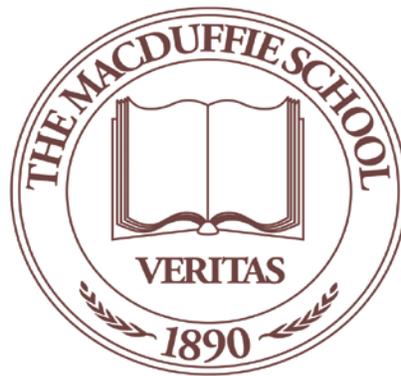
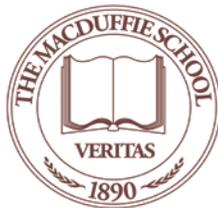


The MacDuffie School

**Curriculum Guide
2017-2018**





The MacDuffie School

Excellence in Education since 1890

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March, 2017

Dear MacDuffie Students and Parents/Guardians,

The MacDuffie School is a rigorous college preparatory school whose mission is to “foster in all students the intellectual habits of mind, high ethical standards, and respect for diversity required for becoming effective individuals in their personal and work lives, and moral and responsible participants in the world beyond.” The ideals reflected in the courses that we describe in this *Curriculum Guide*, help our students to become lifelong learners and respectful, moral, and global citizens of the world. Our mission statement also expresses in a few words what we want our students to achieve during their time at MacDuffie. The *Curriculum Guide* describes in some detail how we expect to make our mission concrete and tangible. The department philosophies and sequences of courses describe a rich array of readings, topics and approaches that are the very heart of our intensive learning process.

We encourage students to go beyond the minimum requirements for graduation – indeed, nearly all students do. Such explorations help our students expand the skills they need to analyze problems logically and creatively, to develop appropriate problem-solving strategies, and to apply those strategies confidently and effectively – whether in academics, the arts or athletics. The School’s integrated and interdisciplinary approach to learning helps students to comprehend the broad connections among subjects, at the same time they are learning discrete information in each academic discipline.

I encourage Middle School students and parents to read through the course offerings for grades 6-8 and for Upper School students and parents to review our program for grades 9-12. Parents and students should consult with the student’s advisor or the college counselor when signing up for courses.

We are very proud of our curriculum at MacDuffie. It is one of the ways in which we instill what we consider to be the essential educational values, skills, and knowledge expressed in our mission. We are ready at any time to answer your questions about specific course selections or about your (child’s) overall academic program at MacDuffie.

Sincerely,

David Ruiz

Assistant Head of School

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ACADEMIC MATTERS

DIPLOMA REQUIREMENTS

Credits

The minimum requirement for graduation from The MacDuffie School is the successful completion of twenty (20) academic credits (exclusive of physical education, and health) earned while in grades 9-12. In 2017-2018 fifteen (15) of these must be “core” credits. Each semester course earns 1/2 credit. Each year-long course earns one (1) credit. Most students take five (5) or more academic courses each semester; all students in the Upper School must take a minimum of five (5) academic courses each semester. In general our graduates earn 22-24 credits before they graduate.

Core Requirements

In order to receive a **MacDuffie diploma**, students must accumulate the following fifteen (15) core credits while enrolled in the Upper School:

English	4 credits (excluding electives)
Mathematics	3 credits (algebra 1 or higher)
World Language	2 credits (taken in the same language for consecutive years)
Science	2 credits (two lab sciences)
History	2 credits (excluding electives; including U.S. History)
Art	2 credits (either visual or performing arts)

Students whose first language is other than English may substitute ELL IV for English 12 and still be eligible for a MacDuffie Diploma. In cases in which there is some doubt about which language is a student’s first or predominant language, the decision will be made by the Academic Dean.

An **International diploma** is offered to international students who may have insufficient time to complete all of our diploma requirements. These students must accumulate a minimum of 20 credits with at least the following core credits:

English /ELL	4 credits (excluding electives) and must have attained ELL 3.
Mathematics	3 credits (algebra 1 or higher)
Science	2 credits (one of which must be a lab science)
History	2 credits (excluding electives; including U.S. History)
Arts	1 credit (either visual or performing arts)

Physical Education is required of all students at MacDuffie. Participation in a competitive MacDuffie team sport, a competitive after school sports offering (for Upper School students) or dance meets this requirement during that particular season. Students must pass physical education each year in order to graduate from MacDuffie.

ADDS AND DROPS

The grace period at the start of a course during which any student may drop one course and add another lasts five (5) teaching days from the beginning of the first semester and five (5) teaching days for the second semester. During this grace period, students who drop a course may need the permissions of a Parent/Guardian, teacher of the course being added or dropped, the College Counselor (juniors and seniors only) and the Academic Dean. Courses dropped within the grace period will not appear on the student’s transcript. After the drop period ends, students may drop courses only in unusual circumstances initiated by their teacher and only with the permission of the Academic Dean; in such cases, a student’s permanent record receives the notation “WP” next to the course dropped if she/he is passing and “WF” if the student is failing. In most cases, no credit is awarded for dropped courses.

GRADING SYSTEM

The following definitions may help parents/guardians and students understand MacDuffie's grading system:

Letter Grades

- "A" A student is not only going beyond expectations in a course but his or her work also shows genuine originality. It shows real mastery of the discipline and a depth of understanding that is singular.
- "B" A student is going beyond the minimum requirements in a course. Work shows great care. The student has developed a command not only of the details of a course of study but also of its larger patterns.
- "C" A student is meeting the minimum objectives of a course. Work shows a basic command of the material covered. The student is reasonably attentive in class and treats the subject with respect.
- "D" Although "D" is a passing mark, a student's work fails in some significant way to meet the minimum objectives of a course. In a continuing course of study such as world language, math, English or history, a "D" is a "non-recommending" grade. In such cases, students planning to continue studying the discipline in question should expect either to do remedial work or to repeat the course.
- "F" A student has not completed the course. Failure may be due to gross lack of preparation or may reflect a fundamental inability to master the basic elements of a course.

Letter grades at MacDuffie have the following numerical equivalents.

A+	97 - 100	B+	87 - 89	C+	77 - 79	D+	67 - 69	F	59 - below
A	93 - 96	B	83 - 86	C	73 - 76	D	63 - 66		
A-	90 - 92	B-	80 - 82	C-	70 - 72	D-	60 - 62		

No Grade (N.G.) Policy

MacDuffie teachers have the option of awarding a No Grade (N.G.) to international students during their first semester of study. N.G. signifies the faculty member is unable to make a fair assessment of the student's work due to learning gaps in language, reading and/or writing skills. Once the student becomes acclimated to the school and/or classroom and begins making consistent contributions, the student is evaluated by the usual letter grade scale. If the student is unable to do the work, a change to a lower level course may be made. Students graded N.G. do not receive credit for that particular course.

Middle school international students may be graded on the following scale until such time as their English proficiency allows them to receive letter grades.

EP--Excellent progress
 GP--Good progress
 IP--Initial progress
 NP--No progress

Recommending Grades

The lowest passing grade is a "D-." The lowest grade that is permissible in a course that is followed by another of higher level in the same discipline is a "C-." Students must therefore receive at least a "C-" before being allowed to advance to the next level in English, history, languages, and mathematics. Those who do not achieve a "C-" or better must either complete approved summer work or repeat the course as recommended by the School.

Effort Grades

1. Work exceeds expectations both in class and outside of class; outstanding effort.
2. All work completed and presented when due; positive class participation; good effort.
3. Most work completed; not always submitted on time; average class participation and effort.
4. Assignments not always done/completed and/or frequently handed in late; poor class participation; below average effort.
5. Many assignments not done/completed and/or usually handed in late; lack of class participation; level of effort deemed unacceptable.

Upper School students at the ELL 1 level (Grades 9 & 10—Foundations at MacDuffie (FAM) Program

Students will receive a letter grade (A, B, C, D, F, etc.) and a credit if they pass the FAM courses (Currently, ELL I R & W, ELL 1 L & S, Guided Reading, Foundations in Science, and ELL Humanities)

Examinations

Students in grades 8-12 take exams twice a year. The school recognizes the importance of exam taking as an essential skill for preparation for college. Preparing for exams is an essential part of our program and provides another opportunity for students to review material. Upper school courses listed as semester electives may have culminating projects in lieu of exams at the discretion of the teacher and the Academic Dean of School. Exams and culminating projects count 20% of the semester grade. Some senior students are exempt from final exams based on their achievement. (See Exemption from Final Exams)

MARKING PERIODS AND COMMENTS

Quarterly Reports: At the end of each quarter, students receive grades and comments from each of their teachers, and if they are Boarding Students, they also receive comments from their MacDuffie residential assistant. The following additional “progress reports” are also sent as required:

New Student Progress Reports: Teachers send progress reports to the parents of new students approximately one month into the semester to comment briefly on the students’ progress at the School.

Progress Reports: At any point during the year when necessary or appropriate, teachers and/or advisors send progress reports home. Grades are not usually included in progress reports.

Weighted Grade Point Average

MacDuffie computes a weighted grade point average (G.P.A.) which gives extra weight to advanced placement courses (two grade steps) as well as to honors courses and certain other advanced courses (one grade step). Honors courses are designated “H” and advanced placement courses are designated “AP.” Only courses that receive credits are used in computing the G.P.A. MacDuffie uses the weighted G.P.A. in the following three ways:

1. To send to the colleges.
2. As one criterion in determining the honor roll in the upper school.
3. As one criterion to determine Cum Laude recognition.

Class Rank

MacDuffie does not rank students according to their G.P.A. MacDuffie does not send rankings of any kind to colleges. This policy was established for three reasons:

1. Because the community of students is a select one, students who would have only mediocre class rank here in the school’s very small classes would rank much higher in a less selective group.
2. The differences between student G.P.A.s is often so small as to make ranking students of a small group a deceptive exercise, which can only do damage to any student with less than a very high class rank.
3. Because MacDuffie encourages students to stretch their academic capacities and to take occasional academic risks, they should not be unduly penalized.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

Students must be in good academic standing in order to participate in the MacDuffie athletics program or theater/music productions. Students not in good academic standing may be withdrawn from athletics, performing arts or extracurricular activities at the discretion of the Dean of Student Life and the Academic Dean.

HONOR ROLL

The MacDuffie School schedules students in classes based on their intellectual abilities, past performance, and their ability to meet the individual course requirements. With this in mind, the honor roll serves to recognize students who have achieved noteworthy grades and effort in their course work. The honor roll is determined each semester based on the grades earned in each semester. Year-end honor roll is awarded to those students who made honor roll in both the first and second semesters. Students who earn year-end honor roll will be announced at Academic Convocation and will receive sashes based on their level of recognition.

MIDDLE SCHOOL HONOR ROLL

All major courses (including Art courses) which receive a letter grade are included when determining the Honor Roll. A student who receives B+ or higher would receive Maximum Honors. A student who receives B or higher would receive High Honors. A student who receives B- or higher would receive Honors. Any grade below B- or a student with less than the 5 courses will be ineligible for the honor roll. International students who receive grades of

EP, GP, IP, NP or NG are only eligible for the Effort Honor Roll. In order to receive recognition for the Effort Honor Roll, a student must have effort grades of 2 or better in all their courses.

Please note: Students in honors or AP courses will receive a step in the letter grade for honor roll determination.

UPPER SCHOOL HONOR ROLL

In order to be eligible for honor roll, students must carry at least five (5) credit-bearing courses each semester and must pass all their courses. Students must be enrolled in the course from the end of the drop-add period until the end of the semester in a semester-long course or until the end of the year in a year-long course. Students who drop a course after the drop-add period are eligible for the honor roll if they still carry at least a five (5) course load.

Courses with fractional credit are weighed when determining the grade point average (G.P.A.) Honors courses receive one step in the G.P.A. as well as a step in the letter grade when determining honor roll status. Advanced Placement courses receive two steps in the G.P.A. as well as two steps in the letter grade. All credit-bearing courses are used in determining the honor roll status as defined below.

Maximum Honors – 3.67 G.P.A. and no grade below B
 High Honors – 3.33 G.P.A. and no grade below B-
 Honors – 3.0 G.P.A. and no grade below C+
 Effort Honors – Effort grades of 2 or better in all courses

MAKING UP ACADEMIC FAILURES

Failures in English courses and certain other areas must be made up either in approved summer programs or by repeating the entire academic year, depending on the recommendation determined by the Academic Dean. A failure may be made up in the summer by taking a course approved by the Academic Dean or by completing prescribed work prepared by the teacher of record, or with an authorized tutor. If a failure is made up by repeating and successfully passing the summer course, the student must arrange for an official transcript from the summer school to be sent to MacDuffie. An assessment test administered by MacDuffie after the student has finished the summer work may be required. If the failure is made up with a summer tutor, the student will be required to retake and pass a MacDuffie final examination in the failed course.

Please note: A failing grade is not erased from a student's record. Instead, the transcript notes the successful completion of the deficit.

CREDIT FOR APPROVED SUMMER STUDY

MacDuffie grants two kinds of credit for summer study approved by the Academic Dean. Credit for a failed course may be earned in the summer by meeting the expectations previously cited. The School may also grant academic credit for approved summer study in elective areas. Please note that MacDuffie does not normally grant credit for required courses taken for the first time during the summer. Nearly all summer courses do not meet the 120 credit hours required for a course. Many courses do not adequately duplicate our curriculum.

LOSS OF CREDIT DUE TO ABSENCE

While some absences are unavoidable, excessive absences and tardies are disruptive to the educational process. The MacDuffie Frequent Absence Policy accommodates a reasonable number of absences for such things as illness, appointments, college visits and family matters, while setting limits so that excessive absences are exceptional and truly unavoidable.

The policy allows for a limit of ten absences during the school year. More than five absences in a semester in a course for any reason other than school activities such as field trips and extracurricular activities can result in the modification or withholding of academic credit for that course. Therefore, families are urged to plan college visits and other predictable events during vacations and holidays.

In cases where the maximum number of absences has been exceeded, credit is awarded only after an appeal has been filed and approved by the School Administration in the case of extended illness or other extenuating circumstances. The School respectfully requires documentation of doctor's visits or other verification of the exceptional circumstances. Favorable appeals largely depend on the student's previous record and the extent to which absences appear to have been unavoidable.

UNEXCUSED ABSENCE

Unexcused absences most frequently occur around vacation dates when students depart early or arrive late from vacation. This is very disruptive to the teaching process and parents should consult the school calendar in advance and make vacation plans in accordance with the school calendar. Students are responsible for completing all work during their absence. If a student misses a scheduled test/quiz during an '**unexcused**' absence he/she will receive a disciplinary zero for the missed assessment.

HONORS AND ADVANCED PLACEMENT COURSES

“Advanced Placement” and “Honors” courses are the most academically advanced courses MacDuffie offers. They are not for every student, and enrollment in such courses is only by permission of the instructor and/or Department Head. Advanced Placement (AP) courses differ from Honors (H) courses mainly in design. “AP” courses generally follow a syllabus suggested by the College Entrance Examination Board in Princeton. At the completion of such courses, students will be required to take the corresponding AP examination. “Honors” courses may cover much of the same material as AP courses, but the teacher has much more discretion with regard to course design.

ELECTIVE COURSES

Each year, the MacDuffie School ambitiously strives to offer as many elective courses as possible to provide choice and enrichment in the academic program. Please note that the elective courses depend upon sufficient student interest and available staffing to support them. **Accordingly, student course preferences indicated during the spring semester strongly influence planning for the following academic year.**

INDEPENDENT STUDY

Students in grades 11 and 12 who have advanced in any particular subject beyond the point where MacDuffie offers a course and who have demonstrated the ability to work independently may petition the Academic Dean to take “Independent Study.” Students wishing to pursue independent study must submit a written project proposal to an advisor, the appropriate Department Head, and the Curriculum Committee for approval. The MacDuffie School does not guarantee approval of all requests for independent study.

Students may also arrange to take a class not available at MacDuffie at a college or university with approval of the Academic Dean and the appropriate Department Head. Such arrangements are made on a case by case basis. MacDuffie does not award credit for these courses. Credit is determined by the institution offering the course. Students should submit the transcript from the institution when applying to college. College courses may not be used to meet the MacDuffie graduation requirement.

EXEMPTION FROM FINAL EXAMINATIONS

Students who take an Advanced Placement examination may, in some cases, receive an exemption from taking the final examination in the course. In certain instances, and only with the express permission of the Academic Dean (in consultation with the Curriculum Committee), seniors may arrange to do a final project in lieu of a final examination. The course teacher and the Academic Dean must review and approve arrangements for such projects. Seniors who have an overall average of A- or better at the end of the 4th quarter may be exempt from taking the final exam. This policy is at the discretion of the teacher for that class.

***Please note:** In no case are students exempted from class at the end of the year. If a student takes an Advanced Placement examination, she/he must continue in the class after taking the AP examination. Such students often present projects in the period between the AP examination and the end of the school year.*

THE TWO-TEST RULE

The maximum number of tests (an exercise of more than 30 minutes in length) that a student is required to take in a given day is two. In the case where more than two are scheduled, students are responsible for taking the initiative to communicate with the involved teachers in a timely fashion to reschedule any tests beyond the first two.

DISCIPLINARY ZERO

A “disciplinary zero” will be given for all work missed during an unexcused absence from class. It is also given to work on which a student cheats, no matter what other punishments may be levied.

STANDARDIZED TESTS

Standardized testing requirements for college admission vary from institution to institution. However, most colleges and universities require applicants to take at least one of the following standardized tests to complete their application:

- 1) ACT
- 2) SAT I (Reasoning Test)
- 3) TOEFL (English Proficiency)
- 4) IELTS (English Proficiency)
- 5) SAT II (Subject Matter Tests)

Students typically begin testing during the fall of the sophomore year beginning with the PSAT. The PSAT is similar to the SAT; however it is not typically reported to colleges. The PSAT is used to gauge how a student will

perform on the SAT and how much, if any, SAT preparation is needed. The PSAT is also used to qualify for the National Merit Scholar Competition.

Sophomores may also begin taking SAT II's during the spring if they have completed the appropriate course work. It is generally in a student's best interest to take the SAT II after completion of the corresponding course work.

The spring of junior year is generally a good time to begin all other standardized testing and should typically conclude prior to January 1st of senior year. It also may be in a student's best interest to take SAT II exams in areas in which they may do well or feel most proficient. High achievement on the SAT II may help offset lower SAT I scores or further strengthen an applicant's profile. Some colleges or universities may require students to take the SAT II, so close attention should be paid to each university's testing policies.

For non-native English speakers with fewer than five years of English in the United States, generally the TOEFL or IELTS is required. For exact requirements please check each university's testing requirements which are published online.

Further questions regarding testing should be directed to College Counseling.

HUMANITIES PHILOSOPHY

The defining characteristic of the Humanities Department, which includes English and history, is interdisciplinary collaboration. On both the skill and content levels, each discipline reinforces the other and thereby encourages students to approach learning by patterning information and finding connections that establish long-term knowledge. In order to help students find personal meaning in their schoolwork, the departments organize their material around themes that have relevance to today's youth. In particular, multicultural themes designed to foster an appreciation for various ethnic, racial, and religious groups, receive emphasis. Attention also goes to the teaching of those skills like critical thinking, reading, and writing, necessary for success across all academic disciplines. Toward this end, the departments emphasize process writing by which students learn not only how to approach critical and creative writing, but also how to develop the kind of thinking skills required for academic success in general.

ENGLISH PHILOSOPHY

At all levels, the program in English incorporates an appreciation for all genres of literature and a working knowledge and appreciation of literary devices, vocabulary, and grammar. Works that have influenced the Western literary tradition are prominent; the program also offers consistent examination of ethnic, racial, gender, and cultural diversity in both western and non-western texts. Common to all grade levels is a specific approach to the study of literature that fosters careful analysis and artfully substantiated interpretation in both written and oral discussion. Skills that focus on critical and creative thinking, study and test-taking, the successful communication of ideas, the efficient use of literary resources, and effective public speaking are important not only to enable a student to achieve success in the study of literature and language, but also to facilitate learning over a lifetime. In order to complete the “MacDuffie Diploma” requirement in English, students must successfully complete the study of English in each of their Upper School years.

MIDDLE SCHOOL

1100 - English 6

Students in grade six gain the skills and strategies that are necessary in the careful analysis of literature by examining myths, poetry, short stories, and the novel. These skills and strategies include the identification of the central idea, an appreciation of the methods of characterization, and an understanding of point of view, among other literary devices. The literature in this course encourages students to appreciate the world from a multicultural perspective. Titles include *The Giver*, *Percy Jackson and the Olympians: The Lightning Thief*, and *Roll of Thunder, Hear My Cry*. Poetry selections include the works of contemporary poets as well as Dickinson and Shakespeare. Students have frequent opportunities to express themselves in writing during the year as they learn to discuss and interpret literature. The parts of speech and the parts of a sentence as a means to sharpen writing skills and build an appreciation of the richness of the language receive generous attention throughout the year. Students also learn to craft sentences and multi-paragraph themes with careful expression and correct grammar and word usage.

1102 - English 7

Seventh-grade English challenges students with a rich and diverse array of literary works and provides them with frequent opportunities to improve their written expression and discussion skills. A review of the parts of speech/sentence and an introduction to the proper uses of punctuation and verbal expression comprise the primary grammar units. Students are expected to incorporate what they have learned in the execution of writing assignments. Vocabulary building is literature-based. Writing assignments, both modest and more involved, focus on the development of writing strategies (description, process, narration, and comparison/contrast). Prewriting, peer reviewing, revising, and conferencing are typical activities in the writing process. In addition, students learn the fundamentals of proper documentation. Throughout the year, an appreciation of the Western literary tradition is enhanced by representative readings from other cultures. The English 7 program offers learning experiences which integrate content and skills taught in other disciplines. These include units on descriptive writing in conjunction with orienteering, understanding conflicts of the personal and the universal, and developing a sense of identity within the community and the world. Central themes are explored in readings from all genres: poetry, the novel, drama, fantasy, the short story, and non-fiction. Some of the titles include *Romeo and Juliet*, *To Kill a Mockingbird*, and *I am Malala*.

1104 - English 8

A main goal of eighth-grade English is to produce critical, analytical, and independent thinkers. To that end, students deepen their understanding of the ways writers use language, imagery, and characterization to provide both meaning and pleasure for their readers. In addition, students do extensive work on vocabulary and the application of literary terms such as irony, foreshadowing, conflict, point of view, tone, symbolism, and motif. Grammar is taught in the context of argumentative, analytical, narrative, and compare/contrast modes. Students also learn how to develop an effective thesis statement supported by documentation. Emphasis is on study skills such as highlighting, note taking, organization, and daily preparedness for class. Because it is important for students to recognize the interconnectedness of learning, English 8 often collaborates with History 8. In addition to longer works such as *A Midsummer Night's Dream*, *Red Scarf Girl*, *American Born Chinese*, and *The Catcher in the Rye*, the course includes a wide range of poetry and short fiction.

UPPER SCHOOL ENGLISH COURSE SEQUENCE

In order to receive a MacDuffie Diploma, four years of Upper School English are required culminating in English 12 (or possibly ELL IV if the student is a non-native speaker of English). Students take the English course that corresponds with their grade level. Students for whom English is not their first language take the English or ELL course they are assigned to based on their grade level, English proficiency, other courses they are taking, and their motivation.

***NOTE:** Students at the junior and senior levels will be placed by the Department in either college preparatory or Advanced Placement (AP) sections. Once students commit to the AP level of study, they must continue in that level for the duration of the year unless requested by the Department to discontinue study.*

Electives vary from year to year. For the 2016-2017 school year, the proposed electives are as follows: Journalism, Introduction to Film Studies, and Creative Writing. Electives are in addition to the regular English curriculum, since they do not count towards the English distributional requirement for graduation and **depend on adequate staffing and student enrollment.**

UPPER SCHOOL

1110 - English 9: Western Literature

By exposing students to great works from the Western literary tradition, like Shakespeare's *As You Like It*, and to various rhetorical modes, like the argument, causal analysis, and the comparison/contrast, English 9 furthers the critical reading, writing, and thinking skills first introduced in the Middle School. The course begins with a review of summer reading, which will later be revisited in conjunction with units taught in the ninth grade history course Global Perspectives. A short story unit follows in which students learn how to read for literary devices, like irony, mood, tone, and character. In addition to the classic works of Chekhov and Hemingway, students also read selected contemporary writers, opening up dialogue about paradoxes and dualities, cultural identity, and the impact of relationships with others on our own lives. During the year, both history and English classes also emphasize the five-paragraph critical essay and the generation of clear, specific, amplified, and grammatically correct prose. Because of its far-reaching effect on the Western literary tradition, the Bible as literature is English 9's central orientation during the second semester. In addition to developing an appreciation for the themes, imagery, and symbols of both the Old and the New Testament, students become familiar with Biblical representations in art and poetry. There is special emphasis on the role and image of women in the Bible. Students explore both classical and contemporary literature of the Middle East, again in conjunction with Global Studies, and they read Yusuf Al-Qa'id's novel *War in the Land of Egypt*. In keeping with the English Department's overall objective regarding multiculturalism, students end the course with independent research projects/oral presentations on stories and myths from various cultures around the world that are similar to the Biblical ones they have just studied.

1112 - English 10: British Literature

English 10 is designed to expose students to the rich and varied forms of written expression that have emerged from the United Kingdom. The course traces the development of the language and literature of the British people from Beowulf to today. Students learn the characteristics of each genre and the literary devices used in the creation of literature.

By analyzing selected works that represent the best of British letters, students learn to read critically and to recognize such themes as love, duty, honor, hypocrisy, despair, redemption, human relationships, and alienation. Students examine literature of the Renaissance, the Enlightenment and revolutions following it; the Victorian era of worldwide expansions and colonization by European nations; and the twentieth century.

By looking at the literature of the former British colonies, students can understand the viewpoint of the subjugated peoples as well as that of the dominant culture. In addition to the study of traditional authors such as Geoffrey Chaucer, William Shakespeare, Jonathan Swift, William Wordsworth, and Charles Dickens, attention is also given to examining the development of Britain's women of letters, like Jane Austen, Mary Shelley, Charlotte Bronte, Virginia Woolf, and Doris Lessing, who speak of the important role women play in shaping British history and culture.

The primary skill objective is twofold: analysis and expository writing. Through close reading, annotation, and discussion, students develop their analytical abilities. The class is dedicated to process writing; with this approach, students may see writing as a continual effort, as opposed to focusing only on the final result. Students learn to read and analyze literature with a good critical eye, to form an opinion based on the literature and formulate a substantive

thesis expressing that opinion, to substantiate that opinion with appropriate evidence from the literature, to draft an essay about it, and to write and revise that essay into a finished work.

1114 - English 11: American Literature (College Preparatory)

English 11 is a survey of American Literature that asks students to examine the nature of America, the American, and the American Dream from the nation's early beginnings to the present day. The first semester starts with Hawthorne's *The Scarlet Letter*, a 19th century text that questions the Puritan ideals of revealed religion and spiritual authority, which form the basis of the utopian sermons of Calvinists like Jonathan Winthrop and William Bradford. The utopian ideal is explored further through the perfectionist philosophies of Henry David Thoreau and Ralph Waldo Emerson, whose works are studied alongside landscape paintings of the day, like those of the Hudson River Valley School. The first semester ends with the literature of the slave era. Narratives by and about slaves like Frederick Douglass and Harriet Jacobs are given special emphasis and are complemented by readings from Harriet Beecher Stowe's *Uncle Tom's Cabin* and Mark Twain's *Adventures of Huckleberry Finn*. In conjunction with the United States history class, the unit explores the dehumanizing effects of oppression, the role of education in emancipation, and the legacy of slavery and racism in today's society. A field trip to the Stowe/Twain Houses at Nook Farm in Hartford, CT concludes the unit.

The second semester begins with literature by and about women. Students trace the concepts of "True Womanhood" versus "New Womanhood" introduced to them in history class in works by Charlotte Perkins Gilman and Kate Chopin. Students research and write profiles on a variety of 19th and early 20th century women, revolutionaries in medicine, education, art and related fields, an exercise which requires proper note taking, research and documentation. The final months of the course concentrate exclusively on the 20th century and literature of many genres illustrating such modern events as urbanization, immigration, the Civil Rights movement and such themes as diversity and social justice. Poetry by Robert Frost and Langston Hughes, novels by F. Scott Fitzgerald and Anzia Yezierska, plays by Tennessee Williams and Arthur Miller, and short stories by Alice Walker and Leslie Silko are some of the major readings in these final units, which are designed not only to explore the inevitable conflicts that arise in a pluralistic society, but also to celebrate the rich and varied heritage created as a result of it.

Both American Literature and United States History emphasize the generation of clear, specific, amplified, and grammatically-correct prose in the form of expository and critical essays. The research paper is a focus for both classes throughout the year, as is vocabulary building, critical thinking, and critical reading.

1118 - English 11: AP Language and Composition

Department Approval Only

Advanced Placement (AP) English Language and Composition is a challenging course for students who are passionate about the art of written communication. The class addresses many different types of texts, authors, and perspectives. Students learn to explore the world of rhetoric, to understand the tools employed by effective writers and speakers, and to employ those tools themselves in a variety of assignments while clarifying their own writing styles.

This class is framed in the context of American Literature. Students examine various rhetorical modes – like the persuasive, the compare/contrast, and the causal; and various elements of authorial style – like word choice and sentence structure. The writing of clear, concise, and focused essays in a timed (often impromptu) format is a central objective.

The course is also designed to "make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing" (The College Board, AP English Course Description, 2006, p.6). In so doing, we examine issues of race, gender, ethnicity, sexuality, and community in shaping authorial style.

Every student who enrolls in the course is required to sit for the national AP Exam in May.

1120 - English 12: World Literature (Reading and Composition)

While maintaining a focus on literature from around the world, this section of English 12 is designed to provide students with frequent opportunities to practice and master their critical reading and writing skills. The course is based on an extensive unit on expository writing, where the development of specific theses, textual evidence, and clear and concise expression are the goals. The writing process itself is given generous attention as students are introduced to various prewritings, drafting, and sharing strategies and encouraged to adopt those best suited to their particular learning styles and needs. Small research projects are also included throughout the units in order to review the basics of proper information gathering and documentation.

In the area of content, special attention is given to mixing traditional and nontraditional readings around such themes as origins and insights, gender and identity, war and violence, race and difference, and individualism and community. In these units, each literary genre is addressed. Some examples include drama by Sophocles, Euripides, and Shakespeare; poetry by Mahwash Shoaib, Yusef Komunyakaa and Li-Young Lee; and short stories by Elie Wiesel and Tadeusz Borowski. Amy Tan's *The Joy Luck Club*, Olga Lengyel's *Five Chimneys*, and Paul Rusesabagina's *An Ordinary Man* are three of the novels studied. Vocabulary instruction accompanies each major reading as students are encouraged to learn new words in context, while reading for main ideas and supporting detail, meaning beyond the literal, and multiple perspectives.

1121 - English 12: World Literature (College Placement)

This course challenges students to explore a variety of literary texts from around the world. The curriculum is divided by theme; in each unit, students hone their critical reading and thinking skills. The course also places heavy emphasis on mastering various rhetorical modes; students write frequently, and there is a major essay each quarter.

The course begins with an examination of the summer reading. Students look at a number of pieces of literature from and about Asian cultures. They consider some of the philosophical underpinnings of Eastern societies, compare them to their Western counterparts, and see how Asian literature reflects the values of those cultures.

Next, students explore attitudes toward war and interpersonal conflict by reading thematically linked poems, novels, letters, and essays written throughout the centuries. Some examples of the literature in this unit include poetry by Yusef Komunyakaa; the classic novel about World War I, *All Quiet on the Western Front*; and a contemporary memoir about the Iraq War, *The Yellow Birds*. Several notable films are also studied and critiqued, as yet another way to develop a more comprehensive understanding of the important issues of the unit.

During the Shakespeare unit, students read *Othello*, as well as several of the sonnets. Students are encouraged to think about what lessons regarding power, racism, jealousy, and ethics are contained in these works, and how these lessons might apply to their own lives. In sum, by leading discussions, reading critically, and writing in a variety of modes, students begin to bridge the gap between high school and college English courses.

1122 - English 12: World Literature (Honors)

Department Approval Only

In Honors World Literature, students examine the written works of diverse cultures by focusing on thematically grouped units. In addition to promoting critical reading and thinking skills, the course emphasizes close analysis, research, discussion, composition, and presentation by means of reader's responses, critical essays, creative writing, and research papers. The readings are extensive and challenging.

The year begins with discussion of required summer reading as well as student presentations based on optional readings from the works of writers such as Margaret Atwood, Barbara Kingsolver, and Jhumpa Lahiri. Students explore different types of written responses to these works; they also incorporate elements of social media into a presentation. Subsequent units include "Love and Relationships," "The Individual and Society," and "Defining Self through Story." Throughout the year, students read plays, novels, short stories, and essays from writers as diverse as Ibsen, Garcia Marquez, Sijie, Shakespeare, and Olds, to name but a few.

In addition, the class focuses on the writer's role in composition; students learn elements of rhetoric and style that will help prepare them for the rigorous demands of college level English. Students also lead class discussions of selected texts. By using various critical strategies and evaluating scholarly essays, students hone their skills of textual analysis. An array of writing experiences, informed participation in discussions, class blogs, and student presentations are emphasized throughout the year. When possible, students also attend performances and analyze film adaptations of some of the texts we examine; throughout, many aspects of rhetoric are explored and incorporated into the students' toolkits.

1126 - English 12: AP Literature and Composition

Department Approval Only

Advanced Placement (AP) Literature and Composition prepares students for the type of literary analysis and writing found on the AP exam and in college English courses. The first semester focuses primarily on drama: namely, Sophocles' *Oedipus Rex* and *Antigone*; Euripides' *Medea*; Shakespeare's *Hamlet* and *Othello*; and Beckett's *Waiting for Godot*. In addition to learning the defining characteristics of drama in general, and tragedy, comedy, and dark comedy, in particular, students also learn about the social, political, and philosophical contexts of authors' lives and works. The existential precepts of Beckett, for example, are given special emphasis and serve as the backdrop for understanding works with related themes, like Dostoevsky's *Notes from the Underground*.

Whenever possible, the course provides opportunities for examining literature in terms of other humanities-based disciplines. When reading Zora Neale Hurston's *Their Eyes Were Watching God*, students are introduced to the art,

music, and social history of the Harlem Renaissance. A multicultural approach is encouraged throughout, as is the use of secondary criticisms, both of which serve to help students achieve critical depth and tension in their analyses.

In keeping with the AP exam's format, students primarily write timed, impromptu essays on the works being studied in class. In the few weeks before the actual exam in May, students receive concentrated instruction in and practice with the multiple-choice sections of actual past exams, which often include extensive passages on the form, device, and metrics of poetry, as well as on the tone, theme, and narrative techniques of prose. To conclude the class, students work on individual inquiry projects that reflect their particular areas of literary interest and expertise.

Every student who enrolls in the course is required to sit for the national AP Exam in May.

ELECTIVES IN ENGLISH

NOTE: *Availability of elective courses depends on enrollment and staffing.*

1160 – Journalism (One semester)

Grades 9 - 12

(Prerequisite: Completion of English 8 or ELL III)

In this dynamic time for journalism, representing the voice of a community has never been so important. This course is required for all editors and staff of *The Magnet*, the school's newspaper, which is produced through a workshop format that supplements academic instruction with hands-on application. The basics of interviewing, reporting, writing, layout and editing are the focus of the course, with special emphasis given to news, features, editorial, and sports writing. Class members explore many ethical issues, learn about the influence of new media, and attend student journalism conferences. The teacher of this course serves as the advisor to *The Magnet*.

1164 - Introduction to Film Studies (One semester) - Offered in 2018-2019

Grades 11 - 12

Film Studies gives students the tools to comprehend narrative film as a unique, rewarding art form with a language all its own. The course begins with a broad history of motion pictures and aspects of production. From there, students are introduced to a varied selection of movies, filmmakers, and screenplays while developing their own critical and analytical skills. Films addressed range from classics such as *Citizen Kane*, *Casablanca* and *Rashomon* to *Raiders of the Lost Ark*, *Fargo*, and *Memento*. Students explore the ways in which movies define cultural archetypes while addressing shifting mores of gender, family, and politics. Regular writing assignments include analyses, film criticism, and movie reviews. Weekly screenings form an important part of the coursework.

1166 - Creative Writing (One semester)

Grades 11 – 12

(Prerequisite: Completion of English 10 or ELL IV)

This creative writing workshop is designed to expose students to contemporary, challenging writers and to offer perspective on controversial subjects such as race, gender equality, and the human condition. In this class, we will think of writers as activists and the page as a protest. Students will study contemporary poems and short stories that are considered challenging for either their content or form, and in turn, students will write challenging pieces. Students will write not about what they know is true, but about what they are afraid is true. Inspired by poems, short stories, current events, and writing prompts, students will work on weekly pieces, which will often be connected to the poet or movement we're studying. Pieces will then be workshopped as a class. Aside from the workshop component, the class will work together to market, design, and publish the annual MacDuffie literary and art magazine, *The Muse*. Students will gather student artwork and writing to create a refined literary magazine. You do not have to be a "writer" to take this class; you just have to be curious about writing and art.

ENGLISH LANGUAGE LEARNERS (ELL) PROGRAM

Philosophy

The ELL program is a sequential program of courses to teach students the English language. This includes reading, writing, listening and speaking. Students use literature at grade appropriate levels to learn English along with direct instruction in grammar and the structure of language. The objective of the English Language Learners (ELL) Program is to provide English language learners with English language instruction and support that will enable them to be successful in mainstream English and content classes.

Upper school international students take a test to determine their beginning placement in ELL I, II, III, IV, or mainstream English, and then they usually advance one level per year. Students in ELL English classes take mainstream math and elective classes. They may take either mainstream or sheltered history and science classes depending on their skill level and teacher recommendations. Students satisfy the English graduation requirement by completing four years of English including ELL IV or English 12. ELL students are also required to complete a course in communications (during their ELL III or ELL IV year) in order to graduate. Students seeking an International diploma may earn that diploma by advancing as far as ELL III. Other requirements are described on page 3.

Middle school international students also take a placement test to determine their English proficiency. However, they take mainstream English, history, science, math, and elective classes. In addition, they may take either another language or English tutoring classes depending on their English level. ELL support is provided by in-class supports and tutorial supports as needed.

1493 – ELL Middle School

Grades 6 - 8

ELL Middle School is a comprehensive beginner course which focuses on developing both communicative and academic language. Students use readings from literature, science, and social studies as the basis for vocabulary study and other language building activities that develop the essential reading, writing, listening, and speaking skills needed for success in higher level English and content classes.

1496 & 1497 - ELL I (FAM)

Grades 9 - 10

ELL I is a comprehensive beginner course which focuses on developing both communicative and academic language. Students use readings from literature, science, and social studies as the basis for vocabulary study and other language building activities that develop the essential reading, writing, listening, and speaking skills needed for success in higher level English and content classes. ELL I is a double-block class which includes reading, writing, listening and speaking.

1498 - Guided Reading (FAM)

Grades 9 - 10

Guided Reading provides ELL I students with the opportunity for sustained silent reading of a book of their choice. As they read, students create their own vocabulary guides and keep reading logs. The goal is to facilitate English language acquisition, develop reading comprehension and improve vocabulary, grammar and writing. Guided Reading is a required course for students in ELL I.

1250 - ELL Humanities (FAM)

Grades 9 - 10

This course is designed for ELL I level learners and focuses on improving reading, writing, listening and speaking skills using history and culture as a framework for these skills. The course is structured to prepare students for American Culture, course #1230. Students learn how to undertake historical analysis and synthesis through the development of study skills. This course runs concurrently with ELL I.

1490 - ELL II Reading/Writing

Grades 9 - 11

ELL II Reading/Writing is a low-intermediate level course which focuses on developing all English language skill areas with a particular emphasis on reading and writing. Students read a variety of fiction and nonfiction works which are used to generate new vocabulary words and topics for class discussion. Students are expected to participate fully in these discussions. In addition, students learn to use topic sentences and thesis statements to write well-constructed paragraphs and short essays in various rhetorical modes drawing on themes from the reading and from their personal experience. Students review basic English grammar and usage and focus on editing for proper grammar in their essays.

1491 - ELL II Listening/Speaking**Grades 9 - 11**

ELL II Listening/Speaking is a low-intermediate level course which focuses on developing all English language skill areas with a particular emphasis on listening and speaking. Students develop their listening comprehension skills in both social and academic settings, and learn to listen for specific information or for a specific purpose. In addition, students learn how language use can change with audience and setting; they practice speaking in a variety of formal and informal situations and for various purposes such as persuading, informing, and entertaining.

1492 - ELL III**Grades 9 - 12**

ELL III builds on the speaking, reading, and writing skills introduced in ELL II through the study of expository prose and short fiction, especially that of American authors. A wide variety of texts are used to introduce vocabulary and grammar and generate topics for discussion and student compositions. Writing instruction emphasizes rhetorical modes, thesis development, textual support, and editing techniques. The close study of one longer novel serves to prepare students for the central focus of the novel in mainstream English classes. Students also learn key vocabulary, grammar, and rhetorical techniques.

1494 - ELL IV**Grades 9 - 12**

ELL IV is an advanced level English language course from which students will enter mainstream English classes. Students read a variety of nonfiction, short stories, poetry, and novels, and they are expected to participate fully in class discussions of these works. Because the course focuses intensively on writing, students write numerous essays drawing on themes from the stories and poems and from their personal experience. Through the essays, students polish their skill in developing a thesis in different rhetorical modes and in using text from the reading to support their arguments. In the last quarter, students learn how to use appropriate library and internet resources to effectively research and write a research-based paper. English usage and grammar topics are studied as needed based on recurring errors in student essays.

HISTORY PHILOSOPHY

The history curriculum is designed to enable students to reach three goals. The first is to become familiar with history as a discipline. Students learn to support historical generalizations of their own making through the use of a variety of sources—from print to electronic, and from photographs to interviews. Secondly, students are encouraged to develop an appreciation for the variety of human experience. Their studies enable them to learn that the complexity of the contemporary world results from diverse cultural and historical perspectives. Finally, students are taught to develop a balanced and enlightened understanding of the place of the United States in global history.

MacDuffie's diploma requirements mandate that each student take two years of history while enrolled in the Upper School, and that one of these two years must be U.S. History (either regular or advanced placement). However, all students are encouraged to study more than the required minimum in history: ninth-grade students usually take Global Perspectives, tenth-grade students generally take Modern European History, and eleventh-grade students, as a rule, take U.S. History. In addition to these courses, the history department also offers several semester electives and AP instruction in U.S. History and World History.

MIDDLE SCHOOL

1200 - History 6 – Greece and Rome

This course will serve as an introduction to the study of History through an investigation of the societies and cultures of Greece and Rome. In addition to reading and writing-based activities, students will be required to express their creativity through frequent project-based learning. Throughout the year, students will learn about the development of these civilizations and examine some of the contributions that they made to the fields of literature, architecture, art, science, and military strategy. Students will learn to appreciate classical storytelling by reading many of the myths from these cultures, which allows for integration with their English curriculum as well.

1202 – History 7 - Civics

Teaching students to become informed and effective members of their community and country is the goal of this course. They begin with an examination of the diversity which constitutes the cultural and societal pieces of the American mosaic and then study the challenges our nation's founders faced in formulating an independent and functional government for a new nation. Students learn the rudiments of evaluating sources, gathering reliable information, and writing a clear exposition of their ideas based on concrete factual documentation. Throughout the year the class is encouraged to become aware of current events of government and relate those events to topics covered. Through field trips and a variety of group and individual projects, students have the opportunity to put their lessons to practical use.

1204 - History 8 – Global Studies I

Eighth-grade students begin to consider their connection with the larger world through a study of East Asia and South Asia. Students study the relationships between the geography, history, and culture of each region to see their unique contributions to the history of humankind. Special emphasis is placed on the students' development of their critical reading, thinking, and writing skills.

UPPER SCHOOL HISTORY COURSE SEQUENCE

Although two years of Upper School history are required for graduation, students are encouraged to go beyond this basic requirement to three or four years of study in order to pursue the Advanced Placement (AP) and electives options that are available. This may be done in any one of the following ways:

NOTE: *United States History (regular or AP) is mandatory for all Upper School students seeking a MacDuffie diploma.*

Global Studies, Modern European History, and U.S. History take advantage of the interdisciplinary collaboration between History 10 (Modern European) and English 10 (British Literature) in the sophomore year and History 11 (U.S. History) and English 11 (American Literature) in the junior year.

AP US History and AP World History should be pursued by students who consistently do honors-level work in history and are interested in taking two AP courses, one in U.S. and the other in World History.

History electives vary from year to year. They may be taken in addition to the regular history curriculum, but do not fulfill the history distribution requirement for graduation.

UPPER SCHOOL

1210 - History 9 - Global Studies II**Grade 9**

This course focuses intensively on Africa and the Middle East with the aim of understanding the values, traditions, and beliefs that have affected the development of these regions. In studying the geography, history, literature, and culture of each area, students are encouraged to recognize the achievements of these traditions as well as to understand the aims and aspirations of their peoples today. In order to make learning relevant, students will be provided with frequent opportunities to connect the experiences of foreign or long-ago people with their own experiences as members of the human race.

1211 - Modern European History B: Topics in Modern European History, Recommended for Grades 10 & 11

This is an introductory survey of European history from c. 1500 to the Present, designed to examine many of the major themes and events in the region's history while offering opportunities for students to develop their critical reading, thinking, and writing skills. The emphasis in the course will thus be skill building rather than depth or breadth of coverage of historical periods. Each topic will be focused on the development of a particular critical thinking or writing skill, *i.e.*, thesis development, understanding cause and effect, making effective comparisons, assessing the validity of evidence, etc. The various topics, such as European exploration and expansion, the French Revolution, industrialization, nationalism, etc., will be approached through readings in the textbook as well as the close reading of short, selected primary sources. The level of difficulty of the readings and the expectations for the interpretation and analysis of primary sources will increase over the course of the year, corresponding to the development of students' critical abilities.

1212 - Modern European History**Recommended for Grade 10, but open to Grades 11 - 12**

This course is designed to impart a sound understanding of the major events and movements which have shaped Europe since 1400. The major themes of the class include the secularization of society, the importance of information, the development of the nation-state, the expansion of European civilization on a global scale, and the evolution of technology, economics, and politics and how they affected prevailing European social trends. Traditional history of 'great' men and events is considered alongside the history of 'every person,' including the experiences of women, children, the peasantry and the urban lower classes to present students with a broader scope that encompasses this epoch. Students will have frequent opportunities to analyze primary sources and interpret historical evidence in order to assess issues such as reliability, point of view, and personal bias in order to develop their own critical thinking skills. The course is designed in close collaboration with English 10 to ensure an understanding of historical events and philosophies, not merely as they are factually represented, but also as they are reflected in the literature of the period. Students also take part in frequent experiential and group-based activities.

1215 – United States History B: Topics in U.S. History**Recommended for Grades 11- 12**

US History B introduces students to topics in American history and offers them opportunities to develop their critical reading, thinking, and writing skills. Students will study, among other topics, early settlement and the foundations of American government, the challenges to and demands for democracy in the early nineteenth century, immigration, economic developments and their impact on foreign policy, the increasing role of government in the twentieth century, the Cold War and Vietnam, and the social movements of the postwar era. This course is designed for students who would benefit from more support and practice with their critical reading and writing and their analytical skills. The level of difficulty of the readings and the expectations for the interpretation and analysis of primary sources will increase over the course of the year, corresponding to the development of students' critical abilities. Students will use the writing process to practice basic research skills and essay writing, while also practicing their oral presentation.

1216 - United States History**Recommended for Grade 11**

This class exposes students to major events, personalities, and themes within the nation's history, not as a random collection of dates and places or a simple string of events, but rather as components of larger historical patterns. To illustrate these patterns, the course explores the following themes: cultural contact and the role of race, democratic foundations and challenges, the individual's role in the society, economic developments, and the nation's role in the world. In addition to their basic history text, students read selected articles by noted historians and various primary source materials. They write several analytical essays throughout the year, including two research papers. The course is closely linked to the English 11 American Literature class and the summer reading program, where students read a variety of texts to illustrate, reinforce, and elaborate upon what they have learned in history.

1218 - Advanced Placement: United States History (Offered in 2018-2019)**Grades 11 – 12*****Department Approval Only***

Advanced Placement United States History is the equivalent of a university-level introductory history course, uses university-level texts, and requires students to do far more reading and writing than in a standard course. Students

regularly give presentations and lead class discussion throughout the year, and must be prepared to participate meaningfully on a daily basis in far-ranging discussions of assigned topics. The course relies extensively on primary sources, both historical and literary, and emphasizes the development of each student's ability to write about American history using clear and effective generalizations, backed with specific historical detail.

All students are required to sit for the AP US History exam in May.

1220 - Advanced Placement: World History (Offered in 2017-18)

Grades 11 - 12

Department Approval Only

Advanced Placement World History is a university-level introductory course, uses university-level texts, and requires rigorous engagement with both primary and secondary historical sources. The course will be roughly chronological but occasionally will take the "long view" over several centuries, since even the most seemingly fundamental changes do not wipe out centuries of tradition overnight. In addition to the analysis of developments in individual states and regions, the primary emphasis, in accordance with the AP World History course guidelines, will be the analysis of patterns of contact and exchange (cultural, economic, social and political) over broad geographical areas and chronological periods. Strong emphasis will be placed on the use of primary sources, analysis of change over time, and the use of comparative frameworks to solve historical problems. Numerous essay assignments will be given in order to develop students' ability to write clear, effective, analytical prose.

All students are required to sit for the AP World History exam in May.

ELECTIVES IN HISTORY

NOTE: Availability of elective courses depends on enrollment and staffing.

Instead of concluding each of the semester electives with a traditional examination, teachers are encouraged to test their students' proficiency by means of portfolio assessment, in which students develop projects and/or papers to best represent their mastery of the material. Whenever possible, students are encouraged to make their portfolios interdisciplinary in nature. These courses do not meet distribution requirements. Availability of elective courses depends on enrollment and staffing.

1260 - Peace Studies (Year-long)

Grades 11 - 12

This course encourages the participants to examine and raise questions about peace, its relationship to justice, and the means by which it is maintained and promoted. Through journal writing, class activities, readings, and critical essays, students examine the concept of peace on personal, interpersonal, community, national, and international levels. To start out, discussions focus on the consideration of the obstacles to peace, the aspects of human nature that inhibit peacemaking, the ways in which individuals create images of other cultures and of enemies, and the use of language which obscures information or escalates conflict. The middle part of the course focuses on methods and skills for "making" peace. Topics for discussion and activities include conflict resolution, negotiation, mediation, and assertiveness training. Readings come from many disciplines and include authors like Alan Watts, Ronald Reagan, Martin Luther King Jr., Chief Seattle, and Langston Hughes, among others. The last part of the course is devoted primarily to a community service project. Students research and choose community service organizations to work at for six weeks of the second semester. In addition to this community-based work, weekly meetings with the teacher and with the class as a whole occur.

1272 - Current Events (One semester) (offered in 2017-2018)

Grades 11 – 12

This course is designed to develop, in upper school students, the good habit of paying attention to the world outside of themselves. Using a variety of media, students will develop their knowledge of global current events. Students will be required to participate regularly, both verbally and through short "low stakes" writing assignments. They will also be expected to prepare longer essays based upon the material that they have been exposed to. One major essay will be required per quarter. In lieu of a final exam students will be required to prepare a final presentation, with oral, visual, and written components. These presentations will be based upon issues of particular interest to each individual student. Ultimately, a primary goal of the class is to produce well-rounded and well-informed thinkers who appreciate the diversity of human experience, recognize the major challenges of our times, and have given thought to how these challenges might be met by the members of their own generation.

1274 - Introduction to World Religions (One semester) (offered in 2017-2018)

Grades 11 – 12

This course will introduce students to the world's major Eastern and Western religions. We will focus on the origins, beliefs, doctrines, and practices, while thinking historically and comparatively about them. What brought these

religions into being? What ethics do they share? What questions do they answer? What questions do they raise? How relevant are these questions and answers in today's world? We will explore these and other questions through the use of primary and secondary texts, films, art, guest speakers, and field trips.

1275 - Ethics (Year-long, with one semester option (Offered in 2018-2019)

Grades 11 - 12

(Pre-requisite- Ell IV)

This course will ask students to address questions such as: *What are your guidelines for living? How do you make conscious decisions in your daily lives? How do you control the direction of your moral compass?* This is an introduction to ethics, grounded in the analysis of the philosophical writings of Aristotle, Plato, Confucius, and others that comprise the basis of Western and Eastern ethical teachings. Once students have explored a wide range of ethical belief systems, they will consider the foundation of their own moral beliefs and examine the reasoning behind ethical choices by applying what they have learned to a variety of case studies, ethical dilemmas, and global controversies.

1277 - American Foreign Policy: 1895-Present (Offered in 2018-19)

Grade 12

(Prerequisite: U.S. History B, U.S. History, AP U.S. History)(**Grade 11 only with permission from the instructor**)

The causes and consequences of American involvement overseas will be applied to explain and evaluate past and present policies. The history of United States foreign policy in the 20th century is covered, including U.S. military policy, U.S. foreign economic policy, and U.S. policy on human rights and democracy. Finally, we will predict and prescribe for the future. What policies should the U.S. adopt toward current problems and crises? These problems include the war against Al Qaeda, ISIL and the wider war on terror; continuing U.S. involvement in Iraq; Iran; containing the spread of weapons of mass destruction and climate change; threats to global public health; human rights abuses; and more.

WORLD LANGUAGES PHILOSOPHY

In an interdependent world, the study of languages promotes communication with people of other cultures, a fuller participation in the global community and preparation to play an active role in a global economy. Through its course offerings, the Department of World Languages seeks to develop in students a degree of proficiency in listening, speaking, reading, and writing skills in French and Spanish. Latin instruction focuses on reading, translation, vocabulary building, and the principles of linguistic structure. The culture of the target language is presented as an integral part of language instruction.

In French and Spanish, students are expected to understand the spoken language, using familiar vocabulary and structures, at moderate speed, with occasional repetition. They are expected to speak the target language using pronunciation and intonation which can be understood by a native speaker, familiar with foreigners. The fluency of expression is expected to increase with each level. Students should be able to read and understand information appropriate for each level. They are expected to write with increasing accuracy and develop composition skills in the upper levels.

In Latin, students are prepared to read and grasp the fundamentals of grammar, syntax and translation. They are also taught vocabulary, classical history and culture, with the aim to expand their ability to integrate their lessons to their native language and culture. As in French and Spanish, such skills are expected to increase with each level.

At the beginners' level, the Department further aims to develop a basic knowledge of the geography and behavior of some cultures where the target language is or was spoken. In the upper levels, this expands to include the cultural heritage and literature of these cultures.

In an effort to address the different learning styles of the students, the Department promotes a multi-sensory approach and teaching methods, which are appropriate for the students' developmental stage. The principle of spiraling is applied to various aspects of the curriculum: knowledge and skills from one stage are recycled in increasingly sophisticated ways. Students are assisted in their progress through continuous feedback and opportunity to practice. The systematic inclusion of study and organizational skills fosters a daily routine which is an integral part of the cumulative effect of language learning.

Each student who graduates from MacDuffie must have successfully completed at least two consecutive years of study in one world language while enrolled in the Upper School. The second year must be at a higher level than the first. A year-end grade of at least C- is necessary in order to advance to the next level. Since the development of fluency demands a high investment in time, students are strongly encouraged to continue their studies into the offered advanced levels.

Many students at MacDuffie avail themselves of the opportunity to begin the study of a second world language. This enables them to gain a deeper understanding of linguistic structure, a more extensive vocabulary base and a heightened cultural awareness. However, terminating the study of language after only two years in order to begin studying a second is highly discouraged in most cases, since such short exposure does not enable the student to acquire a workable knowledge of either language.

All the offerings of the Department are year-long courses.

MIDDLE SCHOOL

The Middle School 6th and 7th grade "tour of language" offerings are 1 quarter rotations giving students the chance to experience each of our Upper School language courses at a sampling level. 8th grade students are then able to choose their course of study for the Upper School but may change their course sequence if they choose in the 9th grade. 8th grade language courses do not count for Upper School credit, but they provide students entering the 9th grade the following year with the necessary skills to enter into a level two class.

The following is a breakdown of the Middle School course sequences:

Language 6 Geography: 1 quarter each, "Tour of languages-Geography": Latin, Spanish, French, Mandarin

1412 – French

1413 – Latin

1414 – Spanish

1415 - Mandarin

Language 7 Essentials: 1 quarter each, "Tour of languages-Language Essentials" (brief cultural highlights, common phrases, vocabulary, numbers, etc.): Latin, Spanish, French, Mandarin

1416 – French
 1417 – Latin
 1418 – Spanish
 1419 - Mandarin

8th grade: full year level 1 choice of: Latin, Spanish, French, Mandarin (combined with Upper School level 1 language sections)

FRENCH

6th grade: Geography

Students are introduced to the physical modern Francophone World: capital cities, important regions (e.g. Alsace and Catalogne in France, etc.), major bodies of water, mountain ranges, climates, etc. Starting in France and its bordering Belgium, Luxembourg, Switzerland, Monaco, and Andorra, students will then move to French-Speaking Africa (and by proximity, learn bordering countries on the continent). In the Americas, regions of Quebec, Louisiana, and the Caribbean and Antilles Islands will follow. The tour ends in the East and South Pacific: Vietnam, Laos, Cambodia, French Polynesia and the New Caledonia Islands.

7th grade: Language Essentials

Students are presented with the basics of proper French pronunciation, greetings, and useful vocabulary (e.g. numbers, days of the week, months of the year, classroom objects, seasons, basic climate expressions, common animals, family, etc.) The course is taught primarily in English to build vocabulary as a primary focus rather than language structure.

8th grade: French I

This is a combined section with Upper School students and taught as it is currently in the Upper School French 1 class.

LATIN

6th grade: Geography

Students will tour the ancient Mediterranean world via a journey through the provinces of the Roman Empire. Along the way they will learn Latin geographical terms (*mare, terra, mons, via*, etc.) and will learn about important places in each region. The tour will include exploration of the ancient history and culture of each region as well as significant historical events (e.g., Caesar's conquest of Gaul, the construction of Hadrian's Wall). The locations of famous myths (e.g., Crete, Troy, Mount Olympus, the Pillars of Hercules) will also be included along with reading and discussion of selected myths. The tour will conclude with a survey of the modern countries that made up the territory of the Roman Empire and an exploration of the remnants of Roman civilization that continue to impact our contemporary world.

7th grade: Language Essentials

Students will learn how the ancient language of Latin continues to make an impact in the modern world through daily exposure to and discussion of Latin phrases used in contemporary English (e.g., *quid pro quo, nolo contendere, non sequitur, e pluribus unum*, etc.). They will learn the basics of Latin grammar and syntax through an introduction to the cases of nouns and their usage. They will begin to read simple Latin stories to learn how the language works, and build their Latin vocabulary. They will learn various English derivatives from Latin in order to build their English vocabulary as well.

8th grade: Latin I

This is a combined section with Upper School students and taught as it is currently in the Upper School Latin I class.

SPANISH

6th grade: Geography

Students are introduced to the physical modern Spanish Speaking World: capital cities, important regions (e.g. Cataluña, and Basque region in Spain; Altiplano and Pampas in South America, etc.), major bodies of water, mountain ranges, climates, etc. Our journey begins in Spain and the Iberian Peninsula and crosses the ocean to Central and South America. Lastly, students then study the regions of the United States that are densely populated with Spanish speaking communities.

7th grade: Language Essentials

Students are presented with the basics of proper Spanish pronunciation, greetings, and useful vocabulary (e.g. numbers, days of the week, months of the year, classroom objects, seasons, basic climate expressions, common

animals, family, etc.) The course is taught primarily in English to build vocabulary as a primary focus rather than language structure.

8th grade: Spanish I

This is a combined section with Upper School students and taught as it is currently in the Upper School Spanish I class.

MANDARIN

6th grade: Geography

Students learn about the People's Republic of China: the capital city and other major cities, provinces, rivers, lakes, and mountains in the country. Students also learn the differing climates, holidays, flora/fauna, and local products.

7th grade: Language Essentials

Students are introduced to some basic linguistic knowledge such as pinyin, tone marks, radicals, grammar, stroke orders, characters, common phrases and daily greetings. Students are expected to master certain characters in order to produce simple sentences. In order to enrich and solidify their knowledge, students will also be required to make simple greetings, create simple and daily dialogues, and write some notes in Mandarin.

8th grade: Mandarin I

This course is a combined section with Upper School Mandarin I students. Please refer to Upper School Mandarin I for more details.

UPPER SCHOOL

LATIN

1402 - Latin I

Grades 8 - 11

This first-year Latin course includes the preliminary study of Latin grammar, vocabulary and translation. Particular emphasis is given to early Roman history, Roman legends and mythology. Students are instructed in skills of vocabulary enhancement through a knowledge of derivatives and etymons.

1404 - Latin II (Prerequisite: Upper School Latin I)

This second-year Latin course includes a continuation of lessons in Latin grammar and sentence structure, additional vocabulary and more advanced translation. These translations serve to increase knowledge of Roman history and Classical civilization as well as to provide a preparation to read Latin literature. Particular emphasis is given to English vocabulary enhancement through the study of Latin etymons.

1411/1405 – Latin III/ Latin III Honors (Prerequisite: Latin II)

The third-year Latin course will continue the study of advanced Latin grammar and syntax while beginning the study of the literature of Latin writers such as Cicero, Livy and Ovid, The curriculum of these courses may prepare the students for the Advanced Placement examination in Latin in the following year.

1407/1409 - Latin IV (Honors/AP) (Prerequisite Latin III)

Students will read significant parts of Caesar's *Gallic War* and Vergil's *Aeneid*. The course will emphasize sophisticated understanding of the Latin language through comprehensive review of grammar and syntax, as well as the introduction of various literary devices and rhetorical techniques employed by prose and poetic authors. Students will also have the opportunity to read a number of authors at sight, in order to enhance their ability to read and comprehend Latin as well as prepare them for the sight passages on the AP exam.

At the invitation of the instructor, outstanding students in Latin have the option to prepare for the Advanced Placement Exams. They need to communicate their commitment to additional practice and preparation by the end of the first quarter. A student's AP status will be reviewed after the first semester exam.

FRENCH

1434 - French I

Grades 8 - 11

This course is an introduction to the French language and culture. The four basic language skills: listening, speaking, reading, and writing are developed, with a particular emphasis on oral communication, the acquisition of concrete vocabulary and basic grammar skills. This course is taught primarily in French.

1436 - French II

(Prerequisite: French I)

Continuing the emphasis on the acquisition of the four basic language skills, the course includes a foundation in grammar and syntax. The practical vocabulary is further expanded and classes are conducted primarily in French. Readings include texts pertaining to important regions in France and the culture and civilization of Francophone countries.

1440 –French III (Honors)

(Prerequisite: French II)

Students continue their study of grammar while practicing and expanding their oral and written skills. The emphasis is on vocabulary building and cultural awareness. Students read and analyze full-length works of different genres to introduce them to the contemporary French-speaking world. Authors from France (e.g. Antoine de St-Exupéry: *Le petit prince*), Canada, Africa, and the Caribbean are included. From this level on, classes are conducted in French.

1443 – French IV (Honors)

(Prerequisite: French III (Honors))

In the two alternating advanced French courses the four language skills continue to be developed and refined. Oral communication is practiced in class discussions based on reading assignments, current events and the students' awareness of them, and social media postings about current events in the Francophone world. Literary selections concentrate on the broader Francophone world as viewed in Africa, in Europe, and in the Americas. Students are introduced to the values of historical culture compared to modern cultural differences through pieces from La Fontaine's *Fables* and Ionesco's *Rhinocéros*. In addition, students are exposed to various media—predominately in the form of film—in order to promote cultural understanding.

1445 – French V (Honors)

(Prerequisite: French IV (Honors))

In the two alternating advanced French courses the four language skills continue to be developed and refined. Oral communication is practiced in class discussions based on reading assignments, current events and the students' awareness of them, and social media postings about current events in the Francophone world. Literary selections concentrate on the broader Francophone world as viewed in Africa, in Europe, and in the Americas. Students are introduced to the values of historical culture compared to modern cultural differences through pieces from La Fontaine's *Fables* and Ionesco's *Rhinocéros*. In addition, students are exposed to various media—predominately in the form of film—in order to promote cultural understanding.

1448 - French IV-V (AP)

(Prerequisite: French III Honors and/or French IV Honors)

At the invitation of the instructor, outstanding students in French have the option to prepare for the Advanced Placement Exams. They need to communicate their commitment to additional practice and preparation by the end of the first quarter. A student's AP status will be reviewed after the first semester exam.

SPANISH**1464 - Spanish I****Grades 8 - 11**

This course is an introduction to the Spanish language with emphasis on oral language comprehension and use, and with strong preparation in basic grammar and vocabulary. This course is taught in both English and Spanish.

1466 - Spanish II (Prerequisite: Spanish I)

This course is a continuation of Spanish I with increased emphasis on comprehension, speaking, reading, and original writing. Students receive an extensive exposure to Spanish grammatical structures. The practical vocabulary is further expanded. Listening skills are further developed through recordings of heritage speakers and communication activities. Classes are conducted primarily in Spanish with some English supplementation.

1470 - Spanish III (Honors) (Prerequisite: exemplary work in Spanish II and permission of the instructor)

In addition to the areas covered in the standard class, this course places greater emphasis on more sophisticated oral skills in class, as well as more in depth practice of advanced writing and literary skills. In addition, the honors students will read their first full length novel.

1473 – Spanish IV (Honors)

(Prerequisite: Spanish III Honors)

In Spanish IV, students spend a brief period reviewing advance grammar topics in association with current events and cultural lessons. Literature studies include the Diary of Cristobal Colon and Hernan Cortes and historical documents during the colonization period in the Americas. Other novel units include medieval Spanish literature

such as Cervantes' Don Quixote, and contemporary authors such as Sandra Cisneros and Carlos Fuentes. Spanish IV students also study the great Spanish artists and their works and are able to discuss their influences and impact on Spanish culture. Students ultimately learn about the Spanish Civil War through a film study of Pan's Labyrinth.

1477 – Spanish V (Honors)

(Prerequisite: Spanish IV Honors)

Spanish V enhances conversational skills through the study of film. Students will view Spanish language films such as *La Misma Luna*, *Machuca*, *Volver*, y *El Viaje de Carol*. Students will develop writing skills with advanced vocabulary and grammar as they analyze and compare current issues in immigration, gender equality, race relations, poverty and war.

1476 - Spanish IV-V (AP)

(Prerequisite: Spanish III/IV Honors)

At the invitation of the instructor, outstanding students in Spanish have the option to prepare for the Advanced Placement Exams. They need to communicate their commitment to additional practice and preparation by the end of the first quarter. A student's AP status will be reviewed after the first semester exam.

MANDARIN

1480 - Mandarin I

Grades 8 - 11

This course is an introduction to the Mandarin language with emphasis on oral language comprehension and usage as well as with initial character acquisition and preparation in basic grammar and vocabulary. Students will learn how to discuss a number of daily activities from introductions and greetings to talking about likes and dislikes in several areas of daily school and community life. Chinese culture and history are also emphasized at this foundational level.

1481- Mandarin II

Grades 9 – 12

(Prerequisite: Mandarin I)

This is a continuation of Mandarin studies in the Upper School.

OTHER WORLD LANGUAGES

Other World Languages

(Prerequisite: Permission of the instructor)

As a small school with a large international population, The MacDuffie School seeks to accommodate students' wishes to study literature in their native language, or study a world language not offered by our World Language Department. Local colleges offer more than 65 World Languages; we will work with these colleges to identify suitable external tutors. Tutors will be provided with the materials and resources necessary to offer MacDuffie's standard world language curriculum in a credit bearing tutorial. This service is generally available at an additional cost to families.

MATHEMATICS PHILOSOPHY

The MacDuffie mathematics curriculum is a program in which students can develop an understanding of the meaning of mathematical concepts and gain proficiency with the mechanics of mathematics. The curriculum provides experiences designed to help students move along the continuum from concrete to abstract mathematical representations. These experiences include continued development of arithmetic, algebra, geometry, and advanced concepts with a further goal of training students in the “language” of mathematics, thus preparing them for future work in math and science. MacDuffie’s math program treats problem-solving as an ongoing process, designed to help students bridge the gap between the theory of mathematics and its applications in the real world. Problems are presented in a manner which requires students to use their knowledge and understanding to resolve new situations. The introduction of historical references is designed to show students that mathematics is a human endeavor and to lead them towards a greater appreciation of the power of pure mathematical thinking. All math classes at MacDuffie encourage independent thinking and the willingness to take academic risks.

Although the school encourages students to study mathematics during all of their Upper School years, *all candidates for graduation from MacDuffie must take at least three math courses in grades 9 - 12*. The three courses must include the equivalent of Algebra I, Geometry, and Algebra II. If the required distributional courses are completed before a student has taken three courses in grades 9 - 12, he or she must continue to advanced math courses. Honors courses are offered as options for Algebra I, Algebra II, Geometry and Pre-calculus to provide capable students with opportunities for more in-depth work at each level. Those students who are ready to take a college-level calculus course may take AP Calculus. *Students must earn a course grade of at least C- to advance to the next level of mathematics*. Students enrolled in Algebra I Honors and in other math courses from Algebra II on, are required to have a TI-83 or TI-84 graphing calculator.

Note on math placement: International and other selected students entering MacDuffie are tested for math proficiency. Math placement is based on the test results and previous math achievement.

1300 - Math 6

Grade 6

This course is designed to promote an understanding of the decimal numeration system along with mastery of the basic operations with whole numbers, fractions and decimals. The course also introduces integers, percents and statistical analysis. The use of variables combined with the creation and solution of simple equations sets the foundation for abstract thinking. Various problem-solving techniques are introduced and utilized in all aspects of the course.

1302 - Math 7

Grade 7

This course is designed so that students can gain mastery of the basic operations of integers and rational numbers. More emphasis is placed on abstract thinking. The students learn to create and solve two-step equations and inequalities along with how to represent linear functions graphically on a coordinate system. Percents are presented through ratios and proportions as well as equations. In addition to basic problems, various applications of percents are studied. Students continue to do statistical analysis. Geometry skills include measurement and the development and use of formulas for calculating perimeter, circumference, area and volume. Problem-solving techniques continue to be developed and reinforced.

1314 - Algebra 1 (Honors) (dependent upon adequate student enrollment)

Grades 7 - 8

Department Approval Only

This is an Algebra 1 course designed for Middle School students who have solid arithmetic skills and whose pre-algebra introduction included manipulation of integers as well as positive and negative rational numbers. The content covers traditional first-year algebra material in greater depth. It also introduces students to topics from an Algebra II curriculum. Emphasis is on developing analytical skills through the use of problem-solving, proof and mathematical readings.

1312 - Algebra 1

Grades 8 - 10

This course analyzes the basic arithmetic concepts in an abstract way. The content includes integers and rational numbers, solving equations, operations with polynomials, graphing, systems of equations, ratios and proportions, factoring, quadratic equations, rational expressions, and radicals. The course introduces the students to the language of mathematics and teaches them how to translate from words to symbols. Continued emphasis is given to problem-solving and critical thinking. This course is normally followed by Geometry.

1330 - Geometry**Grades 9 - 11**

Geometry allows students to analyze their physical world mathematically as they are introduced to the language and symbolism pertaining to the subject. The content includes parallel and perpendicular lines, polygons, congruent triangles, ratios and proportions, Pythagorean Theorem, circles and arcs, as well as perimeters, areas and volumes. The mastery of these geometric concepts provides an excellent opportunity for utilizing algebraic skills. This course is normally followed by Algebra II.

1332 - Geometry (Honors) (dependent upon adequate student enrollment)**Grades 8 - 11***Department Approval Only*

The content for the honors level Geometry is similar to that of regular geometry but goes more in-depth and has a greater emphasis on the theoretical. Students learn to use inductive and deductive reasoning to develop logical chains of thought and to construct paragraph and two-column proofs. This course is normally followed by Algebra II with Trigonometry (Honors Level).

1316 - Algebra II**Grades 10 - 12**

This course includes a study of the real number system and its properties, the complex number system, linear equations and inequalities, relations and functions, polynomials, rational expressions, and quadratic functions. Students are also introduced to exponential and logarithmic functions, and trigonometric functions, identities, and graphs. Practice in analyzing and solving word problems is given throughout the course. This course is normally followed by Pre-calculus or Introductory Statistics.

1318 - Algebra II & Trigonometry (Honors)**Grades 10 - 12***Department Approval Only*

This course is designed for students who show mathematical aptitude and interest and would benefit from a faster paced curriculum. In addition to the regular content of a second-year algebra course, students do more in-depth work in trigonometry. The development of analytical skills is a continuous process with emphasis on problem-solving and the communication of mathematical ideas. Successful completion of the course may allow students to take Pre-AP Calculus.

1360 - Pre-Calculus**Grades 11 - 12**

The content and skills of this course are designed to prepare students for the study of calculus and advanced mathematics. Students also gain an appreciation for the use of mathematics in such areas as business and the social and biological sciences. Topics include trigonometry, functions (including exponential and logarithmic), analytic geometry, sequences and series, and an introduction to calculus. The purpose of this course is to gain an understanding of the development of mathematical concepts and theorems as well as the ability to interpret real-life situations using the symbolic and graphic languages of mathematics. Emphasis is placed on the skills of analysis and synthesis of mathematical ideas. Students learn to draw on a variety of past experiences as a means of creating mathematical models.

1364 - Pre-AP Calculus (Honors)**Grades 11 – 12***Department Approval Only*

This course is designed to prepare students for the AP Calculus course. Emphasis is on functions and graphing. Topics include polynomial and rational functions, trigonometric functions, exponential and logarithmic functions and analytic geometry. Students in this course focus on the development of mathematical concepts and theorems. The curriculum is rigorous and provides students with a broad, but in-depth, foundation for advanced study in mathematics. The final quarter of the year will be spent on an introduction to calculus, including limits and derivatives.

1366 – Calculus (Honors)**Grades 11 – 12***Department Approval Only*

Students who have successfully completed Pre-Calculus may opt to take this introductory Calculus Course. Students in this course learn to find derivatives and study definite and indefinite integrals. Emphasis is on how basic calculus concepts can be applied to business, economics, the life sciences, and other fields.

1368 - Advanced Placement Calculus AB (AP)**Grades 11 - 12***Department Approval Only*

Following the recommendations from the “Advanced Placement Course Description” published by the College Board, this course includes: differentiation of polynomials, exponential and logarithmic functions, explicit and implicit differentiation, applications of the derivative including curve sketching, maxima-minima problems, motion problems, and related rates.

The Fundamental Theorem of Calculus and techniques of integration are covered as well as applications of the definite integral including area under the curve, volume, and differential equations.

Students are required to take the AP exam at the conclusion of the course.

1370 - BC and Multivariable Calculus – (AP) (Full year course)

Grades 11 - 12

(Prerequisite: AP Calculus)

Department Approval Only

This AP level course will cover topics from the BC AP Calculus syllabus: parametrized curves, polar and vector functions, Euler’s Method for solutions of differential equations and L’Hôpital’s Rule. Applications of integrals will be included, as well as polynomial approximations and series, most notably the Taylor Series. The course will continue with an introduction to Multivariable Calculus: partial derivatives, multiple integrals, and ultimately vector calculus.

Students are required to take the AP exam at the conclusion of the course.

1380 - Introductory Statistics

Grades 11 – 12

(Prerequisite: Algebra II)

Statistical ideas and statistical reasoning and their relevance in our world today are the focus of this course. Students learn to collect, organize, and display data; to use appropriate statistical methods to analyze that data; and to develop and evaluate inferences and predictions that are based on the data.

1382 - Advanced Placement Statistics (AP)

Grades 11 - 12

Department Approval Only

This course follows the syllabus recommendations published by the College Board. The course is divided into four major units: Organizing Data, Producing Data, Probability, and Statistical Inference. The first unit, Organizing Data, covers graphing and data presentation along with descriptive statistics, correlation, and regression. The unit on Producing Data delves into the processes involved in sampling, surveys, experiments, and simulation. The Probability unit discusses the rules of general probability and randomness, and how these apply to the most common types of variable distributions. The last unit, Statistical Inference, ties all these ideas together by showing how to make conclusions with confidence based on available data.

Students are required to take the AP exam at the conclusion of the course.

ELECTIVES IN MATH

1387 – Programming (Coding and Gaming with Python) (One semester)

Grades 10 - 12

The class will be designed to help students with little or no programming experience to learn the basics of building simple interactive applications. The language the class will be focusing on, Python, is an accessible but high-level computer language that is used in numerous other computational courses, websites like YouTube and Google, and computer games like EVE Online and Civilization.

1383 - Computer Science Principles (AP)

Grades 11 - 12

Department Approval Only

This course prepares students for the College Board’s AP exam. Students will learn the foundations of Computer Science with an emphasis on real-world applications. The App Inventor language will be used to introduce students to programming as well as to allow them to design their own applications for Android devices. Communication and collaboration will be critical elements as students are challenged to use data and technology to solve problems.

Students are required to take the AP exam at the conclusion of the course.

SCIENCE PHILOSOPHY

Science is everywhere and in everything! Our department philosophy is to help students to recognize the relationships between science disciplines and to appreciate the relevance of science in their everyday lives. Constructivist activities help students to internalize concepts which build sequentially from the Middle School curriculum through our Upper School courses.

Facilitating the process for students to become effective thinkers and problem solvers guides our coursework. Learning to ask questions, make observations, set up control experiments and document and interpret data all contribute to helping our students use the tools of science to draw appropriate conclusions for themselves. The collaborative nature of scientific work is strongly reinforced through frequent group activities in the classroom. Effective written and oral communication skills are emphasized as well as research skills and the use of appropriate technology.

The Middle School science curriculum emphasizes "hands-on" experiences for students. It is the intent and purpose of the Middle School curriculum to integrate science with the other academic disciplines.

The Upper School has adopted an inquiry-based learning philosophy to continue the "hands-on" experience. For most courses, experiments and demonstrations have been developed to support each topic. The Upper School has also adopted a physics first course sequence favored by many science educators. Modern science more naturally builds from physics, with physics informing the understanding of modern chemistry. Together, they allow the learning of modern biology, a subject area that has grown dramatically in scope and depth from incorporation of the other two science disciplines. Throughout the Upper School curriculum, the interdisciplinary nature of science is emphasized.

While two years of laboratory sciences are required in the Upper School, it is recommended that students experience all three of the major disciplines - physics, chemistry and biology. Students are encouraged to continue their science learning experience and complete four years of science instruction by taking any of the department's numerous electives.

MIDDLE SCHOOL

1500 - Life Science

Grade 6

Igniting the spark of scientific curiosity is the goal of sixth-grade science. Topics in this course center on life science and the classification kingdoms of animals, plants, protists, fungi, and bacteria. Numerous hands-on activities and labs are included to enhance student experiences using compound microscopes and other lab equipment, scientific methodology and metric measurement. Students may watch the beauty of nature unfold as seeds that they have planted grow indoors to be transplanted later into the community garden.

1502 - Earth Science

Grade 7

Science in the seventh grade focuses on the study of the chemical and physical processes of the Earth. Topics investigated during the year include earth structure, matter, rocks, minerals, plate tectonics (including volcanoes and earthquakes), and fossils. Environmental issues are explored from a global perspective. Emphasis is placed on continued development of laboratory skills and reporting. There is an integrated unit on orienteering as well as reports on mineral properties using spreadsheets. Research on various developments of the Earth's surface, and computer simulations, are used to develop further scientific knowledge.

1504 - Space and Physical Science

Grade 8

Science in the eighth grade focuses on space and physical science. The emphasis of study shifts from the Earth-moon-sun relationship to the greater neighborhood of the solar system and then to the farther reaches of the universe. Using primarily inquiry-based learning, students will perform research concerning such topics as electromagnetic radiation and the electromagnetic spectrum, Kepler's Laws, and Hubble's Law. Laboratory skills become more important during the year with emphasis on technique and reporting skills.

UPPER SCHOOL

1506 – Physical Science**Grade 9**

This course is designed for students who have not yet taken a course in algebra and/or who have not had extensive hands-on laboratory experience. The emphasis is more conceptual and less math-based than the Conceptual Physics course, allowing students to develop their problem solving and laboratory skills to a level needed for further study in the sciences. Hands on, inquiry based laboratory experiments and demonstrations are integral components of this course and are a part of every unit. Students are introduced to basic laboratory equipment and techniques. The students will also learn about the scientific research process and laboratory report writing. Throughout the course, emphasis is placed on relevance between coursework and its application to everyday life.

This is a laboratory course and meets five periods per week.

1508 - ELL Integrated Science**Grades 9 – 10**

This course, designed for English language learners with minimal science laboratory experience, integrates the disciplines of physics, chemistry, and biology by emphasizing the commonalities and relationships between the different disciplines. The course introduces the fundamental concepts and vocabulary of the physical and life sciences through the use of scientific inquiry activities. Basic laboratory equipment and techniques will be introduced and used to explore concepts. Additionally, stress will be placed on communicating scientific concepts through written and oral expression, and enhancing the students' ability to read scientific text in English.

This is a laboratory course and meets five periods per week.

1510 - Conceptual Physics**Grades 9 - 12**

This is the foundation course for all Upper School science. Taking a conceptual approach, this course focuses on logical understanding of physics concepts and their applications. Along the way, the students learn basic mathematical methods for solving physical problems and how to make complete logical explanations of their solutions. They are introduced to numerous physical applications of algebra, geometry, and trigonometry in the real world. The two semesters are devoted to the laws of motion, as well as topics on the states of matter, heat, sound, light, electricity, and magnetism. The laboratory experience is an integral component of the course. Hands-on experiments and demonstrations are tailored to each topic. Inquiry based laboratory experiments are included as part of every unit to help the student integrate the knowledge being learned. Students are introduced to basic laboratory equipment and techniques. The students will also learn about scientific research and communication, including laboratory report writing and scientific presentation.

This is a laboratory course and meets five periods per week.

1520 - Conceptual Chemistry**Grades 10 - 12**

This course investigates the traditional concepts of chemistry without the need for mathematical sophistication. With each unit of study building on the previous one, the student's chemical knowledge grows and is intertwined with an added emphasis on its relevance to everyday life. Covered topics include atomic structures and properties of matter, the periodic table, chemical reactions and bonding, acids and bases, and the chemistry of life. The laboratory experience is an integral component of the course. Hands-on experiments and demonstrations are tailored to each topic. Inquiry based laboratory experiments are included as part of every unit to help the student integrate the knowledge being learned. Students are introduced to basic laboratory equipment and techniques. The students will also learn about scientific research and communication, including laboratory report writing and scientific presentation.

This is a laboratory course and meets five periods per week.

1522 – Chemistry (Honors)**Grades 10 - 12**

(Prerequisite: Conceptual Physics, and ELL IV)

Department Approval Only

This course provides an in-depth investigation of chemical concepts coupled with the quantitative rigor necessary to prepare for a college course. Its fast-paced, mathematically-based investigation includes topics such as atomic structure, chemical equations, stoichiometry, periodic relationships, bonding, kinetics, thermodynamics, acids and bases, electrochemistry, and organic chemistry. The laboratory experience is an integral component of the course. Hands-on experiments and demonstrations are tailored to each topic. Inquiry based laboratory experiments are included as part of every unit to help the student integrate the knowledge being learned. Students learn the requirements for keeping a laboratory notebook and for writing laboratory reports for college level science courses.

This is a laboratory course and meets five periods per week.

1530 - Biology (College Preparatory)**Grades 11 – 12**

(Prerequisite: Chemistry)

In this survey course of the study of living organisms, students develop an understanding of the complexity of living things and an appreciation for the diversity of life on Earth. Covering biochemistry, cytology, classical and molecular genetics, ecology, evolution, biodiversity, green plants, and human body systems, students study how

structure relates to function, and how organisms adapt to their changing surroundings. There is an emphasis on scientific methodology as it is applied to problem solving and the development of effective lab skills. A major dissection of the fetal pig is included as part of the laboratory experience.

This is a laboratory course and meets five periods per week.

1532 Biology (Honors)

(Prerequisite: Honors Chemistry, and ELL IV)

This course is an introduction to the study of life from the molecular and cellular levels through to the organization of the human body. Organic chemistry, biochemistry, cytology, classical and molecular genetics, evolution, biodiversity, green plants, body systems, (including a detailed study of those of the human) are stressed as unifying concepts. A primary goal of this course is to further develop the skills necessary to search for scientific solutions to biological problems. A major dissection of the fetal pig is included as part of the laboratory experience.

This is a laboratory course and meets five periods per week.

Grades 11 - 12

Department Approval Only

ELECTIVES IN SCIENCE

NOTE: *Availability of elective courses depends on enrollment and staffing.*

The Science Department offers a series of advanced topics and AP courses based on student interest and availability of qualified faculty. Student preferences, indicated in the spring, influence course offerings for the following year. Below are descriptions of the electives regularly offered by the department.

1540 - Environmental Science (Full year)

(Prerequisite: Physics, Chemistry, and Biology)

This course covers studies in ecology and environmental issues. The ecology portion deals with the ways living organisms and their non-living environment are inseparably interrelated and interact with each other. The concept of the ecosystem and bio-geochemical cycles are the main focal points of this part. Environmental issues cover major concerns facing the Earth, such as overpopulation, use of nuclear energy, global warming, solid waste disposal and recycling, acid rain and use of pesticides. The final assessment combines all the skills and information learned from various field exercises, such as population density studies, microclimate investigations, water sample analysis, wildlife identification, and soil sample surveys. The class also does a study of the local Hemlock trees and sends the data to the researchers at Harvard Forest to correlate with the studies done there on Hemlock tree pests.

This is a laboratory course and meets five periods per week.

Grades 11 – 12

1543 – Forensics (Full year)

(Prerequisites: Physics, Chemistry, Biology and ELL IV)

Forensics is a fast paced multidisciplinary course that bridges science based inquiry and the criminal justice system. This course utilizes lecture, extensive laboratory activities and experiments, scientific literature/case studies and an in depth study of a famous murder trial in a context which will allow each student to apply the scientific method to develop his/her writing, problem solving and critical thinking skills. This all happens within a biological context that uses inquiry-based laboratory investigations and analysis. Students will apply the foundations of biology and chemistry in order to process and analyze evidence used to solve mock criminal investigations. To do this, the students will use a wide range of modern day laboratory techniques. Topics covered will include crime scene analysis of various physical/chemical evidence types, such as lipsticks and inks, and will also involve the development of skills in microscopy, chromatography, hair/fiber/glass investigation, fingerprint and comparative document analysis, and entomological, anthropological, and serological examination. Inquiries into the use of firearms/ballistics, drugs/toxicology, and DNA gel electrophoresis will also be undertaken. Students will be required to keep a detailed notebook, which will be the basis for their lab reports and serve as a valuable source of evidence for court trials in criminal cases.

This is a laboratory course and meets five periods per week.

Grades 11 – 12

1542 - Anatomy and Physiology (Honors) (Both semesters)

(Prerequisite: Chemistry, Biology, preferably Honors Biology, and ELL IV)

This fast-paced semester course focuses on how body structures relate to function and how body systems work together to maintain a functioning organism. The course begins by reviewing basic organic chemistry and biochemistry, includes a review of cell structure and histology of human tissues, and then goes on to basic human anatomy. The major body functions involved with the following systems are explored: respiratory, circulatory, nervous, digestive, immune, reproductive, skeletal, excretory, muscular, and endocrine systems. As a clinical course,

Grades 11 - 12

Department Approval Only

there are weekly labs that augment textbook reading, current journal articles, on-line exploratory activities, and an independent research project.

This is a laboratory course and meets five periods per week.

1513 - Advanced Placement Physics 1 (AP) (offered in 2016-2017)

Grades 11 - 12

(Prerequisites: Physics, Honors Chemistry, and Algebra II)

Department Approval Only

This course follows the syllabus recommendations published by the College Board and is the equivalent to a first-semester college course in algebra-based physics. It is a problem-solving oriented course and takes a rigorous mathematical approach to physical concepts. Students are taught techniques and approaches for problem solving through the use of real-life examples and applications. The course attempts to give students a thorough understanding of the basic concepts of Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. The course is non-calculus based, but does introduce the origins of calculus in the classical presentation of mechanics. Hands-on laboratories are an integral part of learning physics and laboratory experiments are performed in support of the topics covered in the course.

This is a laboratory course and meets five periods per week.

Students are required to take the AP Physics 1 exam at the conclusion of the course.

1514 - Advanced Placement Physics 2 (AP) (offered in 2017-2018)

Grades 11 - 12

(Prerequisites: Physics, Honors Chemistry, and Algebra II)

Department Approval Only

This course follows the syllabus recommendations published by the College Board and is the equivalent to a second-semester college course in algebra-based physics. It is a problem-solving oriented course and takes a rigorous mathematical approach to physical concepts. Students are taught techniques and approaches for problem solving through the use of real-life examples and applications. The course attempts to give students a thorough understanding of the basic concepts of fluid mechanics; thermodynamics; electricity and magnetism; optics; and atomic and nuclear physics. Hands-on laboratories are an integral part of learning physics and laboratory experiments are performed in support of the topics covered in the course.

This is a laboratory course and meets five periods per week.

Students are required to take the AP Physics 2 exam at the conclusion of the course.

1525 - Advanced Placement Chemistry (AP)

Grades 11 - 12

(Prerequisites: Physics, Honors Chemistry, and Algebra II)

Department Approval Only

This course follows the syllabus recommendations published by the College Board. Building on the theories and laws learned in Honors Chemistry, this first-year college level Chemistry course delves into the concepts and applications of quantum theory to chemical bonding and molecular structure, the properties of gases, liquids and solids, solution chemistry, acid-base theory, kinetics, chemical equilibrium, thermochemistry, electrochemistry, and organic and polymer chemistry. The emphasis of the course is on chemical problem solving. During laboratory sessions, hands-on experience is gained in classic wet chemistry techniques, along with basic spectroscopic and electrochemical methods.

This is a laboratory course and meets five periods per week.

Students are required to take the AP Chemistry exam at the conclusion of the course.

1549 - Psychology (One semester)

Grades 11 – 12

(Prerequisite: ELL IV or Equivalent)

Psychology is the interdisciplinary science of human behavior and one of the most popular courses of study in American universities. It is the what, why, and how behind our thoughts and actions. This class serves as an introduction to the field, covering its history, foundational principles, and most influential figures. Concepts will be presented along with memorable examples, and an emphasis will be placed on material that is relevant to high school students. Students will practice critiquing articles on research findings from various sources and think critically about how they and others conceptualize the effects of mental processes on human behavior. At the end of the semester, students are guaranteed to have a better understanding of themselves, others, and the world.

ARTS PHILOSOPHY

The purpose of Art Education at MacDuffie is to facilitate the student's need for self-expression, to build self-confidence, and ultimately to enhance the student's life.

We teach the skills and knowledge necessary to create and appreciate visual and performing art. Students develop creative thinking skills, work collaboratively, express ideas in verbal and nonverbal ways, and present a finished product. Our instructors are teaching artists who expose the students to various art forms inside and outside of the classroom.

MIDDLE SCHOOL ARTS PROGRAM

The Middle School Arts Program reinforces the integrated Middle School Curriculum. Students not only use the skills developed in the other classes, but they learn to appreciate the relationships between visual and performing arts. Middle school students study each all four arts at each grade level and are required to take either Middle School Band or Middle School Chorus.

1631 – Middle School Band

Grades 6 – 8

The middle school band program is a place for students in grades 6-8 to come together and play. This instrumental ensemble focuses on teamwork and the ability to listen and play as a group, as well as development of eye-hand coordination through note reading and instrumental technique. A variety of musical styles are explored and performed. Students participate in both the Winter and Spring Concerts. Groups may be divided into beginner and advanced tracks.

1632 - Middle School Chorus

Grades 6 - 8

This chorus is a place for students in grades 6-8 to come together and sing. This beginning-level choir addresses such areas as vocal health, breathing, diction, pitch, tone, rhythm, harmony, phrasing, dynamics, blending, energy, posture, performance preparation, working with sheet music/musical notation, and expression through singing. A variety of musical styles are explored and performed. Students participate in both the Winter and Spring Concerts.

SIXTH GRADE

1600 – Dance 6

This movement based course introduces students to the elements of dance. Students study the concepts of space, time and energy through modern technique, Bartenieff Fundamentals, anatomy and improvisation to find connection between dance and the physical body. The course culminates with a movement based project on how dance connects personal body awareness.

1610 - Visual Arts 6

In the sixth grade visual arts, students use life studies to create two and three-dimensional artwork out of various materials. Students focus on basic observation, drawing, sculpting, and painting skills to create artworks. An emphasis is put on texture, balance, proportion, scale and unity of an artwork. Students demonstrate the skills they have learned through tangible artworks such as drawings, paintings, sculpting, architecture, and graphic design. While subject matter varies, students create several artworks that display an understanding of basic technique and skill of visual arts materials.

1619 - Theater 6

In Theater 6, students will be introduced to the world of theater. They become acquainted with basic stage terminology and theater craft. Over the course of this class, students use performance based improvisational activities to become more comfortable being on stage and interacting with fellow students. An emphasis is put on plot and character design through a variety of these improvisational activities. Students demonstrate their skills through class participation in activities that help reinforce theatrical growth and development.

1626 – Music 6

The sixth-grade course will concentrate on learning about the history of American music, including Native American music, folk, blues, country, jazz, and musical theatre. In addition to this focus, sixth graders will also begin gaining skills for reading, writing and understanding music notation, including pitch, rhythm, music symbols and terms and orchestral instruments. Students will regularly be applying these skills in the classroom with the use of keyboards and rhythm instruments, group singing and listening.

SEVENTH GRADE

1602 – Dance 7

Seventh-grade students continue to develop movement based practices and begin to explore dance from historical and cultural perspectives. Students are introduced to different styles of dance such as Ballet, Jazz, Hip Hop, African and other world forms throughout the quarter culminating with a final movement/written project on a particular genre of dance.

1612 - Visual Arts 7

In the seventh grade visual arts, students begin to explore symbolism and imagination to create artworks of self-expression. Students focus on proportions, scale, balance, emphasis, illusion, and color to create artworks in subjects of drawing, painting, sculpting, design, and architecture. Students continue their focus of life studies in the study of animals, expression, communication through art, and invention. Students' final artwork will demonstrate drawing skills in shading and value, proportion, scale, and contour lines and several sculpting and painting techniques learned throughout the course. The seventh grade visual arts course integrates the middle school academic program as much as possible.

1620 - Theater 7

In Theater 7, students learn basic origins of theater, with a focus on ancient Greece and ancient Rome. Students will work creatively on cooperative activities using improvisational theater games. Students study the structure of a play, again with a focus on ancient Greece and ancient Rome, through table reads of various scripts. The play structure, and it's similarities to the short story, reinforces the English curriculum. The course culminates in the major project of a stage reading of a play with classical elements and topics.

1628 – Music 7

The seventh-grade music course will concentrate on learning about the history and iconic artists of the 50s, 60s and 70s including Rock'n'Roll, the British invasion, Woodstock movement, Rock and Soul. In addition to this focus, students will also continue basic (to intermediate level) skills for reading, writing and understanding music notation, including pitch, rhythm, music symbols and terms. Students will apply these skills in the classroom regularly with the use of keyboards, rhythm instruments and singing.

EIGHTH GRADE

1614 - Visual Arts 8

In eighth-grade visual art students review and expand study on technical skills in drawing, painting, sculpture, graphic design, and social/political art. Throughout the course students focus on details and continue their observations of life studies, texture, proportions, value, line and color. Students research the different artists and artworks displaying social and political statements and then design their own individual artworks and theories based on a social or political issue in today's world that affects a large population of people. Students create a cohesive presentation about the issue they are most passionate about using skills learned throughout the semester. Final culminating projects are displayed and verbally presented to teachers, family, and friends during the Eighth Grade Rite of Passage.

1622 - Theater 8

In Theater 8, students expand their communication, cooperation, and organizational skills. Beginning with basic stage terminology and theater craft, students immediately become immersed in a theatrical workshop inspired course. Students select a social issue to center their theatrical piece on, and quickly move into internet and literary research to form a deeper understanding of the selected issue. Throughout the quarter, students use improvisational activities, character studies, and empathetic exercises to create a full scale production. At the end of the quarter, the class presents their original play, based on the chosen issue. Theme and style of the play varies from, depending upon curriculum and interests of the students.

1630 – Music 8

The eighth-grade course will concentrate on learning about music from around the world including the Middle East, India, China, Africa, Europe, and Latin America. In addition to this focus, eighth graders will also continue working towards gaining an intermediate (to advanced) level of skills for reading, writing and understanding music notation. Students will regularly be applying these skills in the classroom with the use of keyboards, rhythm instruments, and group singing. The students will perform a piece of choice for their rite of passage at the end of the year.

1604 -Dance 8

In eighth-grade, students are introduced to choreography through elements of dance, dance structures and choreographic devices. Students explore and plan choreographic studies while learning to organize and develop artistic ideas and work; culminating in a collaborative dance to be presented at the end of the course.

UPPER SCHOOL ARTS PROGRAM

Students in the Upper School are required to take a minimum of two years (2 credits) of art for graduation. The art credit (s) may be in visual or performing arts or a combination of the two. Students who enter MacDuffie in grade 9 and 10 are required to take “Arts in Perspective” as a prerequisite for the individual electives in the arts. If a student has been enrolled in the MacDuffie middle school program and has maintained a C- (or above) average in his/her art courses, he/she is not required to take “Arts in Perspective” but would be allowed to select any of the arts electives.

Art in Perspective

1649 – Music

1650 – Dance

1651 – Theater

1652 – Art

In this year long course, students are introduced to music, visual art, theater, and dance at the MacDuffie School. They study concepts in each discipline, for a quarter, in order to understand the creation and contributions of art in society. By engaging in each discipline through theory and practice, students form technical skills and artistic literacy through projects and activities. This class gives students exposure to each artistic discipline to better inform their choice arts elective in the future.

VISUAL ARTS PROGRAM

1653/1654 - Visual Art

Grades 9 - 12

Each semester-long art course covers skills, knowledge, composition, and application. The students work on a range of projects using a variety of materials. Students work in an informal setting on large tables with separate work areas for the specialized arts. Students have storage spaces for their works in progress. Art history integrates with the studio arts throughout the various courses. Students’ artwork is displayed on a regular basis. The courses can sometimes be customized to meet the particular needs of a student, for example drawing for architects, fantasy drawing, or drawing nature.

Visual Art Semester Courses:

Acrylics	Applied Art History	Architecture	Cartooning
Color Pencils	Drawing	Fashion Design	Fiber
Glass	Graphic Design	House Design	Ink
Interior Design	Jewelry	Landscape Design	Leather
Painting	Paper	Pencil	Photography
Portfolio	Sculpture	Senior Art	Watercolors

DANCE PROGRAM

1643 –Modern Dance Level I - Full Year Course 1 Credit

Grades 9 - 12

Modern Dance I is open to all upper school students regardless of experience. Students are introduced to concepts in various modern dance techniques; using improvisation, choreography, Laban Movement Analysis, Bartenieff Fundamentals, and anatomy to establish sound technique and performance skills. The course combines theory and practice through reading, writing, viewing and choreographic studies. The class culminates with a group dance at the end of each semester to be performed in the annual Concerts.

**Please note- this class also fulfills a student’s Physical Education requirement.*

1644 - Modern Dance Level II - Full Year Course 1 Credit

(Prerequisite: Modern Dance Level I)

Modern Dance II offers students a deeper understanding of the physical practice of movement and theory of dance. Emphasis is on the discovery of skills to develop the articulation, alignment and expressiveness of the body; creating a safe environment for exploration, risk-taking and self-expression; building a thorough movement foundation. The class culminates with a group dance at the end of each semester to be performed in the annual Concerts.

**Please note this class also fulfills a student’s Physical Education requirement.*

1645 - Choreography – (Second semester only)

(Prerequisite: Modern Dance I or with permission of instructor)

This course aims to enrich students' knowledge about the craft of choreography. Through the creative process, students explore components of composition used in solo, duet, and group works. Emphasis is placed on using tools for identifying, selecting and utilizing a variety of source material through the use of choreographic devices, structures, improvisation for generating movement and creating meaning based on elements of body, energy, space, time and weight. This course culminates with a final piece to be presented at the annual Spring Dance Concerts.

**Please note this class also fulfills a student's Physical Education requirement for one semester.*

THEATER PROGRAM

1660 – Acting

Acting is a year-long course. No previous acting experience is required to enroll in this class. Students become acquainted with basic stage and theater terminology. They study basic acting craft. They develop the necessary skills for researching and performing a role. The primary methods for learning these skills are improvisation, written assignments, rehearsals, and classroom exploration exercises. The first semester is devoted to contemporary theater; each student does in-depth work to prepare a contemporary monologue for performance and then with a partner a contemporary scene. The second semester moves into classical theater, where each student does comprehensive written and creative work to learn a classical monologue (usually a Shakespearean piece) and a classical scene for performance usually Greek, Restoration, or Comedy of Manners. (Enrollment in Acting class will also satisfy the Public Speaking requirement. Acting is a full year course and fulfills an arts credit as well).

1664 - The Acting Ensemble Honors (Advanced Acting)

By Department Approval Only

This is a year-long academic advanced level theater and acting class that prepares the more serious-minded student for college level work in theater. The class meets four days a week, but extra rehearsal time is often necessary for productions. This class works with the techniques of theater practitioners Constantine Stanislavski, Sanford Meisner, and Rasaboxes, Acting Ensemble explores physical theater approaches. The students in this course write, direct and perform their own one-act play and the class produces a show with the intent of taking it on tour to area schools. The final exams are in the form of large projects, which change as students progress from year to year. Each year, returning students confront new challenges and develop as a performing artist.

MUSIC PROGRAM

1646 – Upper School Chorus - MacDuffie Singers

This year-long choral performance course works toward well-rounded vocal musicianship by strengthening students' skills in such areas as enunciation, breath management, posture, resonance, sight-singing, part-singing, understanding music notation, and performance techniques. Students gain experience with repertoire that represents various cultures and musical genres and get the opportunity to sing as soloists. The singers perform at school events, concerts and assemblies as well as concerts outside of school. Advanced singers get the opportunity to participate in regional and all-state choral festivals.

1673 – Music Ensemble

The ensemble is open to students with previous instrumental experience with the goal of providing practice and performance opportunity as well as preparing them for a college level ensemble. Depending on the instrumentation and interest of the students, the repertoire can include Rock, Jazz, and Classical music. Students work with professional coaching to develop and deepen their instrumental technique, musicianship, ear training and artistic expression. Students also get exposure to a variety of musical practices, taking on complex classical techniques, learning to play by ear, reading chord charts and improvisation techniques. The ensemble performs in all school concerts as well as events and assemblies.

1661- Music Theory, Composition and Production - Offered in 2017-2018

In this year-long course students learn the ability to understand, analyze and create their own music, both on paper and computer software. During the first semester, student review theory principles of how music is constructed; scales, key signatures, chords, voice leading, analysis, harmonic progressions and Jazz theory. Students practice ear training, basic keyboard skills and listening techniques to apply the material. Students then use these principles to compose their own pieces. The second semester focuses on recording and digital music production. It covers digital music concepts such as understanding the production software, beat design, sampling, sound manipulation, live recording, mixing and post production. This portion is more self-directed, as students work on original pieces individually with teacher's input and guidance. The final project will include creating original tracks incorporating

set guidelines of complexity and knowledge of techniques. This course may be followed by AP Theory. Students who previously took theory or production may take a semester credit or complete full year course with adjusted requirements upon individual basis.

1675 – Guitar Skills - (One semester) Offered in 2017-2018

Grades 9 - 12

This class is geared towards beginners and early intermediate guitar players. In this group guitar class, students will learn chords, scales and basic techniques as well as notes, charts and tab reading skills. Students will practice together and will gain not only instrumental skills but also the ability to listen to each other, play together and develop musicianship. Students must provide their own guitar and are expected to practice daily as part of their homework. A final project will include some form of performance. This course may be repeated with adjusted assignments at a higher level.

1676 - Keyboard Skills - (One semester) - Offered in 2017-2018

Grades 9 - 12

(Prerequisite: Previous musical knowledge, Arts in Perspective course helpful)

This course provides students interested in learning basic keyboard the opportunity and framework to gain the skill. The group class will focus on developing coordination, dexterity, note reading, chart reading and musicianship. The class will alternate between allowing individual practice with teacher's help and input and group playing, reinforcing listening and teamwork skills. A final project includes a performance of an intermediate piece of choice in front of the class or assembly. This course may be repeated with adjusted assignments at a higher level.

1662- Music History and Appreciation - Offered in 2018-2019

Grades 9 - 12

This course is designed for students who enjoy listening to and discussing music and does not require a music background. In this course we will take an in-depth look at noted musical icons and their life's work. Students will investigate the evolution of music history, genres, trends and pop culture. The first half is dedicated to classical music, as student learn to identify, appreciate and discuss notes works and composers. The second half of the year covers contemporary music icons throughout 20th century, from rock'n'roll, classic rock, soul and hip-hop. Students walk away with enriched knowledge of musical styles, iconic songs and the vocabulary to discuss and appreciate music and its evolution to the music of today. This is largely a discussion class which includes plenty of listening, live videos, concerts and documentaries.

1663 - Advanced Music Theory (AP) - Offered in 2018-2019

Grades 11 - 12

This year-long advanced course assumes a solid grounding in the basics of music theory – notation, scales, rhythms, and chords – and explores the vocabulary of tonal music theory in depth. Students will learn about the rules of voice-leading (tonal counterpoint) and harmonic progression, leading to the analysis of major pieces of classical and popular repertoires. In addition to written work, there will be a strong practical component of singing, listening exercises and dictation, and basic piano work. At the end of the course, students will create their own compositions based on their knowledge. Students are required to take the AP Music Theory examination in May.

NON-CREDIT ACTIVITIES IN THE ARTS

The MacDuffie Dancers

The MacDuffie Dancers meet 3-4 times a week, after school and is open to students who want to continue development and growth with technique and performance. These rehearsals and classes provide students the opportunity to learn and perform works by faculty and guest artists to be presented in the annual concerts throughout the year.

MacDuffie Theater Plays

The MacDuffie Theater Department produces three mainstage productions a year. Auditions are open to all students (middle school AND upper school) regardless of age or experience level. Most often the fall play is a straight play, the winter production is a musical, and in the spring another straight play or one-act plays. These productions are a cherished opportunity to build self-confidence and make new social connections. The MacDuffie Theater is known for drawing large audiences at the performances.

Technical Theater

Students may learn stage management, lighting, set design and construction, make-up skills and costuming by volunteering to work behind the scenes on the school plays. To become involved contact the arts department chair.

Middle School Singers

The Middle School chorus meets once a week and prepares for performances in concerts and assemblies throughout the year. The rehearsal focuses on ear training, breath-support, part and solo singing, and performance technique.

PHYSICAL EDUCATION

Philosophy

The philosophy of the MacDuffie School Physical Education program is to develop positive self-concept through a variety of movement, activities and games. Additionally, the importance of cooperation, effort, preparation, and knowledge are emphasized while developing physical skills. Through a sound Physical Education program, students will be able to develop strategies to help them appreciate the significance of lifetime activities.

Physical Education is required of all students at MacDuffie. Participation by Upper School students in a competitive MacDuffie sport meets this requirement during that particular season. Middle School students participating in a Varsity sport will be expected and encouraged to continue to attend their scheduled Physical Education classes. For Upper School students enrolled in Dance, the Physical Education requirement will be fulfilled. Students must pass Physical Education each year in order to graduate from MacDuffie.

1706/1707 - Middle School PE

1715/1716 - Upper School PE

Various units are covered to support the Physical Education philosophy and to give students a variety of activities in which to participate. The fall curriculum covers any or all of the following: endurance fitness and assessment, soccer, football, field hockey, rugby, or alternative games. The winter term covers selections from among basketball, pillo-polo, volleyball, badminton, and a fitness training component that includes circuit training and yoga. In the spring, the offerings may include lacrosse, tennis, cricket, ultimate frisbee, softball, and kickball. Additionally, cross-curriculum activities such as dance, aerobics, and scientific analysis may be incorporated. The Fitness Center is available for use by Physical Education classes and individual students for cardiovascular conditioning and resistance/weight training. Students are encouraged to design a personal program to measure improvement. Each PE lesson is broken down into four different components: warm-up, fitness, lesson focus (unit), and cool down.

GRADING PHILOSOPHY

Physical Education students are graded each athletic season. They receive a Pass/Fail grade and an Effort grade. The students are graded in five areas at the end of each class period and/or practice session using a point system. Definitions of the five graded areas follow:

Affective Domain: The student's behavior regarding sportsmanship, attitudes, values, teamwork, cooperation, self-esteem, and helpfulness.

Cognitive Domain: The student's behavior in relation to intellect, knowledge, problem-solving, etiquette, and strategy.

Psychomotor Domain: The performance of movement.

Effort: The exertion of physical or mental power.

Attendance/Preparedness: Regular attendance in class: the student's behavior and preparedness for class and compliance with regulations concerning proper physical education attire.

MacDuffie Athletes are also graded during the athletic season, receiving a Pass/Fail grade and an effort grade at the end of the season. The effort grade is based on the student's commitment to the Athletic Philosophy.

COMPETITIVE TEAM SPORTS

MacDuffie Athletic Philosophy

The MacDuffie School believes that a quality interscholastic athletic program is an important part of a student's educational experience. The MacDuffie Athletics Program is committed to promoting the ideals of sportsmanship, respect, commitment, integrity, reliability, excellence, and leadership. By encouraging these ideals, the goal is to build athletic ability, increase physical fitness, and help gain a sense of community. It is the mission of the program to instill in each student-athlete the basic understanding of competition - to win with class and lose with dignity. By developing comprehensive training plans, maintaining high standards, and expecting commitment by the student-athlete to the program, the coaches' priority is to improve each person's well-being. Representing MacDuffie in athletics is a choice, and with choice comes the responsibility for the student-athlete to give his/her all to achieve and to excel. In addition to the physical understanding of motor skills development, the goal is also to foster the mental aspects of teamwork, ownership, cooperation and discipline to cultivate students' decision-making ability.

Varsity Program

All athletes are expected to put forth their best effort whenever they are representing The MacDuffie School. The first objective is to win, but not at all costs; to be strong competitors in the New England Preparatory School Athletic Council while upholding our ideals of sportsmanship, respect, commitment, integrity, excellence and leadership. Playing time is based on performance and commitment to practice. At the same time, all athletes will be provided the opportunity to compete as the competitive situation permits. **Three unexcused absences may result in removal from the team/program.** Varsity programs at MacDuffie are a competitive experience where achievement and outcome are high priorities.

Junior Varsity and Developmental Programs

When there is enough student interest; junior varsity or developmental programs will be created to enhance the varsity programs. Whether during a competitive sub-Varsity event or an extracurricular activity; player development is the primary goal and all athletes will be given an opportunity to participate and improve their skills. While MacDuffie does not expect equal playing time for sub-Varsity athletics, everyone should have an opportunity to compete if he/she demonstrates commitment to the program.

HEALTH EDUCATION PHILOSOPHY

In order to prepare MacDuffie students to better meet the challenges that confront our youth in an increasingly complex society, students in the tenth grade participate in a semester-long health and wellness class. Students in the Middle School will have Health classes integrated into their Physical Education class schedule. The health curriculum is sequenced to present age-appropriate material in a format conducive to discussions at each level. The goal of this program is to promote healthy behaviors and lifestyles through health awareness, knowledge, and wellness skills development. Topics include: growth and development, personal health and fitness, safety/injury prevention, mental and emotional health, substance use prevention, consumer health, disease prevention and control, family life, nutrition, community and environmental health. Life skills such as effective time management and stress reduction techniques are also covered.

Middle School Health/ Wellness Program

1702/1703/1705 – Middle School Health – 6, 7, 8

In an integrated course of study encompassing both Physical Education and Health, the students are introduced to ideas of holistic wellness. This includes personal (social, physical, emotional and mental), community, and even global health perspectives. Topics covered include conflict resolution skills, communication and cooperation skills, physical exercise, nutrition, hygiene, and reproductive health. The interaction and relationship between these different perspectives are investigated through activities, games and discussions. Community Service will be incorporated into the curriculum throughout the year. Students will have the opportunity to travel off campus to fulfill the requirements of this unit.

1714 - Upper School Health (One semester)

The health/wellness program builds upon knowledge which students have learned in earlier classes through a series of experiential and didactic exercises. The curriculum focuses primarily on emotional, mental, and social health. Students learn how to incorporate health and wellness skills into their daily lives.

Please note: Any student enrolled at MacDuffie prior to Grade 11 is required to take one semester of Health in the Upper School. Most students take Upper School Health in grade 10.

TECHNOLOGY

MIDDLE SCHOOL TECHNOLOGY

1018 – Technology – Middle School (Digital Citizenship)

Grades 6 – 7 (new)

This course is designed to familiarize new grade 6 and 7 students with the various digital resources used by MacDuffie students including G Suite for Schools applications and online academic tools. Students are taught to be mindful of their digital activities and digital footprint. Emphasis is placed on both the benefits and downside of computers and other electronic device use. Topics covered include computer etiquette, cyber-bullying, privacy, finding reliable sources, the effectiveness of multitasking, and an introduction into programming and 3D printing.

NON-DEPARTMENTAL ELECTIVE

1741 - Public Speaking - (One semester)

Grades 10 - 12

The primary goals of the course are to acquaint the student with different modes of oral communication and to increase their abilities and confidence in public speaking. This includes narratives, oral interpretation, opinion, outdoor speaking, celebratory toasts, demonstration, informative and persuasive speaking. The course includes a mock college interview. It will also examine cultural differences in verbal and non-verbal communication. This course is a graduation requirement for all MacDuffie students. (Enrollment in Acting class will also satisfy this requirement. Acting is a full year course and fulfills an arts credit as well).

ACADEMIC SUPPORT SERVICES

The Study Skills Program

The Academic Support Center offers support services to students who may need to further develop their study skills. Good candidates for the Study Skills program are:

- Students who need coaching with organization and time-management
- Students who feel overwhelmed by the volume of homework assigned at MacDuffie
- Students who need help preparing for tests
- Students who have difficulty starting and completing long-term assignments
- Students who struggle with note-taking and keeping organized notebooks

Study Skills is required of all 6th and new 7th graders for the first semester of the school year to help with their adjustment to MacDuffie. Skill areas addressed will include binder and backpack organization, classroom norms (getting materials out at beginning of class, raising hand, etc.), homework and time management strategies, planning for long-term assignments, and test preparation. At the conclusion of the first semester, students are expected to effectively utilize these skills across their courses. For those students who may need additional support, they may be assigned to study skills for the second semester or considered for the Guided Study program.

For students in grades 8 and above, the Director of Academic Support will work closely with advisors, teachers, and division heads to identify students who require additional support beyond the support offered by their classroom teachers. Instruction is provided within a small group setting. Sessions are scheduled during free blocks or study hall for about a nine-week period. For those students who may need more sustained support, they may be continue to be assigned to the study skills class or be considered for the Guided Study program.

The Guided Study Program

The Guided Study Program provides one-to-one academic support to MacDuffie students who require frequent and regular homework help, organizational support, and/or skill development to be successful. Students within this program may have psychological-educational evaluations identifying a learning disability, ~~or~~ may have long-term learning difficulties in specific subject areas, and/or need support in English proficiency. This program is individualized to meet the student's needs, with instruction conducted in a one-on-one setting during the school day. Once enrolled, the student's educational plan is guided by the recommendations provided by their educational assessments and/or input from the student, guardians, and teachers. Within this program, specific learning strategies and skills are targeted and a student's academic progress is closely monitored. Support areas may include:

- Critical thinking skills
- Managing multi-step and long-term projects
- Note-taking
- Notebook organization
- Organization and time management
- Reading comprehension
- Test preparation and study skills
- English language skills in reading and writing

This is a fee-based program with the frequencies and fees listed on the enrollment form. Please feel free to contact the Director of Academic Support if you need help deciding whether this program is appropriate for your child or you need advice about choosing the appropriate number of sessions. Minimum participation is ~~usually~~ for one semester.

Private Tutoring

The Academic Support Center has a list of private tutors who may be available to offer instruction in various courses and languages. The Director of Academic Support will assist families in finding an available tutor, help parents coordinate the tutoring schedule, and secure a safe and public location for tutoring to take place. The Academic Support room may be available for tutorial sessions during the school day and/or after school. Private tutors set their own rates and parents are responsible for payment directly to the tutor.