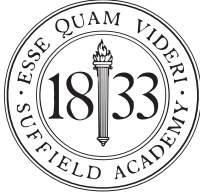


C U R R I C U L U M

G U I D E 2020-2021



SUFFIELD ACADEMY

185 North Main Street Suffield, Connecticut 06078

Founded in 1833 Co-ed / Grades 9-12 and Postgraduate

Mission Suffield Academy is a coeducational, independent secondary school serving a diverse community of boarding and day students. Our school has a tradition of academic excellence combined with a strong work ethic. A commitment to scholarship and a respect for individual differences guide our teaching and curriculum. We engender among our students a sense of responsibility, and they are challenged to grow in a structured and nurturing environment. The entire academic, athletic, and extracurricular experience prepares our students for a lifetime of learning, leadership, and active citizenship.

Non-discrimination Suffield Academy does not discriminate on the basis of sex, race, color, religion, creed, national or ethnic origin, citizenship, physical attributes, disability, age, or sexual orientation. We administer our admissions, financial aid, educational, athletic, extracurricular, and other policies so that each student is equally accorded all the rights, privileges, programs, and facilities made available by the school.

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THE SUFFIELD ACADEMY ACADEMIC PROGRAM

At Suffield you have the opportunity to help create your own academic journey. Our program rests on the belief that each student is unique. You will live and learn in a structured, encouraging environment where you will find support from both teachers and peers. We challenge you to travel great distances at Suffield and are committed to helping you achieve success.

Each Suffield Academy student develops an academic program based on the guidance of the dean of academics and faculty and assistant academic deans. For new students, typically this occurs by mail during the summer. Returning students confer with either the dean of academics and faculty or the assistant academic deans. This occurs in May of the preceding year. The typical course load for most students each term is five full-credit courses. Unless otherwise noted, every course meets twice each week for 45 minutes and twice each week for 70 minutes. The average class size is 10. Please note: While we do our best to ensure the accuracy of our course offerings and descriptions, courses may vary from year-to-year and availability is subject to student interest and scheduling.

GRADUATION REQUIREMENTS

To earn a Suffield diploma, every student must successfully complete the program of the school and uphold our expectations of good citizenship. In addition to required graduation course credits, each student must take a leadership course annually; students must take a minimum of four major courses each term; courses taken in the senior year must be completed successfully; and seniors must pass all term-length classes in the spring.

Students must earn 18 credits to earn a diploma, including the following particular academic requirements:

- | | |
|--|----------------------------|
| English » Four credits | Mathematics » Four credits |
| Language » Two credits, including study through Level II | Science » Two credits |
| History » Two credits, including US History and Area Studies | The Arts » One credit |

ADVANCED PLACEMENT (AP) COURSES

Suffield offers courses that can help a motivated, qualified student develop the skills and knowledge-base necessary to prepare successfully for the College Board Advanced Placement Exams recognized by many colleges. Though course offerings and their AP orientation vary from year to year, the following courses typically prepare for the exams in the corresponding fields:

AP Language	AP Calculus II: BC	AP Statistics
AP Literature	AP Calculus BC Exam	AP Statistics Exam
	AP Biology	AP Calculus I: AB
French V Honors	AP Biology Exam	AP Calculus AB Exam
AP French Language Exam	AP Chemistry	
Spanish IV Honors	AP Chemistry Exam	AP US History
AP Spanish Language Exam	AP Physics C: Mechanics	AP US History Exam
Spanish V Honors	AP Physics C Exam	AP Government & Politics
AP Spanish Literature Exam	AP Physics C: E & M	AP American Government Exam
	AP Physics C: E & M Exam	AP Economics
		AP Macroeconomics Exam
		AP Microeconomics Exam

Note: Courses denoted as Advanced Placement or AP require all enrolled students to sit for the AP exam; students should carefully read course descriptions and requirements before enrolling. Courses listed with the Advanced Placement or AP designation are weighted as honors courses in computing grade point averages.

ACADEMIC GRADING SYSTEM

There are six faculty reports (midterm and end-of-term), and two advisor reports for each student during the school year, which include narrative comments. Parents receive a copy of all reports, and advisors review these reports with students at each interval. Grade point average (GPA) is computed for each term and for each full-year course and is designed to reflect the difficulty of the program being undertaken, as well as a student's numerical average. The GPA is determined by converting letter grades to a numerical equivalent, and then averaging those numerical equivalents. Students enrolled in honors or AP classes have 0.33 point per class added to their numerical equivalent grade (e.g., 3.0 to 3.33) prior to averaging to reflect the difficulty of the class(es) being taken. This does not apply to an A+ in an honors or AP level course.

GRADE RANGE [A+ to F]		NUMERICAL EQUIVALENTS TO LETTER GRADES		
A's [3.67 – 4.33]	Excellent work	A+ 4.33	A 4.00	A- 3.67
B's [2.67 – 3.33]	Very good achievement	B+ 3.33	B 3.00	B- 2.67
C's [1.67 – 2.33]	Satisfactory achievement at the college-certifying level	C+ 2.33	C 2.00	C- 1.67
D's [0.67 – 1.33]	Passing but unsatisfactory/summer work recommended to prepare for next level of that course	D+ 1.33	D 1.00	D- 0.67
Below the D range is failure/no course credit is given		F 0.00		

EFFORT GRADING SYSTEM

<u>Excellent</u>	Outstanding commitment to all academic endeavors. Work is completed regularly and with great attention to detail. The student is a balanced leader in discussions and is on topic and insightful.
<u>Good</u>	Solid effort and prepared for class discussions, quizzes, tests, and written assignments with few exceptions. Homework is regularly completed, deadlines are met and the student strives to improve.
<u>Adequate</u>	Inconsistent effort. Work often missed, or hastily completed. Occasional class participation and good behavior. Assessments show effort, but more review can be done.
<u>Insufficient</u>	Reluctance to seek extra help with course material, and consistent missing assignments. Assessments suggest a lack of effort rather than a lack of understanding. Mistakes of the same variety continue to be made.
<u>Poor</u>	Little or no effort to meet the minimal requirements of the course, putting them in danger of not completing the course successfully. Not prepared for class and unsatisfactory attitude in the classroom.

ACADEMIC HONORS

Students who qualify for academic honors are given special recognition in the following ways:

High Honor Roll 3.80 GPA / no grade below B

Book Awards and Academic Prizes Awarded to students whose academic achievement has been extraordinary at Underclass Prize Day [Fall], and at Commencement [Spring].

Honor Roll 3.33 GPA / no grade below C+

Cum Laude [A National Honor Society Modeled on Phi Beta Kappa] Students in the top 10% of their class who have maintained High Honor Roll both junior and senior years for five consecutive terms are eligible for selection.

COLLEGE COUNSELING PROGRAM

Suffield Academy's mission includes readying students for success at the next level and beyond. As part of this effort, the school's unique college counseling program includes material designed to appropriately challenge students of each grade. Housed in the 3,000 square foot Hoffman College Counseling Center, Suffield's innovative college counseling program is a model for independent schools across the United States. The school provides comprehensive and effective college counseling marked by individual attention and extensive services.

The goals of the college counseling office are threefold: to provide highly professional, proactive, hands-on counseling and guidance throughout the college search; to represent each student fairly and responsibly, identifying with his or her uniqueness and potential; to enable each student to find a match—fitting his or her ambitions and talents with a college's programs, resources, and style.

LEADERSHIP PROGRAM

Many schools discuss the importance of leadership training, but at Suffield Academy we have fully established programs for all students to develop leadership skills. In 2002, Suffield embarked on an ambitious project to bring formal leadership studies to the academic program. The program aims to develop human beings with integrity who wish to make a significant and positive impact on our society. It begins with a focus on personal mastery skills, moves to an emphasis on community service efforts, and culminates in practical experience for all seniors.

We teach ways of thinking and developing skills, traits, and habits in order to enhance each student's leadership qualities and capabilities. Students in grades 9, 10, and 11 take required year-long courses where the curriculum emphasizes experiential learning and guided self-discovery. The leadership experience at Suffield concludes in the 12th grade, with each student participating in senior seminars and a senior speaker series introduced by the Class of 2017. The program emphasizes seven core elements which each student is exposed to in direct ways: personal mastery, moral foundation, goal-setting, communication skills, problem-solving, self-awareness, and inspiring and mobilizing others.

FRESHMAN YEAR | FOUNDATIONS OF LEADERSHIP: PERSONAL MASTERY

Full Year / Twice a Week

The freshman seminar in the leadership sequence stresses the discipline of "personal mastery." It is designed to develop the skills, habits, and thought processes that will enable students to succeed at Suffield and beyond. The Personal Mastery course sets the experiential and conceptual foundation for Suffield's subsequent leadership seminars. This class meets during an academic period.

SOPHOMORE YEAR | FOUNDATIONS OF LEADERSHIP: VALUES, VISION, AND CITIZENSHIP

Full Year / Once a Week

The sophomore Foundations of Leadership seminar builds its curriculum from where the freshman Personal Mastery course leaves off. Expanding its curricular focus beyond the basic self-management, public speaking, and collaborative skills stressed in 9th grade, the 10th grade seminar reinforces these habits of personal mastery while introducing elements of group dynamics, service learning projects, and more. This class meets during an academic period.

JUNIOR YEAR | PREPARING FOR LEADERSHIP

Full Year / Once a Week

This course is designed to reinforce the competencies of personal mastery established in the freshman and sophomore seminars, while focusing more explicitly on developing the students' leadership capabilities. This seminar does not meet during an academic period.

SENIOR YEAR | PRACTICING LEADERSHIP

Full Year / Once a Week

Practicing Leadership completes the leadership sequence. Each Suffield senior is expected to exercise significant leadership responsibilities at school. Class time during this seminar will be used primarily to reflect on and improve students' performance in their leadership roles and responsibilities. This seminar does not meet during an academic period.

ENGLISH

BEGINNING LITERATURE [Full Year] This course is designed for students whose native language is not English and introduces them to American and international stories and novels that are typical for a high school English course. The texts expose students to literature that offers various points of view, rich literary devices, life lessons, and opportunities for critical thinking. Students will learn techniques to increase their reading rate, word recognition, and comprehension skills while strengthening their knowledge of authors, basic literary terms, and genres. The texts will also provide the subject matter for a variety of oral and written practice throughout the year. Writing will focus on both form and expression, and students will express themselves orally in conversation, discussions and presentations. By the end of the year, students will acquire the skills necessary for success in Suffield's English courses. **Prerequisite: Multiple-measures assessment (placement test).**

ENGLISH I [Full Year] English I is a course that builds skills. It recognizes that students enter Suffield with a wide range of backgrounds in the study of English. The course begins with a reading of short stories and uses these to introduce a variety of literary terms and story elements that are expanded upon all year. From short stories, students advance to the reading of drama and novels, then end the year with a study of poetry. Thinking and analytical skills are developed as the level of sophistication increases with the texts. In addition, each term is augmented with the formal study of grammar and vocabulary. At the heart of the course is the teaching of writing skills. Students begin the fall by reviewing the elements of a well-crafted paragraph. As the year progresses, students learn to create well-developed essays. At all times, students are encouraged to become active thinkers and participants in class discussion. Course texts include *English Workshop*, Shostak's *Vocabulary Workshop*, *Of Mice and Men*, *Romeo and Juliet*, *The Catcher in the Rye*, and selected poetry.

ENGLISH I: HONORS [Full Year] English I Honors is a course designed for the passionate student of literature whose skills are beyond the scope of the regular English I curriculum. The themes of the course can be described as a journey of self-identity as illustrated in the classic *The Catcher in the Rye* and the memoir *This Boy's Life*, a journey of identity within one's place in the family as depicted in *Ordinary People* and *Pride and Prejudice*, and finally, a journey of identity through the imagination as presented in *The Secret Life of Bees*, *A Midsummer Night's Dream*, and the short stories of Gabriel García Márquez. English I Honors focuses deliberately and methodically on improving analytical writing. Weekly writing workshops cover topics from advanced issues of grammar to structure of formal essays and incorporation of textual material and analysis. An annotated bibliography project is incorporated into the winter term. Vocabulary skills are developed throughout the year using Jerome Shostak's *Vocabulary Workshop*. **Prerequisite: Permission of the dean of academics and faculty.**

ENGLISH II [Full Year] English II is a course aimed at developing students' reading, writing, and discussion skills. Different genres are explored including short stories, novels, drama, and poetry. Readings include short fiction by Poe, Jackson, Hemingway, and Faulkner, and texts such as *The Odyssey*, *Othello*, *A Streetcar Named Desire*, *Oedipus Rex*, and *Their Eyes Were Watching God*. One of the primary goals of this course is to develop a common language for literary analysis. Our exploration of literature also includes the thematic links that tie short stories and novels together. Major topics for discussion include illusion and reality, loyalty and betrayal, first impressions and deeper knowledge, and innocence and experience. Students build analytical writing skills with emphasis on thesis development, quotation analysis, and revision. Significant emphasis is placed on vocabulary study with the goal of developing more effective written and verbal skills. Students also continue to develop grammar skills through class exercises and writing assignments. Class participation is a major feature of the course. Students are encouraged to contribute to daily discussions in order to develop their confidence, voice, and interpretative opinions.

ENGLISH II HONORS/AP LANGUAGE [Full Year] Students entering this course have well-developed writing skills and a sincere interest in exploring all forms of literature at a challenging level. Students are prepared for and are required to take the English Language AP Exam in May. In English II Honors/AP Language, students will focus on analyzing rhetoric in all the various forms that it takes in our modern language ecology. Emphasis will be placed on students working to refine their persuasive powers and to understand the principles of argumentation and rhetoric. Students will be expected to contribute actively to class discussion, and essays will be assigned on a regular basis. Adding supplemental materials along the way, the course relies on two texts: *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs and *The Language of Composition: Reading - Writing - Rhetoric*, by Renee H. Shea. Prerequisite: Permission of the department chair or the dean of academics and faculty. **Prerequisite: Permission of the department chair or dean of academics and faculty.**

ENGLISH III [Full Year] English III is a survey of American literature aimed at further developing analytical writing and close-reading skills. This course illuminates ideas and movements of intellectual and literary history, such as Romanticism, Realism, and Modernism, as they relate to American authors. In addition, English III explores a constellation of themes: the question of the American identity, the fashioning and evolution of the American Dream, the exploration of the American landscape, and various issues in relation to American culture. Students learn to appreciate all literary genres, each studied in the framework of literary history. Analytical essays are composed throughout the year, and a year-long, focused vocabulary study supplements the reading and writing assignments. Issues of grammar are studied in context. Major works include *The Scarlet Letter*, the poetry of Dickinson and Whitman, *The Adventures of Huckleberry Finn*, *The Awakening*, *The Great Gatsby*, *Fences*, and selections of modern American poetry. Our primary text, *The Norton Anthology of American Literature*, allows individual teachers to supplement the curriculum with additional selections.

ENGLISH III HONORS / AP LITERATURE [Full Year] This course is specially designed for students who revel in reading quickly with a high degree of comprehension, whose analytical writing is already advanced, and who exhibit insatiable curiosity about literature. Students are prepared for and are required to take the English Literature and Composition AP Exam in May. In addition, the course continues work done on vocabulary in the freshman and sophomore years using Jerome Shostak's *Vocabulary Workshop* series. Quizzes and cumulative tests are given in the question format of the SAT and AP. Students write papers throughout the year on topics of an interpretive and analytical nature. The course's major emphasis is a survey of American literature. English III Honors/AP Literature students are expected to move through this survey rapidly and more thoroughly than their peers in the standard level. Major titles in this section include *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *My Antonia*, *The Awakening*, *The Age of Innocence*, *The Sun Also Rises* and *The Great Gatsby*. Arthur Miller's *Death of a Salesman* is also contextualized within an intensive examination of the dramatic tradition. Plays examined in this also unit include *Macbeth*, *Hamlet*, and *Doctor Faustus*. In the spring, Whitman and Dickinson, are placed within the lyric tradition with other major poets, such as Shakespeare and Donne. During this focus, each student produces a critical research paper on the work of a poet of his or her own choosing.

Prerequisite: Permission of the department chair or dean of academics and faculty.

12th GRADE PROGRAM

Seniors study English following one of three paths. The first path is composed of term seminars. Seniors in this program take a common seminar (English IV) in the fall term and then select their course of study for the winter and spring terms. The second path is pursued by most post-graduates. These students take English V in the fall and then select their course of study for the winter and spring terms. The third path is an honors curriculum that is taught within the context of a full-year course.

ENGLISH IV [Fall] This course is designed to fulfill two functions for Suffield seniors. Chronologically, its first function is to assist students in the college admissions process by providing feedback on college essays. Students read a selection of sophisticated short stories as they work on their essays, paying particular attention to character development. The second and over arching function of this course is to continue students' exploration of foundational literature in its different forms. In addition to the short stories, they read *Hamlet*, and sonnets of Donne and Shakespeare. Writing assignments are frequent, and students are expected to be active participants in discussions. In sum, they begin to bridge the gap between high school and college English courses.

ENGLISH V [Fall] This course is designed for post-graduate students who have already completed four years of high school English. Its focus is on the close reading and accurate analysis of prose fiction, poetry, and drama. During the term, the students take several reading quizzes and write many three-to-five page papers. The goal of these writing assignments is to reveal, through careful organization and thorough documentation, the theme of each work. The papers are evaluated on their thoughtfulness, thoroughness, and control of standard written English. The intention of this course is to further hone the writing skills of students in preparation for their college experience.

ENGLISH IV: HONORS [Full Year] This course is designed for students with advanced skills who take full advantage of a challenging and rich curriculum. The course prepares students for undergraduate work in English, and is intended as a survey of the major developments in British literature, from its beginnings through the 20th century. The course begins with *Beowulf*, and continues to trace the developments of the language by examining Chaucer's *The Canterbury Tales*. Students approach the 18th century through Pope's "The Rape of the Lock" and Swift's *Gulliver's Travels*, and practice writing essays of steadily increasing length. Our study of the 19th century introduces students to the major Romantic poets in the context of the revolutionary philosophies of their time. Students produce an extensive critical essay, and the winter term finishes with discussions of major Victorian poems and *Oliver Twist* by Charles Dickens, followed by a presentation on a 19th century novel of each student's choice. The spring term uses novels, poetry, and plays to explore the breakdown and experiment of language that characterize the modern period. Students delve into novels by Joyce and Woolf, the poetry of such authors as Yeats, Owen, and Eliot, and conclude with plays by Beckett and Stoppard. Highly focused papers provide students an opportunity to hone their skills. **Prerequisite:** Permission of the department chair or the dean of academics and faculty.

ANSWERING THE BELL: THE ROLE OF THE SERVANT IN LITERATURE [Winter and Spring] The current popularity of the BBC series *Downton Abbey* illustrates that, though not as much a part of our contemporary society, people are still as fascinated today with those who polish the silver spoon as those who eat from it. Servants play a critical role in running households and therefore have a unique glimpse into the intimate lives of those they serve. This places the role of the servant in literature in an unparalleled place among minor characters; they are within and outside of the action. Whether they are the traditional British butler, the upscale Manhattan nanny, or the southern African American domestic worker, servants witness and often quietly influence the lives of the main characters. Though these main characters have all the wealth and power society esteems, the servant is often the character in the work that wields unseen power. Some authors even chose to focus on the servant's perspective as the main character due to this driving tension. This course will examine the servant in works such as Shakespeare's *The Comedy of Errors*, Bronte's 19th century classic, *Jane Eyre*, and Kazuo Ishiguro's novel, *The Remains of the Day*. We will also read about more Americanized versions of servants in *The Help* and *The Nanny Diaries*. Cinematic versions of some of the works will also be viewed and compared. Students will write several short papers as well as a comparative essay.

AMERICAN STUDIES [Winter and Spring] The American Studies course focuses on an historical issue that has local as well as national implications. With an appreciation for the pedagogy of “place-based” learning, some of the course’s underlying goals are for students to develop an appreciation for preserving historical resources and an awareness of the history of our campus (www.promiseofplace.org). Each year a single topic is chosen and a comprehensive study is completed. Students often visit historic sites and will work as a team to explore a variety of ways to conduct our challenging research. The class will make a presentation to the community of what was learned about the chosen topic. In terms of writing skills, each student will create an inventory of their strengths and weaknesses as a writer. We will tap into these strengths when we break into research groups. We will also take time to address writing issues important for each writer in the class. Given the challenges of proving and documenting a topic, students will be conducting a good deal of research and writing.

CLASSIC ADVENTURE STORIES [Winter and Spring] This course is designed to introduce seniors to a selection of adventure stories and authors. In addition, several movies are shown to augment the understanding of the adventure story. As the two terms progress, students explore the characters, elements, and motifs central to these works. They learn to define what constitutes heroic behavior and how to differentiate between the respected opponent and the vile enemy. Journeys and quests are taken to alien lands where strange new beings, customs, dangers, and events constantly appear. Course texts have included *Havelock the Dane*, *A Night to Remember*, *King Solomon’s Mines*, *Tarzan of the Apes*, and *The Count of Monte Cristo*. Films have included *The Hero’s Journey*, *Zulu*, *Search for the Titanic*, *Robin Hood*, *Stage Coach*, and *The Princess Bride*.

ON THE ROAD AGAIN: CODDIWOMPLE AND WANDERLUST IN AMERICAN LITERATURE [Winter and Spring] Americans have a long-standing fascination with the open road and with traveling; iterations of this intrigue have shaped modern American ideas about self and society. This class will explore the fascination of travel through readings about epic American road trips. From Jack Kerouac of the Beat Generation to more contemporary writers like Cheryl Strayed, the class will examine how writers have explored the theme of travel in American writing, history, and life. Readings will include works by Kerouac, Lopez, Pirsig, Steinbeck, and Strayed, among others. These will be augmented by screenings of famous road trip films including *Easy Rider*, *Thelma and Louise*, and *The Wizard of Oz*.

MULTICULTURAL GRAPHIC NOVELS [Winter and Spring] Comic or Graphic Novel? That is the question. Get ready for a nerdy romp through the world where visual art and fiction intersect. In this course we will read a number of graphic novels written from often underrepresented perspectives. Questions guiding our study will include the following: What distinguishes a comic from a novel? How do illustrations augment text? What does an artist consider in designing the panels for a graphic novel? What is the vocabulary that best helps in analysis of these works? Finally, we will consider what types of stories lend themselves most readily to this genre. Readings will include works on the theory and practice of sequential art by authors Eisner and McCloud. In addition, we will read a variety of graphic memoirs including works by Alison Bechdel, Marguerite Aboutet, Marjane Satrapi, Lila Quintero Weaver, Mat Johnson, Art Spiegelman, Kim Dong Hwa, John Lewis, and Thi Bui.

THE LITERATURE OF EVIL [Winter and Spring] Readers are fascinated with tales of human depravity. Often, a writer’s greatest skill comes in his or her depiction of evil. The Literature of Evil course includes plays and novels. Classic works such as Shelley’s *Frankenstein*, Conrad’s *Heart of Darkness*, Marlowe’s *Dr. Faustus*, and Stevenson’s *Dr. Jekyll and Mr. Hyde* will be joined by more modern works such as the existential exploration of evil in Sartre’s *No Exit* and Camus’s *The Stranger*. We will examine each author’s definition of evil, and the conflict between interior and exterior loci of evil. Some cinematic representations may be included in our study. Frequent shorter papers will be the main focus of our written expression.

DRAMATIC LITERATURE [Winter and Spring] This course explores contemporary dramatic literature, focusing on the cultural, literary, and political contexts of individual works by diverse playwrights. A number of aesthetic movements emerged in the 20th century, including realism, naturalism, expressionism, absurdism, and postmodernism. Theatrical conventions, innovation, and techniques developed in the Western and Non-Western theatres will be explored. Some of the plays discussed in this two-term course include *Who’s Afraid of Virginia Woolf?*, *Ruined*, *Top Girls*, *Miss Julie*, *Clybourne Park* and *Twilight: Los Angeles*. In addition to the reading and discussion of the plays, students will be responsible for analytical writing and creative projects including playwriting.

LITERATURE AND FILM [Winter and Spring] This course will examine the interaction of film and literary texts, as well as the qualities of each. The course seeks to explore the long-standing and ongoing connections between literature and film by studying a variety of literary forms as well as the cultural history from which these texts come. We will consider what happens when a variety of short stories, novels, or plays are made into a film. The course will consider how storytellers convey setting, character, and plot to their intended audience as well as have fun juxtaposing scenes from the text and film adaptation. We will compare and contrast the universal themes conveyed through this traditional media form with the ways they are conveyed through film. We will focus on film and literature that respond to key political, social, and philosophical challenges of the mid-twentieth century through the emerging twenty-first century. Texts may include *As I Lay Dying* by William Faulkner (1930), *One Flew Over the Cuckoo’s Nest* by Ken Kesey (1962), *Revolutionary Road* by Richard Yates (1961),

Shawshank Redemption by Stephen King (1982), *The Help* by Kathryn Stockett (2009), *Wild* by Cheryl Strayed (2012), and *The Circle* by Dave Eggers (2013). Film adaptations such as *As I Lay Dying* directed by James Franco (2012), Oscar winner *One Flew Over the Cuckoo's Nest* starring Jack Nicholson (1975), *Revolutionary Road* starring Leonardo DiCaprio and Kate Winslet (2008), and *The Circle* starring Tom Hanks and Emma Watson (2017) among others will be screened to supplement each text.

CREATIVE NONFICTION WORKSHOP: SHAPING AND CRAFTING THE REAL [Winter and Spring] Creative nonfiction is a broad term that unites a wide range of writing including memoir, travel, familiar and lyrical essays, profiles, nature, sports, literary journalism, and humor. The source of the material must be real and true, but the writer unleashes the tools of the novelist and poet to engage the reader. In this class students will be transforming their knowledge and experience into literary works. This workshop class will immerse students in the critical reading of important published works and the intensive writing and rewriting of their own work. During the first nine weeks students will read and examine masterworks of travel, humor, essay, and memoir by authors such as David Foster Wallace, Annie Dillard, Bill Bryson, David Sedaris, and Pat Conroy. In conjunction with these readings, students will experiment with a wide variety of techniques on a broad range of topics of their choice. During the final trimester, students will extensively develop and revise their own creative nonfiction piece and pursue their own reading agenda in nonfiction writing.

SHAKESPEARE'S COMEDIES AND ROMANCES [Winter and Spring] How can modern readers master Shakespeare's challenging language? With a good laugh, of course! By senior year most Suffield students know several of Shakespeare's tragedies. Now it is time to appreciate the Bard's genius through his ability to create thoughtful laughter and artful romance. This course will devote the first week of the class to establish everyone's comfort level of understanding Elizabethan English. We will then build islands of competency around Shakespeare's language and dramatic tools. Elizabethan puns and comic put-downs will be rolling off the tongues of students by the end of week three. Throughout the whole course students will truly development an appreciation for why Shakespeare commands the title of one of the greatest writers in English. Traditional papers will be balanced with technology projects and journal assignments. The class will try to attend a local performance of one of our plays. Plays include: *Much Ado About Nothing*, *Taming of the Shrew*, *Twelfth Night*, *Romeo and Juliet*, *The Tempest*. We will also take advantage of a wide range of movies in order to help us improve our understanding of Elizabethan language. Assessments will range from analytical essays to journal responses to some creative writing pieces involving comic conventions.

REPRESENTATIONS OF BOARDING SCHOOL IN LITERATURE AND CULTURE [Winter and Spring] Popular culture has long been intrigued by what has occurred behind the well-manicured lawns and brick wall facades of boarding schools. Through the lens of films and shows such as *Dead Poets Society* and *Gilmore Girls* to literature such as *A Separate Peace* and *Looking for Alaska*, the course will explore how culture depicts the student boarding school experience. Students will consider the perspectives of outsiders versus insiders, common perceptions and stereotypes that surround boarding school, and what each medium ultimately teaches their audience about such an experience. To supplement our study of fiction and film, students will read scholarly essays as well as ethnographies to gain insight into the history, culture, and contemporary issues that surround such institutions. At the heart of the course, students will reflect on their time at Suffield and examine the ways in which such an experience has shaped their own identity and understanding of the world.

HISTORY

FOUNDATIONS OF MODERN HISTORY [Full Year] This is an introductory course structured to accommodate students with varying degrees of proficiency in historical skills and the social sciences. Emphasis is placed on classroom discussions, note-taking, active reading, developing and defending arguments, researching, and writing. Students will start the year with an introduction to historiography, focusing on three questions: What is history? Why study history? How do historians work? The remainder of the year will expose students to the cultural, political, and economic forces that have shaped the world from 1500 to the present day.

US HISTORY [Full Year] This course is designed to introduce sophomores to the major political, economic, and cultural themes that have shaped the "American character" from the colonial period to the present. Emphasis is placed on classroom discussions, critical reading, and close examination and interpretation of primary and secondary sources. Students will learn to pay particular attention to detecting bias, thinking independently, and formulating and defending arguments with appropriate evidence. They will also write essays of various lengths, including an independent research paper.

US HISTORY FOR INTERNATIONAL STUDENTS [Full Year] US History for International Students is designed to provide sophomore and junior international students with a general background in the history of the United States. The political, economic, and social development of the United States is traced from colonial times to the present day. Students are responsible for outside reading assignments, class handouts, and following current events. Particular attention is paid to building note-taking skills, writing techniques, and research skills.

Prerequisite: Permission of the dean of academics and faculty.

US HISTORY HONORS [Full Year] This course is designed to add depth to the regular survey of US History. Emphasis is placed on developing skills related to the understanding and use of different scholarly works and primary sources, including the detection of bias in those sources. Students in this course may participate in an historical essay contest conducted annually among independent schools in the Hartford area. **Prerequisite: Permission of the dean of academics and faculty.**

AREA STUDIES [Full Year] Unique in a secondary school curriculum, Suffield offers students the choice of three courses to fully investigate a region outside of the United States. With the flexibility of a full-year course, students undergo deep intellectual dives into a region's history, political and economic structures, philosophical and religious traditions, expressions in art, musical, and literature, evolving social norms, and the connection between past and present. Additionally, students will continually analyze the development of the region's cultural identity, on its own terms and in relation to the outside world. In the spring term, the capstone project invites students to fully engage with a topic of their choice and present it to the wider school community. Students select one of the following courses: Latin American Studies, European Studies, or Asian Studies. (India, China, And Japan). A student enrolled in an area studies course may be invited to honors designation at the midterm in fall term if he or she is earning honors-level grades and is willing to do additional work, including a rigorous research project. Honor placement will be determined by the classroom teacher.

12th GRADE PROGRAM

Seniors study history following one of two paths. The first path is composed of year-long advanced placement course. The second path is composed of fall term and winter/spring term seminars.

AP US HISTORY [Full Year] This course is designed to add depth to the regular survey of US history. The fall term will start in 1945 and will examine the major themes of post-World War II America. In the winter and spring, students will examine the major themes from exploration of Colonial America up to the start of World War II. Emphasis is placed on the use and analysis of primary and secondary sources, critical thinking, and thoughtful class participation. Students are required to write a substantive research paper and can participate in a Constitutional essay contest conducted annually among independent schools in the Hartford area. Students develop the necessary skills that will help them to prepare for the AP Exam in US history. **Prerequisite: Permission of the department chair.**

AP ECONOMICS [Full Year] This course examines fundamental economic tools and employs them to analyze the American and world economies. The course begins with a thorough examination of microeconomic topics, including the market theory of supply and demand, forms of competition, and factors of production. The second half of the year focuses on macroeconomic issues, including the relationship between unemployment and inflation, monetary and fiscal policies, and methods of calculating GDP. Students are expected to work at a rigorous pace. Students are required to sit for at least one AP Exam, either macroeconomics or microeconomics, and may choose to take both exams. **Prerequisite: Permission of the department chair.**

AP GOVERNMENT AND POLITICS [Full Year] This course involves a detailed study of the important concepts and theories pertaining to US government and politics, a comprehensive understanding of the political process, and the extensive use and analysis of basic data relevant to US government and politics. Students are required to take the AP Exam in May. **Prerequisite: Permission of the department chair.**

HOLOCAUST, GENOCIDE, & HUMAN BEHAVIOR [Full Year] The journey begins by examining common human behaviors, beliefs, and attitudes students can readily observe in their own lives. Students grapple with questions like: Who are we? How is our identity formed? How do we acquire membership in a group? Who belongs? Who doesn't and why? Students then explore a historical case study, such as the Holocaust, and analyze how those patterns of human behavior may have influenced the choices individuals made in the past—to participate, stand by, or stand up—in the face of injustice and, eventually, mass murder. Students then examine how the history they studied continues to influence our world today, and they consider how they might choose to participate in bringing about a more humane, just, and compassionate world. The scope and sequence promotes students' historical understanding, critical thinking, empathy, and social-emotional learning. Students can help shape the curriculum; they can help decide which topics to fully engage with. Topics may include the Holocaust, Democracy and Civic Engagement, Race in US History, Justice and Human Rights, and Genocide. A final capstone project in the spring would be a "Choosing to Participate" project. Students will pick a major issue in the world today and research how they themselves can engage with the issue through civic participation, and then put their ideas into action.

NORTH AMERICAN TOUR: HUMAN & PHYSICAL GEOGRAPHY [Full Year] Geography, the study of the spatial aspects of human existence, enables students to find answers to questions about the world around them. A geographically informed person sees, understands, and appreciates the connections among people, places, and environments. Understanding these connections requires an acute awareness of space, which can be identified in terms of location, distance, direction, pattern, shape, and arrangement. With a strong grasp of geography, students will be prepared to understand issues and solve problems in the contemporary world.

PHILOSOPHY: HONORS [Full Year] Philosophical inquiry endeavors to find answers to unanswerable questions, such as “Does evil exist?”, “Is knowledge possible, and can it be proven?”, or “Do humans have free will?” As a central element to many subjects, its influence ranges from mathematics, psychology, religion, politics and even economics. In studying philosophy’s impact on these topics, we will read original texts from Plato, Aristotle, Nietzsche, Kant, Lao-Tzu, Buddha, as well as our primary text *The Norton Introduction to Philosophy*.

PSYCHOLOGY [Full Year] Psychology is the science of behavior and mind. The objective of this course is to examine behavior and mental processes using the scientific method and to apply this knowledge in real world scenarios and settings. To begin this course, we will explore the different parts of the brain and their functions. Next, we will familiarize with a few different branches of psychology. These will include: biological psychology, cognitive psychology, developmental psychology, health psychology, personality psychology, sports psychology, and social psychology. Students will complete this class with an understanding of how their brains and other factors control and influence their behavior as well as the behavior of those in society.

THE ATLANTIC SLAVE TRADE [Fall] This course focuses on the economic, social, cultural and political history of the Atlantic slave trade. The Atlantic Slave Trade examines four hundred years of West and East African experiences, as well as all the American colonies and republics that obtained slaves from Africa. Additionally, the course places the slave trade in the context of world trade and examines the role it played in the growing relationship between Asia, Africa, Europe, and the Americas.

MODERN MIDDLE EASTERN HISTORY [Winter and Spring] This course analyzes post-World War I Middle Eastern history, from the Ottoman and Egyptian reforms, through the challenge of Western imperialism, to the Iranian Revolution, the Gulf War and the War on Terrorism. After introducing students to the region’s history from the origins of Islam in the seventh century, the course focuses on the past two centuries of profound and often dramatic change. Particular emphasis is placed on the region’s political, social, and cultural history.

BUSINESS ETHICS [Fall] This course examines the forces that have created and molded the modern business world and its practices in the United States. Specifically, students will look at definitions and expressions of capitalism, free trade, entrepreneurship, and the global economy; business organizations and the laws and market forces that condition their activities in the United States; and business-community and business-worker relations.

THE CIVIL WAR [Fall] This course examines the political and military events of the Civil War era, while analyzing the important social and economic developments in the United States during the 19th century. The course identifies the crises, changes, and transformations that defined America in the years between the Mexican War and Reconstruction. The course follows the thematic outline of James McPherson’s text *Battle Cry of Freedom*. Students will read primary sources and historical narratives.

BUSINESS AND ECONOMICS [Winter and Spring] This course teaches students how to fuse the domains of microeconomics, macroeconomics, capital and investment markets, and entrepreneurship. The writings of business leaders, *The Wall Street Journal*, and several Barron’s guides provide the readings for the class. Guest lecturers across business pursuits will present their real-world experiences, and a number of field trips to area businesses will be conducted.

TWENTIETH CENTURY WAR [Winter and Spring] This course focuses on World War I, World War II, and the Cold War, with an emphasis on the causes and effects of warfare and the conflicts between communism and democracy. The course will examine the major battles and military operations of the various wars; and the social, political, economic, psychological, and cultural effects of war. World War I focus issues include Bismarck’s diplomatic system, blame for the war, new military technologies, and the nature of trench warfare. World War II focus issues include the rise of Hitler, American isolationism and involvement, the development and use of the atomic bomb, and the dawn of the Atomic Age. The Cold War focus issues include post-World War II American and Soviet foreign policy, the Korean and Vietnam Wars, Kennedy and Khrushchev, Reagan and Gorbachev, and the fall of the Soviet Empire.

LANGUAGES

CHINESE I [Full Year] The first level course in spoken and written Mandarin Chinese introduces basic vocabulary and sentence structure for communicating about oneself, family, hobbies, and daily life. Students study Chinese pronunciation (pinyin) and tones, simplified Chinese characters, and the fundamental elements of grammar. Students practice the four basic language skills (speaking, listening, reading, and writing) with emphasis placed on the accelerated learning of Chinese characters.

CHINESE II [Full Year] During this course, students deepen their command of language skills acquired in the first year to further develop their speaking, listening, reading, and writing skills in a variety of topics, such as school life, transportation, and weather. Students continue the acquisition of Chinese vocabulary and the study of grammar. Class meetings emphasize oral proficiency and sharpening reading and writing skills. Regular written assignments and longer compositions are used to develop written proficiency. **Prerequisite: Chinese and/or placement testing.**

CHINESE III [Full Year] This course is designed to build on the fundamental grammar and vocabulary learned in earlier levels by introducing more advanced syntax and adding more sophisticated topics for conversation and translation. Students use a variety of media to learn about Chinese culture, history and current events, while also building practical oral skills. With a focus on understanding cultural differences, students develop their language skills through discussions, written work, and interactive project-based learning assessments. **Prerequisite: Chinese II and/or placement testing.**

CHINESE IV [Full Year] This is an advanced level Chinese course that aims to help students further strengthen the four basic language skills of speaking, listening, reading, and writing. Continuous expansion of their knowledge of Chinese characters and advanced grammar allow students to read primary sources and to speak and write about such topics as cultural differences between the US and China, economic and political issues, and traveling in China. Students learn to use their Chinese in more sophisticated ways through interviews with native speakers, in-class debates and presentations, and discussions of literary selections. **Prerequisite: Chinese III and/or placement testing.**

BEGINNING LITERATURE [Full Year] This course is designed for students whose native language is not English and introduces them to American and international stories and novels that are typical for a high school English course. The texts expose students to literature that offers various points of view, rich literary devices, life lessons, and opportunities for critical thinking. Students will learn techniques to increase their reading rate, word recognition, and comprehension skills while strengthening their knowledge of authors, basic literary terms, and genres. The texts will also provide the subject matter for a variety of oral and written practice throughout the year. Writing will focus on both form and expression, and students will express themselves orally in conversation, discussions and presentations. By the end of the year, students will acquire the skills necessary for success in Suffield's English courses. **Prerequisite: Multiple-measures assessment (placement test).**

BEGINNING GRAMMAR AND WRITING [Full Year] This course is designed for students whose native language is not English and who need to acquire a level of proficiency necessary to function successfully in their other courses. Students will learn a breadth of fundamental grammar and vocabulary to support and enhance their reading, writing, speaking, and listening skills. They will learn multiple strategies to improve listening and reading comprehension skills through the use of short, fiction and non-fiction texts, podcasts and videos. They will write on a variety of topics to improve both their grammatical accuracy and their ability to express themselves in writing. Students will also practice speaking in different real-life genres to gain more confidence and fluency in everyday scenarios. By the end of this course, students will be able to use the language with greater confidence and fluency. **Prerequisite: Multiple-measures assessment (placement test).**

ADVANCED GRAMMAR AND WRITING I, II, & III [Full Year] This course is designed for students who have completed Beginning Literature and Writing. Its goal is to help students further develop their English language skills by focusing on speaking, listening, reading, and writing. Areas of emphasis will include vocabulary and grammar, oral presentation and conversation skills, reading and listening comprehension skills, and writing work that is coordinated with other courses they are taking. Advanced Grammar and Writing will also provide ample practice in preparation for the TOEFL exam. Students enrolled in this course will also be taking a regular English course and placement will be grouped by English course: I, II, or III. It is expected that at the end of the class, students will be able to use the language with greater accuracy and will have a stronger foundation in all areas of the English language. **Prerequisite: Basic ESL or multiple-measures assessment (placement test).**
Prerequisite: Completion of this course and Beginning Literature and Writing fulfills Suffield's degree requirement for Language.

FRENCH I [Full Year] The first level of French is an introduction to French language and culture. Through a systematic approach each student is assisted in beginning to attain a level of proficiency in the four skills of speaking, listening, reading, and writing, with an emphasis on speaking and listening.

FRENCH II [Full Year] The course is a continuation and expansion of the four skills (speaking, listening, reading, and writing) that the students began developing in the first year. In the second year, there is increasing emphasis on using language for oral and written communication, where study of the four skills and culture reinforce one another. Vocabulary and grammar are practiced in the context of real-life situations. Written expression is developed through work on topic-oriented paragraphs and short essays. Reading selections such as articles, ads and adapted excerpts of literary texts expand the students' knowledge of the everyday culture and customs of French-speaking countries. Within this communicative approach, grammatical accuracy continues to play an important part in the presentation, practice and assessment of the language. **Prerequisite: French I and/or placement testing.**

FRENCH III [Full Year] In the third year of French, students learn new elements of language while continuing to use and reinforce the vocabulary and grammar introduced and practiced in French I and II. As in the first two levels, emphasis is placed on functional language for real life contexts. At the third-year level, while accuracy is still stressed as students review and learn new grammatical structures, expressing and understanding ideas in the language become increasingly important. Students work with language in context through composition writing, dialogues, essays, articles and short stories. Literature is gradually introduced in order to further develop analytical writing skills and critical thinking. **Prerequisite: French II and/or placement testing.**

FRENCH IV [Full Year] French IV is designed to build the language skills of students who plan to take French V or continue with language studies in college. The main goal of this course is to develop reading, writing, and oral communication skills. The class will review grammar topics discussed in previous courses and will study more advanced grammar. The course guides students through the study of French and civilization and culture as portrayed in literature and historical narratives. **Prerequisite: French III and/or placement testing.**

FRENCH V [Full Year] French V is an advanced course in French language and literature. The course includes a thorough grammar review, while emphasis is placed on the readings and analysis of selected works of the 18th, 19th, and 20th century French literature. The class is conducted in French. Students interested in taking the French Language AP exam are given the required preparation. **Prerequisite: French IV and/or placement testing.**

SPANISH I [Full Year] The course aims to develop the skills of listening, speaking, reading, and writing Spanish on a beginning level. Students are involved in a systematic study of Spanish grammar, vocabulary, and sentence and verb tense formation. The presentation of grammatical structure and vocabulary is made, in part, by reading paragraphs, as well as by the partial or complete memorization of dialogues which deal with everyday situations and a variety of geographical and historical topics. Exercises, both oral and written, are used to practice, reinforce, and review throughout the course. Increasing attention is paid to conversation and particularly to pronunciation as a grammatical basis becomes established. There is some focus on Hispanic culture in class discussions.

SPANISH II [Full Year] The course is a continuation and expansion of the four skills (listening, speaking, reading, and writing) that the students began to develop in the first year. Vocabulary and grammar are practiced in the context of real-life situations. Written expression is developed through work on topic-oriented paragraphs and short essays, while students' knowledge of the everyday culture and customs of Spanish-speaking countries is expanded through reading selections (articles, advertisements, and surveys). Within this communicative approach, grammatical accuracy continues to play an important part in presentation, practice, and assessment. **Prerequisite: Spanish I and/or placement testing.**

SPANISH II HONORS [Full Year] This intensive course, while following the curriculum of Spanish II, emphasizes the use of language for communication and the development of advanced reading and writing skills. A wide variety of supplementary readings, in-class projects and presentations, and regularly assigned essays are important elements in reinforcing the four basic skills and in ensuring the mastery of the material. **Prerequisite: Spanish I and teacher recommendation, or placement testing.**

SPANISH III [Full Year] In the third year of Spanish, students learn new elements of language while continuing to use and reinforce the vocabulary and grammar introduced and practiced in Spanish I and II. While accuracy continues to be stressed, expressing and understanding ideas in the language become increasingly important. Students work with language through composition, oral dialogues, and reading selections which provide a context for discussion of Hispanic culture. **Prerequisite: Spanish II and/or placement testing.**

SPANISH III HONORS [Full Year] The emphasis of the course is on increasing students' speaking, reading, and writing proficiency in the context of the Spanish III curriculum. Mastery of more advanced elements of grammar is achieved through extensive work on independent culture-based projects presented by students in class. Spanish language films are shown and analyzed, the Internet is used widely as a resource, and supplementary literary selections by Spanish and Latin American authors further expand students' understanding and appreciation of the language, history and culture. The course is conducted in Spanish. **Prerequisite: Spanish II Honors and teacher recommendation.**

SPANISH IV [Full Year] The focus of the Spanish IV course is to master the art of effective communication in the target language. It is designed to continue Spanish I, II and III in the development of functional proficiency in all four language skills (reading, writing, listening, speaking), and serve as an introduction to literature. The development of vocabulary as well as a comprehensive review of grammar is the core of this course. It is for students who are motivated to continue the study of language. The course is conducted in Spanish. **Prerequisite: Spanish III and/or placement testing.**

SPANISH IV HONORS [Full Year] Spanish IV Honors is designed to continue the development of functional proficiency in listening, speaking, reading, and writing the language. It exposes students to the literary use of Spanish, increasing their literal and critical reading skills and enhancing their knowledge of the cultural diversity of the Spanish-speaking world. The course aims to improve the students' speaking ability, systematically review grammar previously studied, and master—orally and in writing—new and more complex grammar concepts. The course is designed for students who are motivated to continue intensive study of the language in college and/or in preparation for the Advanced Placement examination. **Prerequisite: Spanish III Honors and teacher recommendation.**

SPANISH V [Full Year] This course aims to build on previous years of language study and increase proficiency in the four language skills: listening, reading, speaking and writing. The focus of this course is on conversation (listening and speaking), expanding vocabulary, and honing proper reading and writing skills, in addition to undertaking a comprehensive review of grammar. The course seeks to amplify the students' perspective on history, politics, and cultural and environmental events of the Spanish-speaking world through the study of literature, cinema, and current events. **Prerequisite: Spanish IV and/or placement testing.**

SPANISH V HONORS [Full Year] This course aims to build on previous years of language study and increase proficiency in the four language skills: listening, reading, speaking and writing. The focus of this course is on conversation (listening and speaking), expanding vocabulary, and honing proper reading and writing skills. The course seeks to amplify the students' perspective on history, politics, culture and environmental events of the Spanish-speaking world through the study of literature, cinema, and current events. **Prerequisite: Spanish IV and/or placement testing.**

SPANISH VI HONORS [Full Year] The objective of Spanish VI Honors is to prepare students for the Spanish Literature AP Exam. As such, students adhere to the prescribed curriculum for the exam. Throughout the course of the academic year, they read selected works of those writers of prose and poetry in Spanish who have achieved renown not only in the Spanish-speaking world, but in the international arena as well. From 1492 to the Siglo de Oro and the Generación de '98 to the renowned writers of the 20th century, students read and examine the oeuvres of those masters of Spanish prose and poetry who have contributed most significantly to Spanish letters. The works of Miguel de Cervantes, Tirso de Molina, Francisco de Quevedo, Luis de Gongora, Garcilaso de la Vega (Spain), Juana Asbaje, Hernán Cortés, Álvaro Núñez de Cabeza de Vaca, José Martí, Ruben Dario, Antonio Machado, Federico García Lorca, Pablo Neruda, Gabriel García Márquez, Carlos Fuentes, Jorge Luis Borges, Julio Cortázar, and Isabel Allende constitute the core curriculum of this course. **Prerequisite: Spanish V Honors.**

MATHEMATICS

ALGEBRA I [Full Year] The purpose of Algebra I is to familiarize students with variable expressions. The course includes study of the number line, equation-solving, operations on polynomials, factoring polynomials, algebraic fractions, linear equations and systems, linear and quadratic functions, inequalities, and irrational numbers. Problem-solving is emphasized throughout this course.

GEOMETRY [Full Year] This course examines Euclidean geometry in both two and three dimensions. It allows students to learn the historical overview of the material and how it can be used as a tool for responding to many human questions and practical problems, and it fosters the ability of students to reason mathematically. Students begin by learning fundamental elements as a background for the development of two-column and paragraph proofs. Algebra concepts are reviewed through weekly problem sets and are then used to solve more complex geometry problems. Additionally, students use Geometer's SketchPad software as a tool to explore many of the theorems used throughout the course. **Prerequisite: Algebra I.**

GEOMETRY HONORS [Full Year] Geometry Honors is designed for students entering freshmen or sophomore year with strong math ability and interest. Students must already have taken Algebra I. The fall term is devoted to a fast-paced but thorough treatment of Algebra I topics. During the winter and spring terms, students focus on geometry, with more advanced algebra topics introduced through weekly problem sets. **Prerequisite: Permission of the dean of academics and faculty.**

GEOMETRY FOUNDATIONS [Full Year] This course examines Euclidian geometry in two and three dimensions, as well as fundamentals of theoretical and applied algebra. The fall term is dedicated to an in-depth treatment of core math skills that will be useful throughout the balance of the year as well as subsequent courses. These include ratios and proportional reasoning, graphing and interpreting graphs, working with data, estimation, taking an organized approach to complex problems, and communication in a mathematical context. The balance of the year will be dedicated to geometry, with emphasis on right triangles, trigonometry, polygons, surface area, and volume. Students will learn to apply theorems, postulates, and definitions in developing and justifying geometric relationships.

ALGEBRA II [Full Year] In addition to reviewing the major concepts of Algebra I, this course also includes the study of complex numbers, conic sections, trigonometric functions, exponential and logarithmic functions, and coordinate geometry. **Prerequisite: Algebra I and Geometry.**

ALGEBRA II HONORS [Full Year] This class is intended for gifted and dedicated students who have successfully completed Algebra I and Geometry. The class moves swiftly and demands a high level of independence from the students. In addition to covering all the topics in Algebra II, the honors class will include matrices, vectors, sequences, and series.

ALGEBRA II B [Full Year] The goal of this course is to help students master the foundation topics of the Algebra II curriculum at the pace and level of difficulty appropriate for students who are challenged by traditional Algebra II. **Prerequisite: Algebra I and Geometry.**

TRIGONOMETRY AND FUNCTIONS [Full Year] This class is an intermediate course in mathematics for the student who has completed Algebra II and Geometry and wishes to strengthen their math background. The course offers a review of algebraic and geometric concepts, a preview of pre-calculus topics, and a focus on using the TI-84 graphing calculator. Special attention is given to the basic functions: linear, polynomial, exponential, and logarithmic. Trigonometry of the right triangle is reviewed, and trigonometry of the circle is introduced. Applications and word problems are emphasized throughout the course. **Prerequisites: Algebra II and Geometry.**

PRE-CALCULUS [Full Year] This course is designed for juniors and seniors who have completed Algebra II. A comprehensive treatment of polynomial, trigonometric, and exponential functions, with an intuitive approach to the concept of limit and continuity, prepares the student for Calculus and the Math Level II SAT II Exam. **Prerequisite: Algebra II and Geometry.**

PRE-CALCULUS HONORS [Full Year] This is an accelerated course for students who have completed Algebra II. Pre-calculus topics are covered at a more rigorous level. Students who successfully complete this course are encouraged to take AP Calculus I: AB. **Prerequisite: Algebra II, Geometry, and permission of the department chair.**

PROBABILITY AND STATISTICS [Full Year] This course is an introduction to the fundamental concepts involved in collecting, displaying, summarizing, and drawing inferences from data. Students examine statistical concepts, principles, and techniques through the analysis of genuine data. The course focuses on applications and uses the TI-83 calculator to do many computations. Topics explored include data analysis, design of surveys and experiments, probability, sampling distributions, estimation, and significance testing.

AP STATISTICS [Full Year] This course is for students who wish to prepare for the AP Statistics Exam. Topics include descriptions of data sets, design of surveys and experiments, probability, and statistical inference. Daily use of the TI-83 graphing calculator is expected. The course materials draw heavily on AP Exams from previous years. This course requires strong reading and writing skills, in addition to a solid math background and familiarity with the graphing calculator. **Prerequisite: Pre-Calculus, a strong performance in English, and permission of the department chair.**

CALCULUS HONORS [Full Year] This course is an introduction to the fundamental concepts of calculus. It begins with a thorough review of trigonometric, logarithmic, and exponential functions. The winter and spring terms cover the basic ideas of differential and integral calculus, including maxima and minima, related rates, integration techniques, area, and volume. This course is intended for students who are interested in studying calculus but who are not preparing for the AP Calculus Exam. **Prerequisite: Pre-Calculus.**

CALCULUS II [Full Year] This course is a follow-up to Calculus I. It begins with a thorough review of the concepts covered in Calculus I, including limits, derivatives, and integrals. The winter and spring terms cover more advanced topics, including sequences and series, improper integrals, applications of derivatives, more advanced integration techniques, polar and parametric coordinates, and differential equations. This course is intended for students who are interested in studying calculus for a second year but are not preparing for the AP Calculus Exam. **Prerequisite: Calculus I, Honors Calculus I, or AP Calculus AB**

AP CALCULUS I: AB [Full Year] The goal of this course is to establish a strong foundation for the study of calculus. A careful investigation is made of real numbers and of the real-value algebraic, trigonometric, exponential, and logarithmic functions of a single variable. The concept of the limit of a function is introduced and applied to cases of simple differentiation. Concepts of maxima and minima are thoroughly applied to geometric and physical problems. The study of integration, areas under curves, volumes of solids, and L'Hopital's Rule complete the syllabus. The course serves as a preparation for the AB Advanced Placement Exam. **Prerequisite: Pre-Calculus Honors and permission of the department chair.**

AP CALCULUS II: BC AND BEYOND [Full Year] Intended for exceptional students who have completed AP Calculus I: AB, this course prepares those who may wish to pursue the study of mathematics in college. In the fall, students will be introduced to additional methods and applications of integration and functions defined in parametric and polar form. Winter term topics include Simpson's Rule, improper integrals, differential equations, and sequences and series. Applications may include mixing problems, restricted population growth, and Laplace transforms. In the spring, students will receive an introduction to three-dimensional space and vectors. Additionally, they prepare for the BC Advanced Placement Exam. **Prerequisite: AP Calculus I: AB (with a score of 3 or better on the AP Exam) and permission of the department chair.**

MULTIVARIABLE CALCULUS HONORS [Full Year] This advanced course continues the study of calculus from AP Calculus II: BC and Beyond. Topics include, but are not limited to: three-dimensional space, vectors in three dimensions, vector-valued functions, partial derivatives, and multiple integrals. **Prerequisite: AP Calculus II: BC and Beyond. This course is offered every other year.**

LINEAR ALGEBRA HONORS [Full Year] Intended for highly motivated students who enjoy the study of mathematics and have completed at least one year of calculus, this course prepares those who may wish to study math or science in college. (Students who are deciding between this class and AP Calculus BC are strongly encouraged to take the latter option.) The course will examine Linear Algebra from four perspectives: theoretical (including proofs), calculational (a TI-84 calculator is required), geometric, and the applications of Linear Algebra to various disciplines. Topics will include matrices, vectors, Gauss-Jordan elimination, determinants, vector spaces, span, rank, kernel, inner product spaces, eigenvalues, eigenvectors, and the construction of different bases. **This course is offered every other year.**

COMPUTER SCIENCE

COMPUTER SCIENCE PRINCIPLES HONORS [Full Year] This course emphasizes the discipline of computer science, focusing on techniques and strategies to use the computer as a problem-solving tool. The course assumes no prior programming experience or technical knowledge, though students with some experience are welcome. Students will learn how to break problems down into smaller parts, craft careful solutions, and turn those solutions into working computer programs. This course uses different languages, environments, and approaches to teach problem-solving and the basics of computer programming: variables, control structures, stepwise refinement, testing, and debugging. As an honors-level course, students should expect to spend substantial time outside of class working on assignments. We place major emphasis on principled programming; evaluations are based not only on correct function but also appropriate style and organization. The material in the course covers most of the requirements for the Advanced Placement Computer Science Principles exam, and students may elect to take the exam after committing to extra preparation outside of class.

ADVANCED PLACEMENT COMPUTER SCIENCE [Full Year] This course prepares students for the AB-level Advanced Placement examination in computer science, covering material typically found in the first two semesters of a college course in computer science. Because the syllabus closely follows the AP syllabus, students must take the AP exam to receive credit for the course. Although the AB-level exam is no longer offered, this course still covers the more rigorous set of topics to prepare students for college-level computer science. This course builds on the foundation laid in earlier courses while continuing to stress the principles of object-oriented design and analysis, problem solving, and programming methodology. Java is the current implementation language for the AP exam, and we use it throughout the course. Topics include advanced data structures, algorithms, and a case study of a pre-existing program. We may also cover additional special topics as time allows. Advanced Placement computer science is a demanding course intended for students with a strong background and interest in computer science. Students in the course should expect to spend eight to ten hours each week on laboratory and reading assignments.

Prerequisite: Computer Science Principles (or equivalent coursework) and the permission of the instructor. This course is offered every other year.

SCIENCE

CONCEPTUAL PHYSICS [Full Year] Conceptual Physics is a full year survey course in physics based on an inquiry approach. In Conceptual Physics the emphasis is on insuring a qualitative understanding of the concepts of physics. Algebraic manipulations and detailed numerical analyses are avoided in favor of a more descriptive approach, and quantitative and process skills are developed at a pace consistent with the abilities of the students.

PHYSICS 9 [Full Year] This course is designed to give students an understanding of their physical world through laboratory experiences, language, activity modules, and graphs. While mathematical problem-solving is not emphasized, algebra skills are incorporated alongside the Algebra I curriculum. Many topics of classical physics are covered, ranging from discussion of motion, energy, and momentum, to electricity and magnetism. Every topic is related to everyday life; laboratories and activity modules are designed to provide practice in relating scientific concepts, representations, and models to real world phenomena. The goal of this course is to give students an appreciation for nature and technology as well as lay the foundation for future science courses through the development of scientific reasoning skills and laboratory procedures.

PHYSICS HONORS [Full Year] This challenging, fast-paced course is designed for students who have successfully completed a rigorous college preparatory high school algebra I and geometry class. It covers the same basic curriculum as the standard physics course, in more depth and with more intensity. Additionally, the course is math based and includes aspects of trigonometry. **Prerequisite: Successful completion or concurrent enrollment in Honors Algebra II.**

PHYSICS 10 & 11 [Full Year] Intended for students entering Suffield as sophomores or juniors, this course has the same goals, philosophy, and methodology as Foundations of Physics 9. However, since the students will have already completed Algebra I, the course makes greater use of mathematical problem-solving and abstract reasoning.

CONCEPTUAL CHEMISTRY [Full Year] This course is a full survey course in chemistry, supported by regular laboratory activities. Topics include the nature of matter and the particles that make it up, the vocabulary of chemistry, and chemical reactions. In addition, the periodic table is studied as well as patterns of chemical activity. A major goal of the course is to develop an appreciation of the role chemists play in the world and why it is important to learn about chemistry. We will relate our topical studies to the big picture of scientific knowledge. This course moves at a slower pace and covers topics in less depth than chemistry.

CHEMISTRY [Full Year] Laboratory experiments in this course provide the basis for understanding the fundamental principles of chemistry. This approach is based on the philosophy that the laboratory should be a place where students make and record careful observations, seek a pattern in what is observed, and then explore why the pattern exists. Students are encouraged to discover for themselves ideas that will lead to the basic understandings involved in chemistry. This experimental emphasis is used to develop such major concepts as chemical equilibrium, rates and mechanisms of reactions, bonding, properties based on the geometry of molecules, and chemical systems defined in terms of the periodic table. **Prerequisite: Physics, or permission of the department chair.**

CHEMISTRY HONORS [Full Year] Particularly ambitious and well-qualified students may elect the honors section, which covers more topics than the regular chemistry course and in greater depth. This would be an appropriate preparation for any student hoping to major in a scientific or technological area in college. **Prerequisite: Permission of the department chair.**

BIOLOGY [Full Year] This course is taken after physics and chemistry. Students begin by mastering the tools of biological study, such as the use of microscopes, cell cultures, electrophoresis, and dissections. Topics studied include cellular and molecular biology, genetics, evolution, classification, zoology, botany, human anatomy and physiology, and ecology. Exposure to these topics is introductory; an in-depth study is devoted to cell biology as the basic unit of life. Students are also asked to consider the application of these topics to their lives and to the world around them. The course stresses the acquisition of study skills to be used within and beyond the study of biology. Students use a textbook, magazines and other library resources, watch videos, and utilize laser disks and computers to engage their studies. Laboratory work involves investigations that support class lectures and other work. **Prerequisite: Previous courses in lab-based physics and chemistry.**

BIOLOGY HONORS [Full Year] This course is taken after physics and chemistry. Students wishing to take this more intensive, honors-level course should have exhibited a strong interest in the study of science. The course will be a thorough introduction to biology with a greater focus on the molecular biochemistry of organisms, genetics, evolution, and human anatomy and physiology. These topics will be supported with laboratory exercises, videos, and current events literature. Students are also asked to consider the application of these topics to their lives and to the world around them. The course stresses the acquisition of study skills to be used within and beyond the study of biology. Students will be expected to take the SAT Subject Test in biology. **Prerequisite: Successful completion of the introductory science sequence (physics, chemistry, biology), and permission of the department chair.**

ENVIRONMENTAL SCIENCE HONORS [Full Year] This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it includes chemistry, earth science, and biology, as well as history, economics, and politics in making decisions about the environment. As such, the course will explore the following main themes: the environment and society, human population growth and its consequences, renewable and nonrenewable natural resources and energy, waste management, and sustainable solutions. The course emphasizes an understanding of systems and processes, and making connections between various topics, rather than short-term memorization of facts. Students will be asked to integrate information from a number of contexts into a reasoned analysis, analogous to a scientist's approach of devising and implementing solutions to real-world problems. Laboratory and field investigations will support class and guest lectures, and discussion. **Prerequisite: Successful completion of the introductory science sequence (physics, chemistry, biology), and permission of the department chair.**

DISEASE ECOLOGY HONORS [Fall Term] The course explores our evolutionary relationship to mammals, primates in particular, and why that makes us vulnerable to zoonotic diseases, such as COVID. It also explores why environmental change is making humans more vulnerable to animal to human transmission of diseases. Our immune system is discussed in detail as well. **Prerequisite: Biology I**

AP BIOLOGY [Full Year] Students should have a strong interest in pursuing biology in college. AP Biology is designed to develop a deep understanding of broad topics in biology. The approach places a greater emphasis on the biochemistry of living organisms, supported by a strong laboratory component. One of the requirements for the AP exam is that students be familiar with twelve specific laboratory topics. Throughout the year, students will complete these laboratory exercises as they correlate to the topics being studied. AP Biology uses a college text in order to best prepare the students for the AP exam. To complete the course, every student is required to take the AP exam. **Prerequisite: Successful completion of the introductory science sequence (physics, chemistry), and permission of the department chair.**

AP CHEMISTRY [Full Year] The material covered in this course is equivalent to an introductory college chemistry course in which concepts, principles, theories, and problem-solving are studied in depth. To complete the course, every student is required to take the AP exam. **Prerequisite: Successful completion of the introductory science sequence (physics, chemistry, biology), and permission of the department chair.**

AP PHYSICS C: MECHANICS [Full Year] This is a full year calculus based course that follows the physics curriculum as prescribed by the College Board. One half of the curriculum is classical mechanics; the other half is electricity and magnetism. It is designed to help students successfully complete the AP exam in May. The program mirrors a typical first year, college-level physics course taken as part of a physical science or engineering major. A student considering enrolling should have a strong background in mathematics and be interested in science. To complete the course, every student is required to take the AP exam. **Prerequisite: Successful completion of the introductory science sequence (physics, chemistry, biology), successful completion or concurrent enrollment in AP Calculus, and permission of the department chair.**

AP PHYSICS C: ELECTRICITY AND MAGNETISM [Full Year] This is a full year calculus based course that follows the physics curriculum as prescribed by the College Board. To complete the course, every student is required to take the AP exam. **Prerequisite: Successful completion of the introductory science sequence (physics, chemistry, biology), successful completion of an introductory calculus course, AP Physics I, and permission of the department chair. This course is offered every other year.**

BIOTECHNOLOGY HONORS [Full Year] This investigative course explores the application of genetic manipulation to the fields of medicine and agriculture. Students will explore how the cell accesses, uses, and maintains genetic information and how these mechanisms can be altered for commercial purposes. This is a hands-on course in which students will work collaboratively to become proficient in the laboratory techniques necessary for DNA extraction and analysis, gel electrophoresis, transformation, chromatography, PCR (polymerase chain reaction), and cloning. Through labs and discussions, topics will include cloning, forensic investigation, nanotechnology, DNA barcoding, cancer genetics, gene therapy, genetically modified organisms, DNA fingerprinting, “jumping genes”, RNAi, microRNA, and the recently discovered CRISPR technology. **Prerequisite: Chemistry, Biology.**

ADVANCED ANATOMY & PHYSIOLOGY HONORS [Full Year] This course examines the structure and function of human body systems, including the integumentary, skeletal, muscular, nervous, hormonal, circulatory, lymphatic, respiratory, digestive, reproductive, and urinary systems. Topics in pathology and sports medicine will be addressed to further understand the relationship between structure and function of these systems when things go awry as well as methods we can use to help the human body function optimally. Additionally, we will examine how the body is constantly regulating its internal environment; the ceaseless process of homeostasis will be the theme that weaves through the entire course. The cooperation of the individual organ systems that compose the human body will be discussed to understand how cooperation is crucial to maintain the health of the body as a whole. Finally, we will learn the basic vocabulary that allows us to speak about the body in a way that is understood by scientists and those involved in all aspects of health-care. All aspects of the course will be reinforced by laboratory work. As this is a hands on course, laboratory work includes dissections, modeling of specific physiological function, classical histology, ELISA diagnostics, and cell culture. **Prerequisite: Chemistry, Biology.**

RESEARCH METHODS HONORS [Full Year] The purpose of Research Methods is to introduce students to scientific research. Combining statistics, experimental design, and scientific writing, Research Methods will prepare students for scientific research as a career. The first term of the course will explore experimental design as students learn how to conduct meaningful studies. Through the use of class studies we will look at placebo effects, double blind studies, and control groups. The second term of the course will focus on writing scientific papers and using statistics as a method of proof. Students will be expected to use their learning from the first two terms in the course to carry out their own research projects in the third term. Each team of students will conduct research, receive biweekly feedback from the rest of the class with presentations, and write a final scientific publication on their research.

ENGINEERING PROBLEM SOLVING [Full Year] This course is designed to introduce students to the real-world applications of engineering, and the problem-solving techniques used by engineers in the field. It is divided into three separate sections, covering a wide variety of engineering disciplines. Computational Problem Solving: Students will learn various data-presentation and interpretation techniques, and learn how to use Microsoft Excel’s built-in programming language to solve engineering problems. Laboratory Measurements: Through hands-on laboratory activities, students will be introduced to real-world systems, and the measurements taken by engineers to analyze them. Field Measurements: Students will be exposed to large-scale field measurements, and get the opportunity to experience real engineering field work. This course will give students a head start if they are thinking about pursuing an engineering degree. They will end the year with a great understanding of engineering systems, measurement techniques, and data acquisition and presentation. **Prerequisite: Precalculus**

MARINE SCIENCE [Full Year] This course serves as an introduction to several different aspects of marine science including, but not limited to, oceanography, marine invertebrate and vertebrate zoology incorporating physiological adaptations to the marine environment, and key marine ecosystems such as the intertidal zone and coral reefs. Students will begin by understanding the chemistry of the ocean and the unique problems marine species face as well as how they have adapted to thrive in such an exceptional environment. Building upon that foundation, topics will cover specific ecosystems and the biotic and abiotic factors within them that make them fascinating. Dissections will allow a hands-on experience in learning and comparing the anatomy of various marine species while laboratory and online inquiry exercises will give students a chance to apply content to practice. Current issues such as ocean pollution, overfishing, and effects of climate change will also be highlighted and discussed throughout the year, giving students another opportunity to see science in action and improve their scientific literacy.

Prerequisite: Successful completion of introductory sciences (physics, chemistry, biology).

VISUAL ARTS

ART I [Full Year] Studio Art I is an entry-level course designed to build a foundation from which a student may grow. Through the traditional disciplines of drawing and painting, students are made aware of the thinking that is fundamental to any creative activity. Through work in the studio, they learn to order and to discipline resources. The course deals primarily with the development of a concept and with its expression in graphic form. However, allowance is made for experimentation in other media, with appropriate emphasis placed on technical concerns. Experience gained in the important areas of creativity, imagination, and invention is soon put to work on independent art projects.

ADVANCED STUDIO ART [Full Year] In this class, students work to create visual pursuits designed around each of their particular interests. Focus is on two-dimensional art such as drawing, painting, print-making, and collage. Portfolio development is a large component of this course. Additionally, students will examine significant works of art and artists to help them make stylistic connections and enrich their own work. Individual approach to subject matter and personal expression are stressed. **Prerequisite:** Studio Art I, or permission of the art department

CERAMICS [Full Year] This course provides students with a comprehensive set of elemental techniques with which to create a variety of finished sculptural and functional ceramic pieces. Hand-building techniques include pinch, coil, and slab construction; students also use a potter's wheel. Students concentrate on wedging their clay, centering, creating basic forms, and further developing their skills. Throughout the course, students gain an understanding of glazing and surface decoration, discerning how these relate to pottery form. Interested students may acquire a knowledge of different firing techniques, as well as experience in loading and firing a kiln.

GRAPHIC DESIGN [Full Year] This course is framed around understanding the principles of design (contrast, repetition, alignment & proximity) and will teach students critical skills in graphic design. Working in programs such as Adobe InDesign, Illustrator and Photoshop, each student will learn how to effectively analyze and create layouts to send powerful messages. Topics explored include logo design and development, typography, magazine layout and template design. Students will finish the year by designing and creating the school art and literary magazine. They will also create a website showcasing their work from the year. Completing this course will equip each student with an understanding of their own design aesthetic and with the training to explore an interest in the design and advertising industry. **Prerequisite:** Successful completion of an introductory art course or Photo I.

INTRODUCTION TO VISUAL COMMUNICATION DESIGN [Full Year] With a hands on approach, this course introduces students to the world of visual communication design. Analyzing how media is currently used in our society, students will begin to gain an understanding of how to effectively captivate an audience with new media. Through use of traditional studio materials, as well as digital media, this class includes an in depth exploration of the principles of design, color theory, symbolism, and collage in order to empower students to convey a visual message in the 21st century.

MEDIA ARTS [Full Year] This course explores expression of art through the use of modern and innovative technology. In addition to the observation of society's manipulation of image and video, students will be experimenting with creation through the use of Adobe Photoshop, Garage Band, Adobe After Effects, Adobe Premiere, Digital Cameras, video production and a variety of other innovative tools. Students will learn to express their own ideas through harnessing media, building on their ability to communicate in the 21st century. Working both individually and collaboratively, students will be tasked with creating projects that embody what they think is important to share with the world.

Prerequisite: Must have taken one year of art OR received special approval from instructor. This course is offered every other year.

PHOTOGRAPHY [Full Year] This course involves a study of photography from the traditional analog to digital and experimental photographic techniques. The course begins with the 35 mm SLR camera and its component parts (what they are, how they function and how to use them). It also includes composition and darkroom techniques (making and using solutions, film developing, printing and darkroom manipulation). The course will evolve over the year as students apply their traditional training to working with digital SLR cameras and finishing the year with experimental photography. It is recommended that students have their own 35 mm SLR camera as well as a Digital SLR camera (not required).

SCULPTURE [Full Year] This is a course where students can develop their artistic voice through the creation of three-dimensional artwork. The class begins with fundamental 3-D design projects to foster an understanding of balance and aesthetics while developing skills in construction and fabrication. The class continues by exploring both traditional and contemporary sculptural materials, from clay, wood, metal, and plaster to found object works and installation. Each project is introduced with direct instruction highlighting specific movements, artists, and schools of thought to provide historical context to the assignment. Various sculptural methods, including additive, subtractive, casting, and assemblage, are employed to help each student achieve their artistic vision. Students are challenged to consider both their subject and the materials used to create their subject. Assignments explore different conceptual elements and styles from representational and figurative works to abstract objects. Consideration for the display and lighting of finished works are included in each assignment, and sight-specific projects require students to incorporate concept through location in both time and space. The course culminates with an independently developed project based in the materials of the students' choosing. This is a full-year, work-intensive studio-based course. **Prerequisite: Art I or permission of the Academic Office**

PERFORMING ARTS

ACTING: TECHNIQUES [Fall] This is a general introduction to the acting skills and techniques used in varied dramatic settings, from classical to contemporary, from tragedy to comedy. Students will understand the concept of believability and establish that concept as the groundwork in acting. The core project of this class focuses on character development. Students will develop and explore a character of their own creation through a series of improvisations with classmates. The core elements of character, conflict, objectives, tactics, and obstacles are rooted in this process.

ACTING: ENSEMBLE [Winter] Building on the base established in Acting: Techniques, students will work with texts written in the realistic style and explore techniques developed to train actors for performance in contemporary plays. Special emphasis is given to scene study and ensemble performance work.

ACTING: SPECIAL TOPICS [Spring] This is a topic course that will cover alternative and more advanced acting techniques. Such topics include: advanced improvisation, acting for film, auditioning, and playmaking. This course will culminate in a student performance showcase.

ADVANCED VOCAL TECHNIQUES AND STAGING [Full Year or Term by Term] This is an advanced class in music performance and theatrical staging. It will serve as part vocal master class and part theater studies. Students will study proper vocal health and the physical mechanism of singing. They will also look at the understanding of song and the interpretation needed to bring the music to life on stage. This course covers a wide variety of music genres including pop, rock, classical, and musical theater. It meets year round and provides the Suffield community with three performances each year. This is an audition-based class. **Prerequisites: One of the following: Chamber Singers, Women's Choir, Acting, Musical Theater, or permission of the instructor.**

CHAMBER ENSEMBLE [Full Year] This group is for strings, woodwind players, and pianists interested in playing classical chamber music. It includes music arranged for various sized ensembles from duos to as many as a dozen players.

CHAMBER SINGERS [Full Year] This is a small group of mixed (male and female) singers. Basic music reading skills and vocal technique are covered while working through a vast range of challenging choral literature. Anyone who would like experience singing in a mixed ensemble is encouraged to join.

JAZZ ENSEMBLE [Full Year] This group serves as an introduction to playing jazz with an emphasis on learning how to improvise. Basic styles, musical forms, and scales are introduced.

ADVANCED JAZZ ENSEMBLE [Full Year] This group is for students who have some background in improvising in the jazz idiom. The emphasis is on small group (combo) playing with most of the time spent on improvising and the scales and theory involved in that discipline.

MUSIC AND MEDIA [Full Year] Music and Media is a non-performance based introductory course that requires no prior knowledge of music or a musical instrument. The course explores music through every aspect of your life; the music you listen to on your phone, the jingles from TV ads, even movie soundtracks. Throughout the year-long course, students will create exciting projects such as writing their own theme song, creating their own short film with mood music, and even creating their own music video or video game soundtrack. Students will learn basics of music recording, sound production, and music theory to guide their creative choices throughout the course. If you like music and want to learn more, this course is for you!

MUSIC THEORY & COMPOSITION HONORS [Full Year] This class moves quickly through the basics of music into tonal harmony, analysis, and simple composing. The curriculum includes listening and development of skills through dictation. It also delves briefly into serialism and other techniques and uses Sibelius and GarageBand software.

PRIVATE LESSONS [Full Year] Private instruction by adjunct faculty is offered on most instruments. Students will receive information about sign-up and cost with registration materials that are mailed in early June. Students are expected to take lessons for a full year, practicing and attending lessons regularly.

PUBLIC SPEAKING [Fall] This class will study the principles of public speaking. Students will critically examine their own and others' speeches through interactive practice. This class studies oral versus written communication in order to help students prepare speeches that are easier to deliver and understand. The class' focus on understanding the key parts of an argument and drafting clear and concise arguments translates directly to other academic assignments.

RECORDING BASICS [Term by Term] This class serves to introduce students to the basics of the recording studio. Topics will include microphone types, uses and placement, use and care of equipment, and an introduction to ProTools. The basics of live recording, mixing and mastering will be covered, and students will help record the winter guitar show.

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