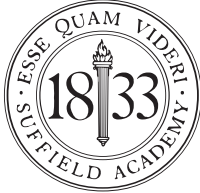


Curriculum Guide

2023-2024



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 & 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 & Faculty or an Assistant Academic Dean. 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 65 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 U.S. 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 necessary to prepare successfully for the College Board Advanced Placement Exams. Though course offerings and their AP orientation vary from year to year, the following courses typically prepare for the exams in the corresponding fields:

- | | |
|---|---------------------------------------|
| French V: Honors / AP French Language & Culture | English II: Honors / AP Language |
| Spanish IV: Honors / AP Spanish Language | English III: Honors / AP Literature |
| Spanish V: Honors / AP Spanish Literature | |
| | AP U.S. History |
| Computer Science Principles: Honors / AP Exam | AP Government & Politics |
| AP Computer Science A | AP Economics |
| | |
| AP Precalculus | AP Biology |
| AP Statistics | AP Chemistry |
| AP Calculus I: AB | AP Physics C: Mechanics |
| AP Calculus II: BC | AP Physics C: Electricity & Magnetism |
| | |
| Music Theory & Composition / AP | |

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		
As [3.67 – 4.33]	Excellent work	A+ 4.33	A 4.00	A- 3.67
Bs [2.67 – 3.33]	Very good achievement	B+ 3.33	B 3.00	B- 2.67
Cs [1.67 – 2.33]	Satisfactory achievement at the college-certifying level	C+ 2.33	C 2.00	C- 1.67
Ds [0.67 – 1.33]	Passing but unsatisfactory/summer work recommended to prepare for the 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

5	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.
4	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.
3	Inconsistent effort. Work is often missed, or hastily completed. Occasional class participation and good behavior. Assessments show effort, but more review can be done.
2	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.
1	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; and 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.

POSTGRADUATE YEAR: LEADERSHIP PG

[Full Year / Three Times a Week]

Postgraduates play a vital role in our community. As the oldest students on campus, they are expected to be leaders and role models through their involvement in a variety of activities. The purpose of PG Leadership is to help the PGs develop into a cohesive group of new seniors who connect with the rest of the senior class and the larger Suffield community while recognizing their unique experience as one-year students who have graduated from high school. Topics covered include orientation to Suffield Academy, goal setting (both short term and long term), time management, the college process, transition to college, public speaking, and many readings and discussions on what it means to be a leader and have different leadership styles. Additionally, there is a community service aspect to this course. In past years students have done fall yard clean-up for elderly residents of Suffield, volunteered at a soup kitchen and community garden, and helped maintain trails and trail markers for our outdoor program. Mostly, we want the PGs to enjoy their experience, grow, and try things they may not have tried before.

ENGLISH

ENGLISH I [Full Year] English I is a course that builds fundamental English skills. English I teachers recognize that students enter Suffield with a wide range of backgrounds in their 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. From short stories, students advance to the reading of drama and novels, then end the year with a study of poetry. Early in the year students are introduced to the “rite of passage” motif which is a central theme of the freshman course. 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.

ENGLISH I: HONORS [Full Year] Identity is a foundational concept. How do we see ourselves within, in the larger community, and as citizens in the world? What are some issues of human nature that fictional stories can help us explore about these various identities? How do authors reveal information that shapes what we know, think, and feel? Honors English I is a sophisticated reading and critical writing course designed for the passionate student of literature whose skills and abilities are beyond the scope of the regular English I curriculum, including basic grammar. We examine several genres of literature including novels, memoirs, poetry, short stories, drama, graphic novels, and essays to train ourselves to read and think carefully and thoroughly. This level and scope of reading will enable us to fully appreciate the art of great literature. In order to better communicate our thoughts about literature, we will deliberately and methodically work on analytical writing. Writing workshops will cover topics from advanced issues of grammar to structure of formal essays and incorporation of textual material and analysis. Honors English I includes a variety of perspectives that is further examined in AP Language in the sophomore year, as well as an introduction to the genres that are more fully explored in AP Literature of the junior year. **Prerequisite: Permission of the department chair or Dean of Academics & Faculty**

ENGLISH II [Full Year] Sophomore English is aimed at the continued development of each student’s confidence in reading, writing, and critical thinking. Different genres are explored throughout the year: short stories, novels, drama, and poetry. One of the main goals of the course is to develop a common language for literary understanding and analysis of varied texts and genres. Our exploration of literature also includes the thematic links that tie short stories and novels together. Major topics for discussion include the hero’s journey, illusion and reality, loyalty and betrayal, first impressions and deeper knowledge, and innocence and experience. Our small classroom size allows students to build analytical writing skills with emphasis on thesis development, quotation analysis, and revision. Significant emphasis is placed on literary analysis and vocabulary in context with the goal of developing more effective writing and verbal skills. Class participation is a major feature of this course; and students are encouraged to contribute to daily discussions in order to develop their confidence and mastery of both content and context.

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 this challenging course, 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 Dean of Academics & Faculty

ENGLISH III [Full Year] Building on the foundational knowledge of genre conventions from English II, students examine all genres within the framework of a literary history. English III surveys American literature, further developing analytical writing and close-reading skills. The class explores how the intersection of intellectual and literary history, such as the Enlightenment, Romanticism, Realism, and Modernism, relates to American literature and culture. Moreover, English III explores a constellation of themes: the construction of the American identity and the American literary canon; the fashioning and evolution of the American Dream; the exploration of the American landscape; and various issues in relation to American culture, including gender, race, and class dynamics. Students create more sophisticated analytical essays, weaving together the literary, the historical, and the cultural elements. Focused vocabulary study supplements the reading and writing assignments. Grammatical issues are studied in context and addressed individually. Major authors include Hawthorne, Emerson, Thoreau, Dickinson, Whitman, Douglass, Chopin, Fitzgerald, Wilson, Miller, and selections of modern and postmodern American poetry including the Harlem Renaissance. Additional selections supplement the curriculum as deemed appropriate by the department.

ENGLISH III: HONORS / AP LITERATURE [Full Year] What is the literature of a nation, and who gets to decide? Does American Literature tell a complete story of the changing national identity of the country? How has the country's view of success, equality, religion, nature, and cultural identity evolved over time? This course, while preparing all students to take the English Literature and Composition Advanced Placement Exam in May, is at its foundation an honors English class, primarily surveying American literature through its mainstream and marginalized voices. The course thus moves rapidly and more thoroughly than the survey of American literature at the standard level. In the spring term, we further reflect upon the lyric and dramatic traditions to hone analytical skills. Honors English III/AP Literature 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 in all its forms. Students work toward understanding what constitutes engaging and cohesive analytical writing, both in short, timed pieces and longer full essays. Students will grapple with the complexities and dynamics of sophisticated tasks, abstract ideas, and concepts, preparing them for the challenges of English IV Honors. **Prerequisite:** Permission of the department chair or Dean of Academics & 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 several functions for Suffield Academy seniors. First, students read a selection of sophisticated short stories and review critical reading and writing skills emphasized during their sophomore and junior years. The close reading skills reviewed in the short story unit also help seniors realize how authors create compelling hooks for their narratives, develop complex conflicts, and often close a story with a poetic device. Seniors realize in the opening weeks that these critical observations resemble the same rhetorical goals of their college essay work. Another over-arching function of this course is to continue students' exploration of foundational literature in its different forms. While reading the sonnets of Donne and Shakespeare, students reflect on the explication skills from previous English classes and are challenged to enhance their ability to argue how these challenging poets artistically convey their meaning. The course closes with a sophisticated reading of Shakespeare's famous tragedy, *Hamlet*. 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 IV: HONORS [Full Year] English IV Honors creates a learner-driven environment where students declare a distinct topic that encompasses their passion when reading and writing about literature. With a global perspective, our course will begin with exploring present-day authors who write with a postcolonial and postmodern lens and dramatize conflicts created by the decolonization of political power, culture, and identity. Students will appreciate how their creative works challenge and critique cultural imperialism, racism, sexism, as well as class issues while also celebrating "new and emergent experiences of immigration, hybridization, and cross-racial encounter(s)" (Norton Anthology of English Literature) in our contemporary culture. Authors will include Bernadine Evaristo, Chimamanda Ngozi Adichie, Salman Rushdie, Zadie Smith, Margaret Atwood, JM Coetzee, Hilary Mantel, as well as James Joyce, William Butler Yeats, D. H. Lawrence, and Katherine Mansfield. Then, equipped with their passion topics, students will turn to the past and dialogue with authors as a way to understand how literature expresses the ideology and values of a cultural era while also engaging in the controversy and arguments of its era. In this sense, students will explore how a literary text can be an expression of or reaction to the power structure of its day. Texts during this period may include the following: *Beowulf*, Chaucer's *The Canterbury Tales*, *Sir Gawain and the Green Knight*, Milton's *Paradise Lost*. A student-centered unit on Shakespeare will involve students learning a biographical insight that they did not know and applying it to an appropriate text in a project-based learning format. Throughout our study of 18th and 19th century English literature, the course will also juxtapose the American abolition of slavery movement with the political and cultural trends that dismantled the Atlantic slave trade in England. During the winter and the closing weeks of the academic year, students will engage in two literature circles, also known as student-centered book clubs. They will select one of the six novels from the current Booker Prize shortlist. Leveraging key components of their AP Language and AP Literature background, they will be challenged to create literary arguments that appreciate how each novelist is a leader in the creative world today. **Prerequisite:** Permission of the department chair or Dean of Academics & Faculty

AMERICAN STUDIES [Winter / Spring] Do you enjoy project-based learning? Would you enjoy working in a classroom that integrates technology into almost every activity? Do you want to learn how to produce a presentation like a viral TED Talk speaker? Then join our class and explore a local history mystery. This year's class will investigate the biographical details about two enslaved people who lived in our local Phelps-Hathaway House Museum during the late 1700s. Besides writing original history, this class will learn more about how local museums thrive and connect with their communities to create meaningful public history. Employing a project-based learning approach, students will exercise voice and choice when pursuing interesting topics and support materials for the museum. Adopting the role of interns, students will also consider and create the best design elements that will enhance a Witness Stones installation program "to restore the history and honor the humanity of the two enslaved individuals" who lived in that house. Throughout this authentic project, students will come to appreciate James Loewen's insight about fostering spaces where students can conduct historical inquiry: "Telling the truth about the past helps cause justice in the present. Achieving justice in the present helps us tell the truth about the past."

BOOKS VERSUS MOVIES [Winter / Spring] Oftentimes you hear people saying "the book was way better" or "they totally skipped over x" when audiences walk out of a movie adaptation of a famous book. This course will examine the interaction of film and literary texts as well as the qualities of each. It will examine the difficulties of capturing complex literature in film and how an author or director's choice impacts the way a story is received. 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 focus on film and literature that convey universal themes and respond to key political, social, and philosophical changes in society. We will "dive deeper" into seemingly inconsequential plots and uncover the nuances and complexities of both a film and book. Student work will center around reading analysis, short 1–2 page response papers, and movie/book reviews. Final projects may be on a book/movie adaptation of the student's choice. The course is also open for reasonable student suggestions regarding media to consume. Titles covered may include: *The Hobbit*, by J.R.R. Tolkien; *Shawshank Redemption*, by Stephen King; *The Shining*, by Stephen King; *The Help*, by Kathryn Stockett; *The Hate U Give*, by Angie Thomas; *The Circle*, by Dave Eggers; *Twilight*, by Stephanie Meyer; *The Life of Pi*, by Yann Martel; *Fight Club*, by Chuck Palahniuk; *Ender's Game*, by Orson Scott Card; and *Wild*, by Cheryl Strayed.

DRAMATIC LITERATURE [Winter / Spring] Focusing on contemporary theatre, students in this class will be exposed to some of the most exciting and diverse playwrights in drama from the last fifty years. Its specific intent is to provide students with an understanding of various genres, styles, periods, cultures, playwrights, and an overall appreciation of dramatic literature as it relates to society. Drama influences our own lives and our way of thinking, encourages us to review our experiences, our principles and reflect on our world view. Some of the plays discussed in this two-term course include *Ruined*, *Woza Albert!*, *Pipeline*, and *Twilight: Los Angeles*. In addition to reading and discussion of the plays, students will be responsible for analytical writing and creative projects including playwriting.

MULTICULTURAL GRAPHIC NOVELS [Winter / Spring] Where do visual art and fiction intersect? In this course we will read 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? 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 Abouet, Marjane Satrapi, Lila Queintero Weaver, Mat Johnson, Art Spiegelman, Kim Dong Hwa, John Lewis, and Thi Bui. In addition to traditional assessments, students will demonstrate their appreciation for graphic arts through creative projects, including designing an original graphic story.

PROFESSIONAL WRITING [Winter / Spring] Do you want to distinguish your candidacy and have your emails, cover letters, and resume capture the college internship of your dreams? This seminar will help you communicate effectively in your future college courses and career paths. Moreover, this course offers an introduction to different types of professional writing, including journalism, technical writing, business writing, and other professional communication. The focus in the course will be on understanding the rhetorical situation, including the audience, purpose, and context of each communication task. Utilizing projects and real-world scenarios, students will learn how to work effectively and ethically in a collaborative and professional environment. This course will provide students with a reference point in terms of how to utilize the writing process to approach any type of workplace writing.

RELIGION: WHAT IS IT? [Winter / Spring] Have you ever wished you knew more about religion? Or were able to win an argument about religion with your parents? What is religion? What is spirituality? Can you define religion? We will tackle these questions and more. This class will teach you the basics of Christianity, Islam, and Judaism and will end the winter term with a discussion of cults and how they happen. In the spring we will explore Mormonism, Hinduism, and Buddhism. In this class, you will gain a broader perspective of the world and how people relate to one another through religion. We will learn how to talk to others about religion and religious concepts with grace and intellect. Classes will be discussion based, papers will be 2–3 pages long, focused on moving away from the 5-paragraph format, and larger assessments will be given as student-directed projects.

REPRESENTATIONS OF BOARDING SCHOOLS [Winter / 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 *Black Ice*, the course will explore how culture depicts the boarding school experience. Students will consider the perspectives of outsiders vs. insiders, common perceptions and stereotypes that surround boarding schools, 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, memoirs, and 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, understanding of the world, and culture.

REPRESENTATION MATTERS: CURRENT VOICES IN LITERATURE [Winter / Spring] What voices are we accustomed to hearing in high school literature courses? Are there voices that are marginalized, quietly not included, or downright banned? Who are they? The content of this course will be significantly student driven as we examine questions of diversity, equity, and inclusion (DEI) in the literature we choose to teach and study in schools. Selections may include titles, such as Oluo's *So You Want to Talk About Race* to Kobabe's *Gender Queer*. We will embrace investigations into art, music, movies, and more that reveal modern explorations of the importance of DEI in shaping curriculum.

HISTORY

WORLD HISTORY THROUGH INQUIRY [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.

U.S. 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.

U.S. HISTORY FOR INTERNATIONAL STUDENTS [Full Year] U.S. 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 & Faculty

U.S. HISTORY: HONORS [Full Year] This course is designed to add depth to the regular survey of U.S. 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 a historical essay contest conducted annually among independent schools in the Hartford area.

Prerequisite: Permission of the Dean of Academics & Faculty

AP U.S. HISTORY [Full Year] This course is designed to add depth to the regular survey of U.S. history. The fall term will start in 1945 and will examine the major themes of post-World War II America. In the winter / spring, students will examine major themes from the 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 U.S. history. **Prerequisite:** Permission of the department chair

AREA STUDIES [Full Year] Unique in a secondary school curriculum, Suffield offers students the choice of four 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, music, 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: African Studies, Asian Studies [China, Japan, and India], European Studies, or Latin American Studies. 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. Honors 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 a year-long advanced placement course. The second path is composed of seminars in the fall, winter, and spring terms.

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 U.S. government and politics, a comprehensive understanding of the political process, and the extensive use and analysis of basic data relevant to U.S. government and politics. Students are required to take the AP exam in May. **Prerequisite:** Permission of the department chair

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] This course will introduce interested students to psychology, the science of behavior and mental processes. The foundations of psychology, including its early history and an exploration of its research methods, will serve as tools to help students gain an understanding of a variety of topics including sensation and perception, memory and learning, individual development, and emotion. Students will also have an opportunity to delve into several subsets of psychology such as studies in personality, sexuality and gender, social psychology, and clinical psychology. Ultimately, students taking this course will finish the year with an understanding of how behavior is studied, as well as how principals of psychology can apply to further educational or career goals.

DOLLARS & SENSE: PRACTICAL ECONOMICS AND PERSONAL FINANCE [Fall] Is budgeting a hassle or a necessity? Is debt always bad or when and how can it be good? How can you make credit cards helpful instead of harmful? When do you need insurance? In addition to saving and investing, this course will introduce students to the economic way of thinking and practical, personal finance through various media. Sources may include recent popular works such as *Freakonomics* and *The Psychology of Money*, material from The National Council of Economic Educators, media articles, and Khan Academy among others. Topics will be determined partially by student interest and current events. We will discuss how economic decision-making helps one achieve goals and promotes happiness.

AN INTRODUCTION TO ECONOMICS: APPLICATIONS AND FALLACIES [Winter / Spring] We can’t always have our cake and eat it too. Humans have unlimited wants, but limited resources, so everyone on the planet faces the “economizing problem.” Scarcity forces people to make choices. Ever wonder about the incentives, motivations, and reasoning behind the daily decisions made by people, corporations, and governments? The winter term will focus on microeconomics and individual decision-making. Topics may include a basic overview of supply and demand, the market system, different models of competition, reasons markets fail, and wage determination, among others. The spring term focus will broaden to a general overview of macroeconomics. Topics here may include unemployment and inflation, the basics of monetary and fiscal policy, the government’s role in the economy, and international trade. Students will apply what they learn as they discuss and debate current and historic economic topics such as healthcare, wage disparity, the national debt, and many commonly accepted beliefs that may or may not survive scrutiny. There is no prerequisite or math requirement for this course.

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 / 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.

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.

TWENTIETH CENTURY WAR [Winter / 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 allows students to read primary sources and to speak and write about such topics as cultural differences between the U.S. 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**

ADVANCED GRAMMAR AND WRITING I, II, & III [Full Year] The goal of these courses 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 conversational skills, reading and listening comprehension skills, and writing work that is coordinated with other courses they are taking. Students enrolled in these courses 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. These courses fulfill Suffield's degree requirement for Language. Students will be placed in these courses based on the multiple-measures assessment [placement test].

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: Honors [Full Year] French V: Honors 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 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 becomes 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 [Full Year]

This course will examine the many cultures of the Spanish-speaking world through a thematic design and the use of literary and historical texts, art, music, film, and podcasts, among other sources. Students will gain an understanding of important and valuable topics in Spain and Latin America's culture, identify major figures and events as well as their importance, and learn about the cultural diversity and variety of Hispanic traditions. Lessons will require higher-level thinking skills such as expressing opinion, analyzing, predicting, and comparing and contrasting in the target language. The students will improve their reading skills, expand their vocabulary, and advance their ability to express complex ideas in Spanish. Furthermore, they will develop their critical thinking and language skills in Spanish. The course will emphasize student collaboration, in-class discussion, and lectures. **Prerequisite: Spanish V and/or placement testing. This course is offered based on minimum enrollment.**

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. This course is offered based on minimum enrollment.

MATHEMATICS

ALGEBRA I [Full Year] The purpose of Algebra I is to familiarize students with variable expressions. The course includes the 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 / spring terms, students focus on geometry, with more advanced algebra topics introduced through weekly problem sets.

Prerequisite: Permission of the Dean of Academics & Faculty

GEOMETRY B [Full Year] This course examines Euclidean 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 an 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. **Prerequisite: Algebra I and Geometry**

ALGEBRA II B [Full Year] The goal of this course is to help students master the foundational 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 precalculus 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**

PRECALCULUS [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**

AP PRECALCULUS [Full Year] AP Precalculus is designed to be the equivalent of a first semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation and engage each function type through their graphical, numerical, analytical, and verbal representations.

Prerequisite: Permission of the department chair or the Dean of Academics & Faculty

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: Precalculus, a strong performance in English, and permission of the department chair**

CALCULUS I [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 / 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: Precalculus**

CALCULUS II: HONORS [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 / 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 or AP Calculus I: 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: Precalculus: 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**

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 held every other year and will be offered in 2024-2025**

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. **This course is held every other year and will be offered in 2023-2024. Prerequisite: AP Calculus II: BC and Beyond**

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. **This course is offered every other year and will be offered in 2023-2024. Prerequisite: Computer Science Principles [or equivalent coursework] and the permission of the instructor**

SCIENCE

BIOLOGY 9 [Full Year] Biology is the study of life, from the molecular level to the entire biosphere. In this introductory course, students will study the chemical basis of life, cell structure and function, genetics and biotechnology, ecology, and evolution. These concepts will be explored through experimentation, group activities, readings, videos, and discussion. There will be an emphasis on inquiry, data gathering and interpretation, and collaboration.

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.

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**

PHYSICS [Full Year] This course is designed to give students an understanding of the physical world through laboratory experiences, language, activity modules, and graphs. Topics of classical physics are covered, ranging from a 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 phenomenon. Students should have completed Algebra I and Geometry before enrolling in Physics.

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**

BIOLOGY [Full Year] *For the classes of 2024 and 2025.* 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.

BIOLOGY HONORS [Full Year] 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: Permission of the department chair.**

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 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 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, 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. **This course is offered every other year.** **Prerequisite:** Successful completion of the introductory science sequence, successful completion of an introductory calculus course, AP Physics C: Mechanics, and permission of the department chair

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 the 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 healthcare. 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 functions, classical histology, ELISA diagnostics, and cell culture. **Prerequisite:** Chemistry, Biology

ASTRONOMY [Full Year] In Astronomy, we will discuss the beginnings of our universe and everything which lies within it. From the birth and the death of stars, to understanding why Pluto is not a planet, this course will allow you to explore the expanse of the cosmos. A basic knowledge of algebra, geometry, and trigonometry will be needed to explore concepts such as Kepler's laws of planetary motions, radiation, and spectra. This cosmic space is designed to encourage the questioning of unproven ideas and theorems.

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

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

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 and permission of the department chair

FORENSIC SCIENCE [Full Year] Forensic science is a lab-based, hands-on course in which students will learn forensic methods for solving crimes. The course will focus on the collection and analysis of crime scene evidence and the exploration of lab analysis techniques. Areas of study will include blood typing and blood splatter analysis, toxicology, fingerprinting, entomology, and ballistics. Students will carry out a variety of lab analysis techniques, including gel electrophoresis, hair and fiber analysis, macromolecule testing, forensic examination of soil, and forensic dissection. We will analyze mock crime scenes and real case studies and study the field of forensic psychology.

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 science sequence

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.

VISUAL ARTS

ART I [Full Year] 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 approaches 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, and 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 the 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.

INTRODUCTION TO DIGITAL ART [Full Year] This introductory art course is a tasting platter of all digital studio art making techniques. Founded in traditional studio 2D art making, students will learn the principles of layout and design to generate unique art projects and develop new ways to express their creativity. Through programs such as Adobe Photoshop, Illustrator, and Procreate they will build a foundation that will help them continue to explore other digital art courses within the visual arts department and build their confidence as digital creators in a modern world of art making.

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].

MATERIAL: OBJECT AND IMAGE [Full Year] Do you love photography and want to paint with light? Ever wonder how different glazes could be used to make ceramic tile mosaics? Have you ever wondered why artists use materials like beeswax, plaster, cloth, and plastic? If so, then Material: Object and Image is for you. This advanced studio art course will explore a variety of materials as mediums for image and object making. Multiple disciplines and mixed media will be utilized to create images and objects that intersect across various disciplines. Students will be challenged to step outside of their comfort zone by pushing familiar materials to new possibilities while investigating the roles material and process play as an integral part of art. With each artwork, students will traverse the relationships and create connections between different disciplines. The students will have the opportunity to explore and connect both digital and analog approaches to photography, printmaking, ceramics, sculpture, painting, and drawing. This is an advanced course. **Prerequisite:** Any introductory art course—Art I, Photo, Ceramics

PERFORMING ARTS

MUSIC AND MEDIA [Full Year] This 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 course, students will create exciting projects such as writing your own theme song, creating your own short film with mood music, and even creating your own music video or video game soundtrack. Students will learn the basics of music recording, sound production, and music theory to guide their creative choices throughout the course.

INSTRUMENTAL MUSIC: INTRODUCTION TO THE PIANO [Full Year] This is a perfect introduction to piano and music for those who have little to no experience or need a review of the very basics. You will learn how to read music, find notes on the piano, and other essentials so you can begin playing pieces. You'll learn note names, proper technique, stretches, exercises, note/chord reading, & more.

INSTRUMENTAL MUSIC: ROCK BAND [Full Year] Rock Band is an ensemble course open to guitarists, pianists, bassists, and percussionists who have an interest in contemporary music. Styles studied and performed include a variety of musical genres including rock, funk, R&B, and pop. Educational emphasis is placed on individual preparation, group communication and collaboration, creative exploration, music technology and stagecraft, and expanding students' knowledge of the contemporary music industry. This ensemble will perform at various events throughout the year including the two guitar shows.

INSTRUMENTAL MUSIC: JAZZ ENSEMBLE [Full Year] This is a performance-oriented class for brass, woodwind, keyboard, and rhythm-section players who have had at least two years of instrumental training. Classwork focuses on performance skills, ensemble techniques, reading, improvisation, and specific jazz techniques and styles. The materials are chosen from standard jazz repertoire and classic jazz combo arrangements. The class provides an opportunity for students to develop their overall playing skills while working in a smaller jazz band. Jazz Band performs in several concerts during the school year.

INSTRUMENTAL MUSIC: 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. The chamber music experience is designed to bring students together to develop their technical, musical, interpretive ensemble skills; introduce them to new music and performers; and familiarize them with the processes of choosing repertoire, developing effective rehearsal techniques, communication and collaborative skills, and concert production.

MUSIC THEORY & COMPOSITION: HONORS [Full Year] This class moves quickly through the basics of music 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 Garage Band software.

THEATER ARTS: ACTING [Full Year] This course will focus on ensemble work culminating in a production at the end of the term. Students will work with texts written in the realistic style and explore techniques developed to train actors for performance in contemporary plays. Additionally, students learn the core fundamentals and principles of improv, focusing on various games and exercises that encourage trust, communication, agreement ("yes and"), active listening, character, and status.

VOCAL MUSIC: CHAMBER SINGERS [Full Year] This is a small group of mixed singers. Basic music reading skills and vocal techniques 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.

VOCAL MUSIC: ADVANCED VOCAL TECHNIQUES AND STAGING [Full Year] 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 numerous performances each year. **Prerequisites: One of the following: Chamber Singers, Women's Choir, Acting, Musical Theater, or permission of the instructor**

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.

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