presented through the text and additional readings.

Latin 2 **LAT201** **6 credits**

YEAR. Open to all grades. Prerequisite: Latin 1 or equivalent.

Building on beginning Latin skills, Latin 2 gives students the opportunity to strengthen reading ability, expand vocabulary, and analyze more complex Latin constructions. The core text is Shelmerdine's *Introduction to Latin (Second Edition)*, supplemented with Richie's *Fabulae Ab Urbe Condita* and other readings to develop sight fluency. Vocabulary expansion, dependent clause syntax, and sight recognition are important linguistic goals for this course. Cultural topics in Roman history, politics, and religion are presented through the texts and additional readings in English.

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Latin 3

LAT301 6 credits

YEAR. Open to all grades. Prerequisite: Latin 2 or equivalent.

In the first semester of Latin 3, students complete their study of intermediate Latin grammar and begin to translate unadapted Latin texts from a selection of Roman authors in several literary genres, giving students translation experience with both poetry and prose. The first semester centers around poetry, and in the second semester, students read required portions of Caesar's *De Bello Gallico* while studying the historical scope of Roman colonialism and repercussions of this war. Students in the course hone their grammar, translating, and analytical skills through expanded opportunities for original reading, interpretation, and textual analysis.

+Advanced Latin: Poetry

LAT406 3 credits

SEM 1. Open to grades 10, 11, and 12. Prerequisite: Latin 3 or equivalent, or permission of the department.

This course offers students the opportunity to consider Roman poets and the verse forms they composed: epigrams, elegies, odes, epics, satire, and other forms are examined during the course of the semester, with the aim of becoming proficient in the reading and analysis of Latin verse. Roman poets versified mythological stories, philosophical thought, history, and even insults. Ovid and Vergil anchor the course, but other authors make an appearance based on student input and interest.

+Advanced Latin: Prose

LAT407 3 credits

SEM 2. Open to grades 10, 11, and 12. Prerequisite: Latin 3 or equivalent, or permission of the department.

This course focuses on the translation, interpretation, and composition of Latin prose texts. Readings come from a variety of sources: standard selections from Roman authors such as Cicero and Caesar, as well as authors who span a variety of genres, time periods, and places. Isaac Newton may make an appearance, as well as a papal tweet or two. Along with our weekly readings, students develop their skills in composing Latin prose pieces of their own, of varying length and complexity, in a number of assignments aimed at deepening understanding of the language and its structure.

Latin Departmental Study

LAT991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal must be submitted to the department head by the course request deadline. Approval will be decided by the department head during the scheduling process. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

Mandarin 1

MAN101 6 credits

YEAR. Open to grades 9 and 10; grades 11 and 12 by permission of the department. No prerequisite.

This course is an introduction to Mandarin Chinese (*Pu-tong-hua*) and the writing of simplified Chinese characters. Using the textbook *Zhen Bang*, students develop all four skills — listening, speaking, reading, and writing — in Mandarin Chinese. One of the emphases is on the tones, which are critical to the Chinese phonic system (*Pin-yin*) and the key to native-like Chinese pronunciation. Another emphasis is on the vocabulary, expressions, and etiquette of conversational Mandarin related to topics such as greetings, family and friends, dates and time, hobbies, school, and food. Chinese culture, customs, and history are introduced through language experiences as well as interactive activities, such as multimedia projects, calligraphy units, traditional and pop music, and movies.

Mandarin 2

MAN201 6 credits

YEAR. Open to grades 9, 10, and 11; grade 12 by permission of the department. Prerequisite: Mandarin 1 or equivalent.

In this course students continue to develop the language skills introduced in Mandarin I: oral proficiency, aural comprehension, reading comprehension, and character composition. Consistent practice develops students' ability to express themselves using more advanced vocabulary, expressions, and grammar structures. The primary emphasis on conversational fluency is complemented by an increasing focus on reading and writing skills. Another important goal of the course is for students to learn most of the instructional expressions in Mandarin by the end of the year, to start the transition to a class that is conducted entirely in Mandarin. Language study is regularly enriched with Chinese history and culture

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through audio, visual, and online sources. The course uses multimedia approaches to encourage students to develop an interactive and cooperative learning style.

Mandarin 3

MAN301 6 credits

YEAR. Open to all grades. Prerequisite: Mandarin 2 or equivalent.

In this course students concentrate on solidifying previously learned language concepts and on expanding vocabulary while continuing to develop reading, writing, speaking, and listening skills. The primary goal of the course is to facilitate and enhance students' ability to articulate, in writing and speech, ideas in various real-life settings. Movies, songs, cartoons, short stories, and other cultural materials are used to teach aspects of Mandarin study. The students have a Chinese cooking unit in the second semester to achieve a more authentic Chinese language and culture experience.

+Advanced Mandarin: "Ci" Chinese Lyrics Poetry

MAN408 3 credits

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Mandarin 3 or equivalent, or permission of the department.

From the ancient "Book of Odes" to the contemporary "C-Pop Best Lyrics Awards," Chinese lyrics, known as "Ci" (词), have held a unique and enduring position in the Chinese literary tradition for centuries. They encapsulate artistic expression and historical significance in a concise and condensed form, contributing significantly to the richness of the cultural diversity and the preservation of the Chinese language. This course provides an exploration of both classical and modern linguistic expressions in selected song lyrics by esteemed scholars and musicians spanning different periods and regions in the Chinese-speaking world. Students study and appreciate the use of imagery, metaphors, and allusions through peeling the layers of language and cultural depth in these "bite-sized poems."

+Advanced Mandarin: Cinema

MAN404 3 credits

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Mandarin 3 or equivalent, or permission of the department.

In this course, we use movie scripts, summaries, and commentaries of three well-known Chinese movies as main sources and learn about various aspects of modern Chinese society, including historical events, social values, family traditions, and folk customs. Our language study focuses on comparing formal and colloquial Chinese. Students write short papers and contribute to in-class and online discussions to demonstrate their reflection on the topics.

Mandarin Departmental Study

MAN991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal must be submitted to the department head by the course request deadline. Approval will be decided by the department head during the scheduling process. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

Spanish 1

SPA101 6 credits

YEAR. Open to grades 9, 10, and 11; grade 12 by permission of the department. No prerequisite.

This course is an introduction to the Spanish language and helps students begin to develop proficiency in the three modes of communication (interpersonal, interpretive, and presentational). Students start with little or no communicative ability in Spanish and begin to perform in the novice range by communicating with others on very familiar topics using a variety of words and phrases that they have practiced and memorized. Students in the first level become able to present information about themselves using simple phrases and expressions; write lists, short messages, and notes that relate to familiar topics and everyday life; and understand words, phrases, and simple sentences when they hear them spoken. They also become able to read simple texts related to topics studied in class. Topics may include greeting others from different countries; talking about themselves and their families; and describing vacations, likes and dislikes, food, and daily routines.

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Spanish 2

SPA201 6 credits

YEAR. Open to all grades. Prerequisite: Spanish 1 or equivalent.

This course takes students who are already performing in the novice range and helps them develop skills closer to the intermediate range. Second-level students become able to communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering questions. They become able to present information on a variety of familiar topics studied in the class using connected sentences and to write briefly about these topics using simple sentence structure. They should be able to understand the main idea of short stories that they read or simple texts when the topic is familiar and be able to grasp the main idea of simple oral presentations or simple conversations that they overhear. Topics may include describing their health and medical condition, protecting the environment, daily life in other cultures, finding a job, giving advice to others, and exploring current events.

Spanish 3

SPA301 6 credits

YEAR. Open to all grades. Prerequisite: Spanish 2 or equivalent.

This course is designed to enable students to perform in the higher range of the intermediate level of proficiency. Students continue to hone their skills in all modes of communication. By the end of the course, students should be able to participate with ease and confidence in conversations on familiar topics and talk about events and experiences in various time frames. They can handle social interactions in everyday situations, and sometimes even when there is an unexpected complication. They can make presentations in a generally organized way on topics they have researched and can write on these topics in paragraph form. When listening in the target language, students at this level can easily understand the main idea in presentations on a variety of topics related to everyday life and personal interests and studies and can usually understand a few details of what they overhear in conversations, even when something unexpected is expressed. Students begin to read more complex literature and become able to follow stories and grasp the main ideas. Films intended for an audience of native speakers are also presented to develop listening skills at this level.

Topics in Spanish: Composition and Communication

SPA413 3 credits

SEM 1. Open to grades 10, 11, and 12. Prerequisite: Spanish 3 or equivalent, or permission of the department.

The objective of this course is to offer students the opportunity to dive deeper into some of the murkier aspects of grammar and syntax in the Spanish language. Through close readings of authentic texts and attention to interpersonal interactions in dialogues, students work to broaden their understanding of how a thorough knowledge of grammatical structures enriches their ability to communicate with precision and flair. Students produce their own examples of advanced syntax in a series of creative writing and speaking exercises. We also consider and discuss ways in which the language continues to evolve, particularly as relates to grammatical gender and vocabulary shifts due to translingual influences. This course is ideal for both students who want extra support with the mechanics of the language before proceeding to other advanced courses, or for those who simply love discussing and analyzing grammar!

+Advanced Spanish: Immigrants and Their Stories

SPA409 3 credits

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Spanish 3 or equivalent, Spanish for Heritage Speakers, or permission of the department.

This course is a study of immigration in Spanish-speaking countries. Students explore the issues surrounding immigration from the point of view of the people who cross the border from one country to another. Current events as well as historical trends are examined. Through films, news articles, and interviews, students learn about the experiences of the immigrants and their various social, political, and economic backgrounds that prompt them to leave their home countries. There are many paths, both legal and illegal, that immigrants take, and the course examines current immigration law and its effectiveness in dealing with current problems. Students continue to improve their language skills through class discussion, debates, and writing editorials.

+Advanced Spanish: Pop Culture of Spain

SPA407 3 credits

SEM 1. Open to grades 10, 11, and 12. Prerequisite: Spanish 3 or equivalent, or permission of the department.

This course is designed for students who would like to have a better understanding of Spain's culture, and how it is reflected in the society. Students learn about Spain's gastronomy, bullfighting, popular festivals, as well as some key traditions. Through the close analysis and discussion of these topics, they will discover

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common idioms and expressions that allow them to express their ideas with greater precision and cultural accuracy. Students continue to develop their language skills through listening, reading and writing activities such as oral presentations, podcasts, and debates.

+Advanced Spanish: Cinema and Conversation **SPA415** **3 credits**

SEM 2. Open to grades 10, 11, and 12. Prerequisite: Spanish 3 or equivalent, or permission of the department.

This course provides a forum for students to improve their oral proficiency through directed discussions, Socratic seminars, and round-table conversations about topics presented through contemporary short films, feature-length films, and other media from Spain and Latin America. Attention is given to improving listening comprehension and interpersonal communication. This course can help students maintain proficiency in Spanish, or provide more practice for students before taking another advanced course, or simply serve as their capstone Spanish course at CA.

+Advanced Spanish:

Language and Culture through Music

SPA420 **3 credits**

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Spanish 3 or equivalent, or permission of the department.

This course is designed for students who love exploring new music, and would be interested to learn more about how music serves to define and understand Spanish-speaking countries' cultures. Students will review grammatical structures and learn new vocabulary and expressions that surface within the context of lyrics, as well as discuss the cultural implications of what the music we study tells us about community, identity, and lived experiences.

+Advanced Spanish: Latin American Literature

SPA411 **3 credits**

SEM 2. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Spanish 3 or equivalent, or permission of the department.

This course focuses on the foundational authors and texts from throughout and across Latin American literature. Through close reading, thoughtful discussion, and written reflection (both analytical and creative), students continue to hone their language skills while exploring a body of literature that is of paramount importance to understanding and appreciating Hispanic culture today. Many of the texts, as well as our general approach to this material, align with the expectations of the Advanced Placement Spanish Literature examination, although preparing for that exam is not the primary goal of this course.

Spanish Departmental Study

SPA991 **1 to 3 credits**

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal must be submitted to the department head by the course request deadline. Approval will be decided by the department head during the scheduling process. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

American Sign Language Symposium

ASL601 **1 credit**

SEM 1. Open to all grades. One Monday evening class meeting per week, for eight weeks. No prerequisite. Offered on a pass/fail basis.

For nearly 40 years, The Learning Center for the Deaf has provided American Sign Language (ASL) classes. They offer a dynamic and engaging learning experience led by instructors who are Deaf and native ASL signers. This symposium-style course requires students to fully engage in their work as it will be taught primarily in the target language and expect active participation during class time. Students will work to develop ASL vocabulary and understanding of the language and also learn about Deaf culture and history. The curriculum used for the course is True Way ASL, an online-based set of resources that provides practice and help students track their progress. By the end of this 8 week, one evening meeting per week symposium, students will have learned basic vocabulary, fingerspelling, and ASL grammar to construct simple sentences.

PERFORMING ARTS

PERFORMING ARTS

The Performing Arts Department includes the Dance, Music, Theater, and Design & Production programs. There are opportunities in each of these programs for students at all levels, from introductory to advanced. Many students explore several areas within this department. While many courses meet during the regular daytime block schedule, some offerings meet after school or during other protected times outside the traditional school day. Credit-bearing courses and experiences vary in duration and include seasonal, semester, and yearlong offerings.

Assessment in the Performing Arts Department is based on a combination of factors: a level of technical growth and personal effort over the course of study, a willingness to embrace risk and maintain an open mind while engaged with the material, and an ability to work well with others in an ensemble setting. Throughout the curriculum, personal goal setting, collaboration, and a capacity for independent work are central to success in each discipline.

Requirements

Students must earn credits in both the Performing Arts Department and in the Visual Arts Department. The number of credits required in the arts is determined on the following basis: by graduation, students entering in 9th grade must earn a minimum of 10 credits, students entering in 10th grade must earn 8, and students entering in 11th grade must earn 6. If a student wishes to concentrate more in one of the two departments, a minimum of 2 credits must still be earned in the other.

Students must earn their required 2 credits in Performing Arts through semester or year-long Performing Arts courses OR seasonal dance offerings. Other credit-bearing seasonal activities may be used to contribute to the overall ten-credit graduation requirement in the arts.

Performing Arts Courses and Advanced Placement Exams

Students who take or place out of Fundamentals of Music Theory, Intermediate Music Theory, and Advanced Music Theory are generally prepared for the topics covered in the AP Music Theory Exam. Independent study may still be required for some topics and skills.

Choosing Appropriate Courses

When requesting Performing Arts Department courses, students should read the course descriptions carefully and pay close attention to all prerequisites, corequisites, and grade level restrictions. While plenty of Performing Arts courses are open to all, many require successful audition and/or application. Students requesting one of these courses are encouraged to provide one or more backup options to the schedulers in the event they are not approved to register. If seeking permission to request a course where the prerequisites have not been met, students should reach out to the Department Head before adding it to their course request form.

The Performing Arts and Athletics

Some Performing Arts courses are offered in the afternoon on a seasonal basis (fall, winter, and spring seasons). These courses are offered for academic credit in the Performing Arts Department and simultaneously satisfy the seasonal requirement for the indicated season. Students in 9th and 10th grades are required to participate in 3 out of 3 seasons, one of which must be an Athletic offering. Students in 11th and 12th grade are required to participate in 2 out of 3 seasons, one of which must be an Athletic offering. Though all Performing Arts seasonal offerings satisfy the seasonal requirement, only dance courses equally satisfy the Athletic requirement. Semester-based daytime dance courses can also count toward the seasonal requirement in their corresponding season(s) and count as an Athletic credit. Information about the athletics requirement as it pertains to Performing Arts is in the Athletics Department section of the catalog. Students selecting a seasonal Performing Arts course (or semester-based dance course who wish for it to satisfy the season requirement) on the academic course request form should also select that course in the corresponding season on the Athletics Department section of the form.

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Fall	Winter	Spring
Dance 1 (<i>SEM 1</i>)	Dance 1 (<i>SEM 2</i>)	Dance 1 (<i>SEM 2</i>)
Dance 2 (<i>SEM 1</i>)	Dance 2 (<i>SEM 2</i>)	Dance 2 (<i>SEM 2</i>)
Choreography (<i>SEM 1</i>)	Dance Technique	Dance Technique
Dance Technique	CA Dance Project	CA Dance Project
Production: Mainstage Performer	Production: Mainstage Performer	Production: Stage Manager
Production: Stage Manager	Production: Stage Manager	Production: Tech Crew
Production: Tech Crew	Production: Tech Crew	Theater 4: Directors' Workshop (<i>SEM 2</i>)
	Production: Musician	
	Feature Film	

Note: Dance 1 and Dance 2 in *SEM 2* may be chosen by the student to satisfy the athletics requirement in either the winter season or the spring season, but not both seasons.

Course Offerings

In all Performing Arts Department course offerings, a plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program. Courses not offered this year, but likely to be offered in future academic years, are provided at the end of the catalog in the Not Offered section.

The Dance Program

The Dance Program encourages students from all different backgrounds and at every level of ability to explore the joy of dancing and develop the student's individual creative expression. The program builds technical skills while cultivating awareness of body & mind through movement. All courses teach movements that are universal in most dance genres, introducing diverse dance styles without borders. At the same time, students practice vocabularies that are essential to contemporary dance works, such as modern dance and ballet. Taught by Concord Academy dance faculty and special guests, the wide-ranging array of opportunities may include improvisation, musical theater dance, social/folk dance, and dances that originated in African Diaspora such as tap, hip hop, and West African dance. Students at every background and technical level explore the elements of composition; Concord Academy Dance Project and Choreographers' Workshop offer intensive choreographic and performance opportunities.

Choosing Appropriate Courses

Students come to Concord Academy with a wide variety of experience and technical skill. The course of study for beginning dancers is Dance 1 and Dance 2 before taking Dance Technique. Dancers entering the program at an advanced level with substantial contemporary dance experience should choose Dance Technique as their starting point. Concord Academy Dance Project is intended for students who have completed two seasons of Dance Technique, or who by successful placement audition are determined to be working at an equivalent technical level. In extraordinary cases, students with extensive previous technical training and performance experience may receive permission to enroll in Concord Academy Dance Project in their first year.

The Dance Program and Athletics

Dance Program courses are unique among the Performing Arts seasonal offerings in that they not only satisfy the seasonal requirement but can also satisfy the Athletic requirement. Daytime dance courses in *SEM 1* can satisfy the *FALL* season; daytime courses in *SEM 2* can satisfy the *WINTER* or *SPRING* season (student's choice), but not both.

Dance Course Offerings

Semester-based courses (*SEM 1 or SEM 2*) have class meetings during the regular daytime course schedule; season-based courses (*FALL, WINTER, SPRING*) have class meetings after 3:30 p.m. Seasonal courses receive credit in the Performing Arts Department and may be repeated for credit.

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Semester Dance Offerings

Dance 1: Introduction to Movement and Performance

DAN101 2 credits

SEM 1 or SEM 2. Open to all grades. No prerequisite. Two class meetings per week in the regular daytime course schedule. Dance 1 in SEM 1 also satisfies the athletics requirement for the FALL season; Dance 1 in SEM 2 also satisfies the athletics requirement for either the WINTER or SPRING season (student's choice).

This introductory course is for those students who wish to explore the basic principles of dance practice. It is ideal for students who have never formally taken dance lessons or who have not been in a dance class in several years. Classes introduce movements that are universal in most dance genres, including ballet, modern, musical theater, jazz, hip hop, tap, and social dance, and also explore everyday pedestrian movements as dance vocabulary. Pilates, yoga, and mindful movements are introduced throughout the semester. Students cultivate the embodiment of experiential practice—building flexibility, strength, and healthy alignment—and also explore the benefits of body and mind awareness. Students have the opportunity to engage in the performance practice to develop responsibility, individuality, and their creative voices. By working together, they cultivate a sense of respect for their peers for their individual artistry and learn to collaborate as a community. There is an informal studio showing at the end of the semester.

Dance 2: Movement, Performance, and Composition

DAN201 2 credits

SEM 1 or SEM 2 Open to all grades. Prerequisite: Dance 1, or permission of the department. Two class meetings per week in the regular daytime course schedule. Dance 2 in SEM 1 also satisfies the athletics requirement for the FALL season; Dance 2 in SEM 2 also satisfies the athletics requirement for either the WINTER or SPRING season (student's choice).

This course is for students who have successfully completed one semester of Dance 1 or who demonstrate equivalent proficiency through a placement class. The course builds on the technical skills introduced in Dance 1 by continuing to explore fundamental aspects of dance such as technique, alignment, coordination, balance, core support, and general anatomy, while refining technique across various movement styles including, but not limited to ballet, modern, contemporary, hip hop, jazz, musical theater, tap, and social dance. Like Dance 1, this class also incorporates pilates, yoga, and mindfulness practices. Students can expect to engage with the five principles of dance composition and work at creating their own choreography. Students are constantly asked to challenge themselves by questioning and exploring the possibility of movements, space, and time. Students create their own dances utilizing the compositional tools that are presented in the class. The course culminates in an informal performance at the end of the semester.

Choreography

DAN205 1 credit

SEM1. Open to grades 10, 11, and 12. Prerequisite: Dance 1, or permission of the department. Two class meetings per week in the regular daytime course schedule. The course also satisfies the athletics requirement for the FALL season.

This class develops students' creativity and individual choreographic voices. By thinking, making, and doing, they experiment and deepen their understanding of the many different ways to approach making dances. Choreographers explore the sources of possible interdisciplinary inspirations, including writing, math, science, history, current social issues, arts, music, or simply how people move. Students are constantly asked to challenge themselves by questioning what is beyond the context of "traditional theater" and explore the possibility of movements involving technology, space, costumes, lighting, and the senses. By planning and making, they learn how to see the big picture, structure, organize, and perform. The works created in the course are presented informally at the end of the term.

Seasonal Dance Offerings

Dance Technique

fall DAN304 1 credit

Dance Technique

winter DAN305 1 credit

Dance Technique

spring DAN307 1 credit

FALL or WINTER or SPRING. (1 credit per season; FALL credits recorded in the SEM 1 academic credit load;

WINTER and SPRING credits recorded in the SEM 2 academic credit load). Open to all grades. Prerequisite: Dance 2, or permission of the department; and successful placement process. Four class meetings per week: Tuesday–Friday, 3:30–4:45. The course also satisfies the athletics requirement for the corresponding season(s).

This course is for the student who is already working at an intermediate to advanced body practice and would like to develop further technical skills that reflect on and support the physical demands of contemporary works. The wide range of movement required of a contemporary dancer is addressed.

Dancers are exposed to a variety of dance techniques and foster critical thinking about the moving body,

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ways of moving, and their possibilities. As they deepen their strengths and understanding of technique, students are encouraged to find their individual creative voice and movement qualities. The class celebrates individuality and dancers from all backgrounds, recognizing that no two dancers are alike. Workshop classes in a range of dance forms, as well as occasional master classes, are taught by visiting artists and choreographers. These special classes enhance the course of study by exploring the qualities of movement, musicality, and rhythmic complexity within these techniques.

+Concord Academy Dance Project

winter

DAN410

1 credit

+Concord Academy Dance Project

spring

DAN412

1 credit

WINTER or SPRING (credits recorded in the SEM 2 academic credit load). Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Two seasons of Dance Technique, or permission of the department; and a successful audition. Four class meetings per week: Tuesday–Friday 5:00–6:30, and a minimum of 1 Dance Technique class per week (to be determined by the director). Additional rehearsals are scheduled during tech week prior to the performance. The course also satisfies the athletics requirement for the corresponding season(s).

The Concord Academy Dance Project is for advanced students who are committed to working with dance as an art form and who are interested in refining their craft and technique through an intensive performance experience. Ensemble members have the opportunity to be original cast members and collaborators in new dances, within newly staged existing repertory, or the dance numbers in fully produced mainstage musicals. Dancers participate in creative engagement and experience the full arc of rehearsal and public performance in the professional settings. Dance Project emphasizes the importance of individuality and celebrates dancers from all different backgrounds, learning from each other and influencing each other's creativity. Students learn to collaborate with their peers, respect each other's unique, diverse talents that individual members bring to the process, and develop a sense of community. They also gain the ability to give and receive feedback thoughtfully. The completed work is presented in a fully produced, full-evening concert at the end of the term. In the 2026–27 school year, the winter season Dance Project will be combined with the mainstage musical. The spring dance project will be a stand-alone production.

Dance Departmental Study

DAN991

1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12 who have demonstrated a capability for independent work. Prerequisite: Two terms of Concord Academy Dance Project; and departmental study application form and proposal must be submitted to the department head by the course request deadline. Approval will be decided by the department head during the scheduling process. May be taken either semester.

(See General Description of Courses and Diploma Requirements.) Examples of departmental studies undertaken in the past include choreography, the physics of dance, and teaching assistantships (which can be by semester or season).

The Music Program

The Music Program seeks to deepen students' understanding of and love for music through a wide range of offerings that demand rigorous engagement, individual practice, and refined performance. Instruction is available at every level of background and achievement, from the beginner to the very advanced, and range in size from individual lessons to small group study and large ensembles. Course offerings span all genres, including classical, jazz, and popular styles, as well as technology-based approaches to creating and performing music. Advanced topics outside the curriculum may be undertaken through Departmental Study. Interested students can elect a program that provides a solid foundation for a music major in college or entrance to a conservatory.

The Music Program and Athletics

Exemption from an interscholastic team sport during tech week is addressed on a case-by-case basis by the Performing Arts Department and the Athletics Department; if approved, the students are excused from their interscholastic athletics commitment only for tech week's rehearsals and performances.

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Performing Music Ensembles

Most music ensembles meet during the Ensemble Block on Wednesday or Friday, or both. Concord Academy Singers and CA Jazz Ensemble meet in a regular daytime block. For all ensembles, students should expect additional rehearsals in advance of major performances, including evening dress rehearsals.

Enrollment in a CA music ensemble is required to participate in the MMEA District and All-State Festivals.

Chorus

MUS103 2 credits

YEAR. Open to all grades. No prerequisite. Two class meetings per week: Wednesday and Friday Ensemble Block 11:20–12:30. \$15 materials fee.

The CA Chorus has a long history dating back to the school's founding years when participation was required for all students. Today this large, nonauditioned choral ensemble performs in at least two concerts each year. The repertoire prepared spans a wide variety of styles, languages, and time periods of standard choral music. Emphasis is placed on musicianship skills, ensemble techniques, and reading music. Occasionally, the group may take on a larger choral work, and may collaborate with instrumental ensembles from within or outside the CA community. Additional in-school events and away performances are sometimes scheduled. Chorus is open to all who wish to sing, but those with little or no prior experience with singing are encouraged to consider Introductory Voice or Individual Music Instruction before joining the ensemble.

+Concord Academy Singers

MUS222 2 credits

YEAR. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Chorus or permission of the department; for students not in the course in the preceding year, intent form and audition submitted to and approved by the department. Corequisite: Chorus. Individual Music Instruction or weekly private lessons outside CA are strongly encouraged. Two class meetings per week in the regular daytime class schedule. \$15 materials fee.

This select, chamber vocal ensemble represents the finest ensemble singing at CA. Repertoire performed is highly varied and can range from advanced choral music in foreign languages to a cappella arrangements of popular songs, along with the possibility of creating original, improvised pieces. Emphasis is placed on vocal and choral techniques, memory, ear training, sight singing, and artistic musicianship. This ensemble serves as musical ambassadors for the school, occasionally appearing at public events and traveling for outside performances, as well as collaborating with other performing ensembles within the department. Regular practice outside of class is expected and additional rehearsals may be scheduled as needed.

Orchestra

MUS143 1 credit

YEAR. Open to all grades and all instrumentalists. Prerequisite: Successful placement audition in the fall. Corequisite: Individual Music Instruction or weekly private lessons outside CA. One class meeting per week: Friday Ensemble Block 11:20–12:30. \$15 materials fee.

The CA Orchestra provides a supportive learning environment for students to perform music from a variety of genres in a large ensemble setting. Students pursue the development of instrumental technique and musicianship through the study of works from various stylistic periods. The Orchestra performs at least twice a year, often collaborating with other music ensembles on campus such as Chorus. Repertoire is carefully chosen for each concert with the goal of having students grow musically, create musical camaraderie, and foster their love of music. Proficiency on an orchestral instrument is expected and previous playing experience in an orchestral style ensemble is recommended.

+Chameleon Chamber Players

MUS223 1 credit

YEAR. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: For returning students, intent form and audition submitted to and approved by the department. For new students, successful placement audition in the fall. Corequisite: Orchestra, and Individual Music Instruction or weekly private lessons outside CA. One class meeting per week: Wednesday Ensemble Block, either 11:20–12:05 or 12:10–12:55. \$15 materials fee.

CA's Chamber Music program is open to advanced instrumentalists from within the Orchestra who demonstrate the proficiency and independence necessary to play their own part within a small ensemble. Students placed in this course typically have past chamber music experience and exhibit strong music reading skills. Careful selection of pieces for each ensemble serves to inspire, challenge, and cultivate the distinctive skills required to perform chamber music at a high level. Through close collaboration with peers striving toward a common goal, students establish a strong bond with their fellow musicians and grow both personally and musically. Students are coached by members of the music faculty who may also rehearse and

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perform with them. Students have performance opportunities both on and off campus, which may include concerts, department collaborations, dance productions, musicals, and other high-profile CA events, such as convocation, board events, alum gatherings, commencement, and working with a composer-in-residence.

Percussion Ensemble

MUS205 1 credit

YEAR. Open to all grades. Prerequisite: Successful placement audition in the fall. Corequisite: Individual Music Instruction or weekly private lessons outside CA. One class meeting per week: Friday Ensemble Block 11:20–12:30. \$15 materials fee.

The goal of this course is to offer experience in ensemble playing and performance for percussionists. A variety of repertoire is presented, including contemporary, classical, Latin, and African-based rhythms. A basic level of sight-reading skills and intermediate technical proficiency are necessary. One to two studio workshops, recitals, or in-school events per year are scheduled.

Jazz Workshop

MUS142 1 credit

YEAR. Open to all grades. Prerequisite: Successful placement audition in the fall. Corequisite: Individual Music Instruction or weekly private lessons outside CA. One class meeting per week: Friday Ensemble Block, either 11:20–12:05 or 12:10–12:55. \$15 materials fee.

This course is open to all instrumentalists, regardless of experience. Enrolled students actively study a range of topics including but not limited to jazz history, improvisation, music theory, and a variety of performance techniques. The overarching purpose of this course is to provide enrolled students with the foundational skills necessary to participate in the range of jazz ensemble offerings at CA. While this course is not technically an ensemble, students enrolled in the Jazz Workshop can expect to perform as part of the music cafe concert held annually in the spring. The Jazz Workshop serves as a prerequisite (or in some cases, a co-requisite) for enrollment in either the advanced jazz ensemble or vocal jazz & pop ensemble.

+CA Jazz Ensemble

MUS224 2 credits

YEAR. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: For returning students not in the course in the preceding year, intent form and audition submitted to and approved by the department. For new students, successful placement audition in the fall. Corequisite: Individual Music Instruction or weekly private lessons outside CA. Two class meetings per week in the regular daytime class schedule. \$15 materials fee.

This course provides musicians the opportunity to perform within a variety of jazz-related traditions in an effort to develop the musical skills associated with playing in a contemporary ensemble. Repertoire for the ensemble is drawn from all eras of jazz history, as well as jazz-adjacent contemporary sources. Primary areas of concentration are sectional playing, phrasing, swing articulation, dynamics, and sight-reading. Development of improvisational skills is also an emphasized objective of the ensemble, practiced through guided study and various rehearsal exercises. Additional rehearsals are scheduled in the early morning when needed. One to two performances plus other informal in-school events per year are scheduled.

Vocal Jazz and Pop Ensemble

MUS207 1 credit

YEAR. Open to returning students in grades 10, 11, and 12. Prerequisite: Intent form and audition submitted to and approved by the department (even if in the course in the preceding year). Corequisite: Individual Music Instruction or weekly private lessons outside CA. One class meeting per week: Wednesday Ensemble Block 11:20–12:30.

This ensemble fosters collaboration between vocalists and instrumentalists in a variety of nonclassical styles such as pop, funk, rock, Latin, and swing. Vocal soloists join a rhythm section that includes guitars, bass, piano, synthesizer, and drums. Singers develop skills as featured vocalists as well as in singing harmony and background, with an emphasis on phrasing, dynamics, blend, and microphone technique. The rhythm section learns how to accompany in the styles listed above, as well as how to improvise and solo when appropriate. A basic level of sight-reading skills and intermediate technical proficiency are necessary. The group performs in one or two major performances and other school events throughout the year.

Performing Arts Production: Musician

MUS109 1 credit

WINTER. Open to all grades. Prerequisite: Successful audition. Class meetings: all scheduled rehearsals with the instrumental group; in addition, attendance at all afternoon production rehearsals and tech week's evening technical rehearsals and performance(s). Offered on a pass/fail basis.

Some Performing Arts Department mainstage productions require live instrumental performance as part of the show. During these seasons, student musicians who audition and are selected by the music director

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rehearse regularly in preparation for the final performance. Players are expected to practice the music on their own outside of rehearsals.

Applied Instrumental Study

Introductory Guitar

MUS139 2 credits

SEM 1. Open to all grades. No prerequisite. Two class meetings per week.

This course is designed to develop basic guitar skills for beginners and is open to experienced instrumentalists who play another instrument or sing but have little or no experience playing the guitar. Topics studied are open-position, power, and movable chord forms and their application to playing popular songs; flat and finger picking; strumming rhythmic patterns for accompaniment; and blues soloing and accompaniment. Rudiments of reading music and basic music theory are included. The Music Program has a limited number of guitars available for rental and can help students purchase an instrument if they choose.

Introductory Piano

MUS140 2 credits

SEM 1. Open to all grades. No prerequisite. Two class meetings per week.

This course is designed to give basic keyboard skills to students who have never played an instrument, as well as to instrumentalists and singers who have either never studied piano or studied it briefly in the past. It is recommended for students who plan to elect a music theory course or who have a serious interest in music. Students learn to read basic classical piano pieces, improve their fundamental technique, and learn popular melodies by ear. Rudiments of reading music, harmonizing melodies, and creating stylistic accompaniments are included.

Introductory Voice

MUS141 2 credits

SEM 1. Open to all grades. No prerequisite. Two class meetings per week.

This course is designed for students who are interested in improving their singing skills, students participating in a vocal ensemble, and for students in the Theater Program who desire additional vocal training. This voice class introduces basic vocal technique (breathing, singing in tune, improving vocal range, etc) with a special focus on communication through vocal performance. Students learn a variety of vocal repertoire and participate in in-class coaching and group discussions throughout the semester.

Individual Music Instruction

(See below) 1 credit

YEAR. Open to all grades. One class meeting (lesson) per week. Fee: \$1775 for 40-minute lessons or \$2350 for 60-minute lessons. Students may enroll in a single semester of the year course only if (a) they are attending a semester-away program in the other semester, (b) they elect to add second-semester Individual Music Instruction in piano, voice, or guitar after completing the corresponding Introductory course in first semester of that year, or (c) a second-semester add is permitted at the discretion of the department; in these cases, half-year tuition is billed. Students participating in a semester-away program may be granted virtual lessons where possible. Students may enroll in multiple weekly lessons for different instruments or disciplines but will not be granted multiple weekly lessons for the same instrument or discipline.

Individual Music Instruction is designed for students of all levels of ability who wish to study music with a private teacher, whether for an instrument, voice, or composition. Instruction is available in all musical genres and styles, and on any instrument a student wishes to study, including instruments from beyond the Western classical and popular music traditions. The course requires commitment, self-motivation, independence, and discipline. To make consistent progress, students are expected to practice daily during their course of study. Students may elect weekly lessons of either 40 or 60 minutes, scheduled during their free time before, during, or after school as necessary. In addition to weekly lessons, students participate in one or two studio workshops and may have master class opportunities.

Individual Music Instruction: Bass Guitar

MUS118 1 credit

Individual Music Instruction: Bassoon

MUS119 1 credit

Individual Music Instruction: Cello

MUS120 1 credit

Individual Music Instruction: Clarinet

MUS121 1 credit

Individual Music Instruction: Composition & Songwriting

MUS122 1 credit

Individual Music Instruction: Double Bass

MUS123 1 credit

Individual Music Instruction: Drums & Percussion

MUS124 1 credit

Individual Music Instruction: Flute

MUS125 1 credit

Individual Music Instruction: French Horn

MUS126 1 credit

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Individual Music Instruction: Guitar	MUS127	1 credit
Individual Music Instruction: Harp	MUS128	1 credit
Individual Music Instruction: Oboe	MUS129	1 credit
Individual Music Instruction: Other	MUS130	1 credit
Individual Music Instruction: Piano	MUS131	1 credit
Individual Music Instruction: Saxophone	MUS132	1 credit
Individual Music Instruction: Trombone	MUS133	1 credit
Individual Music Instruction: Trumpet	MUS134	1 credit
Individual Music Instruction: Tuba & Euphonium	MUS135	1 credit
Individual Music Instruction: Viola	MUS136	1 credit
Individual Music Instruction: Violin	MUS137	1 credit
Individual Music Instruction: Voice	MUS138	1 credit

Music Theory, History, and Technology Courses

The following Music Program courses meet during the regular daytime course schedule and have two class meetings per week unless otherwise indicated below. Requests to repeat a course for credit are considered on a case-by-case basis.

Fundamentals of Music Theory **MUS104** **2 credits**

SEM 1. Open to all grades. No prerequisite.

This course is for students looking to understand more about how music works from a theoretical and analytical perspective. The course is ideal for students who have little or no musical background or for students who want to review fundamental concepts in music theory, music terminology, and techniques in music reading. The course also incorporates ear-training exercises, sight reading, and discussions on how electronic and modern music has forever changed the way we listen to, compose, and perform music.

Digital and Electronic Music **MUS117** **2 credits**

SEM 1 or SEM 2. Open to all grades. No prerequisite. Previous instrumental or vocal study is recommended; concurrent instrumental or vocal study is strongly recommended.

Digital mediums have changed forever the way we experience and create music. This course gives students the opportunity to learn the principles of digital music production by engaging with the properties of electronic sound production, critical listening skills, and MIDI fundamentals. Students gain a basic knowledge of the digital audio workstation and focus these skills to record, edit, and mix original music.

Intermediate Music Theory **MUS204** **2 credits**

SEM 2. Open to all grades. Prerequisite: Fundamentals of Music Theory or successful placement test.

This intermediate course is for students looking to understand more about how music works from a theoretical and analytical perspective. The course begins with a review of music fundamentals (scales, key signatures, intervals, rhythm, and meter) before moving on to the foundations of music theory: chords, Roman numeral analysis, and the phrase model. The course also incorporates ear-training exercises including melodic and harmonic dictation, as well as sight reading.

Advanced Digital and Electronic Music **MUS217** **2 credits**

SEM 2. Open to grades 10, 11, and 12. Prerequisite: Digital and Electronic Music or permission of the department. Previous instrumental or vocal study is recommended; concurrent instrumental or vocal study is strongly recommended.

Building upon the skills obtained in previous digital music courses, Advanced Digital and Electronic Music allows students to push the boundaries of recording arts. Moving away from computer-based production skills, we journey outside the lab into collaboration with recording ensembles on campus, performance skills in digital music, building and expanding individual interests, and developing personal audio portfolios. We delve into further detail on the principles of audio theory, equipment, and advanced music production skills.

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+Topics in Music History:

Gender and Sexuality in the Broadway

MUS703 3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: One history course at mid level. May be taken for either History Department credit or Performing Arts Department credit.

"I Enjoy Being a Girl" ... "How Lovely to Be a Woman" ... "There Is Nothin' Like a Dame" ... "Marry the Man Today" ... "Happy to Keep His Dinner Warm" ... "I Hate Men" ... Musical theater is often described as one of a few distinctly unique American art forms. As historian John Bush Jones points out with his clever book title, *Our Musicals, Ourselves*, Broadway shows have always served as a mirror, reflecting American cultural values and ideals. When it comes to gender and sexuality, musicals have consistently reinforced and challenged stereotypes over the last century. This course considers the full cast of characters integral to this collaborative art form—writers, composers, directors, choreographers, performers, and audiences—to see how their various gender and sexual identities contribute to the conception, performance, and reception of Broadway musicals.

Music Departmental Study

MUS991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12 who demonstrate adequate facility with an instrument or voice and who have demonstrated a capability for independent work. Prerequisite: one music theory course; one year's participation in a Music Program ensemble; and departmental study application form and proposal must be submitted to the department head by the course request deadline. Approval will be decided by the department head during the scheduling process. May be taken each semester.

(See General Description of Courses and Diploma Requirements.) Emphasis may be on composition, history, analysis, technology, or performance, or a combination of these musical disciplines.

The Theater Program

The Theater Program emphasizes the process of making theater with a strong focus on imagination, personal expression, and creative collaboration. The introductory course encourages using one's imagination, body, and voice, concentrating on physical and vocal exercises, improvisation, and fundamental acting skills. Additional courses beyond Introduction to Theater delve more intently into improvisation, text interpretation, performance, and the related field of playwriting. At the most advanced level, students have the opportunity to direct as part of the Directors' Workshop. Departmental Study provides a chance for the most advanced students to focus on one particular aspect of drama and theatrical production for independent work.

The Theater Program mounts multiple professionally directed mainstage productions each year that present a balanced season of exciting and challenging work. During their years at Concord Academy, students have the opportunity to participate in a variety of projects, including dramas, comedies, musicals, and experimental new works. Auditions for most productions are open to all members of the Concord Academy community.

The Theater Program and Athletics

Performing Arts Production: Mainstage Performer and Directors' Workshop satisfy the seasonal requirement for the indicated season, but do not count as an Athletic offering. Students participate on an extracurricular basis (i.e., not for Performing Arts Department credit) as performers in Directors' Workshop; they are excused from their intramural team sport, physical education, dance, or community service only for tech week's rehearsals and performances. Exemption from an interscholastic team sport during tech week is addressed on a case-by-case basis by the Performing Arts Department and the Athletics Department; if approved, the students are excused from their interscholastic athletics commitment only for tech week's rehearsals and performances.

Choosing Appropriate Courses

Although students come to us with a wide variety of experience and skill, our introductory course provides an essential step in a multitiered curriculum that prepares students for theatrical experiences during their Concord Academy career and beyond. In extraordinary cases, students with extensive previous training may petition the department for exemption from the introductory course.

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Theater Course Offerings

All Theater Program courses have two 70-minute class meetings per week unless otherwise indicated below.

Introduction to Theater

THE106 2 credits

SEM 1 or SEM 2. Open to all grades. No prerequisite.

For all students interested in the study of theater at Concord Academy, this course develops the basic tools of creative performance while putting the "fun" in the fundamentals of acting. Intro to Theater is designed to enhance empathy, confidence, communication, creativity, and collaboration for performers of all experience levels, and serves as the gateway to upper-level theater courses. Class work includes acting exercises, improv theater games, scene work, and collaborative play based on a variety of prompts.

Improvisational Theater: Breaking the Rules

THE212 2 credits

SEM 2. Open to all grades. Prerequisite: One Theater 1 course or Introduction to Theater.

Playful and irreverent, and building on the foundations laid out in Introduction to Theater, students explore the idea of "first-time mind," which relieves the actor of the pressure to be clever or funny and encourages students to just "be." Creativity is hampered by self-editing, so participants work on eliminating judgment or trying to justify their onstage existence. The emphasis is on allowing physical action to inspire the imagination through a variety of classroom exercises, including clowning and mask work. A final studio workshop of scenes is performed. Some outside rehearsal is expected.

+Theater Lab

THE303 2 credits

SEM 1. Open to grades 11 and 12. Prerequisite: One Theater 1 course or Introduction to Theater; and one Theater 2 course or participation in one Concord Academy mainstage production. May be repeated for credit.

This course is for theater students who wish to go further into deepening their work as actors. The more experience actors have with investigating a character, a scene, or an entire play, the stronger the work becomes each time they begin a new creative project. Listening and responding to text and to each other onstage is key for attentive, nuanced acting. Material varies year to year depending on the interests of the enrolled students. It might include play analysis with participants working as actors and directors. Or it could be an investigation of devised theater, the process of theater creation in a collaborative manner with the ensemble creating a collective theatrical piece, original or adapted. Regardless of the focus, the class also investigates the art of blocking, conveying the world of the play, and audience interaction. Students perform a final workshop of showing(s) at the end of the term. Outside rehearsal is expected.

+Directors' Workshop

THE403 6 credits

YEAR. Open to grade 12. Prerequisite: (a) One Theater 1 course or Introduction to Theater, one Theater 2 course; (b) participation in two Concord Academy mainstage productions; and (c) formal application submitted to and approved by the department. Theater Lab strongly recommended. Three class meetings per week; in the SPRING season, additional afternoon, or evening rehearsal times, including tech week's rehearsals, performance, and strike. The course also satisfies the seasonal requirement for the SPRING season.

Students who have demonstrated a capacity for independent work and wish to explore the creative process as directors participate in an intensive period of dramaturgical work, casting a show from the Concord Academy community, running rehearsals, and working with designers to produce an evening of one-acts as part of the Performing Arts Department season. In addition, there are assigned readings and assignments in service to the work needed in preparation for performance. The instructor serves as a mentor and guides the students' process and progress. Depending on class size, directors may be directing in teams. The spring rehearsal period and performance mark the culmination of the course.

+Playwriting: From Page to Stage

THE701 3 credits

SEM 1. Open to grades 11 and 12. Three class meetings per week. May be taken for English Department credit or Performing Arts Department credit. No prerequisite. Designation: Writing Workshop.

Whether students are experienced playwrights or want to try their hand at playwriting, this class offers students the opportunity to be supported with finding their *own voice* and producing their *own stories* while learning the art and craft of playwriting. Many aspects of playwriting are covered in depth, including plot structure, character development, dialogue, and the rewriting process. Over the course of the semester students write two 10-minute plays. Students hear their plays read out loud and discussed during feedback sessions. As inspiration for students' own playwriting process, there are readings and discussions about plays by professional playwrights. One or more professional playwrights also visit the class and participate in

PERFORMING ARTS

feedback sessions to assist every student's playwriting journey. Students may also have one of their pieces selected for inclusion in WOYM's spring semester staged reading.

Performing Arts Production: Mainstage Performer fall **THE109** **1 credit**
Performing Arts Production: Mainstage Performer winter **THE110** **1 credit**

FALL or WINTER. Open to all grades. Prerequisite: Successful audition. Class meetings: all scheduled daytime rehearsals (Monday–Friday, 3:30–5:30pm); in addition, attendance at all evening technical rehearsals, performances, and strike. Offered on a pass/fail basis.

Whether it be a musical, drama, or comedy, performers have the opportunity to explore specific techniques and skills that directly support onstage preparation for a final production. This is an audition-based opportunity for the entire CA community, and no experience is necessary—all are welcome! Students interested must sign up for the auditions, which are announced at the beginning of the indicated seasons. Students who are not cast are placed in another seasonal activity. In the 2026–27 school year, the fall production is a play and the winter production is a musical.

Theater Departmental Study **THE991** **1 to 3 credits**

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite for technical theater: Fundamentals of Production Design; and three seasons of Performing Arts Production: Tech Crew or two seasons of Performing Arts Production: Stage Manager. Prerequisite for acting, directing, or other theater work: One Theater 1 course, one Theater 2 course, one Theater 3 course; and two seasons of Performing Arts Production: Mainstage Performer. Prerequisite for all: Departmental study application form and proposal must be submitted to the department head by the course request deadline. Approval will be decided by the department head during the scheduling process. May be taken each semester.

(See General Description of Courses and Diploma Requirements.) Students who have demonstrated a capacity for independent work and have met the prerequisites may propose a Departmental Study in acting, directing, playwriting, dramaturgy, or technical design (scenery, costumes, sound, or lighting). A member of the Theater Program faculty oversees the process and the content of the project, making assignments as needed.

Design & Production

The fields of technical design, production, and stagecraft undergird all the performing arts and are integral to their success. Without critical support from offstage, performers are not able to succeed onstage. Many of these skills cross over into visual arts disciplines as well, making them truly interdisciplinary.

Design & Production and Athletics

Performing Arts Production: Stage Manager and Performing Arts Production: Tech Crew satisfy the seasonal requirement for the indicated season, but do not count as an Athletic offering.

Design & Production Course Offerings

All courses have two class meetings per week unless otherwise indicated below.

Making Theater Magic: Technical Design for Live Performance **PER113** **2 credits**

SEM 1. Open to all grades. Prerequisite: 1 season of Tech Crew, or Fundamentals of Production Design.

Ever wonder how theater magic happens? This course offers a comprehensive exploration of technical design for live performance, focusing on stagecraft (set building), lighting and sound technology, and special effects. Students develop practical skills and apply design thinking to solve complex production challenges. Throughout the course students work in the scene shop and theater focusing on the creation and implementation of technical drawings for scenery, lighting, and rigging; programming and operation of lighting and sound control systems; integration of special effects into live productions; analysis of theatrical texts to determine appropriate production requirements; and the application of critical thinking to solve complex theater production challenges all while collaborating with theater production professionals for hands-on experience. Come make magic happen!

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Performing Arts Production: Stage Manager	fall	PER104	1 credit
Performing Arts Production: Stage Manager	winter	PER105	1 credit
Performing Arts Production: Stage Manager	spring	PER106	1 credit

Open to all grades. Prerequisite: Application expressing reasons for interest in pursuing this course. Class meetings: All scheduled daytime rehearsals; in addition, attendance at all evening technical rehearsals, performances, and strike. Offered on a pass/fail basis.

This course teaches students teamwork through hands-on skills providing organizational support to the director, designers, actors, and stage crew. The stage manager acts as the director's representative during rehearsals, tech, and performance, making sure that the production runs smoothly and maintains the integrity of the director and design team's vision. Through hands-on tasks, students serve as leaders and mentors, gain confidence, acquire, and demonstrate organizational skills, and learn to foster collaboration. In any given season, Production Stage Managers (PSMs) as well as Assistant Stage Managers (ASMs) may be appointed.

Performing Arts Production: Tech Crew	fall	PER110	1 credit
Performing Arts Production: Tech Crew	winter	PER111	1 credit
Performing Arts Production: Tech Crew	spring	PER112	1 credit

Open to all grades. No prerequisite. Class meetings: 8–10 hours per week after 3:30pm, exact schedule to be determined by the Technical Director; in addition, attendance at full-day weekend technical rehearsals, evening tech week rehearsals, all performance(s), and strike. Offered on a pass/fail basis.

This course teaches students teamwork through hands-on skills working in technical theater: building scenery, hanging lights, and using sound and lighting technology, with the autonomy to support the production and showcase their talents. Through hands-on tasks, students gain confidence and leadership skills.

Public Art: Scenic Painting and Mural Design	PER704	2 credits
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SEM 2. Open to all grades. No prerequisite. May be taken for either Visual Arts Department credit or Performing Arts credit. \$40 materials fee.

Large-scale storytelling. Whether it be in collaboration with a production or standing alone on public display, this class is for the artist who wants to think big, draw big, and paint big. You'll learn how professional scenic artists work in the film and theater industries, turning plain plywood into expensive-looking marble or weathered wood. We'll explore why murals are the "open mic" of the art world—giving you a way to share your voice, connect with your community, and transform boring public spaces into a community conversation. If you're ready to trade your easel for a ladder and learn the art of faux and large-scale painting, this is the class for you.

Performing Arts Departmental Study	PER991	1 to 3 credits
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SEM 1 or SEM 2. Open to returning students in grades 11 and 12 who have demonstrated a capability for independent work in interdisciplinary performing arts. Prerequisite: Departmental study application form and proposal must be submitted to the department head by the course request deadline. Approval will be decided by the department head during the scheduling process. May be taken each semester.

(See General Description of Courses and Diploma Requirements.)

+The Feature Film Project		PER705	3 credits
+The Feature Film Project	winter	PER706	1 credit

SEM 1 + Winter Season. Open to grades 11 and 12. Prerequisite: Introduction to Film Production, Introduction to Theater, and/or The Sitcom Project. Three class meetings per week. \$20 materials fee. With required additional participation, the course also satisfies the athletics requirement for the winter season. If taken for PER credit, the course counts toward the overall graduation requirement in the arts but does not satisfy the two-credit graduation requirement for Performing Arts.

This highly collaborative experience provides students the opportunity to explore all facets of film production while producing an original feature-length film. Particular attention is given to the performance side of filmmaking, and interested students have the option to work in front of the camera as cast members in addition to serving in key crew positions. The course culminates at the end of the school year with a premiere for the Concord Academy community before the film is sent out for festival consideration.

Additional participation in Feature Film Project for winter season athletics is required to participate in this course.

SCIENCE

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The goal of the Concord Academy Science Department is to instill passion and teach students the skills and knowledge necessary to be responsible and informed global citizens. Content and skills challenge students to be objective, think analytically, and communicate effectively. Taking risks, collaborating, being skeptical consumers of information, and generating and pursuing questions with an openness to different perspectives are encouraged. Innovation and exploration are central to the curriculum. Technology is incorporated as essential to scientific discovery and analysis. Students graduate from CA with the skills and knowledge to create positive change whether as active citizens or professional scientists.

Requirements

Students must pass five semesters (15 credits) of science including 3 credits each in at least three of the five subdisciplines (biology, chemistry, physics, engineering, Earth/environmental science) in order to graduate. Students are, of course, strongly encouraged to take science during every year they are enrolled at Concord Academy, and to explore as many distinct subdisciplines as possible. A strong path will represent breadth as well as depth and include one year of study in at least two of the following: biology, chemistry, and physics. Students interested in pursuing a STEM major in college should consider a year of advanced study in one of these disciplines.

Science courses passed in 9th and 10th grades at the previous school generally count toward the graduation requirement at Concord Academy. However, a minimum of one semester (3 credits) of science must be successfully completed at CA even if the departmental semester requirement has been met previously.

Choosing appropriate courses

9th graders take Biology. This course is designed to help students learn fundamental skills and concepts used in all areas of science. 10th graders have access to two fields of study: Earth Science and Chemistry. 11th and 12th graders may take any of the courses open to 10th graders. The additional major courses open to 11th and 12th graders who have met the prerequisites are numerous and are described in detail on the following pages. Minor courses vary, so please make sure to review each course to see which grades can enroll.

Science Courses and Advanced Placement Exams

The Science Department does not model its courses after the College Board's Advanced Placement (AP) curricula. Some advanced electives may cover a significant portion of the material tested on the corresponding AP exam. To sit for an AP exam, significant outside-of-class preparation is necessary on the part of the student; even if all the content is covered by a course, the AP exam expects students to have conducted certain laboratory experiments that may not be part of the curriculum. Altogether, the Science Department does not recommend students consider AP science exams. However, our Accelerated Physics and Advanced Physics: Electricity and Magnetism sequence cover a portion of the material tested on the AP Physics 1, the AP Physics C: Mechanics, and AP Physics C: Electricity and Magnetism exams respectively. As such, students taking the appropriate courses can prepare themselves to take the corresponding AP exam with additional independent study.

Course Offerings

All courses in the Science Department have three class meetings per week unless otherwise indicated below. A plus sign (+) preceding the course title indicates advanced curriculum that equals or exceeds the rigor of the Advanced Placement program. Courses not offered this year, but likely to be offered in future academic years, are provided at the end of the catalog in the Not Offered section.

Biology

BIO101

6 credits

YEAR. Open to grade 9; grades 10, 11, and 12 by permission of the department. No prerequisite.

Biology serves as an introduction to the Concord Academy Science Department. Students become familiar with the central concepts of modern biology: evolution, the basic chemistry of living organisms, cell function, genetics, human physiology, and ecology. Students learn the skills to study and communicate science successfully. Classroom work is varied, including labs, computer simulations, and research projects. All students gain experience with data analysis, research, and presentations.

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+Advanced Biology: Molecular Biology and Biotechnology **BIO405** **3 credits**

SEM 1. Open to grades 11 and 12. No prerequisite.

Students explore some of the tools that have been developed in recent years to analyze and manipulate DNA, RNA and proteins. We consider how they work, how they have allowed new questions in basic science to be addressed, and what new applications they make possible in medicine, agriculture, and other fields. Lab work involves the use of a number of molecular biology techniques, such as PCR, gel electrophoresis, and CRISPR.

+Advanced Biology: The Conscious Self **BIO409** **3 credits**

SEM 1. Open to grades 11 and 12. No prerequisite.

What does it mean to be aware? In this advanced biology elective, students explore one of science's most profound questions — the nature of consciousness — through a rigorous, interdisciplinary lens spanning neuroscience, biology, and cognitive science. Beginning with the defining properties of consciousness and the brain structures that support it, students examine leading neural correlate theories, using visual perception as a detailed case study of how the brain actively constructs reality. The course then investigates altered states of consciousness — including sleep, coma, persistent vegetative states, anesthesia, and hallucinogenic drug effects — to illuminate what the brain requires to sustain awareness and what is lost when it cannot. Students demonstrate their learning through individual and group presentations, a sheep brain dissection lab with a practical assessment, and a culminating independent research paper on a consciousness-related topic of their choosing.

+Advanced Biology: Behavioral Neuroscience **BIO408** **3 credits**

SEM 2. Open to grades 11 and 12. Prerequisite: Biology and Chemistry.

How does the brain drive the behaviors and emotions that define us? This course explores the complex connection between brain function and human experience, with an emphasis on the neuroscience underlying psychological processes. Students explore how the nervous system is involved in complex functions such as learning, memory, and addiction, as well as how neurological and psychological disorders affect these processes. Students analyze classical and operant conditioning, neuroplasticity, and the brain's role in regulating emotions and decision-making. While this course emphasizes neuroscience, psychological perspectives are integrated to provide a well-rounded understanding of human behavior.

+Advanced Biology: Developmental Biology **BIO303** **3 credits**

SEM 2. Open to grades 11 and 12. No prerequisite.

With a focus on molecular, cellular, and evolutionary mechanisms, students explore how a single fertilized egg develops into a complex multicellular, functional organism. Invertebrate (sea urchin, worm, and fly) and vertebrate (frog, fish, and chick) models are used to build an understanding of the formation of the early body plan, differentiation of stem cells, organogenesis, cloning, genetics, and epigenetics. Ethical considerations that arise in this context are explored. Lab work and independent research are central to this course.

+Advanced Biology: Human Evolutionary Biology **BIO406** **3 credits**

SEM 2. Open to grades 11 and 12. No prerequisite.

Humans display a breathtaking range of behaviors in our interactions with one another. We have the capacity to form fiercely deep emotional bonds with members of our group and to inflict potentially brutal torment on those outside our group. Both of these drives are evolutionarily hard wired in our brains because they helped our ancestors successfully survive and reproduce. They are also at the root of many of the social justice issues we grapple with as a species, both in the past and today. This course asks students to explore why these, and other fundamental human behaviors, were crucial to our evolutionary success as a species. Through readings, research and hands-on projects, students demonstrate that a more complete appreciation of our evolutionary past provides tools to build a more just and peaceful future.

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Earth Science: Natural Hazards

ENV203 3 credits

SEM 1. Open to grades 10, 11, and 12. Prerequisite: Two semesters of high school science, or permission of the department.

Large portions of the world's population are exposed to natural hazards each year. This course explores the fundamental Earth science processes that drive events such as hurricanes, earthquakes, volcanoes, and droughts. Students gain an understanding of how scientists study hazards, the factors that influence them, and the methods of forecasting or predicting events. Special attention is given to understanding how the disasters that accompany many natural hazards impact local communities and society at large. Through readings and small projects, students gain insight into where and why hazards occur and how to evaluate an area for hazard risk. Students reflect on how society evaluates and confronts the dangers posed by natural hazards, and how political, economic, and cultural settings can serve to attenuate or exacerbate vulnerability before, during, or after disasters occur.

Earth Science: Evolution of a Habitable Planet

ENV204 3 credits

SEM 2. Open to grades 10, 11, and 12. Prerequisite: Two semesters of high school science, or permission of the department.

From the Big Bang to the rise of the modern Anthropocene, students journey through the 14-billion-year history of our universe and contemplate the question, "Just how did we get here?". Most of the focus of this course is on the formation of our own planet a mere 4.6 billion years ago. Studying major Earth history events such as the first appearance of single-celled organisms and the evolution and extinction of charismatic megafauna such as dinosaurs or Mammoths, students understand the links between abiotic and biotic Earth systems. Laboratory activities and field components of this course are designed to familiarize students with the rocks and fossils that archive the history of Earth and acquaint them with how the Earth has changed over time.

+Advanced Environmental Science: Food Systems

ENV406 3 credits

SEM 1. Open to grades 11 and 12. No prerequisite.

This interdisciplinary course explores the complex web of food systems, integrating science, history, culture, economics, and policy. From where and how food is produced, transported, and consumed, students examine the various supply chains involved in industrial agriculture, big organic, and regenerative farming. Particular attention is paid to how these supply chain processes shape environmental and health outcomes in communities. Focused on sustainable food and agriculture, this course includes topics such as soil health, crop agriculture, ranching, aquaculture, human nutrition, food waste, food security, and food justice. Field trips to local farms help solidify an understanding of local food systems.

+Advanced Environmental Science: Marine Science

ENV407 3 credits

SEM 2. Open to grades 11 and 12. No prerequisite.

This course emphasizes the marine life and ecological processes governing the planet's oceans. The course begins with an examination of the physical and chemical aspects of ocean environments, including plate tectonics and seafloor geomorphology, wave and current dynamics, and ocean-climate interconnections. Continuing with an exploration of marine ecosystems, such as coral reefs, estuaries, and deep oceans, students emphasize the biodiversity in Earth's ocean environments and key ecological processes. Attention is also given to critical conservation and policy efforts aimed at protecting marine ecosystems and their inhabitants. Throughout the course, students examine the myriad of threats to ocean environments, such as overharvesting, pollution, and climate change. Students research evidence-based solutions to address our most challenging ocean issues to complete the course.

Chemistry

CHE201 6 credits

YEAR. Open to grades 10, 11, and 12. Prerequisite: Two semesters of high school science, or permission of the department.

This course is designed to provide the student with an understanding of the behavior of matter at the atomic level and its connection to the macroscopic world. Problem-solving, demonstrations, and inquiry-based laboratory investigations are the core components of the course. Combining quantitative and qualitative aspects of science, the course bridges the gap between theoretical and empirical chemistry in a way that promotes independence and self-discovery.

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Topics in Chemistry: Chemistry of Cooking Macromolecules CHE301 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: Chemistry.

This course provides a hands-on and experimental approach to understanding and applying chemical principles through the delicious lens of cooking and baking. Students are asked to employ methods of cooking such as heating, fermenting, brining, acidifying, drying, and shearing. The chemical and physical changes involved in leavening, denaturation, and emulsification are central to our investigations. Productive collaboration, experimental design, and problem-solving are keys to success in this course. An independent, end-of-semester potluck project provides a culminating and synthesizing experience for students.

+Advanced Chemistry: Nuclear, Electronic, and Molecular Structure CHE402 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: Chemistry, or permission of the department.

This course builds on the principles of quantum mechanics and molecular structure introduced in Chemistry. The breadth and depth of topics from Chemistry are expanded, and the reviewed concepts are examined in greater levels of detail and abstraction. Emphasis is placed on understanding connections between fundamental principles and macroscopic phenomena. Students gain experience with building models from data and coping with complexity in problem solving, in topics including binding energy, fission, fusion, bonding and quantum mechanics, three-dimensional structure, intermolecular forces, and phase behavior.

+Advanced Chemistry: Kinetics and Equilibrium CHE403 3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: Chemistry, or permission of the department.

This course scaffolds outward from the topics of reaction chemistry introduced in Chemistry. Emphasis is placed on empirical observation, on experimentation, and on understanding the connection between the macroscopic physical observations we make and the behavior of atoms and molecules. Students gain experience with building models from data and coping with complexity in problem solving, in topics including rate laws, chemical equilibrium, reaction control, thermodynamics, electrochemistry, and acid-base reactions.

Physics PHY301 6 credits

YEAR. Open to grades 11 and 12; grade 10 by permission of the department. Prerequisite: Three semesters of high school science, and Standard Geometry or Geometry 2.

The study of physics has as its goal the understanding of the physical world, the ability to conduct and report on scientific investigations, and the development of analytical tools for problem solving. Through hands-on experimentation, demonstrations, group discussions, and problem solving, students investigate topics such as vectors, Newton's laws, conservation of energy and momentum, and simple harmonic motion. Students are exposed to the use of spreadsheets, Bluetooth sensors, and other technologies for data collection and analysis. Throughout the course, symbolic solutions to problems, error analysis, empirical and theoretical problem-solving methods in the lab, and lab report writing skills are emphasized.

+Accelerated Physics PHY305 6 credits

YEAR. Open to grades 11 and 12; grade 10 by permission of the department. Prerequisite: Three semesters of high school science; and completion of Accelerated Trigonometry, or completion of Trigonometry and permission of the department.

Although many of the goals of Accelerated Physics and of Physics A and B are the same, the primary differences between the two courses are the faster pace of Accelerated Physics and its greater emphasis on the theoretical foundations of the concepts. This course serves as an introduction to a rigorous college-level foundation course in physics, including the following topics: kinematics, vector mathematics, Newton's laws, centripetal acceleration and universal gravitation, work, energy, momentum, angular quantities, statics, and oscillations. While calculus is not required or directly utilized for problem solving, students are exposed to the conceptual connections between calculus and physics. In addition, students are exposed to the use of Excel, Bluetooth sensors, smartphone apps, and other technologies for data collection and analysis. Throughout the course, symbolic solutions to problems, error analysis, empirical and theoretical problem-solving methods in the lab, and lab report writing skills are emphasized.

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+Advanced Physics: Vibrations, Waves, and Optics

PHY403 3 credits

SEM 1. Open to grades 11 and 12. Prerequisite: Accelerated Physics or Physics B. Pre/corequisite: Calculus or Calculus: Part A.

From atomic clocks to lasers, string theory to stringed instruments, gravitation to Wi-Fi, even the very way you can read this course description, vibrations and waves are everywhere. We explore these both through mathematical descriptions of vibration, oscillatory systems, and waves, and through observation and measurement of a range of oscillatory and wave phenomena, including the measurement of the speed of light and the application of laser interferometry, to understand the recent successes of gravitational wave observations. Other topics include geometric optics, Doppler shifting, interference in thin films, polarization, standing waves.

+Advanced Physics: Electricity and Magnetism

PHY402 3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: Accelerated Physics or Physics B. Pre/corequisite: Calculus: Part B.

The Electromagnetic Theory developed in the 19th century is one of the most elegant physical theories ever devised. This course builds on the strong foundations in your earlier courses in Physics by exploring the world of electricity and magnetism. This calculus-based course begins with an exploration of electrostatics, conductors, and electric circuits. The second half of the course presents magnetic fields, electromagnetism, and electromagnetic waves. Optional topics at the end could be Maxwell's equations and relativistic electrodynamics. The entire course requires extensive use of differential and integral calculus.

Topics in Engineering: Structures 1

ENR303 3 credits

SEM 1. Open to grades 11 and 12. No prerequisite.

If you ever wanted to know what keeps buildings from falling down, structural engineering is the reason. This course introduces students to the basic concepts in structural engineering: stress, strain, tension, compression, moment, and shear. We also study basic structural vibration and analyze the normal modes of a small tower. Using this knowledge, students build a giant slender cantilever in teams; like the tallest and thinnest NYC skyscraper but on its side, the cantilever requires clever application of all the concepts studied to prevent collapse. Successful structures may be hung up in the StuFac.

Topics in Engineering: Aerodynamics

ENR304 3 credits

SEM 1. Open to grades 11 and 12. No prerequisite. \$80 materials fee.

Starting with the basic theories of lift, and then introducing the primary flow conditions, laminar and turbulent, and their influence on the boundary layer, we study the interactions of air with lifting bodies and aerodynamic control surfaces. Then we analyze different types of subsonic aircraft from very traditional to more innovative designs like the canard planes of Burt Rutan. We cover basic aircraft design parameters including wing loading, stability factors, center of mass location and flutter. We learn about human factors that contribute to aircraft safety and the most typical accident types for general and commercial aviation. Students demonstrate their understanding through presentations, oral and written assessments.

Topics in Engineering: Maker Tools/CAD/CAM

ENR704 2 credits

SEM 1 or SEM 2. Open to grades 10, 11, and 12. May be taken for either Science Department credit (No prerequisite) or, with completion of a prior introductory course, Visual Arts Department (but not studio) credit.

In this course, we learn about and execute the full arc of development from digitization and design to the fabrication and assembly of components. Students spend time with the tools available in the maker space. The basic artistic ideas of line, space and form and combined with the basic structural ideas of tension, compression, moment and shear. The semester project, an interactive sculpture, includes multiple tools and techniques covered in the semester, possibly including 3D design & printing, laser cutting, welding, woodworking, and Arduino control systems.

+Advanced Engineering: Structures 2

ENR401 3 credits

SEM 2. Open to grades 11 and 12. Prerequisite: Structures 1.

This course explores unconventional structures and a more in-depth look at how structures and materials behave. We look at tension structures like inflatable tennis court buildings and compression structures like Gaudi's Sagrada Familia. We also investigate how tension, compression, shear, moment and stress are combined in many structures from a suspension bridge and tensegrity tower to smaller structures like a

SCIENCE

spoked bicycle wheel. We look at structures at large and small scales, from cathedrals to soda cans, learning how stresses are generated and how that leads to failures (like why sausages tend to always fail with tears along the length rather around their circumference). Students choose a structure type and build a model as part of their final presentation.

Topics in Engineering: Architectural Design Concepts, Processes, and Technologies

ENR701 3 credits

SEM 2. Open to grades 11 and 12. No prerequisite. May be taken for either Science Department credit or Visual Arts Department studio credit.

This course employs seminar-style and studio-based work to explore what architecture means, from its inception five thousand years ago to its role in shaping communities for the 21st century. Students are introduced to the underlying principles and processes necessary for successful architectural design, including conceptualizing ideas, rendering them in two-dimensional schemes, and then realizing them as three-dimensional models through various media in individual and team-based projects. Case studies of iconic buildings, visits to architectural landmarks, and engagement with the challenges of sustainable development supplement studio work. Assessments are conducted through peer critique, written evaluations, and a formal review of projects led by professional designers and architects.

Topics in Engineering: Electroacoustic Theory & Design

ENR302 3 credits

SEM 2. Open to grades 11 and 12. No prerequisite.

Speakers are part of everyday life. They vary from ear buds to the huge stacks of speakers at a concert. This course covers the basic physics of sound waves and how different frequencies interact with speakers and the space they are in. It also covers the basic physics of electronic signal propagation through speaker components. Various types of drivers, traditional cone, horn, electrostatic and others as well as speaker designs are discussed and connected to the physics of sound and electronic signals. Students then design and build their own small speakers and test their performance.

VISUAL ARTS

VISUAL ARTS

The Visual Arts Department includes studio courses in two- and three-dimensional fine arts, media arts, and art history. The program's breadth and depth offer opportunities for students at all levels, from beginning to advanced. Many students initially explore several areas within the department and later focus on one or two to pursue in depth. We often hear seniors wish they had signed up for more visual arts courses earlier in their CA careers.

Requirements

Students must earn credits in the Visual Arts Department and the Performing Arts Department. The number of credits required in the arts is determined on the following basis: by graduation, students entering 9th grade must earn a minimum of 10 credits, students entering 10th grade must earn 8, and students entering 11th grade must earn 6. If a student wishes to concentrate in one of the two departments, a minimum of 2 credits must still be earned in the other. The minimum 2 credits in the Visual Arts Department must be earned in a studio-based course. Studio courses are indicated with an asterisk (*). In addition to studio instruction, most visual arts courses include slide lectures or screenings, group discussions, and critiques. Work is required outside of class in all courses.

Some courses require a materials or processing fee, as indicated in the descriptions below. All course fees are now capped at \$20.

Visual Arts Courses and Advanced Placement Exams

While the Visual Arts department does not teach specifically to the AP Art curriculum, the studio skills required to meet the expectations of the portfolios for either 2D or 3D design can be supported through exploration within any discipline within the Visual Arts department alongside individualized conversations with faculty members. Because of the amount of work required to produce an AP portfolio, students should be aware that this undertaking requires significant hours of independent, self-paced effort.

Course Offerings

All courses in the Visual Arts Department have two weekly class meetings unless otherwise indicated below. A plus sign (+) preceding the course title indicates an advanced curriculum that equals or exceeds the rigor of the Advanced Placement program. Courses not offered this year but likely to be offered in future academic years are provided at the end of the catalog in the Not Offered section.

Choosing Appropriate Courses

The Visual Arts Department's policy is not to exempt students from first-level courses. Although many students come to us with various abilities and experiences, first-level courses are essential in a curriculum that prepares students for the intense studio experience of upper-level courses. The curriculum is flexible, allowing students at all ability levels to thrive. First-level courses serve as an introduction to a specifically designed sequence of courses that build on each other.

Exemptions

Infrequently, students have previous experience that aligns with the curriculum. Exemption requests require a portfolio of work in the specific discipline to be reviewed by the discipline-specific instructor and department head. Inquiries for exemption should be directed to the Visual Arts department head via the student's advisor, or interim advisor (for incoming students).

Requests to repeat a course for credit are considered on a case-by-case basis.

Ceramic Offerings

***Ceramics 1**

CER101 2 credits

SEM 1 or SEM 2. Open to all grades. No prerequisite. \$20 materials fee.

This course focuses on the basics of clay within a three-dimensional sculptural and wheel-thrown context. Ample hands-on time, teacher demonstrations, and one-on-one feedback are vital components of the class. In addition to basic making, students also explore a variety of different finished surfaces through the use of

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high-fire and low-fire clays, glazes, and slips. Projects emphasize developing good construction, problem-solving, and creative process skills.

***Ceramics 2: Form and Technique**

CER202 2 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: Ceramics 1. \$20 materials fee.

This course is a continuation of Ceramics 1 but with much more flexibility tailored to the individual. Students choose which clay to use and what to create: functional, nonfunctional, sculpturally based work, or a combination thereof. Whichever they choose, students focus on exploring new and different forms and developing their finishing techniques as a means of personal expression. One all-class project, to be determined each semester, is geared toward exploring a particular technique within a sculptural context. Classes include teacher demonstrations, slide presentations, and individual feedback. This higher-level class comes with increased expectations for good citizenship in the classroom, including helping others, maintaining cleanliness, and doing additional work with clay reclaim. This course meets concurrently with Ceramics 3 and 4.

+*Ceramics 3: Exploration and Refinement

CER302 2 credits

SEM 1 or SEM 2. Open to grades 10, 11, and 12. Prerequisite: Ceramics 2. \$20 materials fee.

With higher expectations for both the making and finishing of projects, this course is a continuation of Ceramics 2. Through more challenging projects, students are asked to deepen their understanding of their aesthetic clay vocabulary and to develop their approach to the finished surface, reaching a more sophisticated level of work. As in Ceramics 2, students are expected to work on one all-class project, determined each semester and designed to explore a particular technique within a sculptural context. This higher-level class comes with increased expectations for good citizenship in the classroom, including helping others, maintaining cleanliness, and doing additional work with clay reclaim. This course meets concurrently with Ceramics 2 and 4.

+*Ceramics 4: Independent Voice

CER402 2 credits

SEM 1 or SEM 2. Open to grades 10, 11, and 12. Prerequisite: Ceramics 3. \$20 materials fee.

Continuing from Ceramics 3, this course allows students to work more independently, exploring their interests in clay. Semester-long projects are the student's choice, discussed and agreed upon with the instructor early in the course. Ample hands-on time and problem-solving skills are a focus, along with an emphasis on form and aesthetic design. This higher-level class comes with increased expectations for good citizenship in the classroom, including helping others, maintaining cleanliness, and doing additional work with clay reclaim. This course meets concurrently with Ceramics 2 and Ceramics 3 and replaces Departmental Study in Ceramics.

Design Offerings

***Graphic Design**

VIS710 2 credits

SEM 1. Open to all grades. No prerequisite. May be taken for either Computer Science Department credit or Visual Arts Department studio credit. \$20 materials fee.

Graphic design, with its iconic images, posters, billboards, logos, websites, book covers, and ad campaigns, responds to and influences popular culture. In this course, students become familiar with a variety of tools and techniques of design, illustration, typography, and visual identity; they learn strategies for idea generation and development, and step into the designer's role as a visual storyteller. Projects involve designing logos, flyers, infographics, websites, and posters. We design for print and screen, for clients real and imagined, and for a variety of output formats.

Topics in Engineering: Computer-Aided Design, Manufacturing, and Maker Tools

VIS712 2 credits

SEM 1 or SEM 2. Open to grades 10, 11, and 12. Prerequisite: any introductory level visual arts course. May be taken for either Visual Arts Department (but not studio) credit, without prerequisite, Science Department credit.

Computer-aided design and computer-aided manufacturing continue to evolve and to change the way we make everything from prototypes to products to tools to three-dimensional visuals. In this course, we learn about and execute the full arc of development from digitization and design to the fabrication and assembly of components. The semester project, an interactive sculpture, includes multiple tools and techniques

VISUAL ARTS

covered in the semester possibly including 3D printing, laser cutting, welding, woodworking, and Arduino control systems.

***Advanced Graphic Design** **VIS711** **2 credits**

SEM 2. Open to all grades. Prerequisite: Graphic Design or permission of the department. May be taken for either Computer Science Department credit or Visual Arts Department studio credit. \$20 materials fee.

This course is for students who have a strong foundation in visual communication and design principles and are ready to take a deeper dive. While refining their skills in industry-standard design tools, students pursue projects that may include interactive design, user experience (UX) design, packaging design, motion graphics, client brand assets, and design for social media platforms. Emphasis is placed on creative problem-solving, image manipulation, branding, typography, and advanced layout techniques. By the end of the course, students build an online portfolio that demonstrates their proficiency in visual communication and design.

***Topics in Engineering: Architectural Design Concepts, Processes and Technology** **ARC701** **3 credits**

SEM 2. Open to grades 11 and 12. No prerequisite. May be taken for either Visual Arts Department studio credit or Science Department credit.

This course employs seminar-style and studio-based work to explore what architecture means, from its inception five thousand years ago to its role in shaping communities for the 21st century. Students are introduced to the underlying principles and processes necessary for successful architectural design, including conceptualizing ideas, rendering them in two-dimensional schemes, and then realizing them as three-dimensional models through various media in individual and team-based projects. Case studies of iconic buildings, visits to architectural landmarks, and engagement with the challenges of sustainable development supplement studio work. Assessments are conducted through peer critique, written evaluations, and a formal review of projects led by professional designers and architects.

Drawing Offerings

***Drawing 1: Methods & Materials** **DRA101** **2 credits**

SEM 1 or SEM 2. Open to all grades. No prerequisite.

This course explores technical and expressive foundations of drawing and design that can be applied to all areas of art study at CA. Students break down the process of drawing into its various elements, such as line, volume, value, and composition while developing a vocabulary to discuss and evaluate work. Projects range from contour sketches to polished studies and renderings, exploring a variety of drawing tools, materials, and subject matter from observation.

***Drawing 2: Meaning & Message** **DRA201** **2 credits**

SEM 1 or SEM 2. Open to all grades. Prerequisite: Drawing 1, Painting 1, or The Figure.

Expands the students' technical drawing abilities while embracing drawing as a means of personal expression. Students experiment with diverse styles, subjects, and media, including illustration in color. Projects integrate observational and imaginative drawing, while investigating artists and illustrators, past and present, who have made drawing an integral part of their practice. A strong foundation in Drawing 1 skills are assumed.

***Drawing 3: Experimentation & Expression** **DRA301** **2 credits**

SEM 1 or SEM 2. Open to grades 10, 11, and 12. Prerequisite: Drawing 2.

In Drawing 3 students shift focus to larger-scale projects, working with a variety of chosen media including collage and mixed media. Students develop the conceptual aspects of drawing, transforming ideas into intricate, layered, and expressive works centered on telling a personal story. Throughout the course, students experiment with choosing materials that connect to their overall concept. Lastly, students participate in peer critiques and investigate contemporary artists, reflecting on how their own ideas and work might resonate within their personal lives and communities.

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+*The Figure

VIS201 **2 credits**

SEM 1. Open to grades 10, 11, and 12. Prerequisite: Drawing 1, Painting 1, or permission of the department. \$20 model fee.

This course provides an opportunity for extensive work with a subject matter that has been a cornerstone of all art disciplines throughout history. Students gain familiarity with the structures of the human body while drawing in various media and exploring a broad range of techniques and styles. Work ranges from short gesture sketches to sustained studies of the nude figure, and may include investigations into the skeletal and musculature system. In addition to studio-based work, students participate in off-campus urban sketching to observe and draw the figure in real-world contexts. The course culminates in a special life-size figure drawing project that challenges students to synthesize anatomical knowledge, observation, and expressive mark-making at full scale.

Fiber Offerings

***Fiber Arts: Costume, Fashion, and Cosplay Construction**

FIB106 **2 credits**

SEM 1. Open to all grades. No prerequisite. \$20 materials fee.

Dream it, make it, wear it. Have you ever wanted to design and construct an item of clothing, a costume or a cosplay design and bring it to life? Throughout the semester, students dive into various aspects of design and construction, exploring techniques that are essential to the world of costume, fashion, and cosplay. From strengthening illustration techniques to understanding the art of draping and patterning, students learn how to transform their designs into tangible objects. Through sewing and construction workshops, students develop proficiency in working with traditional fabrics and sculptural materials. Problem-solving is a key focus of this class. As students encounter challenges in their projects, they learn to think creatively and adapt their approach to find innovative solutions. Whether it's overcoming technical obstacles or experimenting with unconventional materials, students develop the resilience and

***Fiber Arts: Working with Fibers**

FIB104 **2 credits**

SEM 1. Open to all grades. No prerequisite. \$20 materials fee.

What is fiber art? If you don't know or have some experience working with yarn, thread, or fabric to make handmade creations - then this is the course for you! Students spend the semester working with various materials and exploring multiple techniques to create 2D and 3D projects. Projects might employ loom weaving, embroidery, machine sewing, hand stitching, beading, etc. Students should expect an active, hands-on learning environment that is playful yet challenging with a meditative vibe.

***Fiber Arts: Color on Cloth**

FIB103 **2 credits**

SEM 2. Open to all grades. No prerequisite. \$20 materials fee.

This course examines color's many meanings and applications through the dying process. There are numerous methods to the craft of fiber dying, from simple fold-and-bind, immersion and dip dying to more complicated resists and shibori techniques. Utilizing surface design techniques, the class explores the many ways textiles can tell stories. Through exploration, research, demonstration, critique, and sample-making, we develop compositions and skills.

Film Offerings

***Introduction to Film Production**

FIL102 **2 credits**

SEM 1 or SEM 2. Open to all grades. No prerequisite. \$20 materials fee.

This course is for everyone who wants to experience the creative process of filmmaking. Students complete a series of early solo film challenges to build their technical and conceptual understanding of pre-production, production, and post-production workflows. Concurrently, students uncover the narrative ingredients required to create engaging cinematic stories. The final third of the semester focuses on working as a collaborative crew, with each student focusing on a specific position and working together to create a polished short film. Ample class time is set aside for each live-action project.

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***Introduction to Animation**

FIL103

2 credits

SEM 1. Open to all grades. No prerequisite. \$20 materials fee.

Examining a wide array of techniques and technologies, this course guides students through multiple projects as we explore the foundational principles of animation. Students develop their craft using traditional and 2D digital animation techniques. As we discover across a variety of projects, the ability to draw is not a gatekeeper into the world of animation; all skill levels are most welcome! The course requires a high level of patience and stamina to do the work well; students should plan accordingly before committing.

***Intermediate Animation**

FIL211

2 credits

SEM 1. Open to grades 10, 11, and 12. Prerequisite: Introduction to Animation. \$20 materials fee.

Continuing the work of Introduction to Animation, Intermediate Animation is a chance for students to refine their skills in longer format projects using animation techniques that suit the idea. Emphasis is placed on the development process of animation, including story generation, character design, and pre-visualization. This course meets concurrently with Introduction to Animation.

+*The Feature Film Project

FIL706

3 credits

+*The Feature Film Project

winter

FIL707

1 credit

SEM 1 + WINTER SEASON. Open to grades 11 and 12. Prerequisite: Introduction to Film Production, Introduction to Theater, and/or The Sitcom Project. Three class meetings per week. \$20 materials fee. With required additional participation, the course also satisfies the athletics requirement for the winter season.

This highly collaborative experience provides students the opportunity to explore all facets of film production while producing an original feature-length film. Particular attention is given to the performance side of filmmaking, and interested students have the option to work in front of the camera as cast members in addition to serving in key crew positions. The course culminates at the end of the school year with a premiere for the Concord Academy community. The final film is submitted broadly for festival consideration. Additional participation in the Feature Film Project Winter Season option is required to participate in this course.

***Post-production: Cutting the Feature**

FIL212

2 credits

SEM 2. Open to grades 10, 11, and 12. Prerequisite: Introduction to Film Production. \$20 materials fee.

A good editor often engages in what is known as "the invisible art," shaping shots into a montage of imagery that moves the audience in subtle but lasting ways. This course explores the art and craft of editing through some practical, hands-on projects that reveal theories and best practices of the craft. In addition, we explore the increasingly blurred lines between editor, visual effects artist, and colorist. As the semester progresses, this course engages in a professional model, serving as the "post-house" for the Feature Film Project production. By the semester's end, students cooperate in creating a feature-length production while gaining a thorough understanding of picture and sound editing, audio mixing, and color grading methods.

+Screenwriting

FIL702

3 credits

*SEM 2. Open to grades 11 and 12. No prerequisite. Three class meetings per week. May be taken for either Visual Arts Department (but *not studio*) credit or English Department credit.*

This course is dedicated to the peculiar craft of screenwriting, a format that requires the writer to say much with very little. With screenplay readings and various exercises, we reveal the tricks of the trade, including the narrative structure and character development, perhaps — as we do — answering the ultimate riddle: Which came first, plot or character? We consider the screenplay's place in the broader field of fictional writing, identifying its relations to and departures from the short story, novel, and play. Additional time is spent studying the challenges of adapting an idea from preexisting material. A major portfolio piece serves as the primary assessment of the course, where students design an outline for a feature-length screenplay and then expand a sizable portion of the outline into screenplay format.

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Painting Offerings

***Painting 1: Water Media**

PAI101 2 credits

SEM 1 or SEM 2. Open to all grades. No prerequisite.

In this course, students are introduced to the fundamental elements of developing a painting: drawing, tone, color, and composition. Projects range from quick sketches to longer studies involving work developed through direct observation and the student's imagination. Emphasis is placed on strengthening the students' drawing and compositional skills, building familiarity with watercolor and acrylic media, and developing skills in working with color and value.

***Painting 2: Oil**

PAI201 2 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: Painting 1. \$10 studio fee.

This is an intensive oil painting course in which students build their technical skills, explore color and composition in depth, experiment with a variety of techniques, and begin to develop a personal visual vocabulary. Structured problems involving still life, portraiture and self-portraiture, and work from the students' imagination are given to help students maximize their potential for growth.

+*Painting 3: Observation

PAI302 2 credits

SEM 1. Open to grades 10, 11, and 12. Prerequisite: Painting 2; and Drawing 1 or permission of the department. \$10 studio fee.

This course, while meeting concurrently with Painting 2, pursues projects in oil paint and other media that are focused on working from direct observation. Projects may involve still life, portraiture, self-portraiture, and interior spaces. Emphasis is placed on drawing, composition, color accuracy, and painting techniques.

+*Painting 3: Imagination and Abstract

PAI303 2 credits

SEM 2. Open to grades 10, 11, and 12. Prerequisite: Painting 2; and Drawing 1 or permission of the department. \$10 studio fee.

This course, while meeting concurrently with Painting 2, pursues projects in a variety of painting and drawing media that are focused on abstract painting and working from the student's imagination. Projects may involve interpretive and narrative painting, as well as exploring techniques that are designed to ease one into the complex and challenging world of abstract painting.

***Printmaking: Relief Techniques**

PRI102 2 credits

SEM 2. Open to all grades. No prerequisite.

This is a fun and energetic introductory course in relief printmaking techniques, including linoleum cut, woodcut, and the ever-popular monotype. Emphasis is on the development of the imagery within each student's work and the exploration of each process's textural and compositional possibilities. No drawing skills are necessary, just a willingness to experiment.

Photography Offerings

***Photography 1: Introduction to Photography**

PHO101 2 credits

SEM 1 or SEM 2. Open to all grades. No prerequisites. \$20 materials fee.

This studio course is an introduction to photographic production and contemporary image culture. Students learn the basic elements of photography through primarily digital means and manage their growing portfolio using industry-standard software. Students also consider photography's history and broader cultural context through lectures and group discussions. Assignments are designed to explore students' artistic voice and vision while honing their knowledge of manual camera controls. Students are permitted to use their own adjustable digital camera, and loaners are available to borrow if needed.

***Photography 2: Black & White Film and Darkroom**

PHO203 2 credits

SEM 1 or SEM 2. Open to all grades. Prerequisite: Photography 1. \$20 materials fee.

This course is an intensive dive into traditional 35 mm black & white film processes. Students learn to process their own black & white film and wet darkroom prints while investigating the conceptual expression of ideas through photography. Emphasis is placed on technical craft, intention, and the decision-

VISUAL ARTS

making process. Assignments are designed to develop students' artistic voice and vision, ultimately culminating in a cohesive portfolio of photographs. Students are permitted to use their own 35 mm film camera, and loaners are available to borrow if needed.

+*Photography 3: Portfolio 1 **PHO305** **2 credits**

SEM 1 or SEM 2. Open to grades 11 & 12. Prerequisite: Photography 2. \$20 materials fee.

This studio course allows students to work independently to create a cohesive, personally meaningful portfolio of photographs. Emphasis is placed on individual research, project development, and problem-solving with faculty guidance. Works in progress are shown in group critiques, providing feedback for the project's growth. Students are welcome to work with film or digital capture, depending on individual needs and experience.

+*Photography 4: Portfolio 2 **PHO403** **2 credits**

SEM 1 or SEM 2. Open to grade 12. Prerequisite: Photography 3. \$20 materials fee.

This course, while meeting concurrently with Photography 3: Portfolio 1, allows students to work independently to create a cohesive, personally meaningful portfolio of photographs. Whether beginning a new project or further developing the project created in Portfolio 1 from a new perspective, emphasis is placed on individual research, project development, and problem-solving with faculty guidance. Works in progress are shown in group critiques, providing feedback for the project's growth. Students are welcome to work with film or digital capture, depending on individual needs and experience. This course replaces Visual Arts Departmental Study in Photography.

Public Art Offerings

***Sculpture & Space** **VIS101** **2 credits**

SEM 1. Open to all grades. No prerequisite.

Ever wanted to step inside your art or see it take over a space? In this course, you'll move beyond the sketchbook and into your everyday environment. This isn't just about making objects; it's about changing how people feel when they interact with your artwork. In Sculpture, students explore a variety of creative techniques and materials, including assemblage, wire, cardboard, plaster, and interactive sculpture. Through hands-on projects, students learn how to transform found objects and raw materials into three-dimensional art, experimenting with structure, texture, and form. The course encourages creative expression while emphasizing the importance of understanding spatial relationships and material properties. Finally, students explore the work of sculptors past and present to inform their own studio practice.

Public Art: Scenic Painting and Mural Design **VIS716** **2 credits**

SEM 2. Open to all grades. No prerequisite. May be taken for either Visual Arts Department credit or Performing Arts credit. \$40 materials fee.

Large-scale storytelling. Whether it be in collaboration with a production or standing alone on public display, this class is for the artist who wants to think big, draw big, and paint big. You learn how professional scenic artists work in film and theater industries, turning plain plywood into expensive-looking marble or weathered wood. We explore why murals are the "open mic" of the art world, giving you a way to share your voice, connect with your community, and transform boring public spaces into a community conversation. If you're ready to trade your easel for a ladder and learn the art of faux and large-scale painting, this is the class for you.

VISUAL ARTS

Visual Arts Departmental Study

VIS991 1 to 3 credits

SEM 1 or SEM 2. Open to returning students in grades 11 and 12. Prerequisite: Departmental study application form and proposal submitted to and approved by the department head before the course request deadline; student-initiated consultation with a department member prior to submitting the proposal. May not be taken for studio credit. The studio fee will be determined upon the student's accepted proposal.

(See General Description of Courses and Diploma Requirements.) This course is reserved for students seeking to widen and deepen their knowledge of visual arts after using the variety of Visual Arts Department offerings. The written proposal that students submit must state the overall goals of the semester, specific media, and skills they plan to study, and potential projects. Although students are paired with an instructor, the expectation is to work independently and be self-motivated. Please understand that not all proposals are approved.

There are three categories for Visual Arts Departmental Studies:

Interdisciplinary: for students who have explored a wide range of Visual Arts Department offerings and would now like to investigate the intersection of those mediums and skills with a proposal that emphasizes an interdisciplinary plan for projects.

Exploratory: for students who would like to use a form of media outside the current offerings of the Visual Arts Department after demonstrating full engagement with department courses that support the proposed work.

In-depth: for students who have taken all courses offered within a specific discipline and wish to explore further and deepen their knowledge of that discipline. This category is intended for students who have satisfied and demonstrated exceptional skill and talent in a discipline's most advanced course. The proposal should include techniques, concepts, projects, and goals.

HEALTH AND WELLNESS

HEALTH AND WELLNESS

Health and Wellness courses engage students in dialogue and conversation regarding issues and ideas that are important to their social and emotional development. Each course is designed with an age-appropriate focus and curriculum to help students manage the emotional, academic, and social challenges of adolescence.

Requirements

Health and Wellness courses are required for grades 9–11.

Course Offerings

All Health and Wellness courses are all-gender, noncredit. 9th Grade Seminar will meet throughout the fall semester during class meetings as well as assembly and/or club blocks. 10th and 11th Grade Seminars will have one class meeting per week during the academic day schedule.

9th Grade Seminar: Best-Case Scenario

HEA103

Fall. Required of all 9th grade students. Open to grade 9.

Welcome to Concord Academy! This course meets in the fall semester to guide students through their transition to Concord Academy and focuses on topics related to their academic, social and emotional transition to both CA and high school overall. In addition to covering school policies and CA specific norms and practices, the seminar will also offer tips in time management and best academic practices, discuss the role of individuals in a community, as well as developmentally appropriate emerging adolescent issues. This course will take place during Class Meetings over the course of the fall semester. A team of educators from the offices of Community and Equity, Health Center, Counseling Center, Academic Support Center, Student Life Offices and others will develop and teach different modules throughout the course.

10th Grade Seminar: Topics in Sexual and Relational Health

HEA202

SEM 1 or SEM 2. Required of all 10th grade students. Open to grade 10.

This course promotes information, permission to ask questions, and access to resources to engage in a dialogue about the issues, pressures, and decisions regarding sex and intimacy that many students face during adolescence.

11th Grade Seminar: Navigating the College Process

HEA302

SEM 2. Required of all 11th grade students. Open to grade 11.

In this discussion-based class co-taught by the members of the college counseling office, students are encouraged to approach the college search with open minds, engage in self-reflection, and take charge of their own processes. The class covers a range of topics, including helpful resources for conducting research, how to think about selectivity, and what to do and ask during campus visits. Students also can familiarize themselves with the different parts of the Common Application so that by the end of the course, they are well-prepared to write strong applications in the senior fall.

Upper-Level Seminar: Wellness & Mindfulness:

Tools for Happiness and Wellbeing in Daily Life

HEA401

SEM 1. Open to grades 11 and 12.

This fall semester course introduces students to wellness and mindfulness practices that they can integrate into their daily lives. Students will be guided through a variety of practices including movement, yoga, walking and seated meditation, body-scans, journal writing, and more. They will be introduced to the concepts of various mindful practices and given a toolbox of options. This course will meet in one long block each week during the fall semester.

ATHLETICS

ATHLETICS

The Athletics Department is committed to educating students about the important role of physical fitness for a healthy, balanced lifestyle and the many vital life skills and values learned through participation on teams. Through activity-based learning, the staff seeks to pass on values such as respecting self and others, accountability and responding to failure. In addition, team programs provide students the opportunity to learn about collaborating, sacrificing for others, winning, and losing with class, and playing different roles in varied settings.

The Athletics Department offerings are broad and varied to allow students to explore activities best suited to their interests and passions. Some Performing Arts Department offerings that are physically demanding or team-oriented are included below and can be taken to satisfy the Athletics Department requirement. Thus, the Athletics Department offers a broad-based program of excellence to enhance the academic experience and to strengthen the community.

The three athletic seasons are as follows:

Fall: September–November

Winter: November–February

Spring: March–May

Gender-Inclusion Statement

Concord Academy believes in the importance of participating in athletics programming for all its positive values. All students should have access to the benefits of full participation in Concord Academy's robust intramural and interscholastic athletics offerings. We recognize that many athletics opportunities and teams are organized on a gender binary, and this structure does not adequately represent or support the diversity of gender identities in our school. Each student may participate in programming that aligns with or supports their gender identity. They may also participate in programming that aligns with their gender assigned at birth. It should be noted participation on an interscholastic team is inherently external-facing and includes semi-public rosters and potential media coverage. Anyone with concerns should discuss them with the Community & Equity Office or the Athletic Director. The Athletics Department is continually working to create a more gender-inclusive environment for all students.

Requirements

Students in grades 9–10 are required to participate in at least one of the options listed below in each of the three seasons. A minimum of one season must be selected from the Athletics options and one from the Team Experience options.

Students in grades 11–12 are required to participate in two of the three seasons. A minimum of one season must be selected from the Athletics options.

New students in grade 11 must select a minimum of one Team Experience option during their first year at Concord Academy and must select an Athletics option or Team Experience option in the fall season.

Athletics Options	Team Experience Options
Team Sports (varsity, subvarsity, intramural)	Team Sports (varsity, subvarsity, intramural)
Physical Education courses	Team Manager
Dance Program Courses	Athletics Department Assistant
Approved External Credit Program	Community Service
	Dance Project
	Directors' Workshop
	Performing Arts Production Courses

Attendance and Grades

Team sports, intramural (IM) sports, and physical education (PE) courses are graded on a basis of credit or no credit. A student earns a credit for regular attendance and committed, active participation. Students must communicate with the coach if they need to miss athletics. Excused absences include the CCO designated senior/junior college visit dates, observance of religious holidays, medically related issues and

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misses deemed excusable by the Dean of Students and/or Athletics Director (AD). Unexcused absences in IM/PE courses will jeopardize the athletic credit. Unexcused absences in team sports will result in decreased opportunity to compete in contests and will jeopardize the student's status on the team.

Course Requests

The primary request period for department offerings occurs during the spring for the following academic year. Students are expected to submit requests for the full year of athletics. During the school year, students can request changes to their choices during a drop/add period prior to each season. Any changes to the published Athletics Department offerings and schedules are made available during these drop/add periods. Please note that students who have participated at the varsity level in a CA sport are not permitted to participate in an IM/P.E. offering in the same sport for a full calendar year. This policy provides non varsity sport athletes access to instruction in these sports and promotes multiple sport participation for varsity athletes.

Approved External Credit Program

The Athletics Department recognizes that it is not possible to provide athletic programming to meet every student's interest in a committed athletic activity. Thus, students may earn a credit in an external athletic program for up to two seasons in an academic year, in a sport or dance program currently not offered at Concord Academy. The student must participate in the external program for a minimum of eight hours per week for the length of a CA season (fall, winter, spring), or 12 consecutive weeks within the academic year. The external program must be structured and supervised by a coach who is not related to the student and must be approved by the Director of Athletics prior to the start of the season or by the Performing Arts Director if pursuing an external dance program. *Students must select 3 athletic offerings other than the external credit program during the enrollment period. They may then pursue approval for external credit. If approved, they will be dropped from the other athletic course offerings they have selected and placed in the external program for that season (s).

Medical Restriction or Exemption

If a medical condition prevents or limits participation in certain physical activities, the health center staff evaluates the student's medical documentation and meets with the student to identify the necessary restrictions to determine what athletic activities are possible. If no curriculum offerings are appropriate, the student receives a medical exemption for that season.

Interscholastic Team Sports

Varsity and subvarsity interscholastic teams compete against New England independent schools. Tryouts are held at the start of each season and are open to students in all grades. Each student is provided a fair chance to earn membership. The Athletics Department seeks to meet interest with opportunity whenever possible. However, facility space and appropriate roster size, relative to a quality experience for all members, may result in some students' not earning membership to a desired team. Students who do not make a team of their choice should meet with the Athletics Department to select another activity if desired or needed.

Varsity and subvarsity team practices are held after 3:15 p.m. on Monday to Friday. Games are scheduled primarily on Wednesdays, Fridays, some Mondays and occasional Saturdays.

Intramural Team Sports

Intramural (IM) team sports provide students with the opportunity to experience the benefits of a team, build their skill set, and compete against CA peers in the sport of their choice. The teams are all gender and are open to all grades. Intramural programs are run on weekdays after 3:15 p.m.

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Fall	Winter	Spring
Girls' Cross-Country	Girls' Alpine Skiing	Boys' Baseball
Boys' Cross-Country	Boys' Alpine Skiing	Girls' Lacrosse
Girls' Field Hockey	Girls' Basketball	Boys' Lacrosse
Girls' Soccer		
Boys' Soccer	Boys' Basketball	All-Gender Sailing
Girls' Volleyball	Girls' Squash	Girls' Softball
All-Gender Intramural Tennis	Boys' Squash	Girls' Tennis
All-Gender Intramural Volleyball	All-Gender Wrestling	Boys' Tennis
All-Gender Intramural Pickleball		Girls' Track and Field
		Boys' Track and Field
		All-Gender Ultimate Frisbee
		All-Gender Intramural Squash

Playing Time Policy

In team sports at Concord Academy, the coaching staff focuses on developing players' fitness, sport-specific skills, and character. At the varsity level, there is also an emphasis on competition, while the subvarsity level combines competitiveness with an emphasis on participation. As such, in varsity contests, playing time is not guaranteed and is at the discretion of the coaching staff. On subvarsity squads, all players earn at least some opportunity to compete in each game. Students on intramural teams receive equal playing time in all scrimmages.

Varsity Cross-Country

Girls ATH101 Boys ATH102

FALL. Practices held on weekdays, 3:30–5:30.

The girls' and boys' varsity cross-country teams compete in the Eastern Independent League (EIL) and in the New England Preparatory School Athletic Council (NEPSAC) championships at the end of each season. The girls' and boys' teams compete separately but train together during the week. The team trains on campus and on the many trails in the Concord area. Home meets are held at Great Brook Farm State Park. Students with previous running or racing experience are encouraged to try out. Due to the rigor of the season, those who have not regularly run before but are interested in trying out in the future are encouraged to enroll in the PE Running course.

Varsity Field Hockey

Girls ATH103

FALL. Practices held on weekdays, 3:45–5:45.

The girls' varsity field hockey team competes in the EIL and strives to earn a NEPSAC tournament berth each year. The team practices and plays games at the Moriarty Athletic Campus. Students with previous experience or a desire to learn the sport and commit to a team are encouraged to try out.

Soccer

Girls ATH105 Boys ATH106

FALL. Practices held on weekdays, 3:45–5:45 or 4:00–6:00.

The soccer program offers multiple levels: varsity and junior varsity for girls; varsity, junior varsity, and thirds for boys. The varsity teams compete in the EIL, strive to earn a berth in the NEPSAC tournament each year, and practice and compete at the Moriarty Athletic Campus. The subvarsity teams practice and compete primarily on the main campus fields.

Volleyball

Girls ATH115

FALL. Practices held on weekdays, 3:30–5:30 or 4:30–6:30

The girls' volleyball program offers a varsity and junior varsity squad. The varsity team competes in the EIL and strives to earn a berth in the NEPSAC tournament each year. Practices and matches are held in the main gymnasium.

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Intramural Tennis

All Genders ATH108

FALL. Meets two days per week: Tuesday and Thursday, 4:00-5:30.

This all-gender team offers the opportunity to develop tennis skills and play matches against CA peers within the program. Students who enroll in the course should have some experience in the sport. The team trains at the six USTA tennis courts at the Moriarty Athletic Campus.

Intramural Pickleball

All Genders ATH147

FALL. Meets two days per week: Tuesday and Thursday, 4:00-5:30.

This all-gender team offers the opportunity to develop pickleball skills and play matches against CA peers within the program. The team trains at the six USTA tennis courts at the Moriarty Athletic Campus.

Intramural Volleyball

All Genders ATH133

FALL. Meets three days per week: Monday, Tuesday and Thursday, 3:30-4:30.

This all-gender team offers the opportunity to develop volleyball skills and play matches against CA peers within the program. Girls who do not earn a position on a CA interscholastic volleyball team are eligible to join the intramural team if space permits. The team trains in the main gymnasium.

Varsity Alpine Skiing

Girls ATH109 Boys ATH110

WINTER. Practices held four days per week: Tuesday and Thursday dryland 3:30-5:00; Wednesday and Friday 2:30-6:30 at Wachusett. Activity fee: \$400.

The girls' and boys' varsity Alpine ski teams compete in the Central Massachusetts Ski League (CMSL) and the NEPSAC championships at the end of each season. The girls' and boys' teams compete separately but train together during the week. Practices and races are held at Wachusett Mountain. Prior to access to the ski trails, the team trains on campus in a variety of dry-land exercises, Monday through Friday 3:30-5:00. Students are encouraged to try out if they have prior racing or significant skiing experience on challenging terrain.

Basketball

Girls ATH111 Boys ATH112

WINTER. Practices held on weekdays, either 3:30-5:30 or 4:45-6:45

The basketball program offers a varsity and junior varsity team for girls and for boys. The varsity teams compete in the EIL and strive to earn a berth in the NEPSAC tournament each year. The teams practice and compete in the main gymnasium.

Varsity Squash

Girls ATH113 Boys ATH114

WINTER. Practices held on weekdays, 3:30-5:15 or 5:15-6:45.

Activity fee for students earning a spot for Nationals: \$450.

The squash program offers a girls' varsity and a boys' varsity team. The teams have the opportunity to compete in the NEPSAC championships and the High School National Championships in Philadelphia toward the end of each season. The girls' team also competes in the EIL. The teams practice and compete on the four glass-backed international squash courts in the SHAC.

Varsity Wrestling

All Genders ATH116

WINTER. Practices held on weekdays, 3:30-5:30 or 4:30-6:30.

Activity fee for students earning a spot for Nationals: \$450.

The all-gender varsity wrestling team competes in the EIL. Qualifying wrestlers compete in the NEPSAC and the National Championships in Philadelphia. Practices and home matches are held in CA's wrestling facilities in the SHAC. Students with previous experience or a desire to learn the sport and commit to a team are encouraged to try out.

Varsity Baseball

Boys ATH118

SPRING. Practices held on weekdays, 3:45-5:45

The boys' varsity baseball team competes in the EIL. The team practices and competes at the Moriarty Athletic Campus. Students who have previous experience playing competitive baseball are encouraged to try out.

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Varsity Lacrosse

Girls ATH119 Boys ATH120

SPRING. Practices held on weekdays, 3:45-5:45.

The lacrosse program offers a girls' varsity team and a boys' varsity team. The teams compete in the EIL and train at the Moriarty Athletic Campus. Students with previous experience or a desire to learn the sport and commit to a team are encouraged to try out.

Varsity Sailing

All Genders ATH124

SPRING. Practices held four days per week: Tuesday through Friday, 3:30-6:30. Activity fee: \$150.

The all-gender varsity sailing team competes in the Massachusetts Bay League (MBL) and practices at Lake Cochituate in Natick, Mass. Students who are interested in trying out must have sailing experience and pass a swim test. The team meets 3:30-4:30 in the SHAC when dry land training is necessary due to weather conditions.

Varsity Softball

Girls ATH121

SPRING. Practices held on weekdays, 3:30-5:30.

The girls' varsity softball team competes in the EIL. The team practices and competes on the main campus. Students who have previous experience playing competitive softball are encouraged to try out.

Tennis

Girls ATH122 Boys ATH123

SPRING. Practices held on weekdays, 3:45-5:30 or 4:45-6:30.

The tennis program offers a varsity and junior varsity team for boys and a varsity team for girls. The girls' and boys' varsity teams compete in the EIL and strive to earn a berth to the NEPSAC tournament each year. The teams practice at the six USTA tennis courts at the Moriarty Athletic Campus.

Varsity Track and Field

Girls ATH144 Boys ATH145

SPRING. Practices held weekdays, 4:30-6:30

The girls' and boys' varsity track teams compete in the EIL and in the NEPSAC championships each season. The girls' and boys' teams compete separately but train together. The teams practice at the nearby Emerson Park track and on the main campus fields. Students with previous experience or a desire to learn the sport and commit to a team are encouraged to try out.

Varsity Ultimate Frisbee

All Genders ATH126

SPRING. Practices held on weekdays, 3:30-5:30.

The all-gender varsity Ultimate Frisbee team competes against independent schools in New England and has the opportunity to participate in the NEPSAC championships each year. The team practices and competes on a main campus field. Students with previous experience or a desire to learn the sport and commit to a team are encouraged to try out.

Intramural Squash

All Genders ATH128

SPRING. Meets two days per week: Tuesday and Thursday, 3:30-5:00.

This all-gender team offers the opportunity to develop squash skills and to scrimmage CA peers within the program. The team trains on the four glass-backed international squash courts in the SHAC.

Physical Education Courses

Physical education (PE) courses provide students with a variety of options to move their bodies and develop new athletic skills. Classes typically meet either three times per week for one hour or two times per week for 1½ hours, on weekdays after 3:15 p.m. All PE courses are for all genders. Apart from certain Performing Arts Department courses that may satisfy the athletics requirement, all PE courses are open to all grades. Per NEPSAC rules, students who have participated at the varsity level in a CA sport are not permitted to participate in a PE course or on an intramural (IM) team in the same sport for a full calendar year.

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Fall	Winter	Spring
Fitness Center Training	Fitness Center Training	Fitness Center Training
Golf	Hiking Concord	Hiking Concord
Hiking Concord	Individualized Strength Training	Individualized Strength Training
Individualized Strength Training	Running	Running
Running	Strength and Conditioning	Yoga
Beginning Squash	Yoga	Team Manager
Strength and Conditioning	Team Manager	Athletics Department Assistant
Team Manager	Athletics Department Assistant	Certain Performing Arts (see below)
Athletics Department Assistant	Community Service	
Certain Performing Arts (see below)	Certain Performing Arts (see below)	

Physical education offerings are subject to change, based on instructor availability. Limits on class size ensure a high-quality student experience. Detailed schedules with class meeting days, dates, and times are made available prior to each season.

Fitness Center Training

All Genders ATH132

FALL or WINTER or SPRING. Meets three days per week: Tuesday, Wednesday, and Thursday, 3:30–4:30.

This course provides basic instruction on the safe and proper use of kettlebells, medicine balls, bands, and foam rollers, for improving strength and flexibility. Students learn a variety of strength, cardio, and agility programs as a class.

Golf

All Genders ATH104

FALL. Practices are held two days per week, typically 3:00–6:00. \$200 greens fee.

This course provides basic instruction in golf on a nine-hole/par-three course. Students also have access to the driving range. Skills, course management, etiquette, and sportsmanship are emphasized. The class trains at Stone Meadow golf course in nearby Lexington.

Hiking Concord

All Genders ATH139

FALL or WINTER or SPRING. Meets three days per week: Monday, Tuesday and Thursday, 3:30–4:30..

This course promotes fitness through hiking the beautiful and extensive trail system in the Concord area. Explore historic Concord while getting a low-impact cardio workout! Proper clothing and footwear are required.

Individualized Strength Training

All Genders ATH137

FALL or WINTER or SPRING. Meets 1½ hours per week during available daytime class periods. Prerequisite: Permission of the department. Activity fee: \$300.

This course is available for students interested in building a strength base for rigorous sports activities. It provides an opportunity to work with a CA strength and conditioning coach in the Fitness Center, to increase strength, speed, flexibility, and agility. Programs are tailored to the needs of the student, based on strength and fitness goals.

Running

All Genders ATH130

FALL or WINTER or SPRING. Meets three days per week: Fall – Monday, Wednesday, and Thursday, 3:30–4:30.

This course provides the opportunity for students to run outdoors through the streets and trails of Concord. Proper clothing and footwear are required.

Beginning Squash

All Genders ATH127

FALL. Meets three days per week: Monday, Tuesday and Thursday, 3:30–4:30.

This course provides the opportunity for students to learn the basic skills and rules of the game. The class trains on the four glass-backed international squash courts at the SHAC.

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Strength and Conditioning

All Genders ATH140

FALL or WINTER. Meets three days per week: Tuesday, Wednesday, and Thursday, 4:30–5:30. Prerequisite: Fitness Center Training or permission from the department.

This course provides the opportunity for more rigorous strength training in CA's Fitness Center with a focus on Olympic lifts. Students have the opportunity to build strength, power, explosiveness, agility, and flexibility in movements specific to their target sport.

Yoga

All Genders ATH136

WINTER or SPRING. Meets two days per week: Tuesday and Thursday, 3:30-5:00

This course provides the opportunity for students to learn the many benefits of yoga: stress relief, increased strength and flexibility, and an overall sense of balance and well-being in their bodies and in their lives. Classes are held on the main campus.

Team Manager

All Genders ATH191

FALL or WINTER or SPRING. No prerequisite.

Students can play a key role on a sports team by serving as a team manager. Managers assist the athletics staff with scorekeeping, reporting scores and statistics, video recording, and other administrative responsibilities. Managers of a team sport must attend all home games.

Athletics Department Assistant

All Genders ATH192

FALL or WINTER or SPRING. Approximately 3 hours per week. Prerequisite: Permission of the department.

Students with a keen interest in athletics can assist the Athletics Department in a variety of ways, including but not limited to athletic training, sports photography, sports journalism, and assisting with game-day setup and game management.

Community Service

All Genders ATH194

WINTER. Meets two days per week: Tuesday and Thursday, 3:30–5:00.

Students travel to a nearby senior living community to assist and participate in activities with residents.

Enrollment in Performing Arts Department Courses Satisfying Athletics Requirements

Descriptions of the Performing Arts Department courses that satisfy the athletics requirement for the indicated seasons are in the Performing Arts Department section of the course catalog.

Fall	Winter	Spring
Dance 1 (<i>SEM 1</i>)	Dance 1 (<i>SEM 2</i>)	Dance 1 (<i>SEM 2</i>)
Dance 2 (<i>SEM 1</i>)	Dance 2 (<i>SEM 2</i>)	Dance 2 (<i>SEM 2</i>)
Choreography (<i>SEM 1</i>)	Dance Technique	Dance Technique
Dance Technique	CA Dance Project	CA Dance Project
Production: Mainstage Performer	Production: Mainstage Performer	Production: Stage Manager
Production: Stage Manager	Production: Stage Manager	Production: Tech Crew
	Production: Tech Crew	Theater 4: Directors' Workshop
	Production: Musician	(<i>SEM 2</i>)
	Feature Film Project	

Note: Dance 1 in *SEM 2* and Dance 2 in *SEM 2* may be chosen by the student to satisfy the athletics requirement in either the winter season or the spring season, but not both seasons.

COURSES NOT OFFERED IN 2026–27

COURSES NOT OFFERED IN 2026–27

Concord Academy offers a wide variety of courses each year and many electives are offered in alternating years. The following are courses that are not offered in 2025–26 but are likely to be offered in the next one to two academic cycles. These courses are provided here to give a sense of the breadth of course offerings and to help students plan their potential future academic pathway.

Computer Science Courses

+Big Data Analytics

2 credits

Open to grades 10, 11, and 12. Prerequisite: Object-Oriented Programming.

This course introduces students to the fundamentals of big data analytics. Students learn to process and analyze big data sets using algorithms for predictive analytics, to write code to clean up data as needed, and to explore ways to visualize data to show patterns and trends. The course requires creativity, initiative, and the ability to manage time effectively while completing extended projects. Students should be confident with writing object-oriented code in any language, preferably Python, but no prior experience with big data is required.

Introduction to Game Programming

2 credits

Open to all grades. No prerequisite.

This course introduces students to programming concepts and techniques through the development of computer applications and games. Students plan and create increasingly complex programs, both individually and collaboratively, using one or more cutting-edge languages. Creativity, curiosity, and self-motivation help students thrive as they develop an appreciation for the art and logic of programming. While no previous programming experience is necessary, some basic comfort in using computers is assumed. The course content does not overlap with Advanced Computer Science, and students are encouraged to take both courses.

+Cybersecurity: Networks and Threats

2 credits

Open to all grades. No prerequisite.

This course explores strategies to identify and protect against security threats on computers and networks. Students learn the basics of cryptography, threat modeling, authentication, social engineering, and malware. Each unit integrates current events and related discussions on cyberethics and law.

+Mobile Apps for History

2 credits

Open to all grades. Prerequisite: Object-Oriented Programming or equivalent.

Concord Academy will turn 100 years old in 2022. How do we tell the stories of Concord Academy? How do we tell the stories of the people – American, African, European, English, and Wampanoag/Nipmuc – who inhabited this space before CA was founded? This course takes the work of the history-department first-semester course U.S.: Public History: Musketaquid/Concord/Concord Academy (Research Seminar) and writes apps that explore and retell the stories of the land that is now Concord Academy. We release the apps in time for CA's centennial festivities in fall 2022 so that celebrants can use it to explore the history of the place that we know and love as Concord Academy. Students interested in both the historical research and the development of the app are strongly encouraged to enroll in both courses.

+Machine Learning

2 credits

Open to all grades. Prerequisite: Object-Oriented Programming.

This course introduces students to the fundamentals of machine learning and artificial intelligence (AI). Students plan and create increasingly complex programs, both individually and collaboratively, using neural networks and AI algorithms. Creativity, curiosity, and self-motivation help students thrive as they learn to write and analyze robust and elegant programs. Students should be confident with writing object-oriented code in any language, but preferably in Python.

COURSES NOT OFFERED IN 2026–27

+New Media Writing: Interactivity and Immersion

3 credits

Open to grades 11 and 12. No prerequisite but may not be taken in the same year as other creative writing electives. May be taken for either English Department credit or Computer Science Department credit.

This hands-on, multidisciplinary course combines memoir, poetry, playwriting, and world-building with photography, film, live performance, and digital arts. We ask questions such as what does it mean to write narratives for media that surrounds you on all sides? How does the active participation and location of your readers change the way you construct your story? While studying the work of contemporary writers and artists, students build interactive stories and immersive installations that combine traditional storytelling methods with new methods such as augmented reality, locative stories, wearable art forms, and sensor technologies. In addition to writing their own new media narratives, students experiment with embedding sensors into everyday objects and programming interactive behavior using microcontrollers and software patches. A goal of the course is to create a 360-degree immersive final project designed for audience participation.

English Courses

+The Ache of Home: Home and Identity in Global Literature

3 credits

Open to grades 11 and 12. No prerequisite.

Maya Angelou wrote, "The ache of home lives in all of us, the safe place where we can go as we are and not be questioned." We each may define *home* differently — where we were born, where our family lives, "where the heart is," where we are at the moment — and this place, or maybe feeling, serves as a benchmark as we move through the world. We "feel at home" when we are comfortable and try to "make ourselves at home" when in unfamiliar surroundings. We experience a change of state when we are away from home, feeling "homesick" or even "homeless." Whether we are homebound or exiled, a homebody or a vacationer, homegrown or an immigrant, our relationship with home affects how we see ourselves and our place in the world. This course explores how our identities — national, cultural, regional, personal — are tied to how we feel about home. Texts are likely to include *Native Speaker* (Chang-Rae Lee), *Unaccustomed Earth* (Jhumpa Lahiri), and *Ceremony* (Leslie Marmon Silko), as well as a host of shorter pieces: poems, short stories, and essays.

+Apocalypse, Whatever: Caring in the Age of Post-Truth]

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. May be taken for English Department or History Department credit. Designation: Literature Seminar.

The apocalypse is represented as frightfully close these days. Yet we keep the end of the world at a cynical distance. So much bears down on us—the echo chamber of distorted facts and hateful rhetoric, the narcissism of internet culture, consumerist individualism, the unending pandemic, and, of course, man-made global warming. The collapse of complex systems at an extreme scale generates its own type of denial. How do we engage as a community that can flourish in an unknown future when we inhabit a present that seems, at once, already played out and unreal? The failed promises of Western liberalism, and their falsely consoling narratives, make it obvious that "we can't solve problems by using the same kind of thinking we used when we created them" (Albert Einstein). Who is this "we"? What kind of thinking keeps us at a comfortable distance from the frenetic news feeds that hurtle viewers from one crisis to another? We read historians and cultural theorists but also draw on artists who, reflecting on war, genocide, plague, or species extinction, have expressed renewing visions to guide and inspire us forward. Materials may include epics, myths, essays by Giorgio Agamben, Dipesh Chakrabarty, Toni Morrison, Stuart Hall, Bruno Latour, Shakespeare's *The Tempest*, and stories by Italo Calvino, J.L.Borges, Yoko Tawada among others. Assessments may include short informal responses, two papers, and a research or creative project.

COURSES NOT OFFERED IN 2026–27

+Better to Speak: Queering the Canon

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

Audre Lorde contends that "When we speak, we are afraid our words will not be heard or welcome. But when we are silent, we are still afraid. So, it is better to speak." This course explores personal, linguistic, and political issues that have shaped gay, lesbian, bisexual, transgender, and queer identity and experience. We look at the texts in relation to their context, giving attention to the ever-evolving way in which new voices have found new language to better understand and express the individual stories as well as the shaping of emerging communities within the LGBTQ+ experience. We also look at the ways historical pressures and political debates inform literature, as well as the ways that literature and culture can inform, and challenge, public and political opinion. Our reading focuses on the explosion of writing that helped create the modern canon of queer literature, including Audre Lorde, Essex Hemphill, Larry Kramer, Alison Bechdel, Paul Monette, Andrea Gibson, Kate Bornstein, Sabrina Imbler, Danez Smith, Leslie Feinberg, Natalie Diaz, Chen Chen. Assessments include both creative and analytical writings, three short (one-page) and one longer paper, as well as a project.

+The Bible as Literature

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

The course refracts the Bible through its sources and derivatives and teaches how to read the text as literature. Focusing on Genesis, the Book of Job, and the Gospels, we explore the Bible's imprints and impact on genres ranging from metaphysical and Romantic poetry to postmodern apocalyptic literature. By analyzing the structure, patterns, linguistic displacements, and literary devices within these biblical books, we engage with various theories and practices of interpretation. Assessments comprise argumentative, analytical, and creative exercises including a Jobian pastiche that explores theodicy. Readings may feature selections from the Mesopotamian creation myth *Enuma Elish* and epic poem *Gilgamesh*, Milton's *Paradise Lost*, Tolkien's *The Silmarillion*, Kierkegaard's *Fear and Trembling*, Cormac McCarthy's *The Road*, and poetry by Rita Dove, Emily Dickinson, Linda Pastan, John Donne, William Blake, George Gordon Byron, and Gerard Manley Hopkins. Films may include *Ex Machina*, *The Seventh Seal*, and *Children of Men*.

+Borders and Crossings: Literature of Immigration

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

As the population of the United States becomes more diverse and the world more interconnected, the definition of a nation—or an "imagined community"—must evolve to include and reflect the values and goals of new cultures within its borders. This course expands the idea of "national identity" by amplifying voices that explore the ongoing process of creating a home and self in a new land. We will examine the paths that various groups have taken, and the challenges they have faced, while crossing borders and negotiating boundaries. Through these stories, we will delve into the costs of pursuing the American Dream as emerging communities strive to build a new home while looking back to their homelands. Students will write three analytical essays and complete at least one creative project. Possible texts include *Mona in the Promised Land* (Gish Jen), *Lost in Translation* (Eva Hoffman), *Exit West* (Mohsin Hamid), *Hunger for Memory* (Richard Rodriguez), and *The Namesake* (Jhumpa Lahiri), along with stories by Junot Díaz and ZZ Packer and essays by James Baldwin and Teju Cole.

+Fantasy Literature

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Writing Workshop.

Beginning with the earliest written records, humans have enchanted their stories with fantasy. Whether it is the shape-shifting heroes of the classical world, the dragons and giants who reign over the perilous lands of chivalric Romances, or the elves, dwarves, and hobbits who inhabit Middle-earth, artists have dreamed up fantastic creatures and imaginary lands. In this course, we study the development of "fantasy" literature by reading different sites of the fantastic—medieval Europe, Victorian England, 20th-century Britain, and modern America. We interrogate the imaginative break from "reality" to question the role of wonder, enchantment, and fantasy in storytelling. We consider questions such as why do artists turn to fantasy to explore humanity? How and why do authors explore issues of class, gender, race, environmentalism, and colonialism through the lens of fantasy? Potential authors include Ovid, Chrétien de Troyes, Christina Rossetti, Lewis Carroll, J. R. R. Tolkien, Jorge Luis Borges, Ursula K. Le Guin, Rikki Ducornet, Nnedi Okorafor, and N. K. Jemisin. Assessments may include short analytical essays, presentations, and a research paper.

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+Fiction Writing

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Writing Workshop.

The course explores the basic elements of short-story writing, including characterization, dialogue, setting, point of view, and plot. While the focus of the semester is writing fiction, students also read and analyze many model short stories from published authors. The course relies on strong class participation by students, especially in the sustained, thoughtful critiques of each other's work. Students should expect to write frequently, working toward the completion of several full-length stories (5 to 8 pages each).

+Hamlet and Remixes: Shakespeare and Adaptation

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

The Folger Shakespeare Library has called *Hamlet* William Shakespeare's "most popular, and most puzzling, play." What makes it so? What is it really about? And why does it linger with us? Through a devoted study of Shakespeare's *Hamlet*, we will look into the play's big questions, consider how it has been adapted for the stage and the screen, and contemplate interpretations of the play's gender dynamics and understandings of power. In the second portion of the course, we will turn our attention to contemporary ghosts, retellings, and remixes of *Hamlet*, most centrally James Ijames's *Fat Ham* (a modern-day adaptation of *Hamlet* and the winner of the 2022 Pulitzer Prize for Drama). Alongside careful attention to the text of both plays, we will examine a variety of essays, poems, and films that both respond to and re-imagine the play and its central wonderings. Major writing projects for the course will involve both literary analysis and personal reflection.

+Literature of Paris

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

Balzac called it "la ville aux mille romans" (the city of a thousand novels), and Hemingway "a moveable feast." What is it about Paris that has captured the imagination of so many artists across the ages? This course explores how one dynamic urban center — "the City of Light" — has been represented in the arts since the mid-19th century. Through a combination of French and American expatriate texts, film, and artwork, we examine how the myth and reality of Paris were shaped by the ascendancy of the bourgeoisie, revolutions and wars, and waves of immigration. Texts include *Old Goriot* (Honoré de Balzac), *Paris Spleen* (Charles Baudelaire), *A Moveable Feast* (Ernest Hemingway), and selections from Fitzgerald, Gertrude Stein, and James Baldwin. We also discuss Mathieu Kassovitz's *Hate*, and various visual artworks (impressionism, cubism). Assessments will likely include a short creative paper, two longer ones, and a project.

+Medieval Literature

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

The Middle Ages are more present than ever: TV shows like *Game of Thrones* and *The Witcher* use medieval settings; video games like *God of War* and *Assassin's Creed* retell medieval legends; and the fantasy genre of literature abounds with knights, castles, dragons, and princesses. In this course, we explore an array of medieval British literature that continues to influence so much of popular culture today. Alongside studying the development of literary forms, we trace the history of the English language as it moves from Old English to Middle English to Modern English. We ask questions like, how is the medieval world so different—and yet so similar—to our own? What is the legacy of the Middle Ages, and why are representations of it so politicized today? How have poetic forms and language evolved and changed? Assessments include short analytical close-readings, a poetic recitation and presentation, and a research project. Potential texts include *Beowulf*, the *Lais of Marie de France*, *Sir Gawain and the Green Knight*, *Pearl*, *Sir Orfeo*, and *The Canterbury Tales*.

+Monsters: Metamorphoses and Transformations

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

Across millennia monsters have horrified, fascinated, and agitated audiences. These stories expose the best and worst angles of human nature. We explore monsters in global culture, spending the first part of the course survey a range of short fiction from around the world. We will research folklore, myths, and legends from around the world in a student-led presentation cycle called *Monster of the Week*. We read classic and contemporary monster stories. Midway, we land in Victor LaValle's *The Ballad of Black Tom* then move to *Never Let Me Go* by Kazuo Ishiguro. Our course ends in America with *My Favorite Thing Is Monsters* by Emil Ferris, a graphic novel that uses horror icons and pulp styles to explore the history of art and to

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reclaim the imagery of monsters for those who are othered by society. We also watch various films to investigate how monsters affected and influenced culture in the 20th century. We will write traditional analytical essays, reflections following presentations, and short discussion posts.

+New Media Writing: Interactivity and Immersion

3 credits

Open to grades 11 and 12. May be taken for either English Department credit or Computer Science Department credit. No prerequisite. Designation: Writing Workshop.

This hands-on, multidisciplinary course combines memoir, poetry, playwriting, and world-building with photography, film, live performance, and digital arts. We ask questions such as what does it mean to write narratives for media that surrounds you on all sides? How does the active participation and location of your readers change the way you construct your story? While studying the work of contemporary writers and artists, students build interactive stories and immersive installations that combine traditional storytelling methods with new methods such as augmented reality, locative stories, wearable art forms, and sensor technologies. In addition to writing their own new media narratives, students experiment with embedding sensors into everyday objects and programming interactive behavior using microcontrollers and software patches. A goal of the course is to create a 360-degree immersive final project designed for audience participation.

+Refraction, Reflection, Reflexivity: Self-Concept through Black Mirrors

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

Regarding graphic, literary, and black mirrors that confirm and distort truths of the self, the course explores the formation and ideological interpellations of identity while contending with millennia-old questions of gender and genre, body and shadow, limits and escape. Through key visual and verbal texts, as well as literary theory and criticism, we investigate how reflection correlates with reflexivity and why human consciousness seeks screens, doubles, social media, and black mirrors for both self-deception and self-determination. Opening with close readings of Albrecht Dürer's self-portraits and Sean Buckelew's short film *Lovestreams*, the course progresses from the examination of portraits and digital faces to specular moments in literature. Marjane Satrapi's graphic memoir *Persepolis* and Rashida Jones' & Michael Schur's teleplay "Nosedive" from the British sci-fi anthology *Black Mirror* serve as primary texts for comparative study. Assessments include comics analysis, an argumentative essay, and an experimental multimedia project that requires an understanding of theories of interpellation by state and media apparatus.

+Shapes of Disobedience:

Feminist Experiments from Emily Dickinson to Evie Shockley

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

This course explores symbolic and lived correlations between "experiment" and "experience," art and artifice, poetry and poet through literary risks taken by female authors. How do women wield language to reposition themselves as source and creator against their cultural inheritance as derivatives — "the second sex"? How does a poetic act become a political experience? With "A Room of One's Own" (Virginia Woolf), "The Laugh of the Medusa" (Hélène Cixous), "The Voice of the Shuttle is Ours" (Patricia Klindienst), "In Search of Our Mothers' Gardens" (Alice Walker), and "The Poetics of Disobedience" (Alice Notley) as key critical lenses, the course examines how gender transgressions take the shape of transgressed genre boundaries and how questions of epistemology emerge from questions of ontology for women in the last 150 years of literature. Assessments comprise composition and analysis of experimental forms of writing, short analytical discussion posts, and a collaborative Op-Ed project. Texts may include *Sula* (Toni Morrison), *Diving into the Wreck* (Adrienne Rich), *Alphabetical Diaries* (Sheila Heti), *The Hour of the Star* (Clarice Lispector), *She Tries Her Tongue, Her Silence Softly Breaks* (M. NourbeSe Philip), and select poems by Stephanie Burt, Emily Dickinson, Joy Harjo, Robin Coste Lewis, Audre Lorde, Muriel Rukeyser, Evie Shockley, and Jenny Xie.

+Short Fiction: The Art of the Tale

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

Author Lorrie Moore once wrote that the novel is a marriage, the short story a love affair. This course offers a chance to explore brief fictional works including prose poems, flash fiction, short stories, and novellas. We explore the many ways stories allow us to extend our imaginative reach, study how short stories are crafted, hear voices from different cultures, and celebrate the way gifted writers manage to infuse brief tales with both distinctiveness and universality. The work for this course includes analytical, personal,

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and creative writing. Authors may include Gabriel García Márquez, Margaret Atwood, Amy Tan, Tobias Wolff, E. M. Forster, James Baldwin, Amy Hempel, Rick Moody, Chimamanda Ngozi Adichie, Ursula K. Le Guin, and others.

+*The Sitcom Project: Writing and Acting for Television

3 credits

Open to grades 11 and 12. Prerequisite: Introduction to Film Production or Introduction to Theater. Three class meetings per week. May be taken for English Department, Visual Arts Department studio credit, or Performing Arts Department credit. Designation: Writing Workshop.

From *Sanford and Son* to *Modern Family*, *Friends* to *The Big Bang Theory*, and *The Jeffersons* to *One Day at a Time* (and its reboot!) — these sitcoms, whether old favorites or new discoveries, have left an undeniable mark on popular culture. Notably, all fall under the umbrella of the sitcom, one of America's most iconic and enduring forms of entertainment. *The Sitcom Project* is a unique, multidisciplinary course that explores the art of producing multi-camera sitcoms. Students investigate the format's production and performance demands, blending live theatrical elements with traditional film production. The course also operates as a professional writers' room, complete with its own structure, politics, and collaborative challenges. Students have opportunities to engage both in front of and behind the camera, taking on roles as writers, actors, and directors. As a writing-intensive course, students should expect to commit to a sizable amount of writing and pre-writing challenges as we shape a season of original television together to ready for the Winter Season production experience. While students can take the Fall semester course as a standalone academic experience, participation in the Winter "Sitcom Production Experience" is mandatory to join the cast and crew for weekly rehearsals and tapings in front of a live studio audience. Preference for this course will be given to students who commit to the fall course and winter season component.

+Something Wicked This Way Comes: Ghosts in American Literature

3 credits

Open to grades 11 and 12. No prerequisite.

We seem perfectly comfortable with the notion that our history informs the present. But what about the idea that our history haunts the present? Or the possibility — as William Faulkner has written — that "The past is never dead. It's not even past"? Departing from the assumption that we are, in many senses, haunted by our pasts — as people, as family members, as citizens — this course examines the way that three American writers have channeled the supernatural to interrogate our country's complicated and violent racial history. Beyond looking at writers who employ ghosts, curses, and haunted homes in their renderings of American literature, we consider why the supernatural may or may not make sense as a medium through which to understand our present moment. What combination of horror, hope, and despair do the ghosts of our past offer us? And what lessons? Major texts are likely to include *Sing, Unburied, Sing* (Jesmyn Ward), *Lincoln in the Bardo* (George Saunders), and *Get Out* (Jordan Peele). Shorter pieces to frame and supplement our work may include writing by Jamaica Kincaid, Natasha Trethewey, Ross Gay, Ada Limón, Danez Smith, Layli Long Soldier, and Franny Choi.

+Through the Wardrobe (and Back Again)

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Writing Workshop.

This writing course examines the connection between childhood reading and identity. From Alice's descent down the rabbit hole to Lyra Belacqua's magical days at Jordan College, the University of Oxford has been the inspiration of many fantasy novels. Using books such as C. S. Lewis's *The Chronicles of Narnia*, J. R. R. Tolkien's *The Hobbit*, and Philip Pullman's *The Golden Compass* as our main texts, we travel to Oxford and back again. Along the way, we explore those moments of transformation sparked by a youth *misspent* in books. In addition to the class texts, individual students select their own transformational texts as the basis for the semester's work. Students in the past have chosen books such as *The Bluest Eye*, *To Kill a Mockingbird*, *Leaves of Grass*, *Harry Potter and the Sorcerer's Stone*, *Circe*, *The Waste Land*, and many others. Throughout the semester, the student produces three adaptations of the chosen text. Each adaptation uses a different medium or technology, such as collage, poetry, artists' books, digital video, playwriting, graphic novelization, performance art, or music. Through this interdisciplinary exploration of the text, students reflect on themselves and their relationship to books.

+Writing Los Angeles

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

Described as "a city of dreadful joy," Los Angeles has played an oversized role in the shaping of American identity. Over the past century, a wildly diverse collection of writers has called this smog-shrouded

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megalopolis home. During the 1930s, the nation's literary giants toiled in Hollywood's script factories; close behind them was a wave of refugees fleeing Nazi Europe. In the following decades, native-born writers turned out a provocative body of work on a broad range of topics. Today, a new generation of voices chronicles the city's communities of color during their uneasy emergence as a cultural and political majority, even as Los Angeles reels under the twin stresses of climate change and social inequity. Presentations on the city's art, architecture, film, topography, and social history will alternate with readings that may include works by Nathaniel West, William Faulkner, Walter Mosley, Ray Bradbury, Joan Didion, James Ellroy, Anna Deavere Smith, and Octavia Butler in an attempt to create a multi-faceted portrait of this ever-shifting subject. Assessments will include online reading responses, short-form essays, group presentations, and a final multimedia project.

+Why Comics?

3 credits

Open to grades 11 and 12. No prerequisite. Designation: Literature Seminar.

In this class we explore the sequential narrative form of comics. We examine a variety of entries in this art form — memoir, web strips, superheroes, the pulps, and underground comix — in an effort to unpack what exactly this art form offers, and what comics can tell us about our current cultural moment. This course is part historical investigation, as we examine classic entries in numerous comic subgenres, and part buffet, as we read widely, diverting into small reading groups, to cover large swaths of material in an effort to fully understand the form. We also write critical and personal responses to the comics we read. Aside from comics, we read nonfiction by scholars, comics creators, and critics that illuminate the subtle work that happens on each page.

History Courses

Ancient Cities: Past, Present, and Future

3 credits

Open to grade 9; grade 10 by permission of the department. No prerequisite. May be taken for either History Department credit or Visual Arts Department (but not studio) credit. Level: Intro.

Cities were formed when people gathered in one place to create a social organization united by a shared belief system, organized into specialized professions, and ruled by a political hierarchy. From the earliest known city of Catal Hoyuk, with its 5000 inhabitants peopled over 7000 years ago in central Turkey, to the million-plus population of Rome in the second century CE, students examine ancient cities that spanned the globe, exploring their social, economic, and religious systems as well as the engineering that made them possible. Along the way, we ask what can be learned from them for designing cities of tomorrow; speculation that is informed by the online course "Future Cities" from edX and inspired by selected readings from Italo Calvino's "Invisible Cities." Classwork includes short-form writing, student-generated multimedia presentations, and a final project utilizing Minecraft that allows each student to tie their threads of inquiry together in the design and rendering of a future ancient city.

Ancient Migrations: The Silk Roads

3 credits

Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

Ancient highways and water routes regularly bustled with trade and sometimes bristled with armies on the march. Whether making a journey for peaceful reasons or to launch an invasion, migrants in the ancient world brought with them culture and ideas that they spread as they moved through, and sometimes settled among, peoples different from themselves. This course explores the ways that people on the move affected the sharing of culture and intellectual life, by looking at the history of mobility and trade along the Silk Road, as well as the spread of stories, knowledge systems, and art. Assessments may include tests, papers, presentations, and a project.

+Apocalypse, Whatever: Caring in the Age of Post-Truth

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. May be taken for English Department or History Department credit.

The apocalypse is represented as frightfully close these days. Yet we keep the end of the world at a cynical distance. So much bears down on us—the echo chamber of distorted facts and hateful rhetoric, the narcissism of internet culture, consumerist individualism, the unending pandemic, and, of course, man-

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made global warming. The collapse of complex systems at an extreme scale generates its own type of denial. How do we engage as a community that can flourish in an unknown future when we inhabit a present that seems, at once, already played out and unreal? The failed promises of Western liberalism, and their falsely consoling narratives, make it obvious that "we can't solve problems by using the same kind of thinking we used when we created them" (Albert Einstein). Who is this "we"? What kind of thinking keeps us at a comfortable distance from the frenetic news feeds that hurtle viewers from one crisis to another? We read historians and cultural theorists but also draw on artists who, reflecting on war, genocide, plague, or species extinction, have expressed renewing visions to guide and inspire us forward. Materials may include oral histories, epics, myths, essays by Giorgio Agamben, Dipesh Chakrabarty, Toni Morrison, Stuart Hall, Bruno Latour, Shakespeare's *The Tempest*, and stories by Italo Calvino, J.L. Borges, Yoko Tawada among others. Assessments will include 2 papers and a creatively informed research project.

+Being Human: Topics in Anthropology and Sociology

3 credits.

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course is an introduction to the study of culture and social structure, as developed through the fields of cultural anthropology and sociology. The related disciplines of anthropology and sociology seek to understand the nature of communities, organizations, institutions, the systems of cultural meanings that form and inform them, and the interplay between individuals' lives and the societies in which they live. We develop a vocabulary of core concepts and analytical skills for the study of cultures and societies both local and global. Through readings, films, lectures, class discussions, and experiential projects, students explore the nature of these systems, apply course concepts to their own lives in a critical way, and reflect upon how issues such as belief systems, social stratification, culture change, and gender roles play out in an interconnected and globalized world. Assessments may include case studies, field work, collaborative projects, tests, research process, and papers.

+We Didn't Start the Fire: Chemistry in the Short 20th Century

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper. May be taken for either History or Science (Chemistry) Department credit.

At the end of World War II, the previously dominant, European-led international system had been completely shattered. The new international system organized within and in opposition to the rising competition between the USA and USSR. This course examines the international developments – decolonization, Cold War conflict, and global economic development – that followed World War II and the science and technological progress – nuclear weapons, plastics, and the space race – that shaped the short 20th Century. This class uses music, art, and sources on political and economic history. Assessments may include short assessments, presentations, and a final research paper.

Daily Life in the Ancient World

3 credits

Open to grades 9 and 10. No prerequisite. Level: Intro.

How did people live their daily lives in ordinary times? This course is an introduction to the complexities of everyday life in ancient societies. We explore daily routines and rituals and listen to marginalized voices from the other side of history: refugees, slaves, women, children, the elderly, laborers, and soldiers. Looking beyond abstract dates and figures, kings and queens, and battles and wars that make up so many ancient historical accounts, we instead find history's anonymous citizens, people such as a Greek nurse attending fallen soldiers; an Indian child playing the newly invented local game of chess; an Egyptian stone carver building a crypt, a Roman slave captured in war and now working as a midwife. Whether examining the routines of family meals or what constituted entertainment and art, we ask questions based on the ancient texts and objects left behind and their enduring legacies. Assessments may include group presentations, short papers, quizzes, and a final summative project.

+Dictatorships, Dirty Wars, and Justice in South America, 1945-1990

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

Between 1945 and 1990, democracies across Latin America buckled and broke before the rise of military dictatorships. Constitutions and rule of law were suspended, with hundreds of thousands of people imprisoned and tens of thousands violently murdered at the hands of their own governments. What led these governments to suspend human rights and unleash the full force of their militaries against their own civilian populations? What role did the United States play? How did Latin Americans respond to this

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unprecedented brutality? After the return of democracy, how did deeply divided Latin American societies navigate issues of trauma, memory, reconciliation, and justice? In addition to these key questions, students also explore Marxism, the Cold War, the Cuban Revolution, and U.S. “containment” foreign policy, putting to use a wide variety of sources, including courtroom testimonials, U.S. diplomatic documents, memory sites, plays, films, and memoirs. Assessments likely include short response papers, presentations, and a major research paper.

+Film History

3 credits

Open to grades 11 and 12. No prerequisite. Three class meetings per week. May be taken for either History Department credit or Visual Arts Department (but not studio) credit. Level: Upper.

Film History is a survey course that examines the origins and sweeping international expansion of the motion picture medium, culminating with the present state of an industry and popular art in the midst of redefining itself yet again. Although the focus of the course is on the aesthetic development of cinema, we soon discover that this narrative is inseparable from the industrial, social, and economic histories that entangle such an inquiry. By the end of the semester, students should be able to synthesize multiple historical perspectives to arrive at a deeper appreciation of the complicated, yet surprisingly short, evolution of cinema and the cinema experience.

+Global Capitalism: History, Culture, and Critique

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

Capitalism has powerfully shaped human history, and continues to shape the world we live in. The opinions of its defenders and defamers saturate our media landscape. But what do we mean by "capitalism"? Since their historical origins, "capitalist" values and practices have been the principal drivers of a process today known as "globalization," unfolding through both peaceful and violent means, which has brought disparate parts of the world together in complex networks of power. In addition to discussing this developing process in past, present, and future capitalism, this course also explores a history of radical responses to capitalism shaped by war, empire, enslavement, and genocide. Guided by the writings of such scholars as W.E.B. Du Bois, Eric Williams, Cedric Robinson, Stuart Hall, and Angela Y. Davis, among others, students examine the history of racial capitalism through the critical reflections it has inspired. Central questions of the course consider how the relationship between race and capitalism created global inequities. We explore how wealth is created, why we inhabit a world of "developed" and "emerging" markets, and what are the driving factors of economic inequalities within and between nations. What possible equitable futures might await what we call global capitalism? Coursework includes socio-economic case studies, museum projects on material culture, primary source analysis, critical theory, biographies, and seminar discussions. No prior knowledge is necessary. Assessments may include papers, quizzes, tests, projects, and a final exam.

History of Design: Period Style From Ancient to Modern

3 credits

Open to grade 10; grade 11 by permission of the department. Three class meetings per week Prerequisite: One history course at intro level. Level: Mid. May be taken for either History Department credit or Visual Arts Department (but not studio) credit.

What do the garments you wear mean? In this course, we examine the relationship between society and dress and the factors that influence the evolution of styles. Style can communicate many things: class, culture, age, and profession, but where do these signifiers come from, and how can they be traced throughout history? Most importantly, how are you, as a wearer engaging in those daily histories? Is style an expression of self or is it a costume? What we now perceive as a costume was not always true and even the origin of the word has evolved. Focusing on themes, period styles, and practicality, we examine the many iterations of societal dress. Through texts, films, exhibitions, objects, and discussions, we spend a semester understanding the function of design and the history that shaped it. Assessments may include research papers, critical viewings of design collections and documentaries, and examining sample garments and exhibitions relating to design choices.

+History of Photography

3 credits

Open to grades 11 and 12. No prerequisite. Three class meetings per week. May be taken for either History Department credit or Visual Arts Department (but not studio) credit. Level: Upper.

History of Photography is a thematic exploration of photography’s evolution, from its development in the early 19th century to its role in contemporary visual culture. Through an examination of key movements and figures across the globe—from Niepce to Crewdson; from Pictorialism to the VIVO Collective; and

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from the carte de visite to Instagram—we will trace photography’s complicated evolution as a scientific, documentary, and artistic medium, as well as its impact on social, political, cultural, and industrial histories. By the end of the semester, students will be able to critically analyze photographic images within historical contexts and articulate photography’s impact on the way we interpret our visual environment. Assessments may include research papers, image analyses, and exhibition reviews.

+History of Modern Engineering

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

The story of the nineteenth and twentieth centuries is, in large part, the story of the ways that the products of engineering have changed the everyday lives of people. Engineering is ubiquitous: in the clean water that we drink, in the tall buildings we inhabit, in the increasingly small electronic gadgets that we communicate with, in the sophisticated medical options that extend life spans, as well as in the transportation infrastructure that moves cargo across the planet. The products of engineering connect the lives of the rich and the poor, the old and the young, the rural and the urban. This course looks at the history of three sub-disciplines of engineering: structural engineering, genetic engineering, and computer engineering, with a focus on artificial intelligence. Assessments may include short research projects that involve writing and audio engineering podcasts.

+History of Philosophy: Social Justice

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course in intellectual history explores classical and contemporary theories of social justice. We aim to understand present-day issues through philosophical questions that have been debated for centuries. How do we create a society of equals where everyone prospers? How do we guarantee freedom and individual rights? Can we live together if we have different conceptions of what happiness is and what constitutes a good life? Topics include human rights, equality, community and identity, the role of markets, governance, privacy, free speech, and marriage. We study Plato, Aristotle, John Locke, Immanuel Kant, John Stuart Mill, John Rawls, Elizabeth Anderson, and Anthony Appiah, among others. Discussing current issues that raise philosophical questions, we also look at writings from diverse contemporary thinkers, court cases, and political debates. Assessments may include papers, case studies, and a project.

Indigenous Peoples of Latin America before 1492

3 credits

Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

What were pre-Columbian peoples like? How did they live and what did they eat? What kinds of societies, values, and spiritual practices did they create, and why? This course is designed to introduce students to indigenous civilizations in Latin America, from their chronological points of origin in the Americas to their contact with Europeans. While much of the course focuses on classic sedentary civilizations like the Maya, the Inca, and the Aztecs, we may also examine other cultures such as the Tupi-Guarani of South America, the Olmecs of southern Mexico, and the Taíno of the Caribbean, among others. Students learn the profound, essential differences between these indigenous societies while identifying broad patterns of settlement and development. Materials include artifacts, contemporary scholarship, the Popol Vuh, Aztec poetry, descriptions from European sources, and other texts. Assessments may include presentations, short responses, quizzes, essays, and tests.

+Islands in the Stream:

Identity, Nationhood, and Empire in the Twenty-First Century

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

The powerful ocean currents of the Atlantic and Pacific Oceans have long guided the movement of peoples, turning strategically located islands into contested spaces in an era of early modern empire. In this course we examine three such islands, and the legacy of their colonial experience: Ireland, Taiwan, and Puerto Rico. We consider the waves of migration and colonization that led these islands to become distinctly multicultural and multi-identified, and how those histories have shaped their disputed sovereignty to this day. We explore the commonalities they share as well as the unique forces and conflicts these islands must negotiate as they consider their paths forward in a twenty-first-century global context.

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+Making of Modern India:

Imagined Communities in the Birth of a Nation

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

How did India become India? How did Indians imagine themselves as belonging to an independent nation? Starting with a consideration of the British East India Company and discussing the Raj through independence to the present day, we explore the history, culture, and political economy of the subcontinent — one of the fastest-growing nations in the world, with one-quarter of the world's population and rising. We delve into colonialism, nationalism, partition, the modern state, economic development, refashioning of religious identities, and relations between regions within the subcontinent and Asia and the West. Students read both primary and secondary sources. Assessments may include short papers and a final project.

+Many Mexicos: Culture, Society, and Identity

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course familiarizes students with the rich, contradictory, and often misunderstood last 500 years of the Mexican experience—the experience that has produced the many versions of Mexico observable today. This exploration of the Mexican experience is organized around four broad themes: Indigenities, Inequalities, Revolutions, and Borderlands. Anchored by these four themes, students come to understand key issues in Mexican history, including: the influence of indigenous peoples on Mexican culture; the diversity and interconnected nature of Mexico's many regions; the enduring legacies of European colonialism in the realms of gender, class, and race; nation-building and nationalism; the Mexican Revolution; and Mexico's complicated relationship with the United States. A wide range of materials—cinema, literature, painting, photography, historical documents, and contemporary scholarship—lend insight into the lived histories of Mexican people. Assessments may include short papers, essays, group discussion leadership, and presentations. *This course will have significant content overlap with the Spanish elective “Muchos Méxicos”, but students with deep interest in the topics are welcome to take both courses.*

+Monotheisms in the Middle East: Judaism, Christianity, Islam

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course considers the history of the major Abrahamic religions as they emerged in the Middle East. We examine the story and development of Judaism and Jewish thought up to the start of Christianity, the emergence and expansion of the Christian community through the first six centuries of the Common Era, and the origins and expansion of Islam from the life of the Prophet in the seventh century CE through the Abbasid Revolution in the eighth century. Throughout, we consider what these monotheistic religions share and how they differ. Students are expected to attend services for all three religious traditions. Assessments may include short papers, visual essays, and a short research project.

+Neocolonialism and Revolution in Latin America

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course explores the history of modern Latin America from the nineteenth century until the present. At the heart of our inquiry is the relationship between national sovereignty, social equality, and national identity during centuries of transformation and upheaval. Even though Latin American countries attained formal independence from European colonizers in the nineteenth century, Latin Americans found themselves perpetually targeted for resource extraction by the Global North. At the same time, Latin Americans also found themselves in a position to realize some of the world's most consequential social and political revolutions. A wide range of materials—film, literature, visual art, music, and scholarly sources—lend insight into the lived histories of Latin American societies as they navigated these forces during this period. Specific topics include the Mexican Revolution, racial ideology, gender and sexuality, populism, the Cold War, the Cuban Revolution, globalization, and immigration.

+Northern Ireland (Research Seminar)

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

From Bloody Sunday to Good Friday, the second half of the twentieth century witnessed sectarian violence that tore apart Northern Ireland and bitterly divided loyalties around the globe. This course begins by examining the roots of conflict, the explosion of the "Troubles," the path to the Good Friday Agreement of 1998, and the current conversations around peace, historical legacy, and identity. Seminar participants then develop an individual research project to explore an aspect of this history in greater depth. Course

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assessments focus on expanding research skills and tools, adventuring in archives and libraries, and crafting a significant piece of historical writing.

Ottoman Empire: The Sublime Porte into the Modern World

3 credits

Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

The Ottoman Empire has been portrayed in European histories as both ferocious and pathetic: it has been seen alternatively as the "scourge of Christian Europe" in the early modern period as well as the "Sick Man of Europe" in the nineteenth century, playing the whipping boy and political football to Europe's imperial states. This course examines the history of the Ottomans, not as an antagonist to or puppet of European powers, but as the protagonist of its own story. We study the origins of the Ottoman dynasty in early modern Anatolia; the expansion of Ottoman control through the first ten sultans; the exuberant intellectual, cultural, political, and economic power of the empire in its heyday; and the recurring efforts at reform when it became clear that the Ottomans' political, economic, military, and social institutions could not cope with the challenge of an emergent industrial and nationalist Europe. Assessments may include short papers and some research pieces.

+Problems and Possibilities in Independent Africa, c. 1950–2000

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

From the 1950s to the 1990s, African countries achieved independence from European rule. But what did independence mean? This course focuses on the history that followed decolonization in Africa, with the view that this history forms part of the puzzle of understanding Africa, today. We look at changes, problems, and experiments arising in Africa in the years following independence and think about key differences and similarities. Case studies include the implementation of Ujamaa, or "African Socialism," in Tanzania, revolution in Burkina Faso, and genocide in Rwanda. One of our key questions asks about the nature of power in these contexts. Was it found in "the state," "the people," or external governments and institutions? Assessments may include short papers, group discussion leadership, and a research essay on a topic of the student's choice.

Stones and Storytellers: The History of Ancient and Medieval Africa

3 credits

Open to grade 9; grade 10 by permission of the department. No prerequisite. Level: Intro.

Human life began in Africa, but most histories of Africa focus on the last four hundred years, once Europeans became deeply involved with Africa and produced records in European languages. But in ancient and medieval Africa, history happened. Change happened. Societies formed and fell apart. People built and lived in cities in places like present-day Mali and Zimbabwe. Secret societies of hunters, blacksmiths, and musicians evolved important social and political roles. Commodities and cultures crossed the Indian Ocean and the Sahara Desert. Islam arrived in Africa, changing political and religious life throughout the continent's north, west, and east. How do we study these developments? We look at the ways that ruins, artifacts, the written word, and songs can all teach us about Africa in ancient and medieval times. Coursework may include essays and presentations.

+South Africa's Pathways to Liberation, 1894–1994

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

A common narrative of the end of apartheid—a form of white minority rule—in South Africa centers on the figure of the political prisoner Nelson Mandela, his release from prison, and his election as president in the country's first democratic elections in 1994. However, rather than adopting a single narrative of South African liberation, this course considers the multiple (sometimes conflicting) trajectories taken in anticolonial and anti-apartheid struggles in South Africa. We examine the nineteenth-century origins and implementation from 1948 of the racist system called apartheid, and the ideological and historical underpinnings of (and tensions between) nationalist movements, student movements, worker movements, and popular struggles that sought freedom for South Africans. Coursework may include essays and primary source research.

+Theorizing Race and Revolution in the Twentieth Century

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

In the middle twentieth century, around the world, people of color asserted their humanity. Africa and Asia were decolonizing, and white supremacy was challenged in the United States. An important thinker of this period, Frantz Fanon, came from the Caribbean island of Martinique. Fanon's writing about race and

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revolution addresses psychological impacts of racism and violence and the meaning of liberation. Fanon's ideas form the centerpiece of this course, but they were part of a global outpouring of ideas linked to on-the-ground movements, from the poets of Francophone Africa to combatants in armed struggle for national liberation in Africa and Asia, to critics of racism in the United States. These ideas remain relevant, whether we are thinking about shack settlements in South Africa or police violence in the United States. Assessments may include a reading journal, film analyses, group discussion leadership, and an essay on a topic of the student's choice.

+Topics in Art History:

The Western Tradition from Renaissance to Globalism

3 credits

Open to grades 11 and 12. No prerequisite. Three class meetings per week. May be taken for either Visual Arts Department (but not studio) credit or History Department credit.

This course explores the development of Western beliefs and aesthetics by tracing their rise from the painting, sculpture, and architecture of the Italian Proto-Renaissance through the New Media of the 21st century. The class examines the role that events of the past six hundred years have played in the shaping of a Western canon as well as the impact that other cultures have had on its evolution. Artmaking is considered as both social commentary and personal expression, with an emphasis placed on developing a vocabulary to assess it critically and an awareness of the biases, implicit and explicit, that color how it we see it today. Coursework includes the presentation of selected works from the past six centuries, readings, discussions, short form writing, museum trips, and a final project where each student curates a collection of contemporary artwork shaped by one or more of the issues explored throughout the semester.

U.S.: African American History from the Revolution to the Nadir

3 credits

Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

When it was adopted, the United States Constitution facilitated states' continued practice of slavery, a fact that led radical abolitionist William Lloyd Garrison in 1854 to refer to the Constitution as "a covenant with death" and "an agreement with hell." This course looks at the ways in which African Americans fought for their inclusion in the "blessings of liberty" that had been promised in the Constitution's Preamble. We study the time period from the start of the union, through the crucible of the Civil War that secured legal citizenship, and to the backlash against African American civil rights that descended to "the Nadir" in the late-19th and early-20th Century. We end our semester considering the hatching, during the Nadir, of the legal strategy that would eventually lead to the *Brown* decision and the federal enforcement of civil rights law. Assessments may include short papers and a project.

U.S.: America in the Atlantic World

3 credits

Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

The Sea of Atlas, the Home of Paumpagussit, the Black Atlantic, the Great Pond: explore the history of the Atlantic World and how an ocean system produced encounters between Europeans, Africans, and indigenous Americans that had dramatic consequences for North American history. What prompted various European peoples to venture across the Atlantic to the "New World"? What happened when conquistadors and colonists collided with a land already inhabited by rich civilizations, cultures, and peoples, and what kinds of diverse communities emerged? What ultimately led to the breakdown of colonial rule, and how did the revolutionary Americans seek to reshape the Atlantic World? Assessments may include short analytical papers, tests, and a final exam.

U.S.: American Urban

3 credits

Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

Americans have an uneasy relationship with their cities. We are riveted by their fast pace, their culture, and their opportunities at the same time that we are repelled by their dirt, their confusion, and their intractable problems. The first two thirds of this course look at American cities from the colonial period to the mid-20th century in all their glory and disarray, focusing on economics, society, and urban planning. After surveying the major issues in American urban history, we do a close historic study of downtown Boston. Students do a mini research project, focusing on some aspect of Boston's history. Course assessments may include an historical mapping project, a paper, and presentations.

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+U.S.: Being "Right" in America: Modern American Conservatism **3 credits**

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

What does it mean to be a conservative in America? The word is used to describe everyone from Thomas Jefferson to Ronald Reagan, Sarah Palin, Billy Graham, and those who support Donald Trump. This class explores the history and culture of the Right in America from the Great Depression to the present, focusing in particular on the ways in which conservative ideologies rose from their nadir in the 1950s to become a potent political force in the United States. What were the ideas that propelled modern conservatism and bound the movement together? Who were the political, economic, religious, and cultural figures who charted its course and authored its rise? What has the relationship been between conservatism and the Republican Party? And what have been the implications and consequences of conservative ideologies as they have translated into governmental policy, foreign and domestic? We read the work of contemporary historians engaged in answering these questions and engage with an extensive array of primary source materials to understand the arguments, positions, and philosophies of American conservatives. Assessments may include short papers, debates, and a short research project.

+U.S.: Censorship in American Theater from 1900 to the Present **3 credits**

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

What is censorship? When and why does censorship occur? What are the cultural and political forces that impact what theater artists are allowed, and not allowed, to depict on stage? And why does the theater so frequently become a site where these political and cultural contests play out? This course examines the history of theater censorship in the United States beginning at the turn of the 20th century. Topics include the judiciary, political activism, blacklisting, sexual and gender politics, race, and religion. We read plays in class, discuss their historical context, and explore the cultural forces at work that generated controversy around their production. We discuss how these plays can be indicators of political and social change and a way of exploring cultural and ethnic identity. Assessments may include short papers, reading quizzes, creative projects, and Socratic seminars.

U.S.: The Civil War and Reconstruction **3 credits**

Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

The U.S. Civil War ended almost 165 years ago, but events from the storming of the U.S. Capitol to efforts to ban teaching about race in schools demonstrate that the Civil War is still being fought. How did 750,000 Americans lose their lives, and why does this era continue to be so misunderstood? Our study of the Civil War considers the perspectives of ordinary soldiers, both white and black, as well as extraordinary leaders such as Frederick Douglass and Abraham Lincoln, and how they fought to remake the nation. In addition, we examine the battlefield from the perspective of elite Southern women that Confederate leaders were purportedly trying to protect. We end the course with an in-depth look at the social, political, and constitutional history of Reconstruction and the violent reaction that it elicited. Assessments may include a test, essays, and a research project.

+US: History of American Suburbs: Get Off My Lawn! **3 credits**

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

The creation and the success of American suburbs can largely be credited to the way that the federal, state, and local governments have managed land use. This class asks students to consider the twin land use problems that Concord, Massachusetts—and successful suburbs all over the country—face: affordability for young people who grow up in town and hope to live here as adults, and tax-poverty of elders on fixed incomes in a rising real estate market. In considering these problems, we learn about the history of zoning, suburbanization, mass housing projects and single-family developments, federal land and housing policy, the transition from agricultural land to subdivisions, the relationship between town and state regulations, and the Metro-periphery relationship that often invisibly define suburban life. Assessments may include short papers, short research projects, and developing a slate of policy recommendations for the Town of Concord to address the tensions over land use and housing cost.

+U.S.: The Latino/a/x Experience in the United States **3 credits**

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

This course examines the history of Latino/a/x peoples in the United States. Even before this country existed as a republic, people from "Hispanic" and Indo-America had been incorporated into the culture, history, and occupational fabric of what would become the United States. Yet larger society and,

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oftentimes, the State, have frequently perceived Latinos/as/x as culturally "alien" and socially undesirable. This course examines how people of Latin American heritage have adjusted to, been integrated by, and resisted these forces in the United States over past centuries, creating new identities in the process. Part of our purpose here is to highlight the diversity of the Latinx population in the United States—both in terms of their countries of origin and in terms of their respective destinations in the United States. Key issues for study include capitalism, imperialism, labor, political participation, national identity, race, racism, gender, and sexuality. A wide range of materials—cinema, literature, art, historical documents, and scholarly writings—lend insight into the lived histories of Latinx peoples. Assessments may include shorter response papers, longer essays, group discussion leadership, presentations, and a research project.

US: Object Permanence: Concord and the American Revolution

3 credit

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

Concord's history is deeply enmeshed with the history of the United States. In this semiquincentennial year of the Declaration of Independence, we will dive deeply into the collections of the Concord Museum to learn Concord's history through its objects, with a special focus on the history of the American Revolution. The Museum's collections are extensive and include unique and signal items, such as one of the lanterns that hung in the Old North Church on 19 April 1775. We will work with the curator and other museum professionals to learn how to approach the study of history through the "stuff" of the past. Students will explore the collections and will develop and deliver their own Gallery Talk as the final project for this course.

U.S.: The Presidency from Washington to Lincoln

3 credits

Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

What makes a great president? This course explores the question of presidential leadership and effectiveness by examining the early presidents—the good, the bad, and the ugly. Beginning with the creation of the presidency at the Constitutional Convention, we consider how the office was constructed, and how the first president, George Washington, established norms that continue to inform the office. We consider how the presidents' personal lives impacted their public leadership, asking, for example, how presidents wrestled with the hypocrisy of enslaving people in the Presidents' House, a symbol of freedom and self-government. Through readings of primary source speeches and historical monographs, we study topics including elections, relations with the public and Congress, and the role of the First Lady. While the course focuses on themes during the first seventy-five years of the republic, we also follow the 2024 presidential election. Assessments may include a test, short papers, and a research project on an aspect of a president of the student's choosing.

+U.S.: (Re-)Writing American History through Musicals

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Three class meetings per week. May be taken for either History Department credit or Performing Arts Department credit.

"I cordially detest history in the theatre. History is ghoulish and prosaic and odiously encyclopedic." – Anonymous critic, 1925

In this 250th year of the American republic, this class considers 18th- and 19th-century American history as told through Broadway musicals of the 20th and 21st Centuries. By studying the techniques, successes, and failures of musicals such as *Hamilton* and *1776*, students learn how history and narrative storytelling intersect in a piece of commercial entertainment. Having examined these case studies, students collaborate to write their own musical based on the history of Concord. Working from primary sources, students dramatize the events that took place in Concord in the early days of the Revolution through original musical numbers. The resulting piece will be performed as a reading in the new Centennial Arts Center in the spring semester. Students who are interested in participating in both writing and performing the piece are encouraged to sign up for this course and the Performing Arts course PER113 in the spring.

+U.S.: Protest Movements of the 1960s: Power to the People

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

The 1960s were years of prosperity, upheaval, war, peace, reform, and reaction in the United States. The most prevalent imagery of the period — images of civil rights demonstrations and anti-Vietnam War protests, of "be-ins" and "sex, drugs, and rock 'n' roll," of yippies and hippies — provokes violently different reactions among Americans who still argue about this tumultuous decade and its controversial legacy. Were the 1960s a time of political activism, bold new government initiatives, high-minded idealism,

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personal liberation, and grassroots movements for social justice? Or were the 1960s full of mindless self-indulgence, social permissiveness, big government, violent disorder, treasonable dissent, and mass immorality? What was the impact of the decade, and how did it continue to shape American life through the end of the 20th century? This course provides an opportunity to examine these and other questions, and to probe them for the roots of the American culture wars and political fault lines today. We consider politics, war, protests, riots, assassinations, sex, drugs, music, hippies, feminists, LGBTQ people, radicals, and conservatives by immersing ourselves in words, ideas, sounds, and images from the 1960s. Assessments may include weekly reading responses, papers, in-class writing exercises, and a final exam.

+U.S.: Public History: Tour Guide

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

In Concord, local history is also national history. Tourists come to Concord in droves every year; larger numbers than usual will be visiting as we approach the 250th anniversary of the American Revolution, starting in 2025. In this course, students work with official Concord Tour Guides, the Concord Museum, and The Robbins House, among other local historical institutions, to build and deliver new tours that will welcome visitors to Concord. Along the way, students become certified to work as paid Tour Guides for the Town of Concord, interpreters for The Robbins House, and/or student docents for the Concord Museum and finish the course qualified to apply for jobs at those institutions. Assessments may include the writing and delivery of a tour of Concord.

U.S.: Utopias

3 credits

Open to grade 10; grade 11 by permission of the department. Prerequisite: One history course at intro level. Level: Mid.

Utopia is not an American idea. However, many people, both American- and foreign-born, have attempted to create in the United States what they thought would be their ideal societies. Inspired by religious belief, economic theory, and political and social philosophy, reformers of different stripes strove to create societies—sometimes segregated from mainstream society, sometimes integrated within it—that would allow them (and, many believed, others) to live an ideal life. This course considers those efforts in the mid-19th century when there was a flurry of utopian efforts. Assessments may include short papers and a research project.

+Vagabonds, Convicts, and Colonialism at the Global Cape of Good Hope, 1600–1850

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Level: Upper.

In the seventeenth century, the Cape of Good Hope at the southern tip of Africa became an intersection for people from three continents: Africa, Asia, and Europe. Khoekhoe herders, Dutch and Portuguese sailors, and convicts from China, Malaysia, and Indonesia initiated processes of change from which new problems, politics, and peoples emerged. Mobility and colonialism are central to understanding this history. The course focuses on people whose lives and identities moved through and across indigenous, colonial, and global societies: free and unfree workers, political radicals, cattle thieves, missionaries, colonial officials, African chiefs, Muslim nobles, and all manner of runaways. What patterns of human movement formed at the Cape? How did mobility shape identity and inform politics? How did colonial and African societies make sense of mobile people? Coursework may include essays and group projects.

Math Courses

Mathematics of Social Justice: Race and Gender in Athletics

3 credits

Open to grades 11 and 12; grade 10 by permission of the department. Prerequisite: Statistics and Probability, or Accelerated Precalculus.

This course uses mathematical tools and techniques to provide a lens through which to view the sociology of sports. The readings, which include articles and book excerpts, focus on examining and quantifying bias and inequality as they manifest in various professional sports and leagues, the NCAA, high school athletics, and sports media.

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+Advanced Topics in Mathematics: Calculus-Based Statistics **3 credits**

Open to grades 11 and 12. Prerequisite: B+ or above in Calculus: Part B and permission of the department.

Calculus-Based Statistics is similar to Advanced Statistics in that it introduces the notions of sampling distributions, confidence intervals, and hypothesis testing, which serve as the primary tools for data analysis in many disciplines. But, unlike Advanced Statistics, this course takes a theoretical approach. To help students gain an understanding of why these techniques work as they do, this course presents a rigorous mathematical development of the ideas, making frequent use of integral calculus. A brief introduction to multiple integration is included. The course begins with an exploration of the powerful concept of random variables, both discrete and continuous, followed by an examination of advanced probability distributions, such as the gamma family, the bivariate normal, and the t and F distributions. Other topics may include linear regression, analysis of variance, nonparametric methods, and Bayesian statistics.

+Advanced Topics in Mathematics: Dynamical Systems **3 credits**

Open to all grades. Prerequisite: Calculus: Part B with B+ or higher grade; or permission of the department.

Dynamical systems include iteration, chaos, and fractals. Topics include the dynamic behavior of functions, fractals and the algorithms for generating them, Julia sets, and the Mandelbrot set. Graph theory is a branch of mathematics involving pairwise connections between objects. Its numerous applications in computer science, physical science, and social sciences include network design, optimal matching, and models of social networks.

+Advanced Topics in Mathematics: Logic and Set Theory **3 credits**

Open to all grades. Prerequisite: B+ or above in Calculus: Part B and permission of the department.

This highly theoretical math course is designed to develop students' abilities to understand, communicate, and formulate advanced mathematical results. Topics include set theory, logic, cardinality, relations, functions, and the underlying axioms of mathematics. While exploring these topics, students gain access to a variety of mathematical tools and techniques that would serve them well in advanced pure mathematics courses in college and beyond. A high level of abstract thinking is required.

+Advanced Topics in Mathematics: Number Theory **3 credits**

Open to all grades. Prerequisite: Calculus: Part B with B+ or higher grade, or permission of the department.

This course includes a thorough study of the integers, including primality testing, modular arithmetic, the RSA encryption algorithm, Fermat's little theorem, Euler's phi function, and other number-theoretic functions, leading up to the law of quadratic reciprocity and an introduction to elliptic curves.

+Advanced Topics in Mathematics:

Vector and Multivariable Calculus

3 credits

Open to all grades. Prerequisite: Calculus: Part B with B+ or higher grade and permission of the department.

This is a standard introductory college-level course including topics such as vector calculus, partial derivatives, and multiple integration.

Modern and Classical Languages Courses

+Advanced French: The Creative Process **3 credits**

SEM 1. Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

If you enroll in this Advanced French course, you are (of course!) passionate about (or at least deeply fond of) French language and cultures. But what else are you passionate about? When you meet your French peers, what is the most important thing you will want to tell them about your creative self? While we will examine the works of French writers and other creators as models and inspirations for our own creative work, your personal choice, be it dance, minecraft, distance running, cooking, or songwriting, will be the driving source of your own vocabulary growth this semester; instruction in advanced topics of language mechanics will be provided as needed. Students are expected to write and speak on their chosen topic

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regularly and creatively, be willing to share their work, and respond creatively to the materials we discuss together as well as to the work of others in the class. By critiquing, debating, and creating you will continue to develop proficiency in interpretive, interpersonal, and presentational skills.

+Advanced French: Cinema

3 credits

Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This course uses cinema to introduce students to a range of topics related to French-speaking cultures. The focus is on improving listening comprehension and interpersonal communication; we achieve this through group conversations and discussions, as well as interpreting specific scenes and summarizing heard dialogues. Topics in the films may include, but are not limited to, family and personal drama, history and cultures, school life, immigration, and social justice. Students who are particularly interested in film as an art form have the opportunity to explore the history of French cinema and its vocabulary, but no previous knowledge of film as art is required. Students are expected to write analytically as well as creatively. This course can help students maintain proficiency after taking another advanced course or provide more practice for students before taking another advanced course, or simply serve as their capstone French course at CA.

+Advanced French: The Francophone World

3 credits

Open to grades 10, 11, and 12. Prerequisite: French 3 or equivalent, or permission of the department.

Just as English is not limited to the British Isles, French is the main language of communication and literary creation far beyond the geographical confines of France. This course explores various cultures of the French-speaking world, and their relationships with France and its language. In addition to reviewing geography and history, we discuss topics such as family relationships, revolutions and independence movements, education, and childhood within several different French speaking nations and regions. The francophone world is a vast subject, so for their presentational assignments students may choose to specialize in a specific geographical area where French is commonly spoken. Our sources may include fiction and cinema as well as documentary, nonfiction, music, and arts; discussing and reacting to these sources in dialogue and a variety of written forms enhances students' interpretive, interpersonal, and presentational competencies. Students share their interests with the class through discussion, presentations, and analytical and creative written assignments.

+Advanced French: French Opera from 1860 to 1960

3 credits

Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

Do you like musicals? Theater? Comedy? Drama? Are you intrigued by jealousy, love, and scandal? In this course students gain an appreciation of society and the artistic movements in France from approximately 1860 to 1960 through the operas of giants such as Gounod, Bizet, Massenet, Saint-Saëns, Offenbach, Debussy, Ravel, and Poulenc. Given the time limitations, we purposely begin the course after the heyday of Grand Opera. In order to gain a better appreciation of each work, students read the libretto before viewing each opera. All operas have been selected for their accessibility to students as well as for their outstanding music, performing cast, and production. The questions and activities around each opera ask students to look closely at the work in order to trace a few of its important elements. For added enrichment after each viewing, students pursue in greater depth a topic of particular interest to them and present their findings to the class. Among the topics the students can research are 'salonnières', women artists, singers, political figures and events, the plastic arts and architecture, dance, choreographers, set and costume designers. Imagination, humor, and creativity are highly encouraged! Last but not least, students learn about the richness and variety of French cuisine by a weekly sampling of delicious desserts such as "mousse au chocolat", "île flottante", and... "gâteau opéra"!

+Advanced French: Humor in French Literature

3 credits

Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: French 3 or equivalent, or permission of the department.

This course examines the many aspects of humor: irony, farce, satire, 'comédie bouffonne' or physical humor, as represented in French literature. We ask questions such as these: What provokes laughter? And with whom must the reader or spectator be complicit in order to enter into the joke? We read Voltaire's *Candide* from the century of Enlightenment and revolution, and other written works and excerpts spanning several centuries as well as genres (songs, stand-up, graphic narrative). Students are expected to

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write and speak analytically as well as creatively, participate actively in class discussions, and to present exposés and dramatic skits, thereby continuing to develop all areas of proficiency as well as furthering their understanding of French and Francophone culture.

+Advanced German: Children of the Wall: Lived German History **3 credits**

Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: German 3 or equivalent, or permission of the department.

28 years of bricks and barbed wire. People displaced. Families torn apart. Today, people think of Berlin's past whenever the topic of the Wall comes up. The history of the division, though, has a lasting legacy. In all of Germany, one can find people today, who were directly impacted by the construction of the Wall, and whose lives would have taken a very different turn without it. This separation of a people is a topic that encompasses all of Germany, not just the few who lived at the border or close to the Wall.

In this course, students learn about Germany's division after World War II, focusing on the lives and experiences of children and teenagers between 1961 and 1989. The documentary "Wir Kinder der Mauer" from 2021 by Christian von Brockhausen and Kristian Siebert is the golden thread guiding the class through history, supplemented by other authentic media to highlight what life was like in East and West Germany. Students have the opportunity to dive deeper into one or several aspects of this history as part of a research project and reflect on how what they have learned can help us better understand what is happening today in a world of growing divisions.

+Advanced German: Culture and Communication **3 credits**

Open to grades 10, 11, and 12. Prerequisite: German 3 or equivalent, or permission of the department.

This is a skill-building course in which students develop their spoken and written proficiency by discussing various topics in the German-speaking world. The course focuses on grammar, vocabulary development, pronunciation, listening comprehension, speaking fluency, writing mechanics, different communication styles depending on context, and cultural nuances in language use. The course utilizes a wide range of sources in a variety of media, such as texts, audio, and video, so that students gain optimal exposure to authentic language. Students practice in various communication scenarios like presentations, debates, role-playing, and group discussions. By the end of the course, students should feel more confident and comfortable communicating in the language in both interpersonal and presentational modes.

+Advanced German: Popular Culture **3 credits**

Open to grades 10, 11, and 12. Prerequisite: German 3 or equivalent, or permission of the department.

What is going on in German-speaking culture nowadays? Grabbing a history book or watching a documentary about cultural developments and issues from the past is easy. Figuring out what is going on currently is much harder. Where to look? German-speaking societies are inundated with information in all modalities, just like the rest of the Western world. We follow the more modern ways of getting information. This course examines social issues, historical influences, and regional varieties through the lens of cultural analysis. The main focus is how migration influences everyday life and ultimately may change culture. Students in this course watch a popular German TV show that offers over-the-top comedic glimpses into hard realities. Students also engage with authentic Internet resources and other popular publications dealing with the current culture in German-speaking countries, festivals, and food trends. Of course, we cannot forget about music! Examining the charts regularly for songs with German lyrics is an ongoing endeavor. This course also includes grammar reviews as needed to support students' growth.

+Advanced Latin: Vergil **3 credits**

Open to grades 10, 11, and 12. Prerequisite: Latin 3 or equivalent, or permission of the department.

The core of this course is the translation, reading, and analysis of the required portions of Vergil's *Aeneid* from the Advanced Placement syllabus. Vergil's stylistic devices, overarching themes, and related topics in literary criticism and Augustan-era literature form the center of this semester's critical and linguistic work. Students read other selections from the *Aeneid* in translation. At the conclusion of this course, students have the literary skills and preparation necessary to take the *Aeneid* sections of the Advanced Placement Latin examination.

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+Advanced Latin: Sallust

3 credits

Open to grades 10, 11, and 12. Prerequisite: Latin 3 or equivalent, or permission of the department.

This course aims to increase students' proficiency at prose translation and introduce students to the political turbulence that pervaded the Late Republic by reading Sallust's *Bellum Catilinae*. Students become familiar with the distinctive style of Sallust, grammatical complexities within his text, and the historical background during the time of its authorship. Students read selections in translation from Cicero's interpretation of the Catilinarian conspiracy and have the opportunity to critique and compare these two divergent documentations of one of the most chaotic periods of Roman history.

+Advanced Mandarin: Expressions

3 credits

Open to grades 10, 11, and 12. Prerequisite: Mandarin 3 or equivalent, or permission of the department.

This course is designed for students with sufficient Mandarin-speaking proficiency who understand and speak without major grammatical errors about daily life situations and simple socio-cultural topics. It aims to further strengthen students' tonal control, expressional intonation, grammatical accuracy, and overall competence in interpersonal, interpretive, and presentational speaking. The task-based "Pronunciation Clinic" is used in this course to help individual students improve their Mandarin pronunciations in speaking situations in meetings, presentations, interviews, and storytelling. Students also examine the social etiquette in the Mandarin-speaking world to develop their communicative skills.

+Advanced Mandarin: Literature

3 credits

Open to grades 10, 11, and 12. Prerequisite: Mandarin 3 or equivalent, or permission of the department.

This course is designed primarily to deepen students' immersion into the language and language products of the Mandarin-speaking world. It aims to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills through the medium of Chinese literature, with a focus on various rhetoric methods in Chinese language expressions. The wide range of topics in this course also enables students to utilize the three communication modes — interpersonal, interpretive, and presentational — in a realistic way and helps students understand and appreciate the linguistic and aesthetic features of the Chinese language in general.

+Advanced Mandarin: Comparative China

3 credits

Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Mandarin 3 or equivalent, or permission of the department.

This course aims to develop students' Mandarin language proficiency by incorporating semiformal or formal usages into their vocabulary and presenting more fully developed narratives or reasoned arguments in length. In this course, we explore several selected sociocultural themes that are relevant to students' lives and today's China. Students practice the three communicative (interpersonal, interpretive, and presentational) modes in each thematic lesson as they develop their awareness and appreciation of the various elements of Chinese culture through both in-class and online conversation.

+Advanced Spanish: Cinema and Conversation

3 credits

Open to grades 10, 11, and 12. Prerequisite: at least one other Spanish course at the elective level, or permission of the department.

This course provides a forum for students to improve their oral proficiency through directed discussions, Socratic seminars, and round-table conversations about topics presented through contemporary short films, feature-length films, and other media from Spain and Latin America. Attention is given to improving listening comprehension and interpersonal communication. This course can help students maintain proficiency in Spanish, or provide more practice for students before taking another advanced course, or simply serve as their capstone Spanish course at CA.

+Advanced Spanish: Muchos Méxicos

3 credits

Open to grades 10, 11, and 12. Prerequisite: at least one other Spanish course at the elective level, or permission of the department.

This course is designed to enhance students' understanding of Mexico's unique historical experience. In order to answer the question, "What has it meant, and what does it mean, to be Mexican?", we will explore a variety of texts and media. Students will become familiar with the key issues, conflicts, and ideas that have shaped Mexico throughout its history, while critically examining the narratives and stereotypes that exist about the country. Our priority is to continue developing advanced language skills while exploring Mexican society and culture. Students who take this course are encouraged to consider joining the spring break trip

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to Mexico as an enriching expansion of the work we do in the classroom. *This course will have some content overlap with the History elective “Many Mexicos: Culture, Society, and Identity”, but students with deep interest in the topics are welcome to take both courses.*

+Advanced Spanish:

News and Media in Spanish-Speaking Countries

3 credits

Open to grades 10, 11, and 12. Prerequisite: Spanish 3 or equivalent, or permission of the department.

This course is designed for students who love to stay connected and know what’s happening in the world and more specifically in Spanish-speaking countries. In this course, students will be exposed to the media by: reading articles, watching the news, listening to the radio, writing comments and discussing the current news in Spanish.

Performing Arts Courses

+Advanced Music Theory

3 credits

Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: Intermediate Music Theory or successful placement test, or permission of the department. Prior music theory experience is expected. Three class meetings per week.

This course is an advanced study of music theory. A firm understanding of the fundamentals (scales, key signatures, intervals, rhythm, and meter) and foundations (chords, Roman numeral analysis) of music theory is essential. Topics discussed include part writing (triads in root, first, and second inversion), diatonic and applied seventh chords, and nonchord tones, with continued emphasis on ear training and sight singing. The course also incorporates exploration of the various formal structures of classical music and elements of compositional style, as well as more advanced topics such as modes and mixed meter. This course is recommended for students intending to take the Advanced Placement Music Theory examination.

+Ballet Workshop

2 credits

Open to grades 10, 11, and 12; grade 9 by permission of the department. Prerequisite: three seasons of Dance 3, a season of Concord Academy Dance Project, and successful placement process, or permission of the department. The course also satisfies the athletics requirement for the season.

This course is intended for students with substantial experience in dance practice who wish to continue deepening their technical skills and vocabularies in classical ballet. The course introduces diverse ballet styles, repertory, and technical methods, ranging from Romantic to Neoclassical (Balanchine), pushing students to broaden their perspective and understanding of "classical" ballet. Students develop strength, flexibility, speed, and an awareness of lines of the body to reflect on and support the physical demands of the art form. While working on the physical components, the class also explores the musicality of movement, developing an understanding of phrasing and syncopation. Throughout the course, students are encouraged to explore qualities of movement in their delivery, performance, and individual artistry, and gain confidence through dancing. The course culminates with an informal showing of the repertory studied during the term.

Dance Conditioning: Stretching and Strengthening

1 credit

Open to all grades. Prerequisite: Dance 1. Two class meetings per week. The course also satisfies the athletics requirement for the season.

This course is for students who would like to improve flexibility, build muscle strength, and foster relaxation through a blend of exercises including yoga, Pilates, gyrokinesis, physical therapy-based exercises, and mindful movement techniques. Students learn proper stretching techniques to increase range of motion and prevent injuries. This class offers a supportive environment with a holistic approach.

Design for Stage and Film: Fundamentals of Production Design

2 credits

Open to grades 10, 11, and 12. Prerequisite: One Visual Arts Department studio course; or one course in the Music Program, Theater Program, or Dance Program, or one season of Performing Arts Production: Tech Crew. May be taken for Performing Arts Department credit or for Visual Arts Department studio credit. \$50 materials fee. Requests to repeat the course for credit are considered on a case-by-case basis.

Costumes, scenery, lighting, props, and sound are only a few elements needed to produce a play, film, dance, or video. Fundamentals of Production Design is structured to provide students with the skills to

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research, analyze, and use visual communication and aesthetic theory to communicate ideas to an audience. The class explores design as a means of communication, a way of organizing information, and a form of artistic expression. Students learn the roles and responsibilities of a designer through studio design projects that utilize analytical and theoretical interpretation, research, and rendering techniques, using a mix of media to communicate the visual interpretation of ideas. Skills learned in this course include but are not limited to model making, hand and CAD rendering skills, painting techniques, additive and subtractive color mixing, and the fundamentals of design: line, tone, value, texture, and composition. After taking this course, students are encouraged but not required to collaborate with Directors' Workshop to put into practice the theoretical design process into a realized design by collaborating with a team.

Broadway Songbook

2 credits

Open to all grades. Pre/corequisite: One of the following: Chorus, Basic Voice, Individual Music Instruction in voice, participation in a Concord Academy mainstage musical theater production, or permission of the department.

This course, for vocalists or actors or dancers who sing, is a chronological survey of vocal repertoire from the musical theater canon. In this performance-based course, students are assigned a new song every two weeks to prepare for in-class performance and are given feedback by the instructor and their peers in a master-class format. A general overview of the history of Broadway musical theater is incorporated, and students perform repertoire from the 1920s to today. Students become familiar with their material by answering questions about the song's content within the show, their character's motivation, specific lyrical or musical considerations, and other key concepts. The course culminates in an informal showcase performance presenting highlights from the semester's studies.

Musical Instrument Design

2 credits

Open to grades 10, 11, and 12. No prerequisite. May be taken for either Science Department credit or Performing Arts Department credit.

This course is an introduction to the physical properties of sound and how we can manipulate common and uncommon objects to make musical instruments. We are taking influence from wind, percussion, and string instruments from around the world. After discussing examples of past instrument designs, students are tasked with imagining and creating new instrument ideas. This course is useful for students interested in understanding the properties of acoustic sound, developing the student's relationship to their current instrument, and creating new instruments that are universal in musical function yet unique.

Film Scoring

2 credits

Open to grades 10, 11, and 12. Prerequisite: Digital and Electronic Music, or permission of the department. Previous instrumental or vocal study is recommended; current instrumental or vocal study is strongly recommended. Two class meetings per week.

In this course, students learn how sound and music can be used to illuminate film. We study great works of the past and specific techniques for recording sounds, history of Foley percussion, and applying music and song to film. The course culminates in collaborative projects within the performing arts department; students engage in the process of adding sound and music to score this feature-length production.

+(Re)Writing American History Through Musicals

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level. Three class meetings per week. May be taken for either History Department credit or Performing Arts Department credit.

“I cordially detest history in the theatre. History is ghoulish and prosaic and odiously encyclopedic.” – Anonymous critic, 1925

In this 250th year of the American republic, this class considers 18th- and 19th-century American history as told through Broadway musicals of the 20th and 21st Centuries. By studying the techniques, successes, and failures of musicals such as *Hamilton* and *1776*, students learn how history and narrative storytelling intersect in a piece of commercial entertainment. Having examined these case studies, students collaborate to write their own musical based on the history of Concord. Working from primary sources, students dramatize the events that took place in Concord in the early days of the Revolution through original musical numbers. The resulting piece will be performed as a reading in the new Centennial Arts Center in the spring semester. Students who are interested in participating in both writing and performing the piece are encouraged to sign up for this course and the Performing Arts course PER113 in the spring.

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+The Sitcom Project: Writing and Acting for Television

3 credits

Open to grades 11 and 12. Prerequisite: Introduction to Film Production or Introduction to Theater. Three class meetings per week. May be taken for English Department, Visual Arts Department studio credit, or Performing Arts Department credit. Designation: Writing Workshop.

From *Sanford and Son* to *Modern Family*, *Friends* to *The Big Bang Theory*, and *The Jeffersons* to *One Day at a Time* (and its reboot!) — these sitcoms, whether old favorites or new discoveries, have left an undeniable mark on popular culture. Notably, all fall under the umbrella of the sitcom, one of America's most iconic and enduring forms of entertainment. *The Sitcom Project* is a unique, multidisciplinary course that explores the art of producing multi-camera sitcoms. Students investigate the format's production and performance demands, blending live theatrical elements with traditional film production. The course also operates as a professional writers' room, complete with its own structure, politics, and collaborative challenges. Students have opportunities to engage both in front of and behind the camera, taking on roles as writers, actors, and directors. As a writing-intensive course, students should expect to commit to a sizable amount of writing and pre-writing challenges as we shape a season of original television together to ready for the Winter Season production experience. While students can take the Fall semester course as a standalone academic experience, participation in the Winter "Sitcom Production Experience" is mandatory to join the cast and crew for weekly rehearsals and tapings in front of a live studio audience. Preference for this course will be given to students who commit to the fall course and winter season component.

Working with a Script

2 credits

Open to grades 10, 11, and 12. Prerequisite: One Theater 1 course or Introduction to Theater.

How do we read a script to fully understand the situation and relationship onstage? How do we recognize clues within a play to create a fully realized world for an audience? Students in this course work on scenes using collaborative exercises, textual analysis, and improvisations to help them deepen their understanding of character, relationship, and moment-by-moment choices they make based on the text. Outside work is expected, and a final workshop of showings is performed.

+U.S.: Censorship in American Theater from 1900 to the Present

3 credits

Open to grades 11 and 12. Prerequisite: One history course at mid level.

What is censorship? When and why does censorship occur? What are the cultural and political forces that impact what theater artists are allowed, and not allowed, to depict on stage? And why does the theater so frequently become a site where these political and cultural contests play out? This course examines the history of theater censorship in the United States beginning at the turn of the 20th century. Topics include the judiciary, political activism, blacklisting, sexual and gender politics, race, and religion. We read plays in class, discuss their historical context, and explore the cultural forces at work that generated controversy around their production. We discuss how these plays can be indicators of political and social change and a way of exploring cultural and ethnic identity. Assessments may include short papers, reading quizzes, creative projects, and Socratic seminars.

Science Courses

+Advanced Biology: Exercise Physiology

3 credits

Open to grades 11 and 12. No prerequisite.

The diet and exercise industry has become a multibillion-dollar entity. Companies promise to help millions around the globe attain their individual definitions of health and fitness with products, programs and advice that are often wrong, contradictory, or significantly oversimplified. Students in this course assess the scientific safety and validity of claims made by diet and exercise companies by exploring the complex physiological and metabolic interactions that affect an individual's health and fitness. We study the anatomy and physiology of body systems involved in exercise and examine the ever-evolving science of human nutrition to understand its significant complexity. Coursework includes readings from journal articles and relevant secondary sources, the gathering and examination of experimental data, and a research project based on each student's individual interest in this topic. The ultimate goal is to understand that a healthy lifestyle can be defined in many ways and that a healthy body can take on many shapes and sizes.

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+Advanced Biology: Origins of Life

3 credits

Open to grades 11 and 12. No prerequisite.

The question of how nonliving matter gave rise to living organisms has been debated for millennia. Until recently, theories that attempted to explain this process have been unable to account for how molecules with no conscious agency, no ability to plan, and even no control over their own movement could have come together to create the elaborate and delicately coordinated systems required for life. This course evaluates the most recent theories attempting to explain the origins of life with the goals of assessing their plausibility and of synthesizing those ideas into our own collective theory of how life originated. We gain a sophisticated understanding of the intricacies of evolution, the complexity of the biochemical mechanisms underlying life, and of how changes in the geology and energetics of early Earth created ideal environments for abiogenesis. Students design their own laboratory protocols, engage in research, and read scientific journal articles, allowing us to craft a meta-analysis that reflects our perspective on what really happened four billion years ago.

+Advanced Biology: The Political, Economic and Social Consequences of Reproductive Physiology

3 credits

Open to grades 11 and 12. No prerequisite.

In human biology, there are two sex cells necessary for reproduction: sperm cells, produced by males, and ova, produced by females. This defined reproductive distinction underlies significant differences in behavior between the male and female sexes. We explore the idea that the sex-based behavioral differences have fundamentally influenced the development of political, economic, and social systems throughout history and continue to do so today. Males and females experience the consequences of that development differently, which in turn impacts all aspects of human lives. Through engaging in research and hands-on projects, students have the opportunity to explore how this knowledge can be used to improve the everyday lives of individuals.

+Advanced Biology: Public Health and Epidemiology

3 credits

Open to grades 11 and 12. No prerequisite.

In this course, we consider a range of topics related to the health and well-being of human populations. Given the importance of infectious disease as a determinant of human health both historically and today, we spend some time discussing topics in microbiology and immunology, including the biology and public health impacts of vaccination. We consider the methods and different sources and forms of evidence that epidemiologists use to attempt to identify the determinants of health and well-being, broadly defined. Finally, we consider how, informed by epidemiological findings, public health interventions can be used to improve the health of populations, and some of the challenges that face implementation of public health strategies both locally and globally.

+Advanced Biology: Research Seminar

3 credits

The seminar offers students the chance to learn about a biological concept of their interest and integrate that learning into a structured and thoughtful scientific review paper. Students explore various aspects of the research process, including but not limited to effective methods for gathering and organizing information, how to identify and effectively address the correct audience, and the stages of writing a journal article. The relationship between research article structure and specific biological topics will be examined, and students also explore the role and effects of AI on research.

+Advanced Chemistry: Organic Structure and Function

3 credits

Open to grades 11 and 12. Prerequisite: Chemistry, or permission of the department.

This course builds on the ideas of structure and molecular interactions that were introduced in Chemistry. We refine and develop the ideas of bonding, molecular shape, and noncovalent interaction and we investigate how these concepts inform the functionality of organic molecules. Through lectures, problem solving, model building, and laboratory experiments, students gain experience with organic nomenclature, quantum mechanical theories of bonding, spectroscopy, and basic organic reactivity.

+Advanced Environmental Science: Sustainable Agriculture

3 credits

Open to grades 11 and 12; No prerequisite.

By the time you have finished reading this course description, there will be 120 more people in the world. To feed the growing population, agricultural production must increase 60% by 2050 on a planet with

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decreasing arable land. Agriculture is defined as the cultivation of animals, plants (including fungi), and other forms of organic life for human use, including food, fiber, medicines, fuel, and many other uses. Through articles, field trips, and independent research, this course examines the history, politics, and impacts of agriculture. The essential questions are these: How have human food production practices shaped the world from prehistory through the modern agricultural practices? And can the projected transformations into "ecological farming" feed the world's population?

+Advanced Earth Science: Field Methods

3 credits

Open to grades 11 and 12; not open to students who have taken the previously offered course Advanced Earth and Environmental Science: Techniques. No prerequisite.

The collection and analysis of field data is central to research and other work in Earth and environmental sciences, and this class offers an introduction to general field and laboratory methods. Investigations focus on topics such as topographic and geologic mapping, visualizing geospatial data, soil characterization and chemistry, plant identification, and surface water movements. Students should expect to spend time in both the classroom discussing methodological approaches and in the field practicing data collection. With data of varying spatial and temporal resolution and duration in hand, students use GIS mapping and spreadsheet analysis to interpret results. At the end of the course, students demonstrate familiarity with how to design a field investigation, collect data to address a specific goal, and interpret and report the results. There is an emphasis on learning to report field results in the format of scientific communication.

+Advanced Environmental Science: Human Ecology

3 credits

Open to grades 11 and 12. No prerequisite.

Human Ecology is an interdisciplinary course that calls upon students to apply and synthesize knowledge from a variety of sources. This introductory seminar course explores human connections to natural, social, and built environments through the lens of economic policies. The course is designed to familiarize students with the integrated and complex analysis required in the study of environmental science. The course is strongly recommended for students interested in pursuing an environmental focus in their further studies.

+Advanced Environmental Science: Energy and Climate

3 credits

Open to grades 11 and 12. No prerequisite.

This course provides students with a background in the fundamentals of climate change science, impacts, and solutions. Beginning with the science of climate change, students will explore the key controls on the climate system before delving into climate impacts and global energy systems. By taking an earth systems approach, students can predict impacts on the global biosphere, hydrosphere, and cryosphere, as well as human systems. In particular, this course will examine sea level rise and storm surge in more depth, as students investigate the various engineering strategies used to mitigate and adapt to both. Applying this knowledge, students will design a stormwater protection system for Boston Harbor. This course is appropriate for any student interested in learning more about climate change or how engineering solutions are used to protect neighborhoods and coastal communities from flooding and sea level rise. This course does not assume a prerequisite understanding of atmospheric science or engineering principles.

+Advanced Environmental Science: Sustainable Communities

3 credits

Open to grades 11 and 12. No prerequisite.

Communities across the globe are tasked with creating and maintaining a thriving economy, addressing public health crises, and providing residents with livable neighborhoods. Simultaneously, these same communities face a myriad of current and future threats related to climate change risk, biodiversity loss, environmental degradation. The intersection of these challenges stresses infrastructure, disrupts essential services, and weighs heavily on social, political, and financial systems in ways that exacerbate existing inequalities across class, race, gender, and sexuality. In this course, students explore these issues and ask how citizens build sustainable communities. Students investigate topics related to green buildings and infrastructure, clean energy, transportation, recycling and waste management, water conservation, circular economy, governance, and more. With Concord Academy as our main case study, students play the role of sustainability coordinator and collaborate to envision a sustainable CA.

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+Advanced Environmental Science: Ecology

3 credits

Open to grades 11 and 12. No prerequisite.

This introduction to the field of ecology engages students in the fundamental principles governing the interactions between organisms and their environment at the population, community, and ecosystem levels. Topics include, but are not limited to, biomes, biogeochemistry, energy flows, population dynamics, life history strategies, competition, herbivory, predation, species interactions, and microbial ecology, as well as biodiversity, conservation, and the critical role that ecosystems play in supporting a healthy, habitable planet. Students participate in fieldwork, data collection, analysis, and visualization to construct ecological knowledge about our local community and understand the role that scientific methods play in the field. Additionally, students learn the key challenges facing ecosystems today, and explore approaches to addressing these challenges.

+Advanced Environmental Science: Water Resources

3 credits

Open to grades 11 and 12. No prerequisite.

Water is essential for ecosystem health, human consumption, agriculture, and industry, yet issues related to quantity, quality, and distribution represent serious challenges today and in the future. This course explores the environmental, historical, social, political, and economic dimensions of water resources. The course begins by laying a foundation in the hydrologic cycle, surface water hydrology, and fluvial geomorphology, examining the key processes that drive runoff, streamflow, and landscape formation in a watershed, as well as chemical and biological water quality. Using a case study approach, students wrestle with the interdisciplinary challenges that define society's role in water resources. Case studies include the Gulf of Mexico dead zone, the Flint, Michigan water crisis, water law and policy in the Colorado River Basin, and dam removal in the Pacific Northwest, among others. Key to this course is the influence of climate change on the hydrologic cycle, and subsequent impacts on aquatic, marine, and human systems, as students think critically about the sustainability of Earth's most precious resource.

Environmental Symposium

3 credits

Open to all grades. One weekday evening class meeting per week, typically 7:00–9:00, for six weeks. No prerequisite.

This course is a lecture series presented by professionals engaged in environmental science, environmental justice, and sustainability. The purpose of the symposium course is to introduce high school students to the interdisciplinary nature of environmental issues and their solutions.

Topics in Engineering: Principles and Processes of Design

3 credits

Open to grades 11 and 12. Prerequisite: Topics in Engineering: Computer-Aided Design, Manufacturing, and Maker Tools or demonstration to the department of mastery of the safety with (and proficiency with) the tools in the Maker Space as well as proficiency with a 3D modeling program like OnShape.

Real engineering is about solving real world problems. This course will challenge you to design your own solutions (or improve existing ones) to real world problems. Real engineering is also about evaluating those solutions and making improvements, so you will gather feedback on your designs and then make improvements. We start with designing a salt/pepper shaker for use by people with difficulties seeing and gripping. Then we will use student suggestions to come up with other areas to apply the engineering design process.

Visual Arts Courses

Ancient Cities: Building

Civilizations Through Art and Architecture

3 credits

Open to grade 10; grade 11 by permission of the department; not open to students who have previously taken Ancient Cities: Past, Present, and Future. No prerequisite. May be taken for either History Department credit or Visual Arts Department (but not studio) credit. Level: Mid.

This course examines how urban societies were invented during the Bronze Age by exploring the art and architecture that shaped them. Investigating civilizations from Mesopotamia's Fertile Crescent to the Silk Roads of Asia, the steppes of North Africa, and the jungles of Central America, the course revolves around a central question: whether the design of these cities could inform the creation of an urban planet of the future capable of meeting the challenges posed by climate change, resource deprivation, and social inequity.

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Equal parts research, speculation, and fantasy, class work involves short-form writing, online videos, selected readings of science fiction, student-generated multimedia presentations, museum visits, and a final design project using analog and virtual design tools to demonstrate how art and architecture link past, present, and future.

+*Special Topics: Evidence, True Crime, and Photography **2 credits**

Open to grades 10, 11, and 12. Prerequisite: Introduction to Photography. \$50 materials fee.

Perception is reality, but reality is not always truth. The goal of this intensive studio course is twofold: first, to explore photography's complicated relationship with notions of fact, evidence, and criminality; and second, to apply this knowledge in the creation of a cohesive, research-based portfolio of photographs. While studying high-profile court cases, historically significant photography, pop culture, and more students identify how photography can be used to tell a story from any angle—truthful or otherwise.

+*Special Topics: Color Photography **2 credits**

Open to grades 10, 11, and 12. Prerequisite: Photography 2 or Digital Darkroom. \$40 materials fee.

This course considers color as an expressive formal element in photography. Topics include color theory, film scanning, digital manipulation, and hybrid methods of image-making. Students work toward seeing in color and understanding the fundamentals of color correction and resolution from import to output. We continue to look at historical and contemporary color photography to develop a vision as color photographers. By the end of the semester, students have a portfolio of prints that represents the resolution of a cohesive idea.

+History of Photography **3 credits**

Open to grades 11 and 12. No prerequisite. Three class meetings per week. May be taken for either History Department credit or Visual Arts Department (but not studio) credit. Level: Upper.

History of Photography is a thematic exploration of photography's evolution, from its development in the early 19th century to its role in contemporary visual culture. Through an examination of key movements and figures across the globe—from Niepce to Crewdson; from Pictorialism to the VIVO Collective; and from the carte de visite to Instagram—we will trace photography's complicated evolution as a scientific, documentary, and artistic medium, as well as its impact on social, political, cultural, and industrial histories. By the end of the semester, students will be able to critically analyze photographic images within historical contexts and articulate photography's impact on the way we interpret our visual environment. Assessments may include research papers, image analyses, and exhibition reviews.

***Printmaking: Etching and Beyond** **2 credits**

Open to all grades. No prerequisite.

This course explores various traditional intaglio techniques, including drypoint, copperplate etching, and aquatint, used centuries ago by master printmakers such as Albrecht Dürer, Rembrandt van Rijn, and Francisco Goya. Through these techniques, students develop their plates by exploring the formal elements of intaglio printmaking, which include but are not limited to line, tone, texture, color, and composition. Subsequent projects explore contemporary printing techniques such as collagraph, carborundum printmaking, and photoetching. Some monotype techniques are introduced, allowing students to create layered surfaces or experiment further with multicolor prints.

***Documentary Film Production** **2 credits**

Open to all grades. Prerequisite: Introduction to Film Production. \$40 materials fee.

Among many forms of visual stories, documentaries are *true* stories — about characters and issues we care about and want others to understand. Nonfiction films interpret truth and memory; they educate and entertain us, move us to thought and action, change public opinion, and expand our minds. This course explores documentary as a storytelling art, a powerful and evolving craft, and a path to understanding and explaining our world. Students gain hands-on experience with interviewing, camerawork, lighting, sound, editing, journalism, and gathering of archival footage. We practice these techniques in a series of exercises and produce two short films. We watch some of the great documentaries from the past and present, discuss what makes them work, and, in producing our films, contribute to the truth and memory of our time.

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+Film History

3 credits

Open to grades 11 and 12. No prerequisite. Three class meetings per week. May be taken for either Visual Arts Department (but not studio) credit or History Department credit.

Film History is a survey course that examines the origins and sweeping international expansion of the motion picture medium, culminating with the present state of an industry and popular art in the midst of redefining itself yet again. Although the focus of the course is on the aesthetic development of cinema, we soon discover that this narrative is inseparable from the industrial, social, and economic histories that entangle such an inquiry. By the end of the semester, students should be able to synthesize multiple historical perspectives to arrive at a deeper appreciation of the complicated, yet surprisingly short, evolution of cinema and the cinema experience.

+*The Sitcom Project: Writing and Acting for Television

3 credits

Open to grades 11 and 12. Prerequisite: Introduction to Film Production or Introduction to Theater. Three class meetings per week. May be taken for English Department, Visual Arts Department studio credit, or Performing Arts Department credit. Designation: Writing Workshop.

From *Sanford and Son* to *Modern Family*, *Friends* to *The Big Bang Theory*, and *The Jeffersons* to *One Day at a Time* (and its reboot!) — these sitcoms, whether old favorites or new discoveries, have left an undeniable mark on popular culture. Notably, all fall under the umbrella of the sitcom, one of America's most iconic and enduring forms of entertainment. *The Sitcom Project* is a unique, multidisciplinary course that explores the art of producing multi-camera sitcoms. Students investigate the format's production and performance demands, blending live theatrical elements with traditional film production. The course also operates as a professional writers' room, complete with its own structure, politics, and collaborative challenges. Students have opportunities to engage both in front of and behind the camera, taking on roles as writers, actors, and directors. As a writing-intensive course, students should expect to commit to a sizable amount of writing and pre-writing challenges as we shape a season of original television together to ready for the Winter Season production experience. While students can take the Fall semester course as a standalone academic experience, participation in the Winter "Sitcom Production Experience" is mandatory to join the cast and crew for weekly rehearsals and tapings in front of a live studio audience. Preference for this course will be given to students who commit to the fall course and winter season component.

***Visual Effects in Film**

2 credits

Open to all grades. Prerequisite: Introduction to Film Production. \$30 materials fee.

This course is for aspiring compositors, visual effects specialists, and 3D animators who want to create cutting-edge visuals using computer-generated imagery and VFX techniques. Students explore the full VFX production process: previsualization, modeling, animating, lighting, compositing, and rendering/finishing. This hands-on curriculum uses professional tools like After Effects and Blender to enable students to bring new technologies and storytelling possibilities into their films.