

THE BOLD AND MOSTLY  
BRILLIANT IDEAS  
BEHIND THIS PLACE

# here students do



The Putney School

# YOU'VE GOT TO BE HERE

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IMAGINE

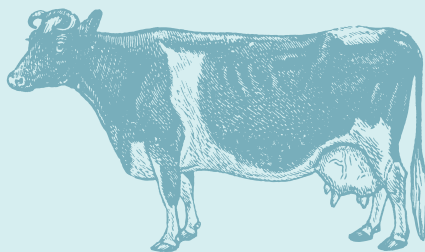
250  
PEOPLE

SINGING AND CHEERING ON  
A THURSDAY MORNING IN  
THE POURING RAIN.

Or four students in the back of  
a pickup, ferrying telescope parts  
up to the observatory.



Or a drawing class while the  
sun sets behind the mountains  
and the evening sky darkens  
through the studio windows.



WHAT'S IT LIKE MILKING COWS ON A CRISP  
WINTER MORNING BEFORE BREAKFAST?

Using statistics to measure the growth of a Vermont forest?

*What's it like to spend an evening with your classmates and your teacher in a faculty apartment discussing "The Brothers Karamazov" and eating homemade cookies?*

RETURNING FROM A TRIMESTER  
IN CUERNAVACA, MEXICO AND  
THINKING IN SPANISH.

IMAGINE THE GLOW OF THE BLACKSMITHING STUDIO.

*...And the rowdy laughs each  
morning at Milk Lunch.*

*...The spray of metallic parts  
on the physics lab tables.*

Or being one of  
two student  
members of the  
Board presenting  
to the Trustees,  
and then voting  
on an issue you  
really care about?



## A LETTER FROM DANNY

Imagine an intellectually-challenging school where teenagers find good in themselves and learn to serve others. Visualize one where a 600-acre working farm, miles of woodland trails, bountiful art studios and the natural world itself serve as classrooms alongside more traditional academic settings. See a place where becoming a contributing adult is as important as maturing into a great student. Welcome to the Putney School.

Putney has a beautiful setting, inspiring teachers, and engaged students. What else sets Putney apart?

First, Putney students learn and do. At the end of any day at Putney, our heads might hurt from thinking, our hearts from laughing, and our hands from creating. This is how we create wisdom instead of simply transmitting information. It also means our students take risks, develop resiliency, assume ownership for their education, and find joy in learning. The result is a place that is both academically rigorous and culturally informal. We take our intellectual tradition seriously, but seek most of all to help our students mature into thriving adults committed to the betterment of their homes and of the world.

Second, adults here believe in adolescents and give them real responsibility. Putney prospers because students lead and work each day. They serve on every decision-making body—including the Board of Trustees—and debate the real issues of the community, from the grading policy and graduation requirements to cell phones and community service. Finally, students oversee work on the farm, in the kitchen, and across the campus. These authentic tasks help our students achieve their full potential.

Lastly, we find pride in ourselves and build empathy for others. Our community is intentionally diverse, and our commitment is to affirm everyone at Putney for who they are, to create a place we all call a home.

When our graduates leave this school, they continue their educations at the highest caliber colleges and universities. They also have skills that will serve them for a lifetime.

If these things appeal to you, please come for a visit. Email us or give us a call. We hope to see you soon.

Best,

A handwritten signature in green ink that reads "Daniel O'Brien". The signature is written in a cursive, flowing style.

**Daniel O'Brien**

Head of School

*B.A. Middlebury College*

*M.A. University of Colorado Boulder*



## LEADING EDUCATION

The Putney School is a coeducational boarding and day school for grades 9–12 founded in 1935 by Carmelita Hinton. We are a progressive school, which means we believe people learn best by doing.

It's called progressive education, but the truth is, everyone learns better by doing, not by being told. We are delighted to see other schools discover project-based learning, integrated curricula and hands-on education, but we've been doing it for more than 75 years. We do it boldly and well.



To read these fundamental beliefs, see  
Do: inside cover



Carmelita Hinton was a determined visionary. She developed a set of principles that have become the foundation, not just for The Putney School, but for progressive education as well. Our continued commitment to her fundamental beliefs and our deliberate choices for our community and curriculum have put Putney at the leading edge of education in America and the world.





## PUTNEY IS GORGEOUS

We live, work, and learn on Elm Lea Farm, a 500-acre working dairy farm. If you've been to Vermont, you understand just how inspiring, gentle and fierce it can be. We are in the country, but not isolated.

We have playing fields for sports, and miles of wooded trails for hiking, biking, skiing and riding, campfires, bird-watching and thinking. There are acres of organic vegetable gardens, and a dairy barn built by students, faculty and staff in Putney's early years.

Our dorms are home to anywhere from 10 to 30 students, each led by a few faculty dorm heads. Many dorm parents have children and pets, so the dorms feel like home-away-from-home. Student dorm heads help to organize life—jobs, schedules, choices—and to balance the many things Putney demands and offers. They also make snacks.

## WE TRY TO LIVE SUSTAINABLY

Sustainability is integral to our campus, our curriculum and our community. We grow our own vegetables, and breed our own livestock and poultry—twenty percent of the food we eat comes from our labor. We work hard to care for the land and champion energy efficiency.



## OUR GOAL IS A NET ZERO CAMPUS

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The Field House was the first net zero, LEED Platinum certified school building in the country. Our student cabins are superinsulated and solar powered, designed and constructed by students.

Our campus includes 9 dorms and several solar cabins, 32 classrooms, an arts center and theater, a net zero field house (conserving >50 MWh/year), a dining hall, 40 km of trails, a boat house, a dairy farm (producing about 65,000 gallons/year of milk), a horse barn and 8 gardens.



A close-up photograph of a young person with brown hair, wearing clear safety goggles and blue nitrile gloves. They are wearing a white lab coat over a purple shirt. They are carefully pouring a clear liquid from a glass beaker into a test tube. The background is softly blurred, showing a laboratory setting with warm lighting. The text 'think do' is overlaid in the top left corner.

# think do

We create opportunities for you to figure things out on your own. At the same time, there are fundamentals and tools in every subject that we can teach you that can help you learn to think critically, build on creative ideas and work to see your ideas in action.

*Dr. B.M.  
Med*





We work hard, but not for grades. We value good questions, critical thinking, collaboration, and the ability to present your thinking in compelling and creative ways. Our classes are discussion-based, designed to engage you completely on several levels: personal, political, cultural and even biological. At Putney you will learn from your peers, from your teachers, from books, from observation, from failure and from living and working on this particular piece of land. Classes take the form of seminars, labs and discussion groups that are held inside and outside. When you learn by doing rather than being told, you develop confidence. Confidence allows you to take risks and be creative.

There's no such thing as extracurricular here; learning at Putney takes place every day all day. We offer 100+ classes, including electives like Existentialism, Agroecology, Revolutions: A Comparative Study and Feminist Perspectives in Literature. With Project Weeks and Independent Study opportunities, there's no limit to how deep you can go in any subject.

## WHAT DO WE MEAN, "LEARNING BY DOING"?

As part of Humans in the Natural World, 9th graders observe a plot of land over three seasons, documenting biodiversity and the impacts of human activity. They write field notes, poetry and position papers.

In Media Studies, students reflect on emotion and coercion in advertising. They are challenged to use the marketing strategies they've explored to initiate a new trend at The Putney School.

A physics class begins by observing the effect of sound waves on lead shavings. Students ask questions about the patterns they see and then design the experiments to answer these questions.

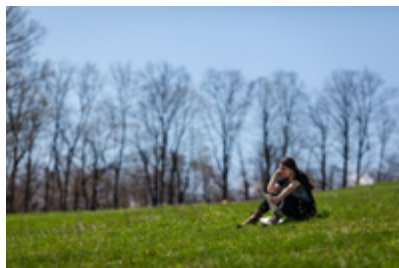
Students in Sociological Impacts of Food research the cultural history of a dish, learn to cook it and serve it to the whole school for dinner.



## ARE ALL CLASSES HANDS-ON?

**YES ►** In every class, you will examine texts, situations and phenomena. We then ask you to build on these elements, to challenge them and to do something with them. You will often need to roll up your sleeves—to get dirty, lost, inspired and invested.

**AND NO ►** Sometimes learning is active but not literally hands-on. You might design an independent experiment, but you also might be challenged to draft an opinion essay, critique a statement by a fellow student or conduct an interview. Our classes require you to participate with an open, critical and creative mind.



## OUR BACK YARD

Many courses are oriented around on-site learning, where detailed local studies allow students to uncover macroscopic trends and patterns. The Conservation Biology class maps the spread of invasive species across the landscape. In Built Systems you will be challenged to improve efficiency in our solar energy system, water usage and insulation methods.

We don't just learn science. We do science. We don't conduct experiments with cookbooks (often thinly disguised as lab manuals), and textbooks are more often used as a reference than as an introduction to the material.

We offer dozens of fascinating classes, from Astronomy to Ornithology. But what's more important is how we teach, and how you will be challenged by us. You will start by learning to pose a question. Answers are found through experimentation, creative thinking and analysis. While physics and chemistry classes are largely lab-based, being located on a 500-acre ecosystem means that our Biology, Conservation Ecology and Agroecology classes have direct access to this natural laboratory.

Group work and individual curiosity are essential ingredients in our approach to science. In Chemistry of Microbiology you'll make ice cream with liquid nitrogen. In Physics you might team up to investigate the relationships between potential and kinetic energy, huddling around a frictionless track, your eyes glued to a photogate timer, calling out numbers to your team. You might head out into the woods to take soil samples.

We are in the business of inspiring discovery, not killing curiosity. It's our job to find ways to appeal to your learning style. With advanced courses and opportunities for individual studies, there's no limit to how far you can go. (In other words, saying you're not a math/science person doesn't work here.)

## ABCs

We believe that you should learn to work for the love of knowledge, the excitement of discovery and the joy of using your mind effectively. While we do give letter grades, you will not learn your cumulative grades until spring of your junior year. All students and their parents receive a full set of detailed written reports that consider the whole student, their performance and their effort six times a year.

At Putney, we don't believe that getting a C means you can't succeed. Or that getting an A means you can stop there.

Putney has never had an Advanced Placement (AP) curriculum, and we are now being joined by many of the top schools in the country who question the value of standardized tests as an indication of academic rigor. Our goal is to help make good citizens by teaching students how to define good questions, how to do research and analyze data and how to present their thinking in coherent and compelling ways. None of this can be measured by standardized tests such as the APs, which teach students how to answer finite questions others have posed. It is clear that colleges understand our program because our students are accepted to, and succeed at, highly competitive and distinguished colleges and universities around the country and the world.

⇒ You can learn more about this educational movement at the website of the Independent Curriculum Group [www.independentcurriculum.org](http://www.independentcurriculum.org)

## COLLEGE PLACEMENT

In the past three years, Putney students have been admitted to the following colleges and universities.

- American University
- Bard College
- Barnard College
- Bennington College
- Berklee College of Music
- Boston University
- Bowdoin College
- Brandeis University
- University of British Columbia
- Brown University
- University of California-Berkeley
- University of California-Los Angeles
- University of California-Santa Cruz
- Carnegie Mellon University
- University of Chicago
- Clark University
- Colgate University
- College of the Atlantic
- University of Colorado Boulder
- Colorado College
- Columbia University
- Connecticut College
- Cooper Union
- Denison University
- Dickinson College
- Emory University
- Franklin and Marshall College
- George Washington College
- Grinnell College
- Hamilton College
- Hampshire College
- Haverford College
- Howard University
- Kenyon College
- Lewis & Clark College
- Macalester College
- Maryland Institute College of Art
- University of Massachusetts-Amherst
- McGill University
- Middlebury College
- Mount Holyoke College
- New England Conservatory of Music
- New York University
- Oberlin College & Conservatory of Music
- Occidental College
- Parsons - The New School
- University of Pennsylvania
- Pitzer College
- Pomona College
- Pratt Institute
- Reed College
- Rensselaer Polytechnic Institute
- Rhode Island School of Design
- University of Rochester
- Sarah Lawrence College
- Savannah College of Art and Design
- School of the Art Institute of Chicago
- School of the Museum of Fine Arts at Tufts
- Scripps College
- Skidmore College
- Smith College
- St. John's College
- Swarthmore College
- Temple University
- Tufts University
- Vassar College
- University of Vermont
- Washington University in St. Louis
- Wellesley College
- Wesleyan University
- Whitman College





## THE CENTER FOR TEACHING AND LEARNING

The Center for Teaching and Learning is an integral resource, providing academic support in the form of organizational help, study skills and math workshops. We understand that people learn differently. The director and team are available to design and carry out a plan for students having specific challenges meeting the demands of academic work.

➔ Learn more about the Center for Teaching and Learning at [www.putneyschool.org/ctl](http://www.putneyschool.org/ctl)

Some classes integrate several subjects and are co-taught by teachers from different disciplines. We hope that you will learn to use the tools from one discipline to solve challenges in others. You might use the understanding of spatial relations in design to solve an engineering question. You might bring your understanding of the cultural importance of food to a class on African history. A great example of interdisciplinary learning is Humans in the Natural World, a year-long, three-credit course for all 9th graders that integrates English, science and social science. These classes help to establish a shared foundation of research, writing, critical thinking and discussion skills. They reinforce the importance of inter-student learning, individual curiosity and active participation, all cornerstones of progressive education at Putney.

📖 For a complete list of courses, requirements and opportunities, see **Do: Academic Curriculum**



# create innovate



At Putney you will learn the art and skill of self-motivation and self-direction. You will discover issues, actions and concepts that you care about. You will have ideas and you will want to share them with your community (and beyond).

You will be challenged by your friends' reactions and by conversations with your teachers. Sometimes you will fail—the concept crumbles, the details become roadblocks, the structure collapses, the project takes longer than you ever dreamed. You will learn how to pick up the pieces, gather information and try again.

All this takes grit. Do you have it?

## PROJECT WEEKS

Twice a year you will carry out independent, intensive projects. These are opportunities to put your learning to use, to delve deeply into an area that excites you, to make connections between disparate fields. There are no classes for more than a week, so you are challenged to plan your own process and structure your own time. You may either do one 80-hour project or two 40-hour projects. These may be individual endeavors or small group projects; in either case, you will be supported by a faculty member. At the end of Project Weeks, you will share with the community what you've built, studied, crafted or composed.



## SOME SAMPLE PROJECT WEEKS



- Programming a plant hygrometer w/ online monitoring **I**
- Discussing Aristotle's Nicomachean Ethics **G**
- Knitting 3D geometric forms **I**
- Exploring gay rights through The Laramie Project **G**

- Translating Chinese stories **I**
- Studying the neuroscience of autism **I**
- Designing a periodic kinetic sculpture w/ 15 pendula **I**
- Composing a ballet score **I**
- Growing bioluminescent organisms **I**

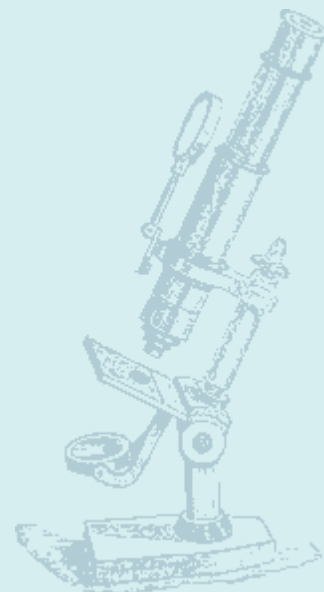
- Photographing and analyzing deep space objects **G**
- Building a dulcimer **G**
- Exploring hip hop and social impact in Latin-American countries **G**
- Designing a school of the future: architecture & curriculum **G**
- Building and firing a raku kiln **G**
- Creating a business plan for a ginseng energy drink **I**
- Studying memory and biomechanics in African cockroaches **G**
- Researching smog in China **I**
- Defining "bittersweet": an experimental documentary on complex emotion **I**

- Creating batik costumes & choreography **I**
- Developing a Minecraft server as a learning tool **I**
- Modeling camera mounts: working with SolidWorks 3D printing software **G**

⇒ Explore our evolving archive of Project Weeks at [www.putneyschool.org/pastprojects](http://www.putneyschool.org/pastprojects)

### KEY

- I** = Individual Projects
- G** = Group Projects





## CREATIVITY TAKES SHAPE AT PUTNEY

The arts at Putney offer breadth and depth. Academic art classes create a foundation of skill and context, while Evening Arts are a chance to try something new.

At least twice a week after dinner, every student takes an Evening Art. These classes vary each trimester and are ungraded. As darkness falls, students explore a new form of expression, cultivate a specific craft and generally unwind at the end of a busy day.

Creativity is a key part of innovation.

Being creative means forming and realizing ideas that have value, ideas that can improve lives or help us understand how best to live.

Innovation is a key part of entrepreneurship (not to mention survival). We are preparing our students for a world without roadmaps, without operating instructions. They are asked to be creative, to have ideas and to put their ideas into action in new ways.



## EVENING ARTS

### A sample of classes offered in the Evening Arts Program:

- Afro-Modern Dance
- Blacksmithing
- Book Arts
- Ceramics
- Electronic Music Composition
- Fiber Arts
- Figure Drawing
- Jewelry
- Madrigals
- Photography
- Theater
- Woodworking

 For a full list of Evening Arts, see  
**Do: Evening Arts**





## ARE WE AN ARTS SCHOOL?

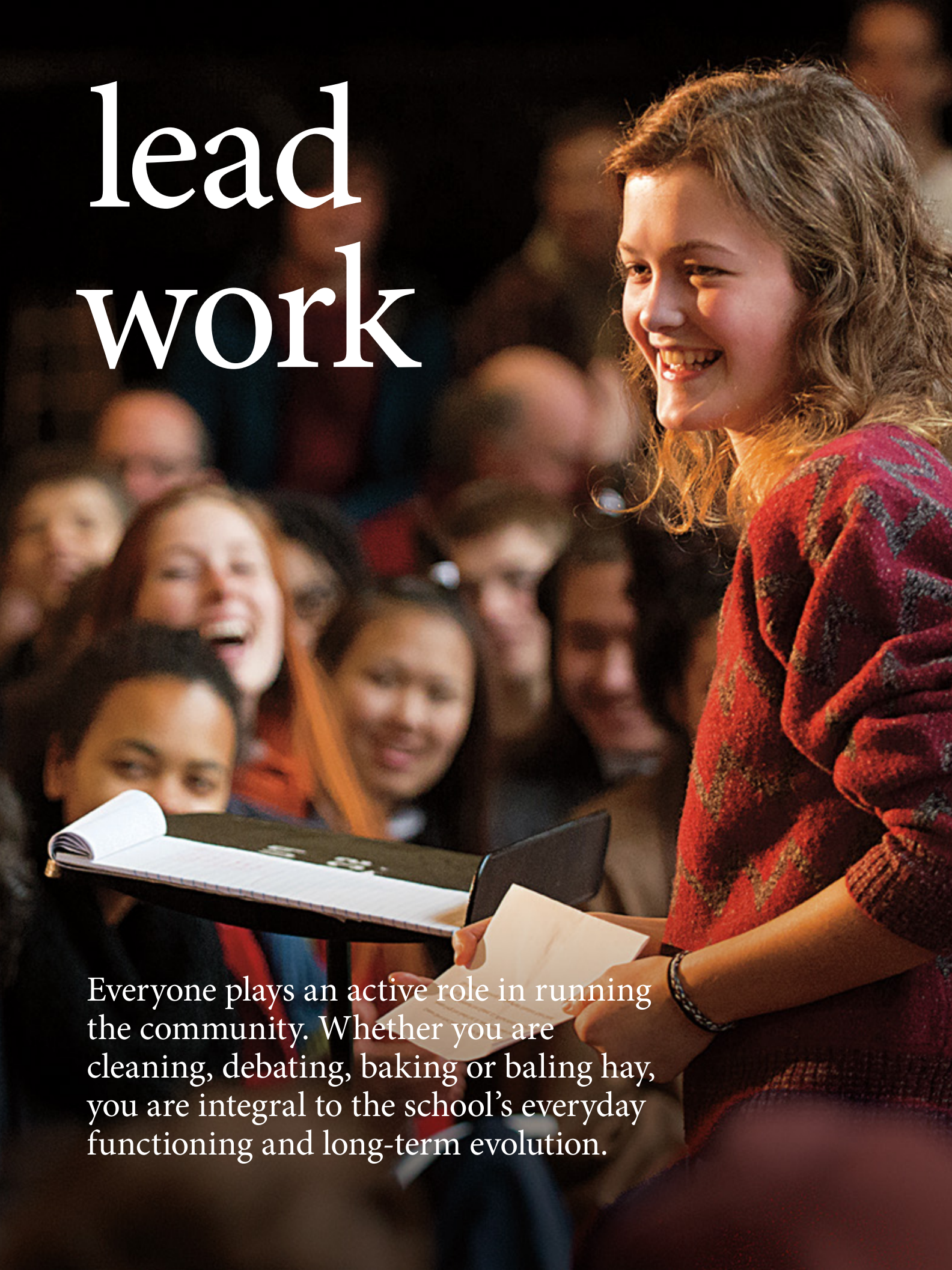
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**YES ▶** Art is a part of every student's life at Putney. The arts will inform your academic work, provide outlets for creative expression and help you to develop unique, creative skills.

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**AND NO ▶** A few students each year go on to art conservatories. Most students go on to attend liberal arts colleges and research universities, to study science, math, law, you name it. Yet art frequently remains a big part of their lives.

# lead work

A young woman with long, wavy blonde hair, wearing a red patterned sweater, is smiling and looking to her right. She is holding a black notebook with a white page open and a white envelope. In the background, a large crowd of diverse students is visible, many of whom are also smiling and looking towards the woman. The scene is set in a dimly lit environment, possibly a school event or assembly, with warm lighting highlighting the woman and the crowd.


Everyone plays an active role in running the community. Whether you are cleaning, debating, baking or baling hay, you are integral to the school's everyday functioning and long-term evolution.



There are over 50 leadership positions at Putney. Students are part of every decision-making body of the school, including the Admission Committee, the Educational Programs Committee, the Standards Committee, and the Board of Trustees.

Get ready to work hard. And get ready to be surprised by how much fun you'll have doing it. The Work Program is a central part of the Putney experience. We believe in the dignity and relevance of physical work and the importance of students taking responsibility for the running of the school.

Students run the work program, which runs the campus. Every student has a job every trimester. Work crews are run by crew leaders who are overseen by the Student Work Committee, which is (surprise, surprise) run by students. You may, for example, be milking cows, doing dishes, or taking out recycling.

 Hear students' takes on responsibility and leadership at [www.putneyschool.org/leadership](http://www.putneyschool.org/leadership)



## SOME LEADERSHIP POSITIONS


**Student Heads of School** uphold the fundamental principles of the school. They work closely with the Head of School, the Dean of Students and the Board.

**Student Trustees** are full voting members of the Board. They bring their understanding and expertise as members of the student body to bear on discussions ranging from building plans to investment policy.

**Admission Committee** members help to shape the future of the school by reviewing student applications for the upcoming school year and making admission decisions. These seniors read each applicant's file, meet with the Admission Committee weekly, publish weekly student blog posts and play a spirited, professional role in sharing the school with prospective families.

**Sustainability Squad** leaders work on projects to improve campus environmental performance, and lead trips off campus to conferences and rallies.

**Outdoor Leaders:** The Putney Outdoor Program (POP) encompasses afternoon activities, weekend trips, and our longstanding tradition of all-school trips called Long Fall. Two student leaders co-manage the outdoor program with a faculty member, planning and leading trips during the year.

 For a full list of leadership positions, see **Do: Leadership Positions**

## DO STUDENTS REALLY RUN THE PLACE?

**YES** ▶ Students are a part of every decision-making body.

**AND NO** ▶ We all do. Students and adults work together, learning to support common goals.




# self others

The realities of working the land, caring for animals and contributing to the well-being of a larger community all lead to natural self-discipline and an ability to be constructively self-reflective. Putney runs on trust.

Respect is a critical part of all our relationships at Putney. Our school culture celebrates individuality, while understanding how that fits into the needs of the community. Students are constantly interacting with adults as teachers, friends and fellow learners.

We may be informal, but that doesn't mean anything goes. Progressive does not mean permissive, and adults provide close guidance. They take on a range of supportive roles as classroom teachers, coaches, dorm heads, activity heads, and Project Week sponsors. Most members of the faculty and staff are also advisors. The advisor/advisee relationship is perhaps the most important at Putney, often lasting far beyond a student's time here.

Advisors and advisees meet regularly, often daily, sometimes just casually to check in at lunch or Assembly, sometimes with a focused agenda during our weekly advisory block. As the primary link between the school and the family, advisors are quick to call or write home with updates, and they meet with families during Family Weekend twice a year.

 For more on support at Putney, see  
**Do: Support**

## DIFFERENCE & DIVERSITY

Awareness, understanding and appreciation for diverse experiences are woven into life at Putney, whether that means coming from a different country, state, culture, gender orientation, or socioeconomic background. We strive to make a school culture which arises at the intersection of all of our cultures, rather than merely welcoming "others" into a resident majority culture.

The Diversity Committee on campus and Diversity Committee of the Board ensure that the school promotes diversity through its program and hiring, recognizing that a diverse faculty and staff is crucial to the success of the school and the fullest possible education of its students. Putney was one of the first boarding schools in the Northeast to enroll students of color. Our tradition of active, principled social and political engagement placed the school in the forefront of the drive for social justice in the 1950s, '60s, and '70s.


 For more on diversity issues and actions, visit  
[www.putneyschool.org/diversity](http://www.putneyschool.org/diversity)



## AFTERNOONS AND ATHLETICS

Athletics at Putney is about participation, teamwork and challenging yourself. We don't have tryouts; everyone makes the team. That said, our teams play hard and many do well competitively. Competitive sports include: Basketball (Boys & Girls), Cross-Country Running (Coed), Cross-Country Skiing (Coed), Lacrosse (Boys & Girls), Rowing (Coed) and Soccer (Boys & Girls). In addition to competitive sports there are a host of recreational activities from Ultimate Frisbee to Pond Hockey to Rock Climbing. Dance, fitness and yoga classes are also offered in the afternoons.

Some afternoon activities fall within the Work Program. Students help with campus maintenance, hang theatrical lights, repair trails, or devote themselves to community service. With our 500 acres nestled in the eastern foothills of the Green Mountains, there are many ways to stay outside and stay active.

 For more on Physical Activities, see  
**Do: Afternoons**



# home world

We take what we learn off the hill and out into the world. The idea at Putney is to make school more real, less sheltered, less self-centered and more meaningful.

We want you to become a citizen in a multicultural and pluralistic world. Students come from 17 countries and 25 states, from local farms and big cities. One in five students is from another country. We aim to create opportunities to share in each other's disparate experiences and learn from each other's cultures. These might happen during assembly, in class, through meals. To develop a world view, we also expect you to seek out communities and learning opportunities outside of Putney through work terms, internships, interscholastic exchanges or our study abroad programs.

### BEING USEFUL

Since our founding we have been committed to serving the local community. Our service program gets students working in schools and attacking sustainability issues. We work to eradicate invasive plant species and improve erosion control on local trails. On our annual Charitable Work Day, students work in the larger Putney community; every dollar they earn goes to support a charity we have voted on. Each fall we host Harvest Festival, and invite everyone in southern Vermont to campus to celebrate nature's bounty.

### CULTURAL FLUENCY

#### ON CAMPUS

The International Ambassadors are a group of domestic and international students dedicated to supporting all new international students during orientation and throughout the year. They help bridge the gap between cultures and provide opportunities for the entire community to benefit from cross-cultural experiences. Much of this learning comes through the campus-wide activities they plan, such as International Café, special dinners, an International Picnic, the Friday Lunch Booths and weekend trips.

#### OFF CAMPUS

Cultural fluency is a big part of progressive education. Why? Because seeing the world from many different perspectives provides us with new ideas and inspires new ways to think and do. Off-campus programs are led by Putney faculty with deep regional experience, and are designed so that students live and study immersed in local cultures with opportunities to learn language experientially. Our modern language department focuses on spoken proficiency and authentic expression. We encourage you to apply for a trimester abroad or summer trip.

### GET AWAY

Putney offers trimesters abroad in Mexico, China, England and France, summer trips proposed and led by faculty, as well as exchanges through the Network of Complementary Schools.

➔ For more on off-campus and international opportunities visit [www.putneyschool.org/world](http://www.putneyschool.org/world)



### GET A CABIN

The Cabin Program at Putney is an exceptional opportunity for students to live in one of five solar cabins around campus. Cabin dwellers enjoy living alone amidst the maples, but also accept the responsibility of self-governance and stoking their own wood stoves.

📺 Watch a video on cabin life at [www.putneyschool.org/cabins](http://www.putneyschool.org/cabins)

### WILL MY LIFE BE SIMPLE AT A SMALL SCHOOL IN RURAL VERMONT?

**YES ▶** There are fewer distractions. You won't be watching TV or spending your afternoons at the shopping mall. Your classes, activities, room and friends will be a brief walk away.

**AND NO ▶** There are more distractions. You will have more opportunities to try new things than you can imagine right now.



# joy meaning

Everyone wants to feel needed, to feel useful. Again and again we see the joy that comes with meaningful inquiry and meaningful work. It's happening all over campus.





In most cultures in most periods of history, adolescents have not been considered “children” as they are now in the US. They have been working, contributing to their families and communities. We believe it’s a great gift to adolescents to allow them to be useful, to be genuinely needed. At Putney, you will work alongside fellow students, faculty and staff on the farm, in the kitchen and in the woods. Sometimes it’s hard; usually it’s a lot of fun.

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**“We saw joy, lots of joy  
and we participated in that joy.”**

—2009 Accreditation Report of the New England  
Association of Schools and Colleges

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VITAL STATS

TOTAL ENROLLMENT	220	BOARDING STUDENTS	180
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1:5 INTERNATIONAL STUDENTS

STUDENTS OF COLOR 1:6

AVERAGE CLASS SIZE	12	STUDENTS TO TEACHERS	5:1
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**WILL PUTNEY PREPARE ME FOR THE FUTURE?**

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**YES ▶** We give you the tools you need to make great choices and put your talents to work. When you head off to college, you will be a critical and interdisciplinary thinker, you will know what hard work feels like and you will feel empowered and practiced in actively chasing your passions.

.....

**AND NO ▶** We don’t see ourselves as a preparatory institution, and there is no model student we aim to produce. Putney provides opportunities, guidance and impulses; you will take those in your own direction. We don’t want you to wait for what’s ahead; we want you to start making it here.

## DIRECTIONS

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The Putney School is located in the hills above the town of Putney in southern Vermont. It is 15 minutes from the small city of Brattleboro, VT, about 2.5 hours from Boston and 4 hours from New York City. There is an Amtrak train and Greyhound bus service from Brattleboro. The primary airport is Bradley International Airport, about 1.5 hours south.

➔ For more detailed directions, visit [www.putneyschool.org/directions](http://www.putneyschool.org/directions)



## CAMPUS MAP

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### A. MAIN BUILDING

Admission, development, business and communications offices, Barnes Assembly Hall, English department and classrooms.

### B. LIBRARY BUILDING

Library, administration, history department, college counseling.

### C. MICHAEL S. CURRIER CENTER

Calder Hall, art galleries, music department and practice rooms, dance studio.

### D. FIELD HOUSE

Gym, student lounge, weight room, climbing wall, yoga room.

### E. REYNOLDS

Science department and labs, modern languages department, photography, fiber arts.

### F. WENDER ART BUILDING

Sculpture, painting, printmaking, jewelry and blacksmithing studios.

### G. KDU

Dining hall, kitchen, faculty room.

### H. CENTER FOR TEACHING AND LEARNING

### I. INTERNATIONAL PROGRAMS

### J. SUMMER PROGRAMS

### K. DORMS

### L. FARM

### M. GARDENS & GREENHOUSES

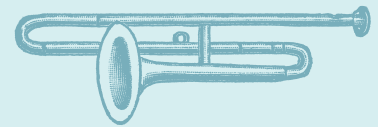
# COME SEE US

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## COME TO ASSEMBLY OR SING

*Hear the hoots and applause after student presentations;  
join as the community shares music, experiences and ideas.*



## Take a Campus Tour

**STEP INTO THE SPACES WHERE  
STUDENTS LIVE, WORK AND CREATE.**

## Schedule a Class Visit

You may get drawn into a discussion of ethics in public art or energy-efficiency standards. You might get asked to take notes as tree populations are charted.



## HAVE AN INTERVIEW

*Tell us where you want to take your education and learn how Putney will help.*



## SHARE OUR FARM-TO-TABLE FOOD

*Taste spinach harvested by students or maple scones baked that morning.*

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Figure out if Putney is the place you want to be.

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**TO SCHEDULE A VISIT, CALL 802-387-6219  
OR EMAIL [ADMISSION@PUTNEYSCHOOL.ORG](mailto:ADMISSION@PUTNEYSCHOOL.ORG)**





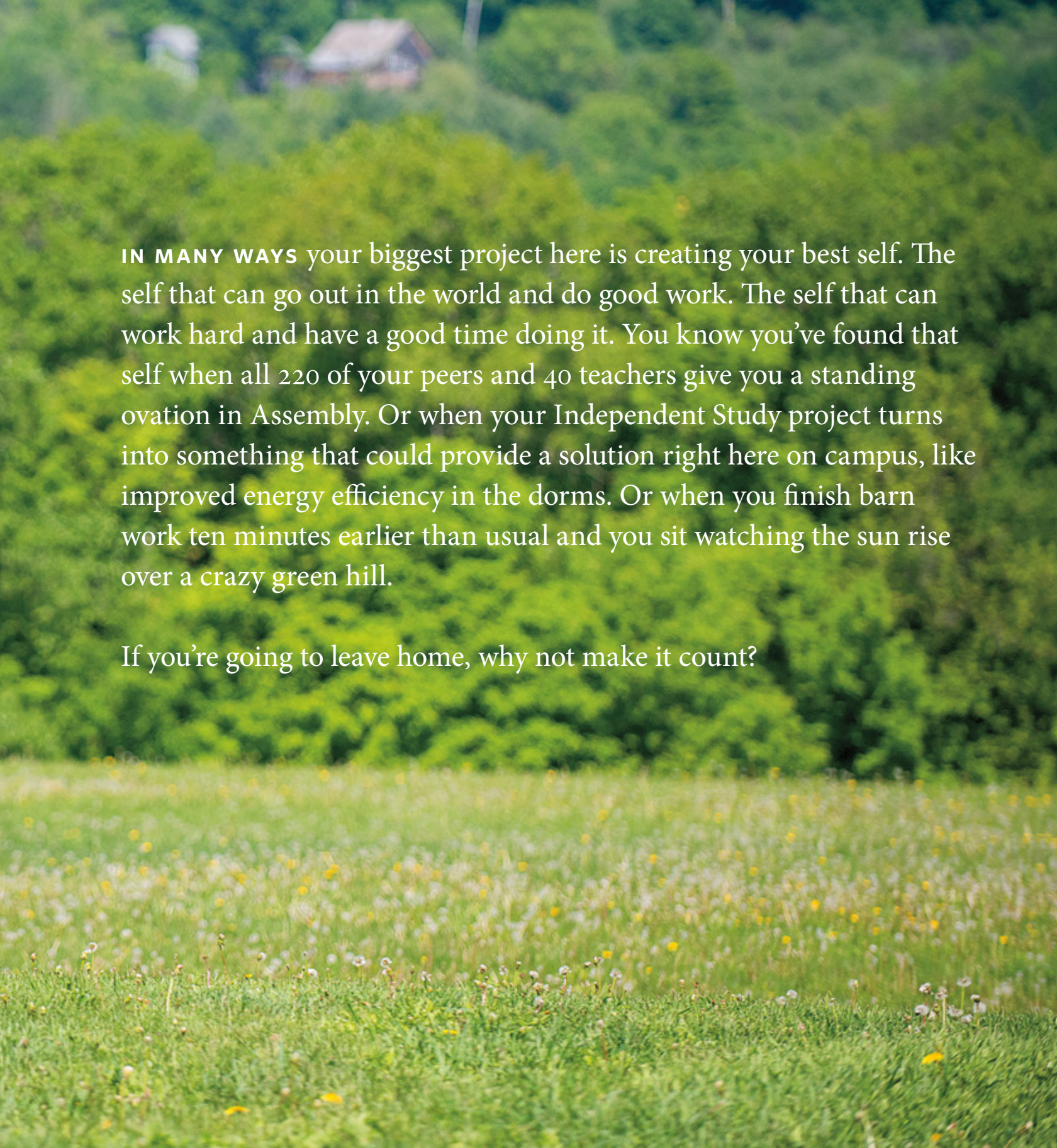
here  
students  
do

FINDING THEIR OWN WAY IN THEIR OWN WORDS



The Putney School





**IN MANY WAYS** your biggest project here is creating your best self. The self that can go out in the world and do good work. The self that can work hard and have a good time doing it. You know you've found that self when all 220 of your peers and 40 teachers give you a standing ovation in Assembly. Or when your Independent Study project turns into something that could provide a solution right here on campus, like improved energy efficiency in the dorms. Or when you finish barn work ten minutes earlier than usual and you sit watching the sun rise over a crazy green hill.

If you're going to leave home, why not make it count?

.....  
"My favorite class this term is actually calculus, which is strange because I've never loved math, ever. But I'm really understanding everything, and my classmates are super funny and collaborative."  
.....

LUNA

YEAR:

Junior

FROM:

Vermont



**I'M A DAY STUDENT**, so I live in Dummerston, like eight minutes away. I thought it would be more difficult to be integrated into the community because you're not there as much as everyone else. But I was on campus a lot of the time, and over the course of my first and even second year, me being a day student didn't matter anymore.

Because I was homeschooled before high school, I really wanted to come to a school where I could try out as many different types of arts and sports and see where my interest lay. I tried soccer and I loved it so much. I can't say I'm good at soccer now but I enjoy it, and that's really all you need when you're at Putney. I also want to be in jewelry making—like everyone else on campus. And I want to work in fiber arts and hopefully make a tapestry. Oh, and also photography.

My favorite class this term is actually calculus,

which is strange because I've never loved math, ever. But I'm really understanding everything, and my classmates are super funny and collaborative.

I've gotten much more confident and outgoing. I never thought I'd be able to stand up at an assembly and talk and not feel super stressed or anxious. But now I go up at every assembly because I'm the Town Crier and I introduce new students. I find I want to talk to kids I don't necessarily know very well, because all my friends also want to do that. We'll all sit with someone who we've never talked to at lunch and make a friend, and I think that's really cool.

The school would not be able to run without students. We do a lot of the work and rightfully so. It's our school and we care deeply about it. The administration and the adults at Putney trust us enough to be involved in big decisions.



## LUNA'S DAYS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<b>7am</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
<b>8</b>	Writing & Research	Intro to Astronomy		American Studies	Calculus 1	Breakfast	Brunch
<b>9</b>			Writing & Research			Saturday Class	
<b>10</b>	Milk Lunch Assembly	Milk Lunch		Milk Lunch Sing	Milk Lunch Assembly		
<b>11</b>	Conference Block	Conference Block		Conference Block	11th Grade Health Seminar		
<b>12pm</b>	Calculus 1	Writing & Research	Calculus 1	Intro to Astronomy	American Studies	Lunch	
<b>1</b>	Lunch	Lunch		Lunch	Lunch		
<b>2</b>	American Studies	Calculus 1	Afternoon Soccer	Writing & Research	Intro to Astronomy		
<b>3</b>	Afternoon Soccer	Afternoon Soccer		Afternoon Soccer	Afternoon Soccer		
<b>4</b>							
<b>5</b>							
<b>6</b>						Dinner	
	Dinner	Dinner	Dinner	Dinner	Dinner		Dinner
<b>7</b>							
<b>8</b>	Study	Painting Watercolors	Study	Metal Sculpture	Study		
<b>9</b>							



**PUTNEY HELPS YOU SEE** the good in the world.

I really love the fact that we get to do art, and that it is a part of the academic system. It is kind of tough for me because, before, I did not really do art and make art, other than music and writing raps and stuff like that.

The art curriculum has shown me that there are other important things to a society, and to learning about each other, and to life in general, because, through art, people express how they feel or express what they see.

Last year, for my project weeks, I wrote. I made a rap album with a friend, and I did some Chinese calligraphy, which was pretty cool. I also learned black and white photography. I feel like that is the beauty

of Putney, helping students trying to see that—helping students see that art is important. That it is not all about the money. It is about being happy.

We really talk about what is going on in the world at Putney, even though it seems we feel far away from the rest of the world.

In middle school I was at one of the public middle schools in my town. After that, I went to Beacon Academy, which is a 14-month program after Eighth Grade. From there, I applied to many independent schools.

Now, I am here.

I feel like there is an understanding most of the time between the faculty and students and just everyone. So that is pretty cool.

## IBRAHIM'S DAYS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
8		Intro to Astronomy		Anatomy & Physiology	English Intro to Media Studies	Breakfast	Brunch
9			Milk Lunch Advisory	Milk Lunch Sing	Milk Lunch Assembly	Saturday Class	
10	Milk Lunch Assembly	Milk Lunch		Conference Block	Conference Block		
11	Conference Block	Conference Block					
12pm	English Intro to Media Studies	College App. Meeting	English Intro to Media Studies	Intro to Astronomy	Anatomy & Physiology	Lunch	
1	Lunch	Lunch		Lunch	Lunch		
2	Anatomy & Physiology	English Intro to Media Studies	Soccer Team		Intro to Astronomy		
3	Soccer Team	Soccer Team		Soccer Team	Soccer Team		
4							
5	Dinner Sous Chef	Dinner Sous Chef	Dinner Sous Chef	Dinner Sous Chef	Dinner Sous Chef	Dinner Sous Chef	
6	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
7							
8	Music Production & Recording	Study	Study	Study	Tinker, Tailor, Engineer, Design		
9							

.....  
"I really love the fact that  
we get to do art, and that it is a  
part of the academic system."  
.....

IBRAHIM

.....  
YEAR:

SENIOR

.....  
FROM:

MASSACHUSETTS  
.....

.....  
"I often say Putney is  
what you make of it. You get  
from it what you give."  
.....



ISSY

YEAR:

SOPHOMORE

FROM:

RHODE ISLAND

**PUTNEY HAS CHANGED ME** more than anything else in my life. For one, being away from home changes you. Before Putney I went to a little private school from preschool through eighth grade. I never thought I was going to go to a boarding school. I'm very close with my family, and so the idea of being away from them was really scary.

I definitely adjusted well. Something that drew me to Putney was how talked up it was about how the community is so accepting and unique, and people can really be whoever they want. That's a cool idea that a lot of schools say they have. But Putney really does that in practice. It's not just a concept. I feel I'm a much more outgoing person now, and a lot more willing to try new things and put myself in harder positions to push myself.

I'm a dorm head. That position really allows you

to connect with a lot of new faces. I also just got my tour guide training and next year I'd like to be on Bridge which is student outreach. It's kind of a full circle moment for me because I depended on that student leadership a lot when I was new. I love that process of just helping to acclimate people.

I'm also on Diversity Committee. All of the social justice movements happening all over the world kind of opened up my eyes to what I had been oblivious to in the past. I find social justice work to be very fulfilling and also just really, really important. That's something I want to continue with throughout my whole life.

I often say Putney is what you make of it. You get from it what you give. There are all of these amazing opportunities but they're not being forced on you. So if you want them you have to take them. That was definitely something I had to learn how to do.



## ISSY'S DAYS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<b>7am</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
<b>8</b>	Drawing 1	Chemistry & Microbiology		Writing Narrative Nonfiction	History Trends & Forces	Breakfast	Brunch
<b>9</b>	Milk Lunch Assembly		Drawing 1	Milk Lunch Sing	Milk Lunch Assembly	Saturday Class	
<b>10</b>	Conference Block	Milk Lunch Conference Block		Conference Block	Conference Block		
<b>11</b>	History Trends & Forces	Drawing 1	History Trends & Forces	Chemistry & Microbiology	Writing Narrative Nonfiction		
<b>12pm</b>	Lunch Studio Asst. Chem Lab	Lunch Studio Asst. Chem Lab	Studio Asst. Chem Lab	Lunch Studio Asst. Chem Lab	Lunch Studio Asst. Chem Lab	Lunch Studio Asst. Chem Lab	
<b>1</b>	Writing Narrative Nonfiction	History Trends & Forces		Drawing 1	Chemistry & Microbiology		
<b>2</b>	Modern Jazz Dance 1	Garden			Garden		
<b>3</b>							
<b>4</b>				Modern Jazz Dance 1			
<b>5</b>							
<b>6</b>	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
<b>7</b>			Study				
<b>8</b>	Ceramics	Ceramics		Music Lessons Voice	Poetry Workshop		
<b>9</b>							

.....  
"Putney really allows you to  
come up with your own ideas.  
You're not going to be judged.  
It's like you're free."  
.....

SANDY

YEAR:

*Junior*

FROM:

*China*

**I'M REALLY INTO ART.** This semester what I enjoy the most is weaving and fiber arts. Before coming to Putney I was just painting and drawing as detailed as I could. But here I've broadened my vision through a lot of different varieties. It's brought me to another level of understanding of aesthetics and design. I can see the correlations between the different art forms, and ways to combine two things I'm interested in into a project. I've been thinking about taking some traditional Chinese sheet music and weaving those notes into specific patterns. So I would have this whole blanket that would represent a song.

Putney really allows you to come up with your own ideas. You're not going to be judged. It's like you're free. You won't be afraid of telling your teacher, 'I want to do this.' And because there's so many resources, you can achieve your goal.

One of my most remarkable projects was a runway

I did with some other Asian students. We picked up clothes from thrift stores, selected models and had them go on stage. I definitely learned a lot about fashion and design, but also about assigning jobs and organizing our plans step by step. And just how to deal with challenges. If something doesn't work, how we could use our other resources to make the best of it.

One thing that's special is you can go out into nature. I remember one time we went to the woods and had to express how the woods feel. I fell in love with the feeling that I could control my body so precisely and just kind of use my body as sort of a paintbrush.

I just feel it's a place full of inspiration. It's a community that you live in rather than study in. There are just so many benefits. It's kind of like a utopia. People focus a lot more on your life rather than your academic skills, and really do care about you as a person. It's a place that can really provide you with the preparation for college.



## SANDY'S DAYS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<b>7am</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
<b>8</b>		American Studies		Fiber Arts 1	Calculus 1	Breakfast	Brunch
<b>9</b>						Saturday Class	
<b>10</b>	Milk Lunch Assembly	Milk Lunch	Milk Lunch Advisory	Milk Lunch Sing	Milk Lunch Assembly		
<b>11</b>	Conference Block	Conference Block		Conference Block	Health Seminar		
<b>12pm</b>	Calculus 1		Calculus 1	American Studies	Fiber Arts 1	Lunch	
<b>1</b>	Lunch	Lunch		Lunch	Lunch		
<b>2</b>	Fiber Arts 1	Calculus 1			American Studies		
<b>3</b>		Weights & Fitness	Aikido	Modern Jazz Dance 2	Weights & Fitness		
<b>4</b>							
<b>5</b>	Modern Jazz Dance 2						
<b>6</b>	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
<b>7</b>							
<b>8</b>	Study	Sculpture	Study	Study	Meditation		
<b>9</b>							



**I'VE ALWAYS BEEN INTERESTED IN** geography and the geopolitical world. Putney has taught me that I need to be a person who takes an active role in our world. I've definitely become more active in my community, both at Putney but also in Brattleboro. I've attended town meetings and discovered more about the governmental process of a small town. I know I want to do something that focuses on how we relate to each other in the world and creating relationships in a certain way, whether that's between countries, between individuals, or between groups of people.

I like the field house because there's this area with a bunch of couches and I get to hang out with people that I don't see in my classes. You often end up just having conversations with people that you don't necessarily know very well. I'm also on the soccer team in the fall and I have my locker there.

There's a lot of activities that kind of lead us outside or into the woods. I've had friends who've been in the hiking afternoon activity and I've just gone with them. If it's a really nice day in the fall or spring we'll go outside and do yoga on the lawn. Sometimes, it's just nice to curl up in the

library by the fireplace and read a book. It's a space that always makes me feel calm and settled, like everything is going to be okay if I'm in the library. I know I can do my work there peacefully.

Ceramics is something I've really gotten deeply involved in. It's one of those art forms that's both artistic, but also practical. People talk about art that you interact with, and ceramics is naturally an interactive art exhibit because it has a purpose, which I think is really cool. For my evening activities I've been in the musical, so that's something I've kind of committed myself to doing outside of my academic classes. Right now we're doing "The Addams Family."

I'm also in Spanish 3 this year and I never got to take language classes before coming to Putney. Being able to start at a basic level and learn less by reading from a textbook and more experientially was really helpful for me. Like, we're going to watch this documentary that's in Spanish and answer questions surrounding what actually happened.

When I first came to Putney the whole freshman class was basically one big group of friends. We didn't necessarily grow apart, but you really develop these lifelong connections. Everyone is so welcoming so you know you're going to find someone that is a soulmate basically. I have friends who I know are going to be my friends forever.

## JULIAN'S YEAR

	FALL	WINTER	SPRING
<b>Curriculum</b>	Writing & Research American Studies Anatomy & Physiology Intro to Astronomy	American Studies Spanish 3 Calculus 1 Ceramics 2	American Studies Spanish 3 Calculus 1
<b>Afternoon Activity</b>	Yoga	Yoga	Musical Theater Volleyball
<b>Evening Art</b>	Theater	Theater	Musical Theater
<b>Work/Job</b>	Lunch Kitchen Counter	Cow Barn	Building Cleaner
<b>Seminars</b>	Health		College Planning
<b>Project Week</b>	Play: "Fight Girl Battle World"		Changing Boundaries of the Middle East



.....  
"Putney has taught me  
that I need to be a person  
who takes an active role  
in our world."  
.....

JULIAN

YEAR:  
JUNIOR  
FROM:  
VERMONT

# SAM

YEAR:  
Sophomore  
FROM:  
New York



.....  
"I looked up at how pretty the stars were and decided that I was going to message all my friends and just get them to come to the pasture and dance under the stars with me."  
.....

**ONE NIGHT I MET A FRIEND** who didn't know where the observatory was so I walked them there. Then I looked up at how pretty the stars were and decided that I was going to message all my friends and just get them to come to the pasture and dance under the stars with me. It was a very fun night.

I have friends from a lot of places. Italy, China, Korea. It's really interesting because before I would only meet people from New York, but now I'll talk to someone who's like, 'Oh yeah, I'm from North Carolina.'

My old school was very stressful. Putney drew my attention because of just how open the grades are. We don't really see our grades. We get feedback from teachers, so you do know how you're doing. They value communication more than anything, and I'm able to go to them with problems that I have. I've become a lot more open. I discuss a lot more about what I'd like and what I need, and I've become, more just myself multiplied by three. We're also treated like, not adults, but we're definitely not treated like kids.

I'm doing small animal barn this year and it's definitely less strenuous than I thought it would be. Because I lived in the city I didn't really get to be outside a lot. I remember when I was applying to



Putney and my dad was like, 'Well remember, you're going to have to wake up at 6 A.M. every morning.' It's not like that. I do mine from 4:30 to 5:30 every day. P.M. Thank God. And then sometimes you just get to go and cuddle the sheep and it's very nice.

I want to do all the things that I could never do at my old school. This year I'm doing Stained Glass and Botanical Printmaking. In Stained Glass, we've been trying to design our first actual piece, learning how to cut glass. I'm doing lady bugs. And I really liked Handcrafts last year. We made our own pocket knives. We started with a piece of sheet metal and a block of wood.

My dream at the moment is starting a little bakery in Norway or the Netherlands. I don't know if that's going to happen, but it sounds cute. I also like psychology and education reform. But those are vague ideas. I don't have a specific path yet, but it's fun to figure things out.

## SAM'S YEAR

	FALL	WINTER	SPRING
<b>Curriculum</b>	Writing Narrative History Trends & Forces French 4 Chemistry & Microbiology	Writing About Literature French 4 Precalculus Drawing 1	History Trends & Forces Precalculus Chemistry & Microbiology
<b>Afternoon Activity</b>	Climbing Theater Stage Tech	Modern Jazz Dance 1 Community Service	Fiber Arts 1 Cabin Design Build
<b>Evening Art</b>	Stained Glass Botanical Printing	Painting Watercolors Sewing	Painting Watercolors Sewing
<b>Work/Job</b>	Small Animal Barn	Dinner Waiter	Kitchen Cleanup
<b>Seminars</b>		Health	
<b>Project Week</b>	Short Documentary: What Makes a Home		Turtle Habitats: Necessities and Games



**THE SCHOOL PROVIDES A LOT OF LEADERSHIP**

opportunities for students. I am currently a student trustee member and an international ambassador. That leadership role is to bridge the international cultures at Putney and introduce different cultures around the world to the Putney community.

My first week on campus was a challenge because it was my first time in a completely English speaking environment. As a non-native speaker, I was really scared to talk to other people, but then I found out everyone is so nice and friendly. They smile at you all the time. It's so easy at Putney to find someone with things in common and make friends with them.

What's also interesting about Putney is that we don't call teachers by their last name. We just use

their first name. That really creates an inclusive environment for students to interact with teachers, and it just makes me less nervous to seek help.

I would say American Studies is one of my favorite classes. We're looking at the history of native Americans and indigenous people. In one class we went to visit the sites where indigenous people lived. I didn't even know that there were indigenous people in Vermont before.

I never got a chance to learn history like this before I came to the United States. Before Putney, I didn't know I was interested in history at all, but after taking these classes and doing projects, I realized history and other topics in social sciences are what I love. I'm going to apply to colleges in the United States, and I would like to major in a topic in social science.

I also really enjoy Alpine skiing. It's a really nice way to relieve the stress from studying. You can speed really fast downhill, and enjoying the view of Vermont is just so peaceful. I mean, honestly, every time you walk out of a building you see something beautiful.

I think I'm more brave and willing to try new things after coming to Putney. Before I thought, this is too challenging, it's too hard. But I've learned that getting out of my comfort zone is an important lesson for my whole life, and I need to do it.

## DAVID'S YEAR

	FALL	WINTER	SPRING
<b>Curriculum</b>	American Studies Calculus 1 Anatomy & Physiology	Ethnic Studies American Studies History Calculus 1	Writing & Research American Studies History Advanced Chemistry
<b>Afternoon Activity</b>	Recycling Theater Stage Tech	Recycling Kitchen	
<b>Evening Art</b>	Meditation Photography	Blacksmithing	Blacksmithing
<b>Work/Job</b>	Cow Barn Kitchen	Building Cleaner Head	Kitchen Cleanup
<b>Seminars</b>	Health		College Planning
<b>Project Week</b>	Exploration of Yogurt Making		How Institutions Manage Their Assets

.....  
"I think I'm more brave and  
willing to try new things  
after coming to Putney."  
.....

DAVID

YEAR:

JUNIOR

FROM:

CHINA



# JOSEPHINE

YEAR:  
*Sophomore*  
FROM:  
*Massachusetts*

.....  
"That's something that I really appreciate about boarding schools like this, because we have international students and people that come from all different places."  
.....

**I REALLY LIKE TO LEARN NEW LANGUAGES.** I'm in Spanish five right now. And I speak four other languages: Italian, French, Spanish and English.

I'm from Italy, but I've lived in Lawrence, outside of Boston for nine years now. I'm originally from around Tuscany. Castel del Piano. It's a very, very small village, 1,000 or so people, but it was nice.

My family is also from the Congo and back home they speak French. When I was living in Italy, I'd have relatives in France and I'd go visit. The story that my mom always tells me is she dropped me off there for three months in June for a summer vacation, then she picked me up and I just spoke French. I was five. Besides French, we also speak a lot of Tshiluba, Swahili and Lingala. It's a language from our tribe.

I feel like all my life I've always kind of been independent. Even when I'm in Boston, I always try to find new places to visit. I don't really like to take the same route every time when I'm going around the city. I kind of just want to keep going everywhere.

That's something that I really appreciate about boarding schools like this, because we have international students and people that come from all different places. Where I get most of my support is from my friends.

I also appreciate that we have jobs. The work program I think is annoying, but it's fun. I really like the kitchen jobs. It's productive. I feel like I'm doing something good. I was washing dishes and like, this is actually not that bad. We're playing music, hey! It's teamwork.



## JOSEPHINE'S DAYS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
8	Writing Narrative Nonfiction	History Trends & Forces		Chemistry & Microbiology	Painting 1	Breakfast	Brunch
9	Milk Lunch Assembly		Writing Narrative Nonfiction	Milk Lunch Sing	Milk Lunch Assembly	Saturday Class	
10	Conference Block	Milk Lunch Conference Block		Conference Block	Conference Block		
11	Painting 1	Writing Narrative Nonfiction	Painting 1	History Trends & Forces	Chemistry & Microbiology	Lunch Kitchen Counter	
12pm	Lunch Kitchen Counter	Lunch Kitchen Counter	Lunch Kitchen Counter	Lunch Kitchen Counter	Lunch Kitchen Counter		
1	Chemistry & Microbiology	Painting 1		Writing Narrative Nonfiction	History Trends & Forces		
2	Recreational Running/Fitness	Kitchen		Recreational Running/Fitness	Kitchen		
3							
4							
5							
6	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	
7	Painting	Study	Study	Study	Figure Drawing		
8							
9							



**I'VE ALWAYS PLAYED THE DRUMS,** but I kind of stopped. Then I got to Putney and I was invited to play in the jazz band. I hadn't played for a while and it was pretty embarrassing, but now it's completely re-sparked my passion for drumming. I'm a very rhythmic person. It lets me express part of who I am, get my emotions out.

I think that Putney is best for someone who wants to take learning into their own hands. If you have something that you're interested in, there's a lot of opportunity for you to get help and develop and grow in those areas.

I really, really like conference block. I love that I'm able to talk one-on-one with a teacher for a good amount of time each day. It's so helpful. It allows me to understand what we're working on, and it makes me want to learn things.

The last project week I did was on the U.S. retirement home system. It's a section of our lives where a lot of people are going to end up, and it's a little strange to me that all our elderly are in one place typically. I went to a bunch of retirement homes and I interviewed people and wrote an eight page paper about it.

I learned a lot about appreciating my own age. I had never thought about what it means to be 15, or what it means to be 30 or 40 or 50.

When I came to Putney I didn't really have any expectations per se, but I definitely feel I have an enlightened view on the way the world functions. I just feel like I have a lot more ideas and options and creativity in my brain, that I can do something now. I have a much more broad sense of what my life can be than I did before.

## FRANCIS'S DAYS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6am	AM Cow Barn	AM Cow Barn	AM Cow Barn	AM Cow Barn	AM Cow Barn	AM Cow Barn	AM Cow Barn
7	Breakfast	Breakfast	Breakfast	Breakfast			
8	Writing Narrative Nonfiction	History Trends & Forces		Spanish 2		Breakfast	Brunch
9	Milk Lunch Assembly		Writing Narrative Nonfiction	Milk Lunch Sing	Milk Lunch Assembly	Saturday Class	
10	Conference Block	Milk Lunch Conference Block		Conference Block	Conference Block		
11	Music Lessons	Writing Narrative Nonfiction		History Trends & Forces	Spanish 2		
12pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
1	Spanish 2		Rowing Team	Writing Narrative Nonfiction	History Trends & Forces		
2	Rowing Team	Rowing Team		Rowing Team	Rowing Team		
3							
4							
5	Jazz						
6	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
7	Study	Study	Study	Jazz	Study		
8							
9							



.....  
"I think that Putney is best for  
someone who wants to take  
learning into their own hands."  
.....



<h1>FRANCIS</h1>	<p>YEAR: ..... <i>Sophomore</i></p> <p>FROM: ..... <i>Utah</i></p>
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YEAR:

Junior

FROM:

New Hampshire

# ISANNA



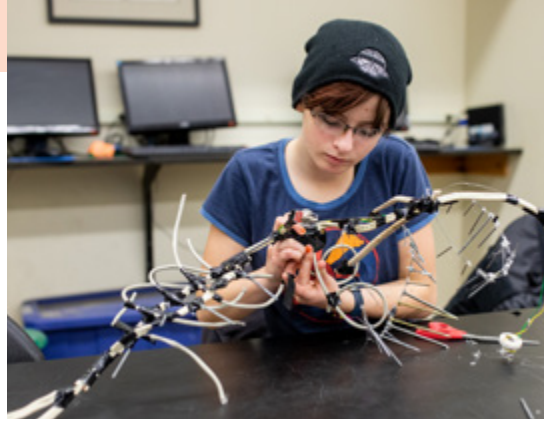
.....  
"You work alongside your friends, and you get to interact with new people that you might not otherwise have met."  
.....

**BOTH MY SIBLINGS WENT HERE,** and I was really young when my sister started at Putney. It's been part of my life since I was in kindergarten.

My siblings really flourished here. Especially my brother, who is very introverted. The public middle school we were all at was very large.

Why should someone come to Putney? Oh my goodness; there's a lot of things. All the teachers are really great. I love the evening arts classes. They're really fun. At other high schools, I know I would've gotten to take probably one art class a trimester that met once a week. You don't get a lot of art classes in at other schools, but here it's like two to four times a week. I'm in a drawing class right now that meets four times a week, and it's really fun.

The work program has been wonderful. I got breakfast crew first term and it was really good for me. It was really fun. You work alongside your



friends, and you get to interact with new people that you might not otherwise have met.

I made a robotic angler fish for a class. I made a circuit for the little light they have that they hang in front of their mouths to catch prey. I made that, and I made a circuit for it. The idea was to build something around a circuit. But I learned so much more in the process. That's the beauty of Putney—every project leads to so much learning.

## ISANNA'S DAYS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
<b>7am</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
<b>8</b>	Writing & Research	Printmaking 3		American Studies	Painting 1	Breakfast	Brunch
<b>9</b>			Writing & Research			Saturday Class	
<b>10</b>	Milk Lunch Assembly	Milk Lunch		Milk Lunch Sing	Milk Lunch Assembly		
<b>11</b>	Conference Block	Conference Block		Conference Block	11th Grade Health Seminar		
<b>12pm</b>	Painting 1	Writing & Research	Painting 1	Printmaking 3	American Studies	Lunch	
<b>1</b>	Lunch	Lunch		Lunch	Lunch		
<b>2</b>	American Studies	Painting 1		Writing & Research	Printmaking 3		
<b>3</b>	Woods Crew	Hiking		Woods Crew	Hiking		
<b>4</b>							
<b>5</b>	PM Horse Barn	PM Horse Barn	PM Horse Barn	PM Horse Barn	PM Horse Barn	PM Horse Barn	PM Horse Barn
<b>6</b>						Dinner	
<b>7</b>	Dinner	Dinner	Dinner	Dinner	Dinner		Dinner
<b>8</b>	Study	Book Arts	Study	Study	Botanical Printing		
<b>9</b>							



**WHILE I WAS IN EIGHTH GRADE** and shadowing a freshman, I went into the jewelry studio and saw someone making a ring with an actual diamond in it. I was just amazed and thought that's so cool that you could do that for an academic class.

In the fall I made a waist chain, so I had to make individual rings and put them together. I love to wear it, and I know exactly where it came from and that I'm capable of making something like this for myself or for someone else. Hopefully I'll get to keep making jewelry wherever I'm at next.

I've always wanted to be a pediatrician, but I really got interested in it when I started taking anatomy and physiology, and just thinking deeply about all the little ways the human body operates. We were dissecting a

lung, and part of the assignment was to stick a tube in the trachea and into the lungs, and then we blew. It was so cool to see the lungs inflate, to model breathing.

And the past three years I was a three season athlete. I ran cross country, played basketball and played lacrosse. For lacrosse, I've been the captain since I was a sophomore. It's not as competitive as other schools or as my sports journey once was, but it's still fun because I do it because I love the sport and not because I want to get somewhere. You can just be where you are and always learn more, and that's wonderful.

I'm also one of the two heads of school. I think we have been doing well sticking to our platforms that we ran on. We've worked on the misconduct area of the handbook, creating an easier way for people to understand the process if you're a victim or survivor of bullying, harassment and assault. And I feel like we've strengthened our relationships with other student leaders in the community.

At Putney it's normal to be so multi-faceted. I really love the people, and how tight knit we are. I've learned that self advocacy is a real thing. Even though I'm young, I know what's best for myself and what I need at this moment. I love that students here stand up for themselves and speak on what they believe in. I hope I can find that in the next community that I join. It's something I'm actively seeking out.

## CORINNE'S YEAR

	FALL	WINTER	SPRING
<b>Curriculum</b>	Writing & Research History Comparative Religion Calculus 1	Spanish 5 Intro to Physics Bioethics in Modern Science	Existentialism Spanish 5 Calculus 1 Intro to Physics
<b>Afternoon Activity</b>	Hockey Ballet	Hockey Ballet Theater Intensive	Foraging Farm
<b>Evening Art</b>	Jewelry Theater	Jewelry Theater Musical Ensemble	Jewelry Theater Musical Ensemble
<b>Work/Job</b>	Farm	Farm Utility	Barn
<b>Seminars</b>			Health
<b>Project Week</b>	Play: "She Kills Monsters"		Ebonics: The Hidden Dialect

YEAR:

Senior

FROM:

Maryland

CORINNE

.....  
"At Putney it's normal to be so multi-faceted. I really love the people, and how tight knit we are. I've learned that self advocacy is a real thing."  
.....



A CURRICULUM SHOULD BE  
A CALL TO ACTION

# here students do



The Putney School

**P**rogressive educator Carmelita Hinton founded The Putney School in 1935. In 1954 the school established eight goals for students and faculty:

*To work not for marks, badges, or honors; but to discover truth and to grow in human understanding and knowledge of the universe, to treasure the hard stretching of oneself, to render service.*

*To learn to appreciate and participate in the creative arts, where we give expression to our struggle for communication of our inner lives and for beauty, and to grant these arts great prestige.*

*To believe in manual labor, be glad to do one's share of it and proud of the skills learned in the doing.*

*To play just as wholeheartedly as one works, but watching out a bit for the competitive angle, remembering that play is for recreation and an increased joy in living.*

*To want to lend a hand to the community at large, not to live in an "ivory tower."*

*To combat prejudice and injustice wherever it appears; to strive for a world outlook, putting oneself in others' places, no matter how far away or how remote.*

*To have old and young work together in a true comradeship relation, stressing the community and its need for the cooperation of all.*

*To steward and protect the land, to seek ways to live on the earth that are healthy for all beings, and to shape our community as a model of sustainable living.*

*To wish to live adventurously though not recklessly, willing to take risks, if need be, for moral growth, so that one definitely progresses along the long slow road toward achieving a civilization worthy of the name.*



# AT PUTNEY, THERE'S NO SUCH THING AS EXTRACURRICULAR. EVERYTHING IS LEARNING.

You are going to be learning all of the time—inside and outside, with teachers and fellow students, through your jobs and leadership roles, in independent study, at campfires, and in classrooms. This book is a menu of choices, but it is also a call to action: a call to be creative and work hard. At Putney you will learn to be bold and innovative, to work and to lead, to consider yourself and others, to live at home and out in the world, and to build sustainability into all of your efforts.

<b>2</b>	<b>The Putney Core</b>	<b>52</b>	Afternoons
5	Throughlines	60	Evening Arts
11	Subject-Centered Objectives	66	Jobs
16	Essential Experiences	67	Leadership Positions
<b>24</b>	<b>Academic Curriculum</b>		
26	Courses		
27	Long Fall		
28	Independent Work		
30	Support		

For a current and comprehensive look at Putney's curriculum, please visit [CURRICULUM.PUTNEYSCHOOL.ORG](http://CURRICULUM.PUTNEYSCHOOL.ORG)

## EDUCATION FOR CREATIVITY AND INNOVATION

Education that fosters creativity is crucial to your ability to be useful in the world. Twice a year, you will design and carry out lengthy independent projects you will

design yourself. Independent studies and exhibitions will require you to dig deeply into an area of interest and create new questions and connections.

## EDUCATION FOR LEADERSHIP

At Putney, you will practice leadership and learn through experience. You will help to run work crews, lead dorms, sit on committees. You will find yourself in lengthy debates about how to run a community in which individual freedoms must mesh with responsibility to the group. There are more than

50 leadership positions in which students are leading their fellow students to get work done, or in which students are part of the decision-making processes that make the community run. This work is vital to the school.

See pages 66–67 for more on Jobs & Leadership.

## EDUCATION FOR SUSTAINABILITY

Putney stands for a way of life, and we realize that this life must be an environmentally sustainable one. Throughout our history, the land use program has been a key element of a Putney education. New technology and old are combined to find ways to live more lightly on the land. Our science program

includes Physiological Ecology, and Complex Systems, as well as biology and chemistry classes that use the natural world as their laboratories. You will be required to work on the farm, in the gardens, and in the woods in order to graduate.

⇒ For more on sustainability at Putney, visit [www.putneyschool.org/sustainability](http://www.putneyschool.org/sustainability)

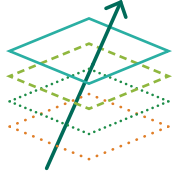
# the putney core<sup>®</sup>

The Putney Core outlines the skills, knowledge, and understanding essential to a Putney education and necessary for graduation. It is a proficiency-based system, which requires students to show progress and proof of their learning through a digital portfolio. A Putney diploma represents four years of planned secondary school study. In addition to successful completion of the baseline requirements outlined by the Putney Core, students will define and pursue other areas of individual interest.

THE PUTNEY CORE HAS THREE COMPONENTS:

# I. Throughlines

PAGE 05

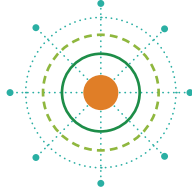


Seven overarching skills and habits of mind, defined in clear rubrics, guide development through a student's time at Putney



# II. Subject-Centered Objectives

PAGE 11



Specific learning objectives define the detail of content and skills that a student will need in each discipline



# III. Essential Experiences

PAGE 16



Invaluable and immeasurable opportunities to develop qualities which people should progress toward throughout life



# I.

# Throughlines

The seven Throughlines are overarching skills and habits of mind, supported throughout our curriculum through coursework, projects, activities, jobs, group experiences, and independent studies.

Each Throughline is assessed using a rubric that describes each goal in detail and delineates the following levels: *novice*, *emerging*, *proficient*, and *beyond*. In order to graduate, students must demonstrate, through supporting evidence and reflection in their portfolio, that they have achieved the *proficient* level in all seven areas.

## ETHICAL, CULTURAL & SOCIAL JUSTICE PERSPECTIVES

Understands the ethical implications of questions raised in each discipline. Understands that all fields may be viewed through differing cultural lenses, and appreciates the value of other perspectives. Understands the complexities of social justice.

## INQUIRY & RESEARCH

Turns curiosity into clear, useful questions and pursues a line of inquiry. Practices academic research in the context of different fields.

## ARGUMENTATION

Constructs arguments, evaluates one's own arguments and those of others, asks salient questions, and evaluates competing claims in the contexts of different disciplines.

 See page 6 for sample rubric

## DESIGN & BUILD

Articulates practical problems, imagines possible solutions, develops plans, attains skills needed to execute plans, and creates objects that address the identified needs.

## COLLABORATION

Works with others in building an intellectual, creative, and active community. Engages in productive dialogue, shows respect to a group, and supports common goals.

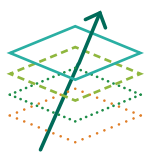
 See page 8 for sample rubric

## LITERACY & COMMUNICATION

Reads, interprets, analyzes, and makes meaning from a multitude of sources including written, visual, and auditory. Effectively conveys meaning in a variety of modes including written, visual, and spoken.

## SELF-KNOWLEDGE & SELF-REGULATION

Prioritizes, manages time, and understands personal learning styles, strengths and weaknesses; perseveres in the face of adversity and uncertainty.



# SAMPLE THROUGHLINE RUBRIC

## ARGUMENTATION

Constructs arguments, evaluates one's own arguments and those of others, asks salient questions, and evaluates competing claims in the contexts of different disciplines.



## ARGUMENTATION

ELEMENT	NOVICE	EMERGING
<b>Uses argumentation to develop and clarify one's own thinking</b>	Identifies ideas or viewpoints.	Regularly identifies a clear purpose and line of reasoning with some evidence or examples.
<b>Uses logic, organization and recognition of logical flaws</b>	Recalls and restates examples of logical fallacies and of sound logical reasoning.	Modifies teacher-provided examples of logical arguments to make them sound or false. Student explains in words or pictures teacher-provided examples of a condition being necessary but not sufficient, and sufficient but not necessary.
<b>Evaluates evidence for relevancy, sufficiency, and validity</b>	Recognizes evidence, but not the validity or the sufficiency of the evidence. Occasionally accepts they are wrong when told so.	Uses an insufficient amount of pertinent and valid evidence and sometimes recognizes invalid evidence. Occasionally recognizes when they are wrong.
<b>Understands audience, author's intent and bias, and their rhetorical techniques</b>	Recalls examples of emotional appeals or other rhetorical methods that they have encountered in class or the media.	Sometimes employs rhetorical techniques including emotional and ethical appeals, logic, and establishing credibility. Sometimes takes audience into account when crafting an argument.



PROFICIENT	BEYOND →
<p>States a position clearly and evaluates its coherence with relevant premises.</p> <p>Regularly outlines how an opposing point of view would present its reasoning.</p>	<p>Independently and regularly subjects own thinking to internal debate and logical testing.</p> <p>Can trace out most implications of a given assumption and is aware that not all consequences can be predicted.</p>
<p>Understands basic logical structure and can lay out a complex thought in rational form. Identifies gaps in logic and relevant data needed to test an assumption. Student distinguishes between necessary and sufficient conditions and gives multiple examples of each.</p>	<p>Describes different sets of premises that may lead to the same conclusion.</p> <p>Describes how small changes in premises or assumptions would modify conclusions.</p>
<p>Uses relevant, valid and sufficient evidence. Recognizes contradictory evidence and can realize when they are wrong.</p>	<p>Recognizes the most salient evidence for the purpose.</p>
<p>Detects unstated assumptions and perceives bias embedded in an otherwise logical argument; understands how real-time debates can exacerbate this challenge.</p> <p>Identifies bias and uses it to better understand and address an opposing point of view.</p> <p>Fluently manipulates parts of an argument.</p> <p>Consistently takes audience into account.</p>	<p>Understands that unexamined or irrational beliefs shared by an audience can enhance author's capacity to persuade.</p> <p>Is aware that his/her own bias exists, that it may be limiting his/her ability to see an argument's validity, and that some of that bias may be unconscious.</p>



## COLLABORATION

ELEMENT	NOVICE	EMERGING
<p><b>Engages in dialogue</b></p>	<p>Participates in an unbalanced manner. Primarily shares one's own views and ideas with the group, or primarily listens to others without offering one's own ideas.</p>	<p>Asks clarifying and probing questions to explore and make meaning.</p> <p>Listens to varying views and ideas. Practices integrating those with one's own.</p>
<p><b>Works willingly and effectively with others</b></p>	<p>Works with new partners reluctantly or creates or adds to dysfunctional dynamics.</p> <p>Complies with some of the directions of a given activity but is reluctant to move from an individualistic approach to the work.</p>	<p>Works well when partnered with others who are easy to work with.</p> <p>Follows directions of activities willingly. Demonstrates care for the completion of various steps regardless of the dynamics in the partnering.</p>
<p><b>Understands group processes and shows respect to the group</b></p>	<p>Is present and on time; observes others' learning and communication styles.</p>	<p>Works within parameters and expectations that are set by others within the group or by someone outside the group. Stays in their "role." Does their share of the work as assigned.</p>





# SAMPLE THROUGHLINE RUBRIC

## COLLABORATION

Works with others in building an intellectual, creative, and active community. Engages in productive dialogue, shows respect to a group, and supports common goals.

PROFICIENT	BEYOND →
<p>Participates actively: listens to others, inquires to pull out others' ideas, puts forth own ideas and advocates for the group to incorporate these ideas.</p>	<p>Leads dialogue by creating a safe space for peers to take risks, models participation and moderates as needed.</p>
<p>Works with a wide variety of partners on a variety of tasks. Engages authentically and willingly in the spirit of the exercise regardless of the partnering. Sometimes helps others with their work and accepts help from others when needed.</p> <p>Understands the spirit of cooperation and prioritizes the group's goal over their own preferences.</p> <p>Remains positive and engaged when faced with adversity.</p>	<p>Modulates participation in activities to differentiate for their own learning goals as well as others' without compromising the spirit of the exercise or the final outcomes and products.</p>
<p>Works with group to create and implement structures for decision making, allocating time, and assigning tasks. Works to ensure that all members of the group have a chance to participate.</p> <p>Understands what strengths and weaknesses a particular group member offers, works toward capitalizing/mitigating those.</p> <p>Does their share of the work and works on integrating it into the group's vision.</p> <p>Understands that group's results are more durable and legitimate when generated with broad participation.</p>	<p>Facilitates group in its work towards an agreed upon goal. Nurtures group members to adjust their behaviors with the goal of group in mind, rather than individual success.</p>



## II.

# Subject-Centered Objectives

Each department specifies learning objectives and assesses a student's progress toward them with rubrics that detail knowledge and skills. Categories of *novice*, *emerging*, *proficient*, and *beyond* help students and teachers use student work as evidence of their learning.

### ART

- Analyzes and comprehends art across disciplines using historical and cultural contexts
- Self-evaluates, discusses, and critiques art using appropriate vocabulary
- Demonstrates competence in at least one artistic discipline
- Manifests concepts with 2D, 3D, performance or mixed media

### ENGLISH

- Explores personal identity and diverse perspectives through literature
- Discusses literature with close attention to the text

⇒ See page 12 for sample rubric

- Reads and interprets literature
- Crafts imaginative and expository writing

### HISTORY & SOCIAL SCIENCE

- Uses history as a tool for understanding across disciplines, cultures, space, and time
- Locates and uses academic resources to interpret, analyze, and construct historical arguments

### MATHEMATICS

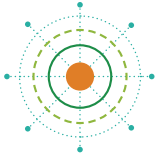
- Models change using mathematics  
⇒ See page 14 for sample rubric
- Uses technology and coding to facilitate mathematical work and exploration
- Uses geometric reasoning to model and analyze spatial relations and patterns
- Uses probability and statistics to understand and manage variability in data
- Demonstrates financial literacy

### MODERN LANGUAGES

- Listens, reads, speaks, and writes at an intermediate skill level in one non-native language

### SCIENCE

- Possesses a working knowledge of major biological, chemical, and physical principles
- Designs and implements lab-based inquiries to investigate novel questions
- Describes, analyzes, and reports on a body of evidence generated by scientific investigations



# SAMPLE SUBJECT-CENTERED OBJECTIVE RUBRIC

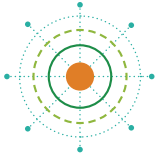


## ENGLISH DISCUSSES LITERATURE WITH CLOSE ATTENTION TO THE TEXT

ELEMENT	NOVICE	EMERGING
<b>Prepares text for discussion</b>	Often arrives without the text, annotations, or notes. Occasionally contributes.	Intermittently arrives with the text. Asks clarifying and comprehension questions. Sometimes annotates.
<b>Maintains curiosity and civility</b>	Goes silent, gets mad or is dismissive when confronted with an unfamiliar or challenging perspective.	Shows willingness to investigate and consider challenging or unfamiliar perspectives in some instances.
<b>Listens and participates actively</b>	Is easily distracted or tends to zone out when others are talking. Readily shares personal experiences that may be tangentially related to the text. Asks questions about others' personal experiences.	Can focus attention on the discussion; sometimes makes comments that reveal engagement. Tends to ask comprehension and clarifying questions.
<b>Uses the language of literature</b>	Expresses personal opinions imprecisely. Relies on overly familiar language.	Can identify literary devices but cannot yet make use of them.



PROFICIENT	BEYOND →
<p>Reliably brings in the text, useful annotations, and skillful, authentic questions for discussion.</p>	<p>Always brings in useful annotations, questions for discussion, and, sometimes, relevant related material to share.</p>
<p>Meets or attempts to meet with civility and curiosity unfamiliar or challenging perspectives in literature or in classmates.</p>	<p>Consistently meets challenging or unfamiliar perspectives in literature or in a classmate with curiosity and civility, even when those perspectives are diametrically opposed to a personally held view.</p>
<p>Is visibly engaged. Sometimes responds to what has been said in an effort to extend or explore another's idea. Anchors analysis in the text. Practices a few different ways of contributing substantively to discussions.</p>	<p>Is visibly engaged, looking at the speaker, text open, pen in hand. Asks classmates for clarification when necessary. Often responds to what has been said in an effort to extend or explore another's idea. Draws out the intelligence of other students. Is adept at anchoring analysis in the text and contributing substantively to discussion in a variety of ways.</p>
<p>Uses literary terms to be precise in making observations about the text. Makes use of literary language to interpret.</p>	<p>Uses literary terms and devices to describe how an author has created an effect. Can use terms like metaphor, paradox, ambiguity as conceptual frameworks for making meaning.</p>



# SAMPLE SUBJECT-CENTERED OBJECTIVE RUBRIC

## MATH: MODELS CHANGE USING MATHEMATICS

ELEMENT	NOVICE	EMERGING
<b>Linear change</b>	<p>Replicates examples to find slope or rate of change from two points.</p> <p>Graphs points on a plane and connects them to create a line.</p> <p>Compares and estimates the size of rational numbers.</p>	<p>Creates graphs from slope-intercept form; finds slope-intercept form given a graph.</p> <p>Graphs linear functions from many different starting points: two points on line, standard form equation, starting amount and rate of change.</p> <p>Hand sketches a graph of a linear function from one point and a slope.</p> <p>Finds slope and y-intercept given various inputs.</p> <p>Constructs and solves linear equations in one variable.</p>
<b>Exponential change</b>	<p>Recognizes that situations with percent changes often imply exponential change.</p>	<p>Computes the base and initial value given two input-output pairs.</p> <p>Computes value of exponentially changing quantities at simple, discrete time points.</p> <p>Describes and sketches approximate shape of exponential curves, including differentiating between positive and negative rates of change.</p>
<b>Combine and compare different models of change</b>	<p>Recognizes and distinguishes linear and exponential functions. Given initial information, can draw a rough sketch of each kind of change.</p> <p>Restates definitions of, and qualitative differences between, linear and exponential change. Gives examples of linear and exponential functions.</p> <p>Restates a description of a situation in which a variable undergoing exponential change can also be subject to linear change.</p>	<p>Gives real-world examples of linear and exponential change and represents these algebraically and graphically.</p> <p>Reads, understands, and describes a simple table of values showing the combination of linear and exponential change. Can extend by giving similar examples.</p>

PROFICIENT	BEYOND →
<p>Articulates core concept of constant rate of change. Interprets meaning of slope and <math>y</math>-intercept.</p> <p>Fluently uses verbal, graphical, numerical, and algebraic descriptions.</p> <p>Accurately applies graphical, algebraic, and technological methods to characterize real-world situations, and applies estimation strategies to check for errors.</p> <p>Sketches and describes graph when given equation.</p> <p>Creates linear regression models from data using technology and explains the method of least squares.</p> <p>Uses graphical displays and correlation coefficient to evaluate a linear regression model. Gives examples of the pitfalls of correlation coefficient.</p> <p>Uses linear regression to interpolate and extrapolate; articulates the hazards of extrapolation.</p>	<p>Constructs and solves linear equations in two or more variables.</p> <p>Describes physical characteristics of graphs in three variables.</p> <p>Solves systems of equations algebraically and graphically.</p> <p>Identifies when point-slope form is useful and applies it to graph linear functions.</p>
<p>Articulates core concept of exponential rate of change as repeated multiplication.</p> <p>Interprets meaning of base and constant rate terms.</p> <p>Sketches and describes graphical characteristics of exponentials.</p> <p>Fluently uses verbal, graphical, numerical, and algebraic descriptions.</p> <p>Characterizes real-world situations in graphical and algebraic form, and answers salient questions using both algebraic and technological formulas.</p>	<p>In an applied setting, can identify scales at which exponential change is locally linear and scales at which material differences in outputs will result.</p> <p>Differentiates between continuous and discrete exponential change; provides examples of conditions leading to each.</p> <p>Uses the number <math>e</math> to model exponential situations involving continuous change.</p> <p>Applies concepts of translations and dilations to modify exponential models to fit data.</p> <p>Creates exponential regression models from data using technology.</p> <p>Understands logarithmic scales.</p>
<p>Articulates the key differences between linear and exponential change using precise mathematical vocabulary such as <i>rate of change</i>, <i>asymptote</i>, <i>limit</i>, <i>end behavior</i> etc. and gives examples of each.</p> <p>Identifies the appropriate functions for modeling a exponential or linear scenarios and applies them correctly.</p> <p>Understands that situations exist that are neither exponential nor linear, and identifies them correctly.</p> <p>Uses technology to accurately reflect linear change and exponential change to obtain realistic model outputs.</p> <p>Identifies key features of exponential and linear graphs, including specific points and rates of change.</p> <p>Finds intersection points between different models using technology.</p>	<p>Uses functions that are neither linear nor exponential to model appropriate phenomena.</p> <p>Models the combination of linear and exponential dynamics using technology, as well as combining these with other functions such as trigonometric or logarithmic.</p> <p>Explains the underlying phenomena that lead to linear or exponential change.</p> <p>Differentiates between periodic change that can be modeled with trigonometric functions and periodic change that cannot.</p> <p>Correctly uses parameters to modify behavior of trigonometric functions. Explains physical significance of each parameter.</p>

# III. Essential Experiences

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There are qualities we wish all Putney graduates to have, which are inherently valuable, and in fact are qualities towards which people should make progress throughout their lives. These qualities include cultural fluency, self-reliance, an appreciation for manual labor, an appreciation of fine arts, and a capacity for the “hard stretching of oneself.” Essential Experiences present invaluable and immeasurable opportunities to develop these qualities. We require that Putney students fulfill all of them in order to graduate.





1

#### EXPERIENCE LIVING IN A DIFFERENT CULTURE

Live for a minimum of one month in a culture significantly different from one's own, either with a local family or in a boarding environment with local students. A culture is understood as "significantly different" if it requires one to use a language other than one's native language or differs from one's own cultural background in two of the following three aspects: ethnicity, economic background, or urban/rural economy.

*The experience of living in a culture significantly different than one's own helps to develop cultural fluency and to foster one's abilities "to combat prejudices caused by differences in economic, political, racial, and religious backgrounds; to strive for a world outlook, putting oneself in others' places, no matter how far away or how remote."*

**MAINTAIN REASONABLE PHYSICAL ACTIVITY**

Participate in an activity at least twice a week that develops aerobic fitness, physical endurance, or physical strength while on The Putney School campus.

*The experience of maintaining a reasonable level of physical activity helps students to maintain their physical well-being and affords them opportunities to “play as wholeheartedly as [they] work.”*





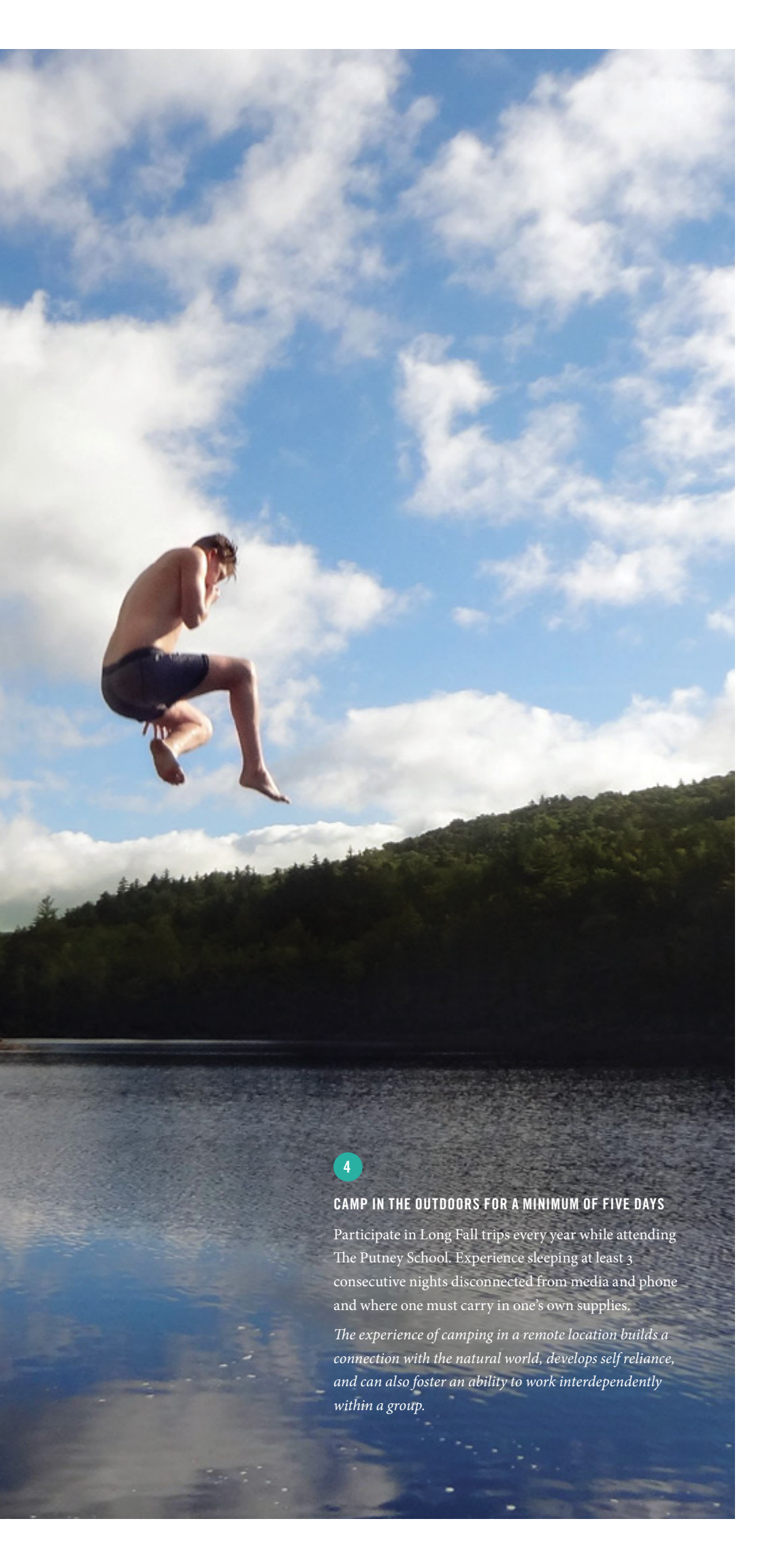
3

**DO THE WORK NECESSARY TO SUSTAIN THE SCHOOL COMMUNITY**

Fulfill the requirements of the Work Program as currently stated.

*The experience of engaging in productive labor develops students' belief in manual labor, and allows students opportunities to be proud of working to support the community within which they are living and to learn important skills such as collaboration, perseverance, and leadership.*





4

**CAMP IN THE OUTDOORS FOR A MINIMUM OF FIVE DAYS**

Participate in Long Fall trips every year while attending The Putney School. Experience sleeping at least 3 consecutive nights disconnected from media and phone and where one must carry in one's own supplies.

*The experience of camping in a remote location builds a connection with the natural world, develops self-reliance, and can also foster an ability to work interdependently within a group.*

**PARTICIPATE IN EFFORTS AIMED AT MAKING THE SCHOOL  
COMMUNITY MORE ENVIRONMENTALLY SUSTAINABLE**

Serve on a committee or in a leadership position, or complete one Project Week, Independent Study or Exhibition that is focused on sustainability. Incorporate daily habits that support an environmentally sustainable community into one's life while at Putney.

*The experience of working towards making both the local and global communities more environmentally sustainable builds awareness of daily practices that help preserve the world we live in.*





6

**CREATE AND EXPERIENCE  
A WIDE VARIETY OF ART**

Maintain frequent, regular immersion in a variety of creative arts.

*Frequent and regular experience with, and exposure to, a wide range of art forms, both as a creator and viewer, helps build an ability to use art throughout one's life. Those who have a strong background in the arts use this as a means of finding aesthetic pleasure and comfort as well as to understand and express problems, both personal and societal.*

# academic curriculum

This curriculum is a menu of choices, but it is also a call to action: *a call to be creative and work hard*. At Putney you will learn to be bold and innovative, to work and to lead, to consider yourself and others, to live at home and out in the world and to build sustainability into all of your efforts.

On the following pages you'll find the courses, activities and opportunities planned for the year ahead.





.....  
"Although Putney gave me both academic and creative preparation for post-Putney school and work, I think the most useful thing it provided me with is the ability to remain confident in an independent path." —Putney Alum  
.....

# courses



The academic program is rich in opportunity for intellectual exploration and discovery as well as creative expression. The study of history is steeped in primary sources, and students, like historians, learn to create historical narratives, conduct research, and interpret events. Science classes are investigative and students are encouraged to view the campus as a laboratory for discovery and to develop an appreciation for the complexity and fragility of the environment. Math is taught as a language where phenomena can be expressed in numbers and problems solved elegantly. Spanish, French, and Chinese are taught with an emphasis on speaking and listening, reading and writing, and gaining a nuanced, cultural understanding. The arts and the cultivation of the imagination permeate the Putney curriculum.

# long fall

Long Fall trips are a core part of our student orientation each year. These 4-day, 3-night camping trips are a chance for new and returning Putney students to bond with fellow students and faculty while exploring the outdoors in Northern New England. Trips range in challenge level and provide an opportunity for students to work together as a group, connect with nature, and expand their camping and outdoor skills. Students may choose from a variety of trips including backpacking in the Green Mountain National Forest, canoeing down the Connecticut River, camping and working at a local farm, and rock climbing in New Hampshire.



# independent work

Independent work is a critical piece of our academic curriculum. It is our way of preparing our students for a world without roadmaps, without operating instructions. At Putney, students learn to motivate themselves and discover issues, actions, and concepts that they care about. By designing and executing their own projects, students strengthen their organizational skills and learn to put their knowledge to use in the world.

## Project Weeks

Project Weeks are periods twice a year in which Putney students carry out independent projects and learn to apply what they have learned. Students may conduct one double project (40–50 hrs) or two smaller projects (20–25 hrs). They may also choose to join one of the many group projects directed by Putney faculty. Each Project Week, one of these projects must be grounded in an academic course the

student has taken that year. In advance of Project Weeks, students identify a faculty mentor, with whom they develop a project proposal. That proposal is reviewed by the Educational Programs Committee and relevant academic departments.

Project Weeks are a chance for students to explore their intellectual and creative passions and forge connections between disciplines; they also help students develop critical time management and presentation skills.





### INDEPENDENT STUDIES

Working with a faculty sponsor, students may design an independent course of study during the fall or winter trimesters. Each course must be reviewed and approved by the Educational Programs Committee.

### WORK TERM

Work Terms are intended to provide students an off-campus opportunity to explore an area that might be of career interest. These experiences are usually full-time, not-for-profit apprenticeships.

### SENIOR EXHIBITIONS

Senior Exhibitions are an opportunity for seniors in good standing to design and complete an independent project in their spring trimester. Students are expected to create a project that draws upon the breadth and depth of their educational experience at Putney. Ideally interdisciplinary, this intensive work is supported by a faculty mentor, reviewed by an outside evaluator, and culminates in a presentation to the Putney community.

### INDEPENDENT TOPICS IN SCIENCE

This course is designed to give highly motivated students the opportunity to pursue scientific or technological questions of their own design, or for students to take on a challenge such as entry in a science contest. One component of the course will be continuous communication and collaboration with others in the class, regardless of their area of study. To qualify for enrollment, students submit a description of their proposed study which must then be approved by the science department.

### EDUCATIONAL PROGRAMS COMMITTEE

The Educational Programs Committee is composed of deans, faculty, and student representatives who review and develop the curriculum. The EPC is also responsible for approving and providing feedback on student proposals for Project Weeks, Independent Studies, and Senior Exhibitions.

.....  
"Many people couldn't even sew on a button or make tea and were scared/reluctant to try. I knew that whether or not I'd done a task before, I could because I had already done so much and been successful."  
.....

—Putney Alum



# support

## ADVISORS

At the core of the Putney experience are the strong relationships that form between students and teachers, particularly those between advisors and advisees. Advisors support students in their path through Putney—they help with course and activity selection, and they serve as the

main conduit of information among various aspects of a student's life at Putney and family at home. Students have a weekly scheduled meeting with their advisors, as well as frequent informal meetings, dinners, and group advisory trips off-campus.

## CONFERENCE BLOCKS

We have four blocks each week to allow time for student-teacher meetings, collaborations on projects, extra help sessions, student study groups, and

individual homework time. Seminars, music lessons, tutoring, health appointments, and college meetings are also scheduled during conference blocks.

## THE CENTER FOR TEACHING AND LEARNING

The Center for Teaching and Learning is a resource for all students and teachers. It provides academic support, organizational help, study skills, and math workshops. The director and experienced tutors are available for students with specific

challenges meeting the demands of their academic work. We do not treat those with learning differences as “other”; we understand that students have a variety of learning styles, capacities, and strengths.

## HEALTH AND COUNSELING SERVICES

The Putney School Health Services office is staffed with caring and experienced registered nurses and counselors who take a holistic approach to student health. They work closely with families to support

students' health and mental health needs while they are away from home. School counselors are available for drop-in support or scheduled appointments.

## LIBRARY

At Putney, students gain varied and authentic experience using the library. Because of the project-oriented nature of much of the curriculum, students are required to develop research strategies and make informed decisions about the types

and quality of resources used. The faculty expects students to be able to understand and use a variety of resources: the library's online catalog, database subscriptions, high quality Internet sources, as well as book and periodical collections.



## COLLEGE PLACEMENT

The Putney School offers a comprehensive college counseling program that begins formally in the 11th grade. We believe, as Frank Sachs writes, that “College is a match to be made, not a prize to be won.” We actively assist students as they research colleges, investigate careers, and begin to make decisions about where they would like their lives to head after graduating. We offer individual meetings with students and parents, a weekly College Planning Seminar for juniors, a weekly College Applications Seminar

for seniors, online accounts to access Naviance—a nationally recognized college counseling software resource—email updates to parents with reminders about the application process timeline, campus visits from representatives of more than 60 colleges and universities, financial aid and scholarship workshops, and all PSAT, ACT, TOEFL, AP and SAT registration and testing.

⇒ For a list of recent college acceptances, visit [www.putneyschool.org/acceptances](http://www.putneyschool.org/acceptances)



## INSTRUCTIONAL TECHNOLOGY CENTER

Technology is an increasingly integral part of what we do here at Putney. From Google Apps for Education, to robotics, geographic information systems, and science lab data collection, technology provides opportunities for project-based and hands-on learning. The Instructional Technology Center (ITC) is where teachers and students learn new technologies, improve their skills, and get help from the technology staff. A wide variety of

resources are available, including video production equipment, digital video cameras, digital still cameras, MIDI controllers and music composition applications, ProTools-based digital recording equipment, scanners, and printers. ITC computers have a variety of software titles for video production, web page design, graphics, digital photography, video conferencing, document scanning, and desktop publishing.

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL program is designed for international students to achieve a high level of English proficiency for academic work.

See page 51 for a description of the ESOL courses and support systems.

# Integrated Curricula

Ninth-grade students are required to take *Humans in the Natural World*. Both *American Studies* and *Writing and Research* are required for juniors in lieu of English and U.S. history in order to provide a richer exploration of American society, culture, and history.

## HUMANS IN THE NATURAL WORLD

### Three-trimester Course

Ninth-grade students are required to take *Humans in the Natural World* which integrates English, social science, and natural science. Using the tools of these three disciplines, this year-long course begins by asking students “How do we know what we know?” Starting with what they can observe locally, students will expand to connect to the global community. They will collaborate with each other, make connections, and synthesize information about their world from historical, scientific, artistic, and literary sources. Each student will undertake several long-term projects, including detailed studies of a plot of land, a country, and a commodity. Students will read novels, poetry, and both primary and secondary sources in all three disciplines. Ultimately, each student will hone their skills in analytical and creative writing, oral presentation, collaboration, research, and analysis. They will also learn the habits of reflection, self-evaluation, perseverance, and practice.

Throughout, students will demonstrate their skills and understanding through presentations, experiments, writing, and teaching. After completion of this integrated course, students will be expected to accurately sketch the world around them, critically observe and analyze their environment, collect and use GIS (geographic information systems) data, write in both analytical and imaginative forms, synthesize scientific and historical facts into meaning, and be fearless enough to embrace uncertainty, ambiguity, and the benefits of failure.

## ENGLISH LANGUAGE SUPPORT FOR HUMANS IN THE NATURAL WORLD:

An ESOL teacher is available to International students in this class who need added language support. This teacher provides modified readings and assignments for English learners and is an additional resource during conference block and by appointment. This teacher also reviews written work to help students correct grammar before handing in essays and reports, and helps them rehearse presentations.

## AMERICAN STUDIES

### Three-trimester Course

This year-long, interdisciplinary course for 11th-grade students is organized into five thematic units: American Political Thought, The American Landscape, Slavery and its Legacy, America in Conflict, and Capitalism and The American Dream. Each unit poses its own set of essential questions and asks students to derive their own insights and lines of inquiry from a combination of historical texts and works of literature. Whether they are U.S. citizens or not, students will learn to appreciate the complexity of the American story and to recognize their own lives as a part of that story.

## WRITING AND RESEARCH

### One-trimester Course

The primary goal of this course is for students to develop an effective, individualized research and writing process and to write one or more substantial research papers. Students will use library and online resources, engage in close reading of primary and scholarly secondary source materials, and turn their curiosity into clear, useful historical questions. This course is linked to American Studies, with research questions and topics often designed around content and themes from that course. Writing and Research is taught by members of the History and Library Departments.

Each trimester of HNW follows a theme: Observation, Systems & Society, and Globalization & Climate Change. For a detailed look at the skills and content covered in each trimester, visit [www.putneyschool.org/humans](http://www.putneyschool.org/humans)



# English

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We strive to help students express themselves with clarity and power orally as well as in writing. We want them to be able to generate authentic, nuanced questions and original ideas. Reading literature with sensitivity and exploring varied cultural perspectives are also critical.

Students write frequently. Readings range from the canonic to the contemporary and roam over a wide landscape of cultures and voices both in original English and in translation. Most genres are represented, including novels, short stories, essays, poetry, plays, graphic novels, and film. Classes are taught seminar-style. Lecture is rare. Class participation is essential as students try out their ideas aloud.

## ADVANCED LITERATURE AND COMPOSITION

### Two-trimester Course

This transitional course for non-native English speakers is taken before entering mainstream English classes and replicates the experience of a mainstream class. Students learn and practice a range of writing skills, including sentence-level construction and syntax, techniques for stylistic variety, and expository skills for both personal essay writing and formal literary analysis. Through reading and discussion, as well as writing, students improve their ability to express complex ideas in English with nuance and precision.

## COMPOSITION: FORMS OF THE ESSAY

### Two-trimester Course

Students will spend this course writing nonfiction: short summaries, descriptions, longer analyses, profiles, and narratives. The course approaches writing as a multi-step process that includes prewriting, drafting, and revision. In developing their own voices, students learn to be deliberate, persuasive, and creative in all written work. Students then learn the skills of literary analysis by writing essays in response to readings that include plays, novels, short stories, and poetry by such authors as Tim O'Brien, Chinua Achebe, Marjane Satrapi, and Adrienne Rich.

## CREATIVE WRITING

### One-trimester Course

Students write daily in this course, experimenting in genres that may include poetry, short story, microfiction, plays, and creative nonfiction. We will use readings in each genre as models, with an emphasis on learning craft. Students share work with one another and focus on the process of revising creative work, producing multiple drafts, and critiquing. Each writer will create a portfolio of work.

## ETHICS EAST AND WEST

### One-trimester Course

Have you ever wondered what is the right thing to do? What is the difference between Western and Eastern philosophies and religions? Students in this course begin with a study of the fundamental theories of moral philosophy that have shaped Western ethics, and then turn to the ethics of the East, as expressed most distinctly in Mahayana Buddhism, considering what each of these traditions has to offer the other. Finally, students will consider contemporary moral and ethical challenges in light of these traditions. How do each of these traditions understand and respond to the current ecological, social, and economic challenges we face?

## EXISTENTIALISM

### One-trimester Course

In this course, students will don the heavy two-way lens of existentialism, turning us as deeply inward as it does broadly outward. Although it illuminates a heightened measure of despair, anguish, confusion, and alienation, this modern perspective liberates us into a creative expanse of freedom and responsibility. As Jean-Paul Sartre concisely expresses, “Man is nothing else but what he makes of himself.” Through an exploration of inspired essays, stories, plays, and films, followed by personal creation, students will attempt to make themselves and resolutely confront the inevitable obstacles along the path of this noble journey.



### **FEMINIST PERSPECTIVES IN LITERATURE**

#### **One-semester Course**

In this course, students will read classic, subversive, and enduring women’s writing and trace the emerging and evolving subjects, themes, and formal innovations to explore the goals and strategies of women writers in the 19th and 20th century. Students will also investigate current feminist trends and topics in literature and media and design and pursue an original project related to the themes of the course. Authors and theorists may include writers such as Sojourner Truth, Gertrude Stein, Zora Neale Hurston, Charlotte Perkins Gilman, bell hooks, Flannery O’Connor, Toni Morrison, and Margaret Sanger.

### **INTRODUCTION TO MEDIA STUDIES**

#### **One-semester Course**

How does the way we consume media influence the way we think about the world around us? How do we understand our own power and privilege through lenses of race, class, and gender? How do we learn to “read” visual information in still and moving pictures? This course addresses these questions, equipping students with the tools to analyze and critique various forms of media. Students will use the language of critical thinking to pull apart the messages layered in film, television, music, advertisements, video games, and social media.

### **READING CONTEMPORARY SHORT FICTION**

#### **One-semester Course**

In this class, students will read, discuss, and write about short stories by contemporary masters of the form representing a wide range of stylistic approaches. Authors may include Joy Williams, Lorrie Moore, Chimamanda Ngozi Adichie, Raymond Carver, Haruki Murakami, Amy Hempel, Edwidge Danticat, Ottessa Moshfegh, Junot Díaz, Lydia Davis, and George Saunders.

### **SAY WHAT YOU MEAN**

#### **One-semester Course**

Is it difficult to make a persuasive point in conversation, even when your idea is clear in your head? Do you struggle to capture the complexity of your thinking when you write? In this course, students will explore and practice rhetorical skills to strengthen the efficacy between thought and language. Whether you think of yourself as a scientist, artist, mathematician, political activist, or musician, you will need to write well to share your insights with the world. This course will make use of a range of reading and writing techniques to pursue the simple goal of clarity in writing and speaking.

## SHAKESPEARE

### One-trimester Course

The eminent literary critic Harold Bloom wrote, “Shakespeare is the true multicultural author. He exists in all languages. He is put on the stage everywhere. Everyone feels that they are represented by him on the stage.” In this course, students will focus on three or four of Shakespeare’s plays in depth. Discussion, acting, and writing will serve as tools for interpretation. Students will have considerable input into which of Shakespeare’s plays we study.

⇒ For more on English, contact [english@putneyschool.org](mailto:english@putneyschool.org)

## History

History students are asked to create meaning from our past and present, developing an ability to understand a historical framework for the world evolving around them. Classes emphasize discussion and oral skills, writing with an emphasis on analytical essays and critical thinking. Students are asked to write history—to formulate, support and document their own views of the past. The use of primary texts is critical in all courses, and student research builds from primary document analysis.

## AFRICAN STUDIES

### One-trimester Course

This course aims to build a better understanding of the challenges faced by emerging African economic and social structures in the wake of European control and exploitation. Our investigation will emphasize how the West has projected European Enlightenment assumptions onto a continent with dramatically different social and political attitudes and traditions. The course will be divided between this topical overview (including the historical heritage contained in the continent and traditional social attitudes) and independent student projects developing an area of special interest.

## COMPARATIVE RELIGIONS

### One-trimester Course

This course builds an understanding of the traditions of religious belief and the nature of the divine in history and across cultures. Students will read religious texts in their historical and cultural context. Writing will include both analytic and personal response. Readings include Huston Smith’s *The World’s Religions*, *The Epic of Gilgamesh*, Hermann Hesse’s *Siddhartha*, selections from the *Bhagavad Gita*, the Old and New Testaments, Dostoevsky, the Koran, Rumi, and the Tao Te Ching.



## INTRODUCTION TO ECONOMICS

### One-trimester Course

The term economics is derived from the Greek “rules of the household.” In this course, students will look at the way economics governs our lives and homes, as well as our political institutions. Students will consider the way economic actors (ourselves included) make decisions. The course includes a survey of basic economic concepts and terminology and takes a thematic approach to economics. Articles from the newspaper and news magazines will serve as the backdrop for the class. Students will gain a greater ability to use economic terms and concepts to understand the world. The course will culminate in an independent research project.

## SOCIAL CONTRACTS: DEMOCRATIZATION AND INDUSTRIALIZATION IN WESTERN EUROPE

### Two-trimester Course

The first trimester focuses on the development of government and rule of law in Western Europe, with primary emphasis on 17th century England and 18th century France, and the emergence of “The Enlightenment” in Western Europe. The second trimester focuses on the challenges of citizens struggling to deal with the dramatic growth of industrialization, market and societal forces, mass society, and mass destruction in 19th and 20th century Europe. Readings range from textbooks and primary documents to historical literature. Student will produce papers, library research projects, oral presentations, and formal debates. The first term is anchored by Machiavelli’s *The Prince* and More’s *Utopia*, and the second term is anchored by Zola’s *Germinal* (the 1993 film), Remarque’s *All Quiet on the Western Front*, and Wiesel’s *Night*.

## SOCIAL DOCUMENTARY STUDIES

### One-trimester Course

This course is an opportunity to study the way art reflects the world around us. Students will study documentary photographers whose work is central to our understanding of history and have changed our perception of truth. The course begins by using documentary photography to look at the self, moves on to an exploration of the “other,” and ends by looking at social issues. Students focus on photography, but complementary materials will include literature, historical texts, census data, video, as well as sound and music. Project-based work forms the centerpiece of this course and each student will complete a major self-designed capstone piece that combines photography with research. Students will also have a chance to meet a number of local photographers and use local historical resources. This course is intended for juniors and seniors.

## SOCIAL PSYCHOLOGY

### One-trimester Course

How does a social context shape the way we understand, influence, and relate to ourselves and to one another? How do we maximize the degree of choice we exercise in our lives, and what are the purposes served by our behavior? The field of social psychology looks at how these questions and their answers stretch when the context shifts from the individual to the group or social level. This course focuses on three core areas: social thinking, social influence, and social relations. Students will choose an area and embark on reading through literature and other studies, teaching one another the key concepts, and building an experiment and research project.

## SOCIOLOGICAL IMPACTS OF FOOD

### One-trimester Course

Food is an ever-present part of our daily experience and a medium through which we can examine our individual and collective heritage. In this course, food becomes the basis for interdisciplinary study in several units: Food and Meaning; Food and Ethics; Food and Justice; and Food and Culture. Readings come from a variety of disciplines including anthropology, art, literature, psychology, religion, politics, ecology, economics, psychology, and history. In addition to written research-based assignments, the class will involve experiential activities, many of which include a focus on culinary skills.



## THE MIDDLE EAST CAULDRON

### One-trimester Course

The Middle East remains a focal point of cultural misunderstanding and conflict. This course seeks a greater understanding of this complex and volatile region. The course begins with a look at the political, economic, cultural, and religious influences in the region, from the collapse of the Ottoman Empire to the present, using both primary and secondary sources. Later, the course considers selected topics from the history of the region, the Sunni-Shiite split, and the growth of Islam. The course continues with the complexity of women's roles with an emphasis on Iran, and concludes with an independent project.

➔ For more on History, contact [history@putneyschool.org](mailto:history@putneyschool.org)

## Modern Languages

Learning a modern language and gaining insight into its culture(s) are important routes both to increased self-awareness and cross-cultural understanding. Putney currently offers three modern languages: Chinese, French and Spanish. From the start, students are immersed in speaking, listening, reading and writing; they learn by doing. Students learn about culture through readings, discussions, movies, visiting speakers, songs and occasional trips. The Chinese program is entering its third year with six levels. In both French and Spanish, classes are offered at six levels, with more advanced classes offered, as needed, in each of the three languages, either as independent study or as additional classes.

### CHINESE I

#### Two-trimester Course

Students in Chinese I will begin to develop proficiency with the Mandarin Chinese language and culture, the phonetic system (pinyin), Chinese characters, vocabulary, and structures. By the end of the class, students will be able to introduce themselves, greet people, extend or respond to invitations, discuss family and friends, schedules, dates, weather, numbers, ask questions, speak about food, and write emails. Students will also explore Chinese arts, culture, calligraphy, tongue twisters, songs, feature films, documentaries, and tai chi. Students will be able to communicate using basic vocabulary in writing and in conversation.



### CHINESE II

#### Two-trimester Course

Students will participate in extended dialogues and daily discussions in Mandarin Chinese. Writing tasks are increasingly complex and include letters of request and introduction, descriptions of daily life, and basic emails on several topics. Students will explore Chinese arts and culture, Tang Dynasty poetry, calligraphy, songs, feature films and documentaries, and tai chi.

### CHINESE III

#### Two-trimester Course

Students will communicate about a variety of day-to-day experiences in Mandarin Chinese. They will sharpen grammar skills in speaking, listening, writing, and reading by completing tasks with increasing complexity. They will write letters, narrative descriptions and emails, including inquiries and explanations. By the end of the course, students will be able to write multiple paragraphs. Topics of study include Chinese arts, Tang Dynasty poetry, calligraphy, songs, feature films and documentaries, and tai chi.

### CHINESE IV

#### Two-trimester Course

In this course, students will move from controlled speaking situations to spontaneous speaking on a variety of topics. Students learn to use more complex structures, allowing them to speak and write on broader topics. Students use authentic materials to enhance all their language skills. In addition, students explore specific topics in Chinese culture and arts, Tang Dynasty poetry, and tai chi. Students will make presentations on Chinese culture and tell short stories that they have written in Chinese. Students in Chinese IV speak almost exclusively in Chinese.

## **CHINESE V AND VI**

### **Two-trimester Course**

Students will continue to expand their ability to communicate independently and speak on a variety of topics by practicing further complex structures and idioms. Students use many authentic materials to enhance all their language skills. In addition, students explore specific topics in Chinese culture and arts, Tang Dynasty poetry, and tai chi. Students make presentations on Chinese culture and write stories, persuasive essays, reading summaries and journal entries. Students speak entirely in Chinese throughout the course. Students will be expected to work independently on the reading material that is provided.

## **FRENCH I**

### **Two-trimester Course**

Students will learn to use basic French in speaking, listening, writing, and reading, and also will acquire the study skills necessary to learn a new language. Students develop their basic interpersonal communication skills around themes such as school, family, and weekend events. By the end of the course, students understand French spoken at a measured pace and learn strategies to cope with the gaps in their comprehension.

## **FRENCH II**

### **Two-trimester Course**

Students will expand their ability to communicate about daily routines and habits, food, friends, and family, in the past, present, and future tenses. They continue to use memorized phrases while they also increase their ability to communicate spontaneously and naturally in both predictable and unpredictable situations.

## **FRENCH III**

### **Two-trimester Course**

Students will expand their ability to describe topics of personal interest and current events in the past, present, and future tenses. They will develop their writing and speaking skills to communicate spontaneously in indicative, conditional, and subjunctive moods. Students in this course communicate in French at all times.

## **FRENCH IV**

### **Two-trimester Course**

This course improves students' reading, writing, and discussion skills by exploring current topics in French and world culture. Students will analyze current events, literature selections, videos, and movies. Students will develop their use of the indicative and subjunctive moods.

## **FRENCH V AND VI**

### **Two-trimester Course**

Students will select themes to study and design the units, then lead discussions and presentations after researching authentic French language materials for reading, watching, and listening. They focus on specialized content areas such as the heritage of French colonization in Africa, French cinema, or French in science and medicine. Grammar and vocabulary are reviewed or introduced as needed for comprehension and expansion of prior skills. Students also produce translations and written responses to the themes studied, which provide formal opportunities to hone accuracy and language mechanics.

### **PUTNEY TRIMESTERS ABROAD**

We value cultural fluency and the ability to communicate in another language. To further these curricular goals, we have established trimester-abroad programs to Mexico, China, and France, as well as other opportunities to learn abroad. These programs are led by Putney faculty with deep local experience and are designed for students to live in and learn about local cultures through experience.

Learn more about Putney Trimesters Abroad at [putneyschool.org/world](http://putneyschool.org/world)



## **SPANISH I**

### **Two-trimester Course**

Students will learn to use basic Spanish in speaking, listening, writing, and reading, and will acquire the study skills necessary to learn a new language. Students develop their basic interpersonal communication skills around themes such as school, family, and weekend events. By the end of the course, students understand Spanish spoken at a measured pace and learn strategies to cope with the gaps in their comprehension.

## **SPANISH II**

### **Two-trimester Course**

This course builds on students' skills in speaking, listening, writing, and reading basic Spanish. Continuing with the commitment to speak as much Spanish as possible, students study the vocabulary, grammar, and idiomatic expressions used in talking about oneself, past events, and situations. Small group and pair work maximize opportunities to practice speaking.

## **SPANISH III**

### **Two-trimester Course**

Students and teachers communicate only in Spanish throughout this course. Students respond to a range of material for native and non-native speakers and augment their cultural exposure to improve comprehension. They demonstrate their speaking proficiency with in-class conversations, audio and video journals, and improvised monologues. By the end of this level, students will be able to listen and speak spontaneously in the present, past, and future tenses.

## **SPANISH IV**

### **Two-trimester Course**

Students will understand the language as spoken and written by and for native speakers. Students will read, write about, and discuss short stories and poetry. Students will also be able to discuss current events from Spanish-speaking countries. Students will demonstrate their proficiency with in-class conversations, audio and video journals, monologues, and Socratic seminars. By the end of this level, students will have a good understanding of many Spanish-speaking cultures.

## **SPANISH V AND VI**

### **Two-trimester Course**

Students will study advanced Spanish and Latin American literature and culture. Students will communicate entirely in Spanish and will be able to use authentic materials. They will have the ability to research authentic Spanish language materials for reading and listening. Translation and writing assignments will provide students with opportunities to focus on accuracy, creativity, and the mechanics of the language.

➡ For more on the Modern Languages, contact [language@putneyschool.org](mailto:language@putneyschool.org)



## Mathematics

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Our math courses cover fundamentals for college preparation while encouraging our students to explore the beauty of mathematics and its connection with other subjects.

### ADVANCED TOPICS IN MATHEMATICS

#### Two-trimester Course

Students will study mathematical topics not typically covered in a traditional secondary school mathematics sequence, while furthering their ability to write about sophisticated mathematical concepts. Students will also strengthen their abilities to use technology as tools for analysis and exploration. This course emphasizes mathematical literacy and writing to prepare students for advanced study at the university level. Mathematical topics vary based on student interest and have included the study of satellite motion using computer models of differential equations, the science of passwords and encryption, and multivariable calculus.

### ALGEBRA I

#### Two-trimester Course

This course focuses on how to represent, model, and analyze the world we live in using mathematics. Students will examine the motion of objects, population growth, climate change, and games of chance. Students regularly use tables, graphs, algebraic symbols, and verbal descriptions to represent patterns and relations. Mathematical topics include probability, linear functions, quadratic functions, and exponential functions. Computer-based technology is used extensively as a tool for analysis and exploration.

### ALGEBRA II

#### Two-trimester Course

Students will continue learning to use mathematics to recognize, generalize, and represent patterns in our world and to make predictions based on those patterns. We will focus on understanding functions and building mathematical models for input-output relationships that are ubiquitous in everyday life. Students examine projectile motion, population growth, compound interest, and common logarithmic scales such as pH. Students will increase their fluency with graphing programs and analytical software, use basic principles of statistics to analyze real-world data, and advance their skills in trigonometry.



## CALCULUS I

### Two-semester Course

Students will learn methods for determining how a dynamical system is changing, and how to work from a description of a changing system to a complete model of the system. Examples include objects moving in space, populations growing or shrinking, and objects heating or cooling. The course introduces students to the basic methods of using derivatives and integrals to investigate these systems, using a conceptual understanding of limits. Students will leverage technology extensively in this course to assist problem solving, system visualization, and conceptual mastery.

## CALCULUS II

### Two-semester Course

Using projects and physical models, students will develop a solid conceptual understanding of abstract topics of the derivative and the integral. To ground the concept of calculating solids of revolution, students will determine the volume of irregularly shaped vases and plot the function derived from a homemade cinnamon bun. The course begins with review of basic calculus concepts then progresses to applications of the integral, integration techniques, power series expansions of functions, and possibly the beginnings of multivariable calculus.

## COMPUTER SCIENCE I

### One-semester Course

Students in this introduction to computer science will learn the basics of how a computer works, as well as how to write programs to make computers execute specific tasks. This course begins with short programming tasks and culminates in larger projects. Based on student interest, we may cover topics such as circuitry, Boolean logic, cryptography, computer graphics, and algorithms.

## COMPUTER SCIENCE II

### One-semester Course

Building on their work from Computer Science I, students will design and build independent projects in any programming language they choose. Our in-class discussions will expand upon object-oriented programming and will introduce the basics of programming efficiency and runtime calculations.

## GEOMETRY

### Two-semester Course

Students will learn to use proofs and logical reasoning to build models of relationships among geometric figures, both real and abstract. The course draws examples from the physical campus at the Putney School and incorporates elements of art and design in real-world applications. Students develop a stronger understanding of the properties of polygons, parallel lines, and circles, as well as a beginning understanding of trigonometry. We will use technology extensively, as well as pencil and paper techniques. More broadly, students strengthen their ability to use mathematical thinking to analyze a wide variety of situations and move toward finding elegant solutions to problems using both creativity and logic.

## INVESTMENT AND FINANCE I

### One-semester Course

This course addresses a variety of investment and financial questions including: What are stocks and bonds? How do loans affect one's financial well-being? What are credit ratings? What tools exist in the market for investing according to one's ethical priorities? How do they affect organizations such as The Putney School and its board of trustees? In addition to conceptual investigations and mastering technical vocabulary, we will investigate mathematical concepts from probability (expected value and variability in returns) and functions (exponential growth and amortization).

## INVESTMENT AND FINANCE II

### One-semester Course

Building on their work from Investment and Finance I, students will focus on inflation, currency exchange, and recent financial history. Students will then design and implement independent projects on topics of their choice in consultation with the teacher.



## PRECALCULUS

### Two-semester Course

Students will expand their earlier understanding of functions to model a larger set of nonlinear situations, such as how the amount of sunlight varies cyclically throughout the year and how the levels of greenhouse gases in our atmosphere are growing, and many examples of circular motion ranging from Ferris wheels to gears and engines. Specific mathematical content includes sinusoidal functions, exponential and logarithmic change, vectors, sequences and series, and probability and combinatorics.

## STATISTICS I

### One-semester Course

In this course, students will learn a variety of mathematical methods to manage and understand variability in data. We will use many scientific, social, and economic contexts to motivate different techniques. We will begin with ways of summarizing data quantitatively and graphically and then turn to using statistical methods to draw conclusions in the presence of variability. Topics will include linear regression, confidence intervals, and hypothesis testing.

## STATISTICS II

### One-semester Course

Building on their work from Statistics I, students will learn stochastic simulation, sampling theory, and multivariate regression. Students will then design and implement independent projects on topics of their choice in consultation with the teacher.

➡ For more on Mathematics, contact [mathematics@putneyschool.org](mailto:mathematics@putneyschool.org)



## Science

The study of science at Putney revives, instills and encourages curiosity about the natural world by equipping students with the habits of mind needed to ask and answer questions using the scientific method. Courses introduce fundamental biological, chemical and physical principles through active inquiry, experimentation, direct instruction and exercises in problem solving. Advanced tutorials in the sciences are available and common. Upon graduation, students will have developed an understanding of essential methods and content sufficient for lifelong learning, responsible citizenship and for further study of science at the university level.

## ADVANCED CHEMISTRY: CLIMATE CHANGE TOPICS

### One-semester Course

Climate change is arguably the most pressing issue of our time. Fast-paced and quantitative, this course advances student knowledge and understanding in chemistry by exploring some of the fundamental science behind climate change processes and mitigation strategies. Students will learn gas laws, how isotopes are used to determine our climate history, and how acid and base chemistry sheds light on the acidification of our ocean's ecosystems. Along with exploring whether fuel cells and biodiesel are effective technologies to combat climate change, students will design and fabricate their own fuel.

## ANATOMY AND PHYSIOLOGY I

### One-semester Course

Together, anatomy and physiology provide us with an intimate understanding of the form and function of the body's tissues and organs. Throughout this course, students will focus on identifying structures and discovering how their form enables the human body to accomplish remarkable tasks every second of every day. After developing a working knowledge of cellular function, histology, and homeostasis, students will explore three systems of human anatomy and physiology: skeletal, muscular, and cardiovascular. In each section, students will learn relevant anatomical terms, perform laboratory dissections (on animal parts), and design physiological tests to observe processes in action.

## ANATOMY AND PHYSIOLOGY II

### One-trimester Course

Building on the foundational knowledge gathered in the first term, students will collectively select three or four systems to investigate. Possible options include nervous, endocrine, respiratory, immune, digestive, urinary, and reproductive systems. For each system of study, students will learn critical anatomical terms, design and implement physiological tests, and employ computer simulations.

## BIOETHICS IN MODERN SCIENCE

### One-trimester Course

In this science seminar, students will explore, navigate, and create systematic frameworks for evaluating ethics in research science. Students will discuss controversial issues that may include human subjects, organism patents, and stem cell research. Using a case study approach, students will practice critical science writing and argumentation in the context of challenging, modern issues, while developing evaluative criteria for scientific research subjects and projects.

## CHEMISTRY AND MICROBIOLOGY

### Two-trimester Course

Chemistry is everywhere—in what we eat, in what we breathe, in how we live, in what we are. Using an understanding of the essentials of chemistry, students will explore fundamental biochemical pathways and cellular processes. Students will learn how cells communicate and replicate, enabling a variety of organisms to maintain a stable internal environment in the face of changing external conditions. The course will also explore how organisms relay information from generation to generation and how these pathways can be disrupted. It will also consider emerging technologies and how they are transforming our collective capacity to understand and manipulate the world on a biochemical level.



## COMPLEX SYSTEMS: AGROECOLOGY

### One-trimester Course

This biology course uses The Putney School and other local farms to explore the sustainability (ecological, economic, and social) of these agricultural systems. Students will study the history of farming in our area, investigate how past and current practices affect the land and economy, and familiarize themselves with soil and plant ecology and how nutrient cycles determine how and what we can grow. In addition to readings, students will use farm visits to practice analyzing the sustainability of farm systems. While the focus will be on dairy farming, students will also work with local vegetable farmers, orchardists, and permaculturists. Final projects will provide the opportunity to delve into agricultural sustainability issues, such as climate change, organics, GMOs, rotational grazing, permaculture, water conservation, and pest management.

## COMPLEX SYSTEMS: THE BUILT ENVIRONMENT

### One-trimester Course

This elective uses The Putney School campus as a laboratory to learn about sustainable building systems and practices. Students will learn how certain cycles impact life on our planet, how we can intentionally and inadvertently change these cycles, and what we can do to live more sustainably. Students will examine geopolitical, economic, and ecological forces driving our concern about sustainability, especially with regards to energy. Students will investigate the ways we use energy, calculate how this contributes to our carbon footprint, discuss alternative methods for meeting our energy needs, and debate how science, politics, and economics affect our ability to make sustainable decisions.

## CONCEPTUAL PHYSICS

### One-semester Course

In this experiential survey of basic physics concepts, students will design and perform experiments exploring major concepts in physics while developing writing, mathematical description, and data handling skills. This course is intended for any student wanting a basic physics experience.

## ENVIRONMENTAL PHILOSOPHY

### One-semester Course (science or humanities)

How do we approach, reflect upon, and discuss some of the most pressing environmental issues with which we are currently faced, especially in our seemingly polarized world? This course begins with a foundational study of environmental philosophy, ethics, and argumentation and rhetoric, and will then focus on specific issues such as climate change, economics, and climate justice. Students will learn the fundamentals of critical thinking, as well as the basic theories of environmental ethics. Ultimately, we will use these skills and knowledge to deconstruct how various groups of people discuss climate change through the rhetorical analysis of dialogue and argumentation.

## INDEPENDENT TOPICS IN SCIENCE:

### LIFE SCIENCE

#### One-semester Course

This course gives highly motivated and independent students the opportunity to pursue scientific or technological questions of their own design, or take on a challenge such as entry in a science contest. One component of the course will be continuous communication and collaboration with others in the class, regardless of their area of study. To qualify for enrollment, students submit a description of their proposed study, which must then be approved by the science department.

## INDEPENDENT TOPICS IN SCIENCE:

### PHYSICAL SCIENCE AND ENGINEERING

#### One-semester Course

This course gives highly motivated and independent students the opportunity to pursue scientific or technological questions of their own design, or take on a challenge such as entry in a science contest. One component of the course will be continuous communication and collaboration with others in the class, regardless of their area

of study. To qualify for enrollment, students submit a description of their proposed study, which must then be approved by the science department.

## INTRODUCTION TO ASTRONOMY

### One-semester Course

It hardly seems reasonable to detect an object that by its very nature is unobservable, or to claim knowledge of the composition of stars with any scientific certainty. Yet astronomers have reached many such conclusions and we will follow their chain of reasoning. Students will discuss planetary motion, stars and their life cycles, galaxies, and cosmology, and use our observatory to view, image, measure, and make inferences about the objects we find. By the end of the course, students will know their way around the sky and have a sense of the scale of our universe, how it develops over time, and the nature of the objects in it.

## INTRODUCTORY PHYSICS

### Two-semester Course

Students will look at familiar phenomena from the perspective of an experimental scientist, developing reasoning by deriving equations to make predictions and then designing experiments to test those predictions. Students begin by studying kinematics, Newton's Laws of Motion, momentum, energy, rotational motion, and planetary systems, then concentrate on electricity and magnetism, and end with a brief survey of topics in modern physics.

## MOLECULAR BIOLOGY AND GENETICS

### One-semester Course

In this investigative, introductory course, students will use scientific inquiry and collaboration to delve into the concepts that lay the foundation for modern molecular biology and genetics, while practicing techniques used in labs around the world. Content includes genetics, probability of inheritance, central dogma of molecular biology, and genetic engineering. In labs, students will build skills and knowledge through a collaborative, problem-solving approach. Students will also consider the power and limitations of the field, and the social implications of the research.

➡ For more on Science, contact [science@putneyschool.org](mailto:science@putneyschool.org)



## Arts

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Involvement in the arts is one of the central Putney experiences, and the academic arts program, encompassing a diverse range of disciplines in the visual and performing arts, forms the core of the arts program. Studio visual art courses seek to increase a student's awareness of the visual world, to support the controlled development of a student's unique imagination and emotion into visible form, and to promote an intellectual understanding of the basic formal elements and technical processes of a discipline. Music courses introduce students to the language and art of music, from both an academic and an aesthetic viewpoint. A full range of theater classes are offered during the academic day, as is a modern dance class with a focus on building both a technical and creative foundation from which to move.

Students in arts courses have the opportunity to continue and expand their interest by participating in the Evening Arts program. In theater, students rehearse, produce and perform a fully staged production twice a year. Various vocal and instrumental ensembles meet during the evening. Dance is represented by Afro-Modern, Latin, and hip hop classes and Dance Ensemble. Studio art classes meet at this time, as well as other non-academic classes such as blacksmithing, jewelry and stained glass. Many students continue their work in the arts during Project Week, and seniors often choose independent study and Senior Exhibitions in the arts, to delve into their media in greater depth and concentration.

### ACTING

#### One-trimester Course

How do you know characters deeply enough to inhabit them and portray their point of view? How do you get inside their words and make them your own? This course helps students build skills in acting and its theatrical styles on both the stage and in film. Acting is about making choices in collaboration with a text, its context, and the other people in the room. Students will learn the skills necessary to read well, study cultural context, and understand multiple points of view—all skills that inform how we speak, listen, and act in the world.

### CERAMICS I

#### One-trimester Course

Students will learn to work with a variety of hand-building and wheel-throwing techniques, with an emphasis on functional ceramics. Students will explore design elements of form, proportion, and surface, and investigate examples of historical and contemporary ceramics. This course focuses on good craftsmanship and attention to detail, while encouraging innovation and experimentation. Students will learn basic glaze chemistry and how a gas kiln is fired. In the spring trimester, there is a section on collecting local clay, learning about the geology of it, making pots, and pit-firing them.

### CERAMICS II

#### One-trimester Course

Building on the foundations provided in Ceramics I, students will challenge themselves with increasingly complex projects and explore areas of their interest in more depth.

## CERAMICS III

### One-semester Course

Building on their prior ceramics work, students will challenge themselves with increasingly complex projects and explore areas of their interest in more depth.

## DANCE INTENSIVE

### One-semester Course

In this course, students will explore dance as an evolving art form. Beginning with the development of ballet in its historical context, students will continue with a similar exploration of modern dance. Students will learn basics of both ballet and modern dance through movement and practice, supported by journaling, reading, and viewing recorded and live performances. In addition, students will study anatomy from an experiential perspective, learn basic elements of injury prevention, and how to “listen” to their innate physical intelligence.

## DIGITAL FILMMAKING

### One-semester Course

Students will explore the use of digital filmmaking as a means of self-expression and as an art form through both narrative and documentary styles. Students will examine the elements of storytelling, composition, cinematography, lighting, sound recording, and editing as they create short films throughout the course. Through viewing a wide variety of filmmakers and film types students will build foundational and historical knowledge of the medium.

## DRAWING I

### One-semester Course

In this course, students will develop their ability to perceive the world around them and skillfully translate their perceptions to paper. Students will become fluent in expression of the basic elements of visual experience: light, gesture, edge, mass, texture, and space. Subjects will include the human head, the figure, still life, landscape, and interior in a variety of wet and dry media. Students will regularly critique and discuss each other’s work in order to share experiences, identify successful elements in their drawings, and support each other’s efforts.

## DRAWING II

### One-semester Course

Students will learn to express the perceived world with greater skill and clarity as they develop the expressive elements of a personal style. Students are encouraged to explore new media and approaches and to develop their fundamental skills more fully. Students will also develop a portfolio on a single theme consisting of many extended studies and variations in approach.





## **FIBER ARTS I**

### **One-trimester Course**

Through individual projects, students will learn about a wide range of techniques as they create textiles and explore structure, function, color, and design. The primary focus is weaving, though we will also cover spinning, knitting, dyeing, sewing, and quilting. A component of the class is collaborative dialogue among students about design choices and approaches.

## **FIBER ARTS II AND III**

### **One-trimester Course**

Students will expand their knowledge of fiber arts through designing projects in their areas of interest. These can include weaving on four- and eight-harness floor looms, exploring color through dyeing cellulose and animal fibers, papermaking, knitting by hand and machine, and clothing design and construction. Students will also research an area of interest and give a presentation to the class.

## **GUITAR BASICS**

### **One-trimester Course**

In this comprehensive introduction, students will learn playing technique, basic chords and their structure, and voicing. The course gives students the opportunity to build practical playing skills and familiarity with music theory. This course is intended for students with little to no formal guitar training or experience.

## **HISTORY AND LANGUAGE OF ART**

### **One-trimester Course**

Students will gain the skills to look carefully at art. Through study of Western art from the late medieval period to the 20th century, students will learn to see art clearly and relate what they see to its cultural context, with the aim of fostering a lifelong pleasure in looking at art. The class will study works in reproduction and in visits to major museums. Students will also study techniques and materials through hands-on experience with silverpoint drawing, fresco, and oil painting, including the manufacture of selected media from raw materials.

## **MUSIC COMPOSITION**

### **One-trimester Course**

Students will explore the creation and notation of musical ideas for acoustic and electronic media. A natural progression from Music Theory II, this course continues the process of learning to create and notate musical gestures and ideas. Students begin with melody writing in modes and scales and progress into counterpoint, harmony, and modern techniques. The structure of the course will be flexible to suit the strengths and desires of the individual student, but will always include at least one composition for acoustic instruments and one for electronic media.

## MUSIC HISTORY

### One-semester Course

Students will analyze the language and varying styles of music from antiquity until the late 20th century, with a focus on the major eras of Western music composition: Renaissance, Baroque, Classical, Romantic, and Post-Romantic/Modern. Students will consider the features of representative composers and their artistic works through intensive study of cultural/societal, historical, and aesthetic contexts. Students will explore the constant dialogue between composer and audience, the crucial role of the interpreter, and the historic role music possesses to both reflect and embrace its time, as well as the potential music has to challenge its environs.

## MUSIC INTENSIVE

### One-semester Course

This course is designed for musicians who would benefit from a focused and individualized setting in which to develop their skills. The curriculum for the course will be developed by the student in collaboration with the course instructor, though necessarily includes a weekly schedule of at least three hours per week of practice time (in addition to class time and private lessons). The course also requires three short performances (such as performance of a song in school assembly) and a longer final lecture/demonstration.

## MUSIC THEORY I

### One-semester Course

This course is intended to take musicians with some basic knowledge of the mechanics of music (note reading, beginning familiarity with the keyboard or other pitched instrument) to a deeper understanding of the way music works. The course will focus on the written and aural comprehension of pitch and rhythm, as well as phrase structure, melody, basic harmony, and four-part writing.

## MUSIC THEORY II

### One-semester Course

Students will delve into deeper topics of music writing and analysis: harmonic progressions, non-chord tones, melody writing, advanced harmonies, modulation, and musical form. We will also introduce basic orchestration and modern compositional techniques. The course will reinforce advanced aural and harmonic skills through technology-based work, culminating in the complete harmonic and structural analysis of a major work for piano in sonata form.



## PAINTING I

### One-semester Course

This course focuses on developing the expressive and structural elements of painting. Students will come to understand and control color through the expressive application of acrylic, oil, and watercolor paint. Subjects will include the figure, head, still life, landscape, and interior, as well as invented sources and images of personal significance to each student. We will study the works of acknowledged masters and other relevant precedents, both in reproduction and in a visit to a major museum collection. Students will create a cohesive body of work related to a specific theme.

## PAINTING II

### One-semester Course

This course, intended for students with a strong foundation in drawing and experience painting, allows them to pursue ideas of color and painted form with emphasis on the head, figure, and landscape. The course will stress fundamentals of painting and encourages students to develop a “painterly vocabulary” of color, light, and form. We will address concepts of abstraction and representation as students increase their visual awareness and understanding in relation to their own painting. The course culminates in large-scale paintings and projects based on themes of personal interest to each painter.



## PHOTOGRAPHY I

### One-semester Course

Through shooting with traditional film cameras, and learning how to develop and print in a darkroom, students will learn the basic science of the photographic process and discover the power of the single B&W photographic image. This course will explore photography as a visual language and the use of design elements such as line, light, and motion to build strong compositions. Students will delve into a variety of photographic genres, including portraiture, narratives, experimental and alternative darkroom techniques. Journals and critiques will help students develop language and the ability to assess both their own work and that of others.

## PHOTOGRAPHY II AND III

### One-semester Course

Building on the foundations learned in Photography I, students will use independently designed projects and focused portfolios to more deeply explore a genre or learn new photographic techniques such as large format cameras, 19th century processes, and digital photography. Students will gain a deeper understanding of the power of image making and the development of the art form through research projects and presentations on photographers.

## PIANO BASICS

### One-semester Course

This piano-based course helps students build comfort, ability, and basic functionality at the keyboard. Students will learn proper hand/finger position and coordination, notation reading skills, and basic keyboard harmony. This course is intended for students with little to no formal piano training or experience.



## PRINTMAKING I

### One-trimester Course

In this course, students will focus on learning various printmaking techniques, as well as developing their individual creative processes. Students will explore intaglio (etching, drypoint, and aquatint) and relief (linoleum cut and letterpress). Further emphasis in the class will be on the self-editing process, keeping an active sketchbook, studying the elements and principles of design, looking at historic and contemporary printmakers, and developing an individual and expressive voice.

## PRINTMAKING II AND III

### One-trimester Course

Students in advanced Printmaking classes will explore techniques in intaglio and relief printmaking through sustained individual projects.

## SCULPTURE I

### One-trimester Course

This course guides students in the skills and techniques of sculpture. Students will learn the processes of modeling, carving, and welding using clay, wax, plaster, wood, stone, and metal. Emphasis is on understanding the history and integrity of the material as students create their own sculptures in various media and forms.

## SCULPTURE II AND III

### One-trimester Course

This course allows students with previous sculpting experience to delve into sculptural materials of their preference to create a cohesive series of sculptures or one or two larger single works. Students will be encouraged to experiment, but also to develop mastery of their chosen sculptural techniques.

## STUDIO ART INTENSIVE: 2D

### One-trimester Course

This course gives highly motivated and independent students the opportunity to further develop their skills and interests in drawing, painting, and multimedia visual art. In addition to independently designed projects, students will be introduced to historical and contemporary art practices. Students will participate with visiting artists in our Currier Gallery and at the end of the term students will exhibit their work in the Currier Center. This course will provide an opportunity for seniors to focus on their work in drawing and painting in preparation for their college portfolios.



## THEATER ELEMENTS

### One-trimester Course

Through improvisations, theater exercises, and text and scene analysis, students will acquire knowledge and fluency in all three aspects of theater: acting, writing, and directing. Students will work together to bring the page to the stage as they broaden and deepen their vocabulary for watching and working in theater. This course will also develop diction and increase each student's ability to memorize and speak in front of others.

## THEATER INTENSIVE

### One-trimester Course

This course is designed for advanced theater students interested in pursuing an aspect of theater. Students will choose to direct, perform, or write a play, culminating in a presentation of their work at the end of the trimester.

## WORLD DANCE

### One-trimester Course

This course provides students with an appreciation of dance as an art form by exploring various forms of world dance and cultures. Students will observe dance in live and video formats, perform selected styles of dance, critically read and write about dance, discuss dance as an art form, and explore dance as a cultural reflection. Students will learn to articulate a synthesized understanding of culture, history, and physical movement trends that are common to each dance tradition. Each segment of the class culminates in a final creative project.

➡ For more on the Arts, contact [arts@putneyschool.org](mailto:arts@putneyschool.org)

# ESOL

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The English for Speakers of Other Languages (ESOL) Program is designed for students to develop a high level of English proficiency for academic work in the U.S. Our program prepares students broadly, including language training, content education, study skills, and cross-cultural orientation. New students typically take three full-credit ESOL courses for one year and then mainstream in their second year into non-ESOL courses. Other ESOL offerings include two sheltered classes for advanced English learners: one in literature and writing and one in American history and culture. The ESOL program strengthens students' ability to write and speak clearly, work independently, think critically, act cooperatively, and join discussions effectively. Students must demonstrate proficiency at each level of the program before moving to the next level; those who do not may have the option of summer study to prepare for the next level. All seniors must be mainstreamed.

## ADVANCED LITERATURE AND COMPOSITION

### Two-semester Course

This transitional course for non-native English speakers is taken before entering mainstream English classes and replicates the experience of a mainstream class. Students learn and practice a range of writing skills, including sentence-level construction and syntax, techniques for stylistic variety, and expository skills for both personal essay writing and formal literary analysis. Through reading and discussion, as well as writing, students improve their ability to express complex ideas in English with nuance and precision.

## THEMES IN U.S. HISTORY AND CULTURE

### Two-semester Course

Rather than follow a purely chronological approach, this course uses units to consider the American story through different lenses, with an emphasis on the values that define and reflect the culture. "The Land," for example, explores the idea of wilderness, introduces native peoples, and considers the experience of early explorers and settlers. The course prepares English learners from other educational backgrounds for mainstream courses in history and the humanities. Students will learn academic skills that are crucial in the U.S. educational system: note-taking, text annotation, outlining, discussion and oral presentations, doing surveys and interviews, basic research skills, and taking exams in English.

## STRUCTURE AND USE

### Two-semester Course

This course presents advanced grammar structures, varied reading and writing tasks, discussion tactics, conversation strategies, and ample new vocabulary. By course end, students will be able to use the entire English verb tense system, articles in discourse, conjunctions and logical connectors, relative clauses, causative verbs, the subjunctive, and many other stylistic and structural aspects of the language. In addition to the grammatical work, students consider a range of academic, social, political, and philosophical themes in the forms of news reports, lectures, films, and songs.

## ADVANCED ACADEMIC ENGLISH

### One-semester Course

Instruction and practice focuses on advanced sentence-level grammatical forms, which the students and teacher identify from an analysis of individual writing. Students will also practice strategies for developing a concise writing style. Challenging readings from across academic disciplines will provide springboards for discussion, writing topics, and vocabulary development, as well as for practice in annotating, outlining, and increasing reading speed. Mastery of academic English is a long-term and ongoing process; this course supports student accomplishment in mainstream classes and future academic work.



# afternoons

We believe in the value and importance of exercise for its physical, emotional and spiritual benefits. The afternoon activities program offers a variety of ways for students to be physically active. All students must participate for a minimum of four afternoons per week for two seasons and two afternoons per week for the third. At least two afternoons each trimester must be spent in a physical activity. In addition to athletic and fitness activities, afternoons also include activities offered in the Afternoon Work Program. These activities meet 1–2 times per week and provide a chance for students to practice stewardship of the land, contribute to the functioning of the school through administrative and individualized opportunities, and carry out community service.



# Athletics

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Competitive sports meet four to five times a week and compete against other schools in the River Valley Athletic League and the Lakes Region League. No tryouts, no cuts. Everyone is welcome.

## **BASKETBALL TEAM**

winter; boys & girls

With the addition of our Net-Zero/LEED Platinum Field House in 2009, the boys and girls basketball teams have grown in numbers, skills, and enthusiasm. The teams emphasize participation, good-spirited play, and aerobic activity.

## **CROSS-COUNTRY SKI TEAM**

winter; coed

Putney offers both a recreational and competitive cross-country ski program on its 40 kilometers of groomed trails. Skiers of all levels have the opportunity to learn skills and technique. Skiers are expected to provide their own equipment, learn how to take care of it, and learn how to wax skis. The school provides waxing facilities and waxes for racing and training. A limited supply of skis are available for novice skiers. Opportunities beyond interscholastic racing are available for serious competitive skiers.

## **LACROSSE TEAM**

spring; boys & girls

Anyone who is willing to work hard can be on the lacrosse teams. Students spend the first weeks getting into shape after a long winter and reviewing the basics of throwing, catching, and cradling. Each member of the team is guaranteed playing time in interscholastic contests and the group works hard to build a team ethic.

## **ROWING TEAM**

fall; coed

The fall rowing program provides an opportunity for novices to learn how to row and for experienced rowers to continue to develop their strength and technique in a boat. Putney's rowing program focuses on sculling and students have the opportunity to row in a single, double, or quadruple scull boat. Emphasis is placed on participation and cooperation rather than competition for a seat in the boat. Advanced rowers are encouraged to compete in fall races such as Putney's own Green Mountain Head.

## **SOCCER TEAM**

fall; boys & girls

The soccer teams welcome players of all abilities and emphasize learning the game well. All who sign up may play. Coaches seek to instill the values of hard work, fitness, participation, fun, sportsmanship, and competition against a background of fundamental athletic training and skill development. The teams train four or five days a week and play a full schedule of home and away games against other schools.

## **CROSS-COUNTRY RUNNING TEAM**

fall; boys & girls

The cross-country team emphasizes overall fitness and an appreciation of the beauty of fall in Vermont. Practices are mostly on dirt roads and trails, which the team helps maintain. All participants are expected to commit to high levels of individual effort as well as support of teammates. Workouts are tailored to the fitness and ability of each runner. The runners compete in the Lakes Region League weekly on Wednesdays throughout the fall.

# Recreational Sports

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All recreational sports are coed, and meet twice a week.

## **ALPINE SKIING AND SNOWBOARDING**

winter

The group travels to Mount Snow on Wednesdays and Sundays. This activity is open to individuals of all skill levels. Mount Snow maintains over 100 trails and has excellent snow making. Rentals and lessons are available and there is also a half-pipe for snowboarders.

## **BADMINTON**

spring

This activity began at the initiative of an enthusiastic and proficient group of students from China, where this sport is very popular. It is a recreational activity where basic badminton skills are taught through a few drills and a lot of fun practice and games.



## **CLIMBING**

**spring, fall**

This activity meets on Wednesday afternoons for three hours and usually goes off campus to various local climbing areas, exploring a wide range of rock types demanding a variety of climbing styles. Students will also make extensive use of the climbing wall in the Field House when the weather keeps us inside. At the wall, students will focus on building strength, endurance, and technique, making climbing outdoors more productive and also helping to reduce the risk of injury.

## **CONDITIONING**

**spring**

Students spend the trimester working to develop a comprehensive level of fitness. Workouts are geared toward increased strength and flexibility, utilizing a cross training approach that features running, weightlifting, plyometrics, and other techniques to prepare students for a healthy spring and summer.

## **CROSS-COUNTRY SKIING**

**winter**

Putney offers both a recreational and competitive cross-country ski program on its 40 kilometers of groomed trails. Skiers of all levels have the opportunity to learn skills and technique. Skiers are expected to provide their own equipment, learn how to take care of it, and learn how to wax skis. The school provides waxing facilities and waxes for racing and training. A limited supply of skis are available for novice skiers. Opportunities beyond interscholastic racing are available for serious competitive skiers.

## **DANCE—BALLET I AND II**

**all terms**

Modern dance, vigorous and invigorating workouts to build full-body strength and gain flexibility and contemporary styles of jazz with an emphasis on rhythm, energy and fun!

**LEVEL I:** All are welcome, no prior experience is necessary.

**LEVEL II:** For dancers with previous experience, offering the opportunity to further expand movement vocabulary, strength, and ability. Pointe, variations, and partnering are offered as appropriate.

## **DANCE—MODERN JAZZ I AND II**

**all terms**

One day a week, dancing to live percussion, students focus on modern dance, combining elements of the Horton, Graham, and Limón techniques, influenced by other diverse styles. On the other day, following a vigorous workout focusing on full-body strength, flexibility, and technique, students explore contemporary styles of jazz with an emphasis on rhythm, energy, and fun!

**LEVEL I:** All are welcome, no prior experience necessary.

**LEVEL II:** For dancers with previous experience, offering the opportunity to further expand movement vocabulary, strength, and ability. Partnering and advanced performance techniques are offered as appropriate.

## **HIGH INTENSITY AEROBIC WORKOUT**

**all terms**

This activity meets from 7:00 to 7:30, five mornings a week. Based on the theories of Dr. John Ratey, this course employs exercises and techniques meant to bring the students' heart rates to 75% to 80% of capacity for a 30-minute period of time, with the exercises and routines varying from day to day. The benefits of this class are not only focused on fitness but can help increase a student's capacity to focus, elevate overall energy levels, and improve mood.

## HIKING

fall, spring

Hiking invigorates the body, calms the mind, and stimulates the senses. Most walks will be on trails through the woods and fields in the vicinity of the school. Come prepared to walk with comfortable walking shoes, sneakers or boots, a water bottle, jacket and hat (optional). Students will walk in all weather, with walks designed to bring us back to campus by the end of the activity period.

## HORSEBACK RIDING

fall, spring

Riding at Putney can be custom fit to each individual rider's needs. The focus is on the basics of dressage and stadium jumping and cross-country jumping, along with miles of trails to explore. The stable is filled with wonderful school horses of various breeds and levels of training. From riding a school master to working with a green horse, students have many opportunities for development. The riding program focuses not only on riding but on horsemanship and animal husbandry. Students learn to care for, tack up, and evaluate their horses for confirmation, soundness and general behavior.

## MOUNTAIN BIKING

fall, spring

The group rides on school trails and local dirt roads. There is one long ride each week, and one shorter ride that focuses on technique and other specific skills. Each student is encouraged to ride at other times of the week to best develop their skills and fitness.

Occasionally, when the weather is inclement, we will take time to clean and perform routine maintenance on our bikes.

## POND HOCKEY

spring

In a fun and invigorating activity, skaters of all levels will learn the basics of the classic, wide-open sport of pond hockey. The emphasis is on having fun, learning teamwork, improving skating and stickhandling, and most importantly getting outside on the ice for some winter exercise.

## RECREATIONAL BASKETBALL

fall, spring

Recreational basketball is for girls who would like to engage in the basketball activity two days a week. The emphasis is on movement and fun, along with skill development.

## RECREATIONAL ROWING

spring; coed

The spring rowing program is a two-day activity. Participants start the season with dry land training focusing on using the indoor rowing machines as well as developing basic fitness. Once river rowing conditions allow, students transition to practices on the Connecticut River where the focus is on sculling. Students have the opportunity to row in a single, double, or quadruple sculls. Students maintain our fleet of boats, the boathouse, and install our docks.

## RENAISSANCE-STYLE FENCING

winter

Renaissance-style fencing is a historical martial art that aims to recreate the techniques of dueling taught by the masters of the 16th century with the addition of modern safety equipment. In practice, it looks like a cross between modern fencing and the stage combat techniques used in popular movies. Students start with basic positions and footwork, learn how to use the blade in attack and defense and, finally, practice actual duels against one another.

## RUNNING AND FITNESS

all terms

Students will combine running on our beautiful trail system with stretching and strengthening exercises. The combination is guaranteed to leave students feeling fit and healthy. And it's a great way to work up an appetite for dinner.

## SELF DEFENSE

all seasons

The Martial Arts/Self Defense Afternoon Activity will be a collaboration of styles and mindsets designed to unify participants as a team, while encouraging independent strength and growth. Focus is on training both students' physical and mental selves to become confident in their bodies and self defense capabilities. Self reliance is our goal. Students will begin with taekwondo and Brazilian jiu jitsu techniques and move on to more rigorous workouts and complex techniques. By the end of the trimester, we hope to have helped create a space for each student to have accomplished both a physical and mental goal through studying martial arts.

## **SNOWSHOEING**

**fall**

Snowshoers enjoy scenic tours through the snowy woods, taking advantage of the school's rural campus and miles of trails. If the snow is limited, the group will go hiking instead. The school supplies snowshoes and students learn how to use them and maintain them. Participants learn to appreciate the pace of snowshoe travel, the beauty of the winter landscape, and the ability to travel through areas normally inaccessible the rest of the year, such as wetlands.

## **TAI CHI**

**fall, spring**

This activity offers students an opportunity to explore a variety of Chinese martial arts and culture. Practices integrate body and mind in relation to nature, to animals, and to the universe. The class environment cultivates the spirit of self discipline and respect of self and others, exercising inner strength and endurance. Students will study the principle of yin and yang balance that is embedded in the movement: slow and fast, soft and determined, inner energy and outer energy. The class traces the tradition, history, and philosophy of kung fu by viewing historical footage along with learning Chinese language.

## **RECREATIONAL ULTIMATE**

**fall, spring**

Organized as a two-day recreational sport in the fall and spring, Ultimate is a wonderful game to play at the high-school level for its emphasis on conditioning and skills, but especially because it is self-refereed at all levels of play. This challenges young athletes to be honest, calling fouls on themselves even as they try their hardest to win.

## **ULTIMATE TEAM**

**fall, spring**

This fast growing sport is played by many schools in our River Valley League and Putney competes in a full season of games as well as several tournaments. Ultimate emphasizes good aerobic conditioning, disc skills, team communication, and sportsmanship as required in a sport where players on the field referee their own play. The coed team is open to novice and experienced players.

## **WEIGHTS AND FITNESS**

**all terms**

Students participate in a variety of resistance activities. The weight room offers free weights, aerobic exercise machines (rowing, running), and strength-training machines. Abilities range from athletes who are training for other sports to people who just want to get in shape. Individualized programs are designed to meet all fitness needs.

## **WILDERNESS SKILLS**

**fall, spring**

Students will learn the necessary skills and self-confidence to operate in the wilderness with minimal equipment. They will learn shelter construction, how to build and maintain a safe campfire, backcountry cooking, and identification of edible plants. The activity will culminate with a camping trip and the opportunity to stay in a debris shelter overnight. Students will be outside every day, rain or shine, and will alter our tasks based on the weather and season, including fire building in the rain.

## **YOGA**

**all terms**

Students will learn basic Hatha yoga postures in the Kripalu and Ashtanga traditions. Each class will begin with a flowing series of strengthening and balancing postures, followed by slow stretching and a long relaxation period. We will also learn partner postures.

➡ For more on Athletics, contact [athletics@putneyschool.org](mailto:athletics@putneyschool.org)







## Afternoon Work Activities

Afternoon Work activities meet once or twice a week. They are group activities that a student does in addition to their normal job as part of the six-day Work Program.

### CARPENTRY

#### all terms

Students will learn basic carpentry skills, including the use of hammers, saws, measuring tapes, levels, and square. Students assist in ongoing repairs and construction projects on campus.

### CHILDCARE

#### all terms

For students who love working with young kids, this is a chance to do so in the afternoons at Elm Lea Childcare, our on-campus childcare center for infants through five-year-olds. Student workers help out in the afternoon assisting trained child care professionals. Reading books, digging in a small garden, playing tag, some light cleaning, singing to babies, and generally having fun with young children are all part of the activity.

### CIDER MAKING

#### all terms

Students collect apples from campus or at a local orchard, then convert them into cider. This activity emphasizes teamwork and cooperation, both while pressing and, later, while cleaning. Each student rotates through the various tasks so he or she learns all the steps in making cider.

### COMMUNITY SERVICE

#### all terms

Students choose from a variety of volunteer opportunities, primarily working with local schools, nonprofit organizations, or individuals. In the past few years, this has included working with children in the Putney Central School after-school program, at Kurn Hattin Homes assisting in the apothecary, doing clerical tasks at the Sojourns Community Health Clinic, assisting senior citizens with yard work and household chores, assisting the Next Stage Arts Project with clerical and maintenance work in the theater, and doing trail maintenance with the Putney Conservation Commission. Other options may be available based on students' interests.

### FARM

#### all terms

Students participate in all aspects of running a diversified farm. Activities may include fencing, haying, sugaring, animal husbandry (cows, chickens, sheep, pigs, turkeys), building, and clearing land.



## GARDENING

### all terms

Growing food locally and sustainably is an important way to address global environmental issues. It is also a rewarding and enjoyable way to connect with the earth that sustains us. The work in this activity varies seasonally. In the spring the work involves seeding, transplanting, and work in the greenhouse. In the fall, time is spent harvesting and preserving veggies, flowers, and fruits.

## KITCHEN

### all terms

Students work in the kitchen preparing dinner for the entire school. They learn basic kitchen skills such as handling a knife and preparing salad and learn cooking techniques such as sautéing, steaming, boiling, and roasting. Duties may also include cleaning and stocking.

## LANDSCAPING

### fall, spring

Students work on the grounds of the school campus. They prune large and small shrubs, plant, weed, dig, transplant, and plan. Students put gardens to bed, and then wake them again in the spring. They work with all kinds of plants and flowers around campus, and learn about invasive plants, healthy trimming, maintenance, and clean up. Students learn how to think about aesthetic choices in landscaping as well as functional and practical overseeing of the plants around dorms, offices and pathways. The activity involves mostly manual tools and provides a way to fulfill the land use requirement.

## MAINTENANCE

### all terms

Reality and its practical applications are given the hands-on approach in this activity. Carmelita Hinton's work ethic versus the Victorian school of condescension toward dirt under the fingernails are at the heart here. Entropy, creating order out of chaos, a priori philosophical constructs, and how to unclog a sink drain are all part of learning "grunt" work at Putney.

## OFFICE HELP—ADMISSIONS

### all terms

The student Admission Office helpers assist with various clerical tasks, including telephone operation, photocopying and assembly of Admission mailing materials. The students also help with outgoing correspondence to prospective applicants and special projects as needed. The office helpers spend two days a week in the Admission Office, from 3:00 – 4:35, as an Afternoon Activity. The Wednesday iteration of this activity meets once weekly, from 1:30 – 4:30. Student assistance is integral to our admission process running smoothly.

## PUTTING FOOD BY

### all terms

This activity will focus attention to the preservation of food from the gardens here at school. It will combine gardening and food processing and cooking, so that our community can enjoy on-site produced food more often. Students will learn and practice a variety of kitchen and garden skills.



## RECYCLING

fall and spring

Recycling is a work activity, responsible for collecting and monitoring our recyclable waste. Students rotate through the buildings collecting recyclables and keeping the collection areas as sanitary and organized as possible. More than just collecting cans, the purpose is to educate the community about the reuse and recycling of waste.

## SHEEP FARM AND DYE GARDEN

fall

This activity meets for three hours on Wednesday afternoons in the fall and spring trimesters. Students care for the sheep, including cleaning their pen each week and assisting with trimming hooves and shearing. Students will also wash fleeces in preparation for hand spinning and tend the dye garden. This includes growing plants, weeding, and harvesting dye materials. Students will have the opportunity to dye Putney fleece and yarn with the dye plants that we grow.

## SUSTAINABILITY CREW

fall

This activity meets two afternoons a week and allows students the time and guided support to work on projects designed to address the sustainability needs of our school. Projects can range from designing and updating signage and creating assembly presentations to raise awareness about important environmental issues, to conducting campus audits to update the recycling program and researching about concepts like net-zero for educational materials such as magazines and digital tours. Projects must meet a need of the school, but students have autonomy to work on things about which they're passionate.

## THEATER LIGHTING TECH

all terms

This activity is responsible for lighting the current play in production as well as other performances. Students work as a team to design a light plan, hang, cable, and focus and gel the lights. This activity is ideal for those who can work methodically and safely to install a plan that uses one of the most nebulous of mediums, pure light in a dark room.

## THEATER TECH

all terms

This activity is responsible for the physical elements of the current play in production. Students build and paint the sets and fixtures, creating the magical elements that are part of a theater production. The students are included in the design concept and give input toward that end. They also learn how to use both hand and power tools, to mix colors, and to paint scenery.



## TRIMESTER AWAY

all terms

This activity is for students participating in a trimester abroad program. Students will receive credit for a two-day afternoon activity during the trimester away.

## WOODS CREW

all terms

This activity involves both firewood preparation and forest management. Students learn to fell, limb, split, stack, and operate a chainsaw. This is a rigorous outdoor activity that acquaints students with Putney's wood lots, teaches them responsible stewardship of the land, and instills in them a sense of self-reliance in a rural setting.

# evening arts

Evening Arts extends the artistic and creative possibilities offered to students during the academic day by providing a wide range of arts-based classes in the evening. It is an opportunity for students to try something entirely new, or to delve more deeply into an art form for which they have already developed a passion.

The evening classes meet for 1 ½ hours either once or twice a week for Fall and Winter/Spring terms. Students are required to complete two evenings of activities each term, but with permission from the class deans and the program director, students may take additional Evening Arts classes.



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**“One thing I think I got from Putney was the assumption that art always has a place in one’s life. You don’t have to be amazingly talented at a craft to really enjoy it, and that kind of “why not give it a try?” attitude has kept me continually exploring new areas all the time.”**

—Putney Alum

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# Visual & Literary Arts

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## **ANIMATION**

This workshop gives students the tools and experience needed to create a short animation. Participants will create two short projects using a variety of techniques, including drawn animation, stop-motion, and computer animation, and will create a soundtrack for their films.

## **BALLROOM DANCE**

This activity focuses on the smooth dances: foxtrot, waltz, East Coast swing, West Coast swing, and tango. We will dance a social partnered style of ballroom to learn how to lead and follow, as well as step patterns, and rhythms without a gendered assignment for leaders and followers. Students will have fun while learning how to use their body and communicate with a partner.

## **BLACKSMITHING**

Participants will learn the traditional hammer-and-anvil method of shaping hot metal, using tools and techniques whose origins go back a thousand years or more. The objects we make range from the functional to the artistic, the commonplace to the whimsical. We will emphasize craftsmanship and encourage imagination.

## **BOOK ARTS**

As a group, students will explore books, images, and text by making handmade books. Students will investigate the elements that go into crafting a graphic media, including editing text, graphic design, and illustration. Students will alter books, create books, and explore them as an art form.

## **BOTANICAL WORKSHOP**

Students will prepare and create natural and herbal products by using 100% raw materials, including herbs, plants, and vegetables that are available on campus and from the school gardens. Students will start by researching and finding ingredients for everything from body creams to teas, and will make everything from scratch and finish their products by considering labels and packaging.

## **CERAMICS**

This activity encourages students to explore a variety of methods that are possible for the means of expression with clay. Starting with basic hand-building and wheel-throwing techniques, students have the opportunity to move on to increasingly complex projects of their choosing. Along with different construction methods, students learn a range of surface decoration possibilities, such as texturing, carving, painting with slips and stains, and glaze application.

## **COMIC AND GRAPHIC NOVELS**

This studio explores techniques of drawing and storytelling in the comic/graphic novel format. Students will develop work on different themes to create short stories using pictures, panels, and words. Class work is printed and participants contribute to a compilation book. Advanced students work with their own characters and ideas and produce their own complete comics.

## **CREATIVE WRITING**

Participants will explore self-expression through an informal writers workshop. Students will dabble in a variety of genres, including fiction, creative nonfiction, and poetry. Prompts and exercises will provide a way to get started, or students may work on their own projects. Participants should be prepared to share their writing from time to time with the group.

## **DIGITAL FILMMAKING**

What does it take to be an indie filmmaker? Students of all experience levels will get hands-on with all the gear needed to make films, learn how to write a convincing script and pitch it, then dive in and see how to get great acting performances on set while making a guerrilla-style movie with a small, tight-knit crew.

## **FIGURE DRAWING**

Devoted exclusively to drawing the human form from observation, this activity gives students the opportunity to observe and express the structure, gesture, anatomy, and form of the live model in a variety of drawing and printmaking media. Students will look at precedents in art history and add substantially to their college and art school portfolios.

### **FIGURE SCULPTURE**

Students will work from live models to create a series of pieces in oil-based clay or wax. This activity focuses on the process of making, not on the objects made. All wax and clay works will be recycled at the end of the class.

### **ILLUSTRATION**

This activity explores the world of picture book illustration. Along the way, students will use a variety of mediums: acrylics, watercolors, pen and ink, paste papers, collage, graphic novels, and more. Students will also look at great illustrators of the past 100 years, both traditional and experimental. In the end, students will create and print a few collaborative picture books of their own.

### **JEWELRY**

This activity focuses on making silver jewelry, but students may make other objects as well. Students will also work with other metals such as brass, copper, and materials that can be combined. Students will acquire skills in basic hammering, sawing, and forging, as well as setting stones in bezels and finishing techniques.

### **KNITTING**

Students will increase their competency in knitting while they enjoy a congenial evening. All levels welcome, though an emphasis is placed on beginner and intermediate levels.

### **LEATHER WORK**

Students will learn the basic concepts of working with leather while developing skills for designing patterns and utilizing materials, tools, sewing, and finishing techniques. Wallets, bags, and pouches are only the first step.

### **LITERARY MAGAZINE**

Students will help make the Literary Magazine a reality. A part of a team of writers, artists, photographers, and editors, students will design Putney's magazine and publish a variety of creative talents from our community. Participants will help recruit, promote, select, lay out, and produce this stellar and well-loved yearly publication.

### **METAL SCULPTURE**

This activity gives students the opportunity to express their creative selves by learning the techniques of sculpting in metal: cutting, bending, denting, grinding, welding and polishing.

### **MIXED MEDIA ART: RECYCLE, REUSE, CONSTRUCT**

Using a variety of construction techniques to manipulate paint, fabric, paper, and found objects, students will explore recycling, reusing, and re-appropriating materials to make art. Students will start with collage and investigate the two-dimensional world, then work with three-dimensional sculptures and finish by exploring the fourth dimension of time.

### **PAINTING**

This activity introduces new students to painting and affords more experienced students the opportunity for further practice, growth, and development. Students will explore color theory, painting from observation and from imagination, and materials and mediums. Students will look at work that interests them and try to understand the techniques employed to achieve the desired results.

### **PHOTOGRAPHY: B&W**

Students will learn to use a 35mm camera, process film, and print in the school's darkroom. We will also explore experimental techniques and alternative cameras. For those with a background in traditional photography, this activity is an opportunity to investigate the medium further.

### **PHOTOGRAPHY: DIGITAL**

After achieving an understanding of exposure and camera operation, students will learn Photoshop skills to create digital art that explores a variety of concepts, such as layering imagery and photomontage. In addition to capture and composition skills, students will learn basic digital processing techniques to help photos better reflect their artistic vision. Interested students may explore specialized techniques such as time-lapse, light painting, B&W, or HDR.





### **PRINTMAKING**

Students will work with a variety of etching techniques. We will explore hard ground and soft ground etching, aquatint, spit bite, sugar lift, and white ground. Depending on experience, students will make many small plates, using a different technique on each plate, or make one image that incorporates all the techniques.

### **SCULPTURE: PLASTER/CLAY/WAX**

Students will study figure sculpture and develop ways of abstracting the figure, working first in plaster with an emphasis on non-representational free form sculpture. Students will also work in wax and clay, likely completing four to six sculptures.

### **SEWING AND QUILTING**

This activity covers a variety of basic sewing skills. Students can choose to focus on quilting techniques or learn to sew clothing from commercial and original patterns. Instruction in embroidery, alterations and embellishments will also be offered.

### **SMART OBJECTS**

Students will build, sew, and hack electronics into everyday objects for the purpose of artfully designing tools that explore interaction with the world. This interdisciplinary activity introduces embedded computing, basic electronics, and some mechanical engineering.

### **STAINED GLASS**

Students will explore stained glass using lead-free solders and copper foil. We will learn to cut glass, break and grind it, wrap with foil, and solder together to complete a beautiful work of art. After some experience with this process, 3D formats are also an option to create sculptural mobiles and small boxes.

### **WEAVING**

Students will learn the fundamentals of weaving by designing and creating individual projects on four- and eight-harness floor looms. Projects may include scarves, clothing, blankets, rugs or tapestries. Students can also explore other fiber-related techniques, including spinning, dyeing, and knitting.

### **WOODWORKING**

Students in this activity will receive instruction and suggestions on design, construction techniques, and the uses of both hand and power tools. Each student must complete at least one project by the end of the semester.

## Music

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### **AFRICAN AND CARIBBEAN DRUMMING**

Students will explore African, Caribbean, and Brazilian percussion music in a fun, relaxed, and supportive environment. We will learn drumming techniques, traditional rhythms, improvisation, and how to create our own percussion music.

### **CHAMBER MUSIC**

This activity offers instrumentalists the ability to expand their musical skills through exploration, study, and performance of the classical chamber ensemble repertoire. Participants will receive coaching on style, phrasing, and historical practice, while learning how to effectively cooperate with a smaller group of artists. The repertoire will be selected based on the abilities and instruments of the enrolled students. Preparation of assigned music and practice outside of class is expected.

### **JAZZ I ENSEMBLE**

Students will gain the musical tools needed to become improvising players. The group affords students the opportunity to improvise and create imaginative solos in a variety of jazz styles, including the blues. Rehearsals incorporate jazz theory into performance practice. The activity focuses on how to jam and rehearse effectively while developing skills and an individual style. The group performs publicly when appropriate. Full-year commitment.



### **MADRIGALS**

In the choral ensemble of The Putney School, participants will build musicianship and artistry through the performance of a challenging and varied repertoire. Rehearsals focus on diction, ensemble vocal technique, intonation, rhythmic precision, interpretation, and style. The ensemble emphasizes standard choral literature from all historical periods of Western musical practice, while exploring contemporary and modern choral compositions. Madrigals meets one evening and sectionals are one afternoon per week. The group performs frequently. Full-year commitment.

### **MUSIC LESSON AND PRACTICE**

This activity combines a weekly lesson with a scheduled practice time, so that students will benefit from the structure of both instruction and practice within the busy Putney schedule.

### **MUSIC PRODUCTION**

This activity focuses on individual production styles and techniques, with each student experimenting in a chosen DAW (digital audio workstation). We will focus on live audio recording, computer-based music creation, the fundamentals of mixing, and playful production techniques. Working on their own laptops or on the computers in the MIDI lab, students will engage in creative collaborations such as scoring mini films and creating class-wide “mashup” songs.

### **PUTNEY COMMUNITY ORCHESTRA**

Open to all players of orchestral instruments from the advanced beginner level and up, this ensemble is dedicated to music for string, chamber, and full orchestra (including works with chorus) from various historic time periods. Students are often featured as soloists.

### **SONGWRITING**

As a group, students will investigate the elements that go into crafting songs: lyrics, melodies, rhythm, chord progressions, arrangements, sounds, emotion, and inspiration. Students will listen to examples of great songs and split up into groups to create mini songs to share with each other each week. Students can also bring in songs they have been working on to workshop in class, and we will aim toward a performance of new material in the final weeks.

### **TRADITIONAL MUSIC ENSEMBLE**

Bluegrass and Irish fiddle tunes, Appalachian folk songs, and contra and square dances all have their roots in the Celtic music brought over by Scots-Irish immigrants. Students will explore the music and dance of the Celts home countries (Ireland, Scotland, and France) as well as what they morphed into once they came here. Students will jam in a big group and also split into smaller combos of matched abilities. This is a class for interested musicians/dancers of any level.



# Theater, Dance, Meditative & Culinary Arts

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## **CULINARY ARTS**

Developing a repertoire of basic cooking skills and educating the palate are life-long endeavors. This activity takes a hands-on approach to the world of cooking, food, and taste, with a focus on Latin American countries and dishes. Students will begin each class by learning a basic cooking or baking skill and will also learn about the culture of food through related historical, social, political, and artistic materials. Weekly tastings will be an important part of the activity.

## **DANCE ENSEMBLE**

This activity offers experienced and dedicated dancers the opportunity to grow deeper as dancers and artists while being part of a performing ensemble. We will work together to create and rehearse works for the Spring Gala Dance performance and potentially perform at other local venues. The season's repertoire will include at least one featured guest choreographer, who will create a work with dance ensemble dancers, as well as opportunities for student choreography. Commitment, diligence, and tenacity are necessary. Full-year commitment is preferred.

## **HIP HOP DANCE**

This dance activity increases rhythmic awareness and timing while exploring a full range of body mechanics. The class incorporates break dancing, pop-locking, freezes, power moves, and a touch of jazz.

## **LATIN DANCE**

Students will learn basic footwork, dance positions, and connections between partners. A partner is recommended but not required. Ability to play both leader and follower is a plus. Students will also focus on learning the basics of salsa, merengue, cumbia, and more.

## **MEDITATION**

Students will cultivate mindfulness, which is defined as present-moment awareness. We will learn how to pay attention, in the present moment, to whatever arises, in a non-judgmental way. The awareness that comes out of paying attention in this way allows us to center ourselves and to develop clarity of mind and

stability. Students will cultivate mindfulness through practices such as gentle stretching, eating, sitting, and walking meditation. Students will also learn ways in which we can bring mindfulness into our daily lives.

## **PERFORMANCE ART WORKSHOP**

This activity explores the ways in which various forms of performance inspire political and social change. We will learn how artists have used performance as protest, from the Dada movement to Lennon and Ono's famous "Bed-in for Peace" and today's highly-debated performances such as Beyoncé's "Formation" halftime show. Students will try out "performance" in their daily actions and on a larger scale through theater, movement, and dance in hopes of sparking dialogue and creating expressive work.

## **TAP DANCE**

Students will learn the basic elements of tap and refine them with a musical theater focus. We will explore rhythm and sound in a fun and physical setting.

## **THEATER**

All students, faculty, and staff are invited to audition for the fall and winter/spring theater productions. We will perform two short plays in the last four days of Project Week in December. We will learn how to read the way an actor reads, memorize lines, and block movement. Rehearsals are delightfully intense, ask everyone to bring their best energy to the group, and require both a seriousness of purpose and a penchant for play. In addition to the evening time slot, rehearsals happen Sunday afternoons for the fall and spring terms, though not everyone is required every Sunday. Because of the collaborative work, once the show is cast, students may not change despite the add/drop period.

## **BELLY DANCE**

This dance activity draws inspiration from the nomadic and Romani groups of northern India, North Africa, the Middle East, and Spain. Music ranging from traditional Middle Eastern to Arab-American-Balkan electronica will drive each class. The movement is funky and strong, utilizing torso isolations and a literal interpretation of rhythm and melody.

# jobs

Students learn how to do fundamental human activities that form the foundation of life. Jobs are led by students who are organized by a student-run Work Committee. Jobs are done six days each week for 30–40 minutes each day. Students rotate jobs each trimester and must satisfy the following six work distribution requirements:

- Lunch Service
- Dinner Waiter
- Barn
- Dish Crew
- General Substitute
- Land Stewardship



# leadership positions



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**“Putney remains my benchmark when I talk about a ‘socially sustainable’ community and a healthy community in general. When I think about how I’d like human societies in the future to function, Putney seems a pretty good model. Democratic, local, considerate of all opinions and views and everybody being equal in status.” —Putney Alum**

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## **STUDENT HEADS OF SCHOOL**

The Student Heads of School set the tone for the school community; upholding the “Fundamental Principles” and the core expectations described in the Student Handbook (integrity, respect, participation and stewardship).

## **STANDARDS COMMITTEE**

The Standards Committee reviews disciplinary cases with the dean of students.

## **STUDENT TRUSTEES**

The Student Trustees represent the thoughts and concerns of the student body to the Head of School and the Board of Trustees.

## **STUDENT HEAD OF DORMS**

The Student Head of Dorms work closely with the student/adult dorm heads and the dean of students to help implement and maintain the systems that ensure a safe, fun and educational residential life program.

## **STUDENT HEADS OF WEEKEND ACTIVITIES**

The Student Heads of Weekend Activities create fun and exciting activities for students to participate in during the weekends.

## **EDUCATIONAL PROGRAMS COMMITTEE**

The Educational Programs Committee (EPC) oversees of all the educational programs of the school.

### **WORK COMMITTEE**

The Work Program provides a setting in which young adults can further their understanding of the relationships between work, home and community life.

### **ADMISSIONS COMMITTEE**

Admission Committee members help to shape the future of the school by reviewing student applications for the upcoming school year and making admission decisions.

### **DIVERSITY COMMITTEE**

The Diversity Committee works to educate the school community about the political, social and social justice issues which arise in a pluralistic society, and to support students for whom life in Vermont may be radically outside their previous experience.

### **INTERNATIONAL AMBASSADORS**

International Ambassadors serve as mentors for and give support to all new international students via email or Skype during the summer, and then throughout the year.

### **SUSTAINABILITY SQUAD LEADERS**

Student Sustainability Coordinators act as chief proponents of sustainability and environmental affairs on and around the Putney School campus.

### **DAY STUDENT REPRESENTATIVES**

The Day Student Representatives work closely with the Dean of Student's office to ensure the needs of the day student population are being met. They are also mentors and a vital resource to the day students and their families.

### **DORM HEADS**

Student Dorm Heads plan and work closely with Faculty Dorm Heads, help set the tone of the dorm, create fun events to bring the dorm together, mediate disputes within the dorm and help orchestrate and participate in dorm jobs.



### **CABIN DWELLERS**

The cabin program is a unique element of the Putney program and demands a high degree of leadership, responsibility and trust.

### **PUTNEY OUTDOOR PROGRAM**

The Putney Outdoor Program encompasses afternoon activities, weekend trips and our long-standing tradition of campus-wide trips called Long Fall.



### **OUR FACULTY**

To learn more about our faculty and to contact them directly, visit our staff and faculty directory at [www.putneyschool.org/sf](http://www.putneyschool.org/sf)

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