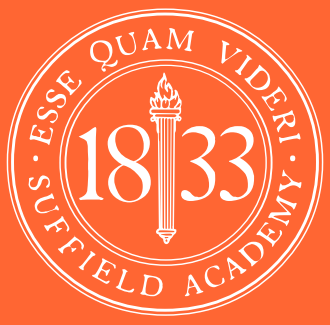


SUFFIELD ACADEMY

CURRICULUM GUIDE

2026-2027

SUFFIELD ACADEMY

Founded 1833 Co-ed Grades 9-12 & 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. In general, a student may not elect more than five full-credit courses or their equivalent for the academic year. Any student who wishes to elect more than the recommended number of credits must secure the permission of the Academic Office. 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.

Students may take non-diploma requirement courses in the summer to advance in the curriculum. A course must be at an accredited institution and be a full-year, full credit, course. The course must be the equivalent of one [1] Carnegie Unit of credit. Often that means taking two semester [.5 credit] courses. A student may not take a non-honors/AP course to advance to an AP course. [Example: Taking precalculus in the summer to enroll in AP AB Calculus in the fall. You must have taken AP Precalculus.] Please note that all summer study must be approved in advance by the Academic Office.

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
Language ··· Two credits, including study through Level II
History ··· Two credits, including U.S. History and Area Studies
Mathematics ··· Four credits
Science ··· Two credits
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. Additionally, students may self-study for a maximum of two AP courses per year that are not offered by the school and sit for the AP exam on campus. Students may not self-study for an AP course, nor take the exam on campus, if the course is offered at Suffield Academy. (Please see the note below.) 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
Spanish IV: Honors / AP Spanish Language
Spanish V: Honors / AP Spanish Literature
Computer Science Principles: Honors / AP Exam
AP Computer Science A
Music Theory & Composition / AP
AP Precalculus
AP Statistics
AP Calculus I: AB
AP Calculus II: BC
English II: Honors / AP Language
English III: Honors / AP Literature
AP U.S. History
AP Government & Politics
AP Economics
AP Biology
AP Chemistry
AP Physics C: Mechanics
AP Physics C: Electricity & Magnetism

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 HONORS

For the Classes of 2026 • 2027 • 2028

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 & 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.

Beginning with the Class of 2029, the following criteria for academic honors will apply:

» **High Honor Roll:** 4.00 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:** 3.67 GPA / no grade below B-

» **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.

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
F [0.00]	Below the D range is failure/no course credit is given	

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.

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. 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.

Leadership 9: Foundations of Leadership **[Full Year • Twice a Week]**
A central emphasis of Leadership 9 is on the transition to high school and developing important life skills that will enable students to be successful at Suffield and beyond. Topics include time management, stress reduction, goal setting and communication skills. Using several forms of self-reflection, students engage in active examinations of topics including kindness, resilience, creativity, gratitude and other core values at Suffield Academy. Throughout the year, students learn and practice communication skills with public speaking and active listening.

Leadership 10: Servant Leadership **[Full Year • Twice a Week]**
This course begins with a reinforcement of the personal mastery topics from Leadership 9 such as leadership styles and healthy decision-making. We then explore leadership through identity, character, and responsibility while considering our roles in a global community. Students become more aware of the world around them and how to define service and need. After researching service opportunities in the local area, students propose and execute a class service project that includes service learning with time for planning, action, and reflection. Recent service projects have been done at neighboring farms, schools, food banks, housing shelters and animal shelters.

Leadership 11: Preparing for the Future **[Full Year • Once a Week]**
This weekly seminar class helps students launch the college search process as well as prepare to lead the school as seniors. The year begins with workshops focused on identity, bias, mindfulness, and responsible relationships. The winter term delivers Suffield's College 101 program. This provides an overview of several important areas: finding the right college match, the college counseling process at Suffield, standardized testing, researching and shaping a college list, building a resumé, and preparing for campus visits. During the spring, we work on brainstorming and writing effective college essays as well as self-advocacy and selecting senior leadership positions.

Senior Year: Leadership in Action The twelfth grade program has three central components: a leadership practicum for each senior, a senior speech by each class member, and senior seminars. In the spring of the junior year each rising senior is appointed to at least one formal school leadership position. Examples of senior leadership positions include: Leadership Teaching Assistant, Dormitory Proctor, Student Admissions Ambassador, Work Program Inspector, club leader, or athletics captain. Each Monday during our all-school meeting, seniors present a speech reflecting on their time at Suffield or other topic important to who they are. Just before graduation, seniors participate in senior seminars aimed to aid with the transition from Suffield to college.

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 [English] 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."

Literature of Evil

[Winter / Spring] Ever find yourself secretly rooting for the anti-hero? Curious why the bad guys often steal the show? Welcome to The Literature of Evil, where we explore the dark side of storytelling — and discover why tales of temptation, corruption, and revenge have thrilled readers since the days of Greek tragedy. Meet the monsters, villains, and flawed heroes who make stories unforgettable. From the infernal confines of Sartre's *No Exit* to the stitched-together horror of Mary Shelley's *Frankenstein*, from the gritty, shocking world of Upton Sinclair's *The Jungle* to Camus' unsettling *The Stranger*, and even to the haunting scorched ruins in a post-apocalyptic world of Octavia Butler's *Parable of the Sower*, we'll meet the characters who make us question what it really means to be "good" or "evil." Together, we'll analyze how writers define wickedness, and whether it comes from the world around us... or from somewhere deep inside. Expect lively discussions, short analytical assignments, and eerie cinematic moments along the way. So, turn down the lights, open your book, and prepare to meet literature's most fascinating fiends. It's going to be wicked fun.

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.

Creative Writing Workshop: The Art of Honest and Compelling Story Telling

[Winter / Spring] The art of storytelling is our longest tradition and feeds our innate human need to share and be understood. Effective creative writing demands the writer unleashes the tools of the novelist and poet to engage the reader. Encouraging empathy, creativity, and critical thinking, this seminar invites students to explore the transformative power of storytelling. To be a good writer is to be a good reader, and this course will also immerse students in the critical reading of important published works and the intensive writing and rewriting of their own work. Students in this course will explore works from Julia Alvarez, Joan Didion, Stephen King, David Sedaris, Ocean Vuong, and more in an effort to understand the foundations of storytelling. Focusing on honesty, clarity, and authenticity, the course guides students through the essentials of narrative craft, from developing vibrant characters and dynamic settings to structuring compelling plots and creating emotional resonance. Students will learn how to craft stories that are not only well-written but also deeply felt and truthful to their unique voice. The course further reflects upon the emotional, intellectual, and societal value stories hold on both the individual and on the world at large. Why do the stories we tell matter? How do they reflect ourselves and shape our culture? And, perhaps more importantly, how do we ensure art sustains its humanity?

Poetry: Bold Ideas, Careful Words

[Winter / Spring] In this class, we will explore how poetry has been used to share ideas that are typically taboo for the time. Poetry is not often written for the masses- either from a lack of literacy (hello 1400s!) or lack of publication. This means the radical ideas expressed can fly under the radar and give the speaker a space to say the things that typically are not ever said aloud — by punishment of death, of exile, or maybe just making someone really sad. The class will take a chronological approach, starting with classic poetry like Milton and Chaucer and ending with contemporary spoken word poetry. While an understanding of meter and rhyme scheme can be helpful, the focus of the class will be the ideas present in the poems. We will write short papers explicating

the poems, analyzing the ideas, and even try our hand at the bold ideas we might want to pen, but not proclaim. In this class, we will look at ideas that challenge monarchs, the patriarchy, societal norms, parents, and even deities. So, if you have big ideas, let's look to the experts!

Mic Check: Music, Meaning and Me

[Winter / Spring] What do your favorite songs say about the world—and about you? In this course, students will explore how music tells stories, expresses identity, and shapes culture. From breaking down powerful lyrics to building playlists that represent your life, this course is all about using music as a lens to better understand language, storytelling, and yourself. Assessment in this course is primarily project-based, with students creating personal and analytical presentations, playlists, and media projects that demonstrate their understanding. There will also be written reflections and lyric analysis work to develop critical thinking and communication skills.

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.

Dystopian Literature

[Winter / Spring] This course will delve into visions of society that challenge our understanding of human nature and progress. Through seminal works like *The Giver*, *The Circle*, and *The Handmaid's Tale*, students will engage with narratives that continue to resonate in our rapidly changing world. In the spring term, the course expands beyond the written word, incorporating select *Black Mirror* episodes and influential dystopian films to examine how these themes translate across different media. By interrogating themes of social control, technological ethics, and individual freedom, students will gain valuable insights into the complexities of dystopian societies. This seminar offers a unique opportunity to explore the enduring relevance of dystopian narratives and their power to illuminate our present and potential futures.

Shakespeare and Modern Comedians

[Winter / Spring] Comedians and comic writers can be our most important philosophers given their genius for creating thoughtful laughter. Yet did you realize that most comedians suffer for their comic brilliance and artistry? This course will ask each student to identify and research their favorite comedian, comic actor, or comic writer, to appreciate the skills and elements comic writers employ for their literary flair. Students will then apply what they learned about their favorite comedian to understand Shakespeare's comedies. In this spirit, we will examine the Hollywood friendship and scripts of Karen McCullah and Kirsten Smith who intentionally adapted Shakespeare's *Taming of the Shrew* into *Ten Things I Hate about You* to refine their comic skills. Known also for their screenplay, *Legally Blonde*, McCullah and Smith improved their writing skills more by modernizing Shakespeare's *Twelfth Night* into their hit movie, *She's The Man*. The class will also examine the recent hit 2024 movie, *Anyone But You*, an adaptation of Shakespeare's *Much Ado About Nothing*. In the spring, students will use McCullah and Smith as role models and transform another of Shakespeare's comic plays into a modern adaptation that uses Suffield Academy as its setting. If our original writing shows promise, we will collaborate with fellow students in our drama department to explore the possibilities of performing our original work. The class will also attend a local performance of Shakespeare that will help students anticipate character developments, plot structures, and understand Shakespeare's language even more. Throughout the whole course students will appreciate their favorite comedian on a deeper level and truly develop an understanding for why Shakespeare commands the title of one of the greatest writers in English.

Nonfiction Narratives: Anthropology, Journalism, and the Self

[Winter / Spring] How do we make sense of our lives and the lives of those around us? How can storytelling from real people about their real lives change the way we think and act as individuals? How do we reconcile our identities in the context of our communities? This course blends anthropology, journalism, creative nonfiction, and philosophy to answer these questions. Students will explore the many ways writers document life – both their own, and other people's. With topics ranging from ethnography and observation to memoir and self-help, this course invites students to think like researchers, storytellers, and philosophers. Students will begin as observers, studying real people and communities. They will then turn inward to craft personal narratives in our study of memoirs. From there, students will investigate issues of truth, justice, and public life through journalistic research before they turn inward once more to explore self-help and contemplative philosophy. Each unit in this course culminates in a creative project where students will take their knowledge to the next level to make their own version of the studied material. At its core, this course asks students to see writing as narrative while examining empathy, community, and the development of the self. The course will conclude our analytical goals with a Book Club activity where students will have the freedom to choose a text that interests them to study and reflect upon.

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: 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.
[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, emphasizing the analysis of primary sources, critical thinking, and thoughtful class participation. Students will begin with the study of Pre-Columbian civilizations in the fall term, progressing through the American Revolution and the Early Republic. In the winter term, the focus will shift to the events leading up to the Civil War and extend through World War II. During this term, students will also be required to write a substantive research paper and may participate in an annual Constitutional essay contest among independent schools in the Hartford area. The course will conclude in the spring with discussions on the Cold War and America's place in our modern, globalized world. Throughout the year, students will develop essential skills to prepare for the AP U.S. History exam.
[Prerequisite: Permission of the department chair or academic office]

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 [History] 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. **[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 "How should we determine right from wrong?", "Is knowledge possible, and can it be proven?", or "Do humans have free will?" As a foundational element across various disciplines, philosophy influences mathematics, psychology, religion, politics, and economics. In examining philosophy's impact on these subjects, we will read original texts from thinkers such as Plato, Machiavelli, Nietzsche, Descartes, Sartre, Lao-Tzu, and many others. Additionally, we will watch a selection of philosophical films that illustrate the themes discussed in the texts.
[Prerequisite: Permission of the department chair or academic office]

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 & 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 & 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.

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.

The Founding Parents—Heroes, Humans, and Hard History

[Winter / Spring] This course explores the American Founding Fathers and Mothers as both influential leaders and complicated human beings. Students will learn how figures such as George Washington, Martha Washington, Thomas Jefferson, James Madison, Elizabeth Schuyler Hamilton, Alexander Hamilton, Abigail Adams, and John Adams helped create the United States and shaped key ideas about freedom, government, and rights. Their leadership and political vision laid the foundation for American democracy and continue to affect life in the United States today.
At the same time, the course encourages students to think critically about the limits and contradictions of the founding era. Topics include slavery, unequal rights for women and Indigenous peoples, and disagreements over who should have political power. By examining primary sources, historical debates, and multiple perspectives, students will practice evaluating evidence, questioning assumptions, and understanding how history can include both achievement and injustice. This course helps students see the Founding Parents not as perfect heroes or simple villains, but as real people whose choices shaped—and continue to challenge—the nation.

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.

Women's History: "Well-behaved Women Seldom Make History"

[Fall] This famous quotation by historian Laurel Thatcher Ulrich will guide this class on women's and gender history from enslavement to the present day. Through a close examination of primary sources and scholarly articles, students will explore such questions as: How does women's history add to our understanding of United States history? How have women been central in the transformation of democracy, rights, and activism in the United States? How does race, ethnicity, class, age, gender identity, sexual orientation, and marital status impact women's experiences? Where should women's history go in the twenty-first century?

Good Trouble: African American Agency from Emancipation to the Present

[Winter / Spring] In the wake of the Black Lives Matter movement and more recently, criticism by some Americans when the NFL included "Lift Every Voice and Sing," or the "Black National Anthem" at Super Bowl LVIII, students will explore how African Americans have fought for and continue to fight for their freedom and human rights. Students will deconstruct the concept of race and then examine how activists challenged legal obstacles during Reconstruction, the Jim Crow Era, the Civil Rights Movement of the 1960s, and continue this challenge to the present. Within this framework, students will also investigate the role of African American women in securing human rights, the debates over goals and tactics then and today, the impact of the War on Drugs and mass incarceration on Black communities, and the influence of African American culture on the broader culture of the United States.

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, Álvar 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. 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 Euclidian geometry in two and three dimensions, as well as fundamentals of theoretical and applied algebra. The fall term is dedicated to an in-depth treatment of core math skills that will be useful throughout the balance of the year as well as subsequent courses. These include ratios and proportional reasoning, graphing and interpreting graphs, working with data, estimation, taking an organized approach to complex problems, and communication in a mathematical context. The balance of the year will be dedicated to geometry, with 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.
[Course is held every other year, alternating with Algebra II B]

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.
[Course is held every other year, alternating with Geometry B]

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.
[Prerequisite: 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: AP Precalculus 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.
[Course is held every other year, alternating with Multivariable Calculus: Honors]

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.
[Course is held every other year, alternating with Linear Algebra: Honors. 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.

[Course is offered every other year.
Prerequisite: Computer Science Principles, or equivalent coursework, and the permission of the instructor]

SCIENCE

Biology

[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.

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]

Integrated Science

[Full Year] Integrated Science combines multiple scientific disciplines to provide a comprehensive and holistic understanding of natural phenomena. It is a general science course covering both the physical and life sciences. It will focus on the processes of scientific inquiry and the scientific method. It is a modeling-based course to teach students how to describe and understand the questions and concepts that guide scientific investigation. This is a full year laboratory course that is based on building science skills.

[Prerequisite: a full year science laboratory course at the high school level]

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 prepatory 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]

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] Astronomy will discuss the beginnings of our universe and everything that lies within it. From the birth and death of stars, to understanding why Pluto is not a planet, this course will allow you to explore the expanse of the cosmos. This course is ideally suited for students who have a solid grasp of unit conversions and basic algebra. While higher-level math concepts may be introduced, they won't be heavily tested. It's important for students to approach the course with a willingness to explore concepts such as Kepler's law of planetary motions, radiation, and spectra, and apply them where needed, it is done without the pressure of advanced mathematical assessments. This cosmic space is designed to encourage the questioning of unproven ideas and theorems.

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 or concurrent enrollment]

Environmental Science

[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. Students will learn about the various challenges facing the natural world as well as the real and potential solutions for resolving or preventing them. This course will emphasize understanding ecological systems and processes with a strong outdoor and hands on component utilizing the Academy campus along with local ecological and agricultural resources. Students will be asked to integrate information and apply their knowledge using a project-based learning curriculum.
[Prerequisite: Successful completion of Biology]

AP Environmental Science

[Full Year] AP Environmental Science (APES) is a year-long, interdisciplinary, college-level course exploring how human and ecological systems interact. Students will develop their understanding of the interrelationships of the natural world through inquiry-based lab investigations as they explore energy transfer, connections between systems, interactions between different species and the environment, and sustainability. Students will identify and analyze natural and human-made environmental problems while also examining solutions for resolving or preventing them.
[Prerequisite: Successful completion of Biology and Chemistry, recommendation by the instructor, 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]

Nutrition and the Science of Healthy Living

[Full Year] This course will explore different aspects of health living, such as nutrition, exercise, and sleep. We will incorporate concepts from a range of disciplines, including biology, chemistry, anatomy and physiology, and psychology. As an overarching goal, this course will also get at the heart of how scientific knowledge progresses and how we use digital media literacy to distinguish science from pseudoscience. At all times, the importance of adequate personal wellness for optimal performance as an adolescent will be stressed. We will employ a seminar format supplemented by work in the lab and open discussion of issues that affect high school and college students.

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]

Honors Mixed Media Arts & Portfolio Development

[Full Year] This year-long advanced course is designed to develop and enhance students' portfolios in preparation for college applications. Students will learn how to effectively document their artwork and explore methods will help analyze and enhance their creative voice and process. Students will gain advanced skills in mixed media imagery using both traditional and modern studio techniques. Projects throughout the year will vary based on the students focused field. Additionally, they will explore strategies for marketing, logo design, and other self-promoting techniques. By the end of the course, each student will have created a curated website showcasing their collective artwork. This course is intended for advanced students in studio arts, photography, design, ceramics, and sculpture. Throughout the course, students will identify gaps in their portfolios and create a more focused and powerful body of work. Participation in both the National Portfolio Day and the Connecticut Regional Scholastic Awards competition is required and will be part of this course.
[Prerequisite: Junior and Senior artists in their 2nd to 3rd year of visual art courses.]

Digital Illustration

[Full Year] This immersive, year-long digital illustration course is crafted for passionate and experienced artists who are ready to take their skills to the next level. Geared toward students with a solid foundation in digital and studio arts, the course offers an intensive, hands-on journey through advanced techniques in Procreate—one of the industry's most powerful creative tools. Whether you're looking to refine your unique artistic voice, elevate your technical abilities, or prepare for a future in the creative field, this course provides the structure, inspiration, and challenge you need to thrive.
[Prerequisite: Art I, Digital Art, or Advanced Studio Art]

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].

Advanced Sculpture

[Full Year] Advanced Sculpture is designed for students interested in exploring a variety of media and concepts while creating three-dimensional art. Students will receive direct instruction on the uses of clay, wood, plaster, and found object assemblage. They will engage

in the creation of original artworks using additive, subtractive, and joinery techniques. Throughout the course, students will examine both historical and contemporary sculptures from a diverse range of artists, which will serve as inspiration for their own artistic endeavors. This exploration will encourage students to place their creative choices within a broader context of artmaking. Additionally, students will participate in discussions and critiques to develop their critical thinking skills and articulate their artistic intentions. By the end of the course, students will have a comprehensive understanding of various sculptural techniques and the ability to express their unique perspectives through three-dimensional art. **[Prerequisite: Art I or Ceramics]**

PERFORMING ARTS

Instrumental Music: Chamber Ensemble

[Full Year] This is a performance-oriented class, open to traditional orchestral instrument, any and all experience welcome! The chamber music experience is designed to bring students together to develop their technical and musical ensemble skills, while performing a wide variety of music genres. The music is arranged for our unique group to feature everyone in the ensemble to their playing ability. While developing effective rehearsal techniques, communication and collaborative skills, our goal is to perform various concerts throughout the year. Please note that students must provide their own instrument to participate in this course.

Instrumental Music: Introduction to the Piano

[Full Year] This is a perfect class for those who have little to no experience or need a review of the very basics in piano. 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: Introduction to Guitar

[Full Year] This class is designed for students who have little to no experience on guitar and strive to learn music on their own or perform in an ensemble. The beginning of class is dedicated to basics of technique and literacy. As the class progresses, we explore guitar focused music, like rock, folk, and singer-songwriter; learning style-specific techniques. Students are expected to buy/rent their own instruments with help of the teacher.

Instrumental Music: Jazz Ensemble

[Full Year] This is a performance-oriented class open to experienced instrumentalists typically found in a jazz band. Class time is used to rehearse for various concerts throughout the year, focusing on performance skills, ensemble techniques, reading, improvisation, and specific jazz techniques. The repertoire ranges from standard jazz pieces to modern genres and more! The class provides an opportunity for students to further their overall playing skills and creativity in a unique and challenging environment. Please note that students must provide their own instrument to participate in this course.

Instrumental Music: Rock Ensemble

[Full Year] Rock Ensemble is dedicated to exploring modern music arranged for Guitar, Bass, Keyboard, Drum Set, and Vocals. This performance-oriented class will explore various music styles through student interest, creating a set list along with the teacher. Students will develop their individual instrumental technique and learn to collaborate as an ensemble with their peers. We will perform throughout the year, including at the annual Michael Simmons Guitar Show. Please note that students must provide their own instrument to participate in this course.

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, building your own music festival, and creating your own music and sounds for a short film. Students will learn the basics of music recording, sound production, and music theory to guide their creative choices throughout the course.

AP Music Theory

[Full Year] AP Music Theory is an introductory college-level music theory course. AP Music Theory is a class designed to challenge musicians to help develop a greater understanding of the innerworkings of music as students explore concepts like pitch, rhythm, form, and musical design. There are no prerequisite courses for AP Music Theory, however prospective students should be able to read and write musical notation and have basic performance skills with voice or an instrument.

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.

Chorus

[Full Year] This course is open to all students regardless of experience, grade, or voice part. The focus is on both individual growth as a singer and the development of collaborative skills. Music studied will include pieces from all genres, including Contemporary, Broadway, Jazz, and Pop. Students are expected to work toward the development of their own vocal technique, music reading, tone, accuracy, and intonation. Each student in this course should be prepared to perform in several concerts throughout the year and demonstrate the commitment necessary to be part of an ensemble. This course meets twice week.

Musical Theater

[Full Year] This course offers students the opportunity to develop skills in singing, acting, and movement through the study and performance of musical theater repertoire. Students explore vocal technique, character development, storytelling through song, and ensemble performance while working across a range of musical styles, including contemporary and traditional Broadway works.

A central component of the course is the creation and presentation of a full-scale musical production. Students engage in the rehearsal process from initial read-through to performance, gaining hands-on experience in staging, character work, and ensemble storytelling while contributing to a collaborative production environment

No prior experience is required. This course is open to students of all grades. This course meets twice a week, opposite of the Chorus class.

[Co-requisite: Students enrolled in this course must also be enrolled in Chorus.]

Vocal Music: Vocal Ensemble and Staging

[Full Year] In this class, students will study proper vocal health and the physical mechanism of singing. They will also explore the understanding of song and the interpretation needed to bring 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. Additionally, students will participate in the production of a full musical in class, gaining hands-on experience in stage performance and production.

Theater Arts: Stagecraft

[Full Year] Stagecraft is a hands-on course that familiarizes students with essential technical and production elements, utilizing our scene shop on campus. Practical training on tools, woodwork, and machinery equips students with the essential skills of tool handling, measurement, and safety protocols. Through this course, students acquire the abilities necessary for building sets, setting up and adjusting lighting equipment, and designing soundscapes for shows. Furthermore, students are introduced to design software like Qlab to enhance their understanding of production design.

Private Lessons

[Full Year] Private instruction by adjunct faculty is offered in voice, guitar, piano, flute, and bass. 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. Please note that students must provide their own instrument to participate in this course.



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