

The MacDuffie School Curriculum Guide

2011-2012

ACADEMIC MATTERS

DIPLOMA REQUIREMENTS

Credits

The minimum requirement for graduation from The MacDuffie School is the successful completion of twenty (20) academic credits (exclusive of physical education, health, computer and yearbook) earned while in grades 9-12. In 2011-2012 fourteen (14) of these must be “core” credits. Each semester course earns 1/2 credit. Each year-long course earns one (1) credit. Most students take five (5) or more academic courses each semester; all students in the Upper School must take a minimum of five (5) academic courses each semester.

Core Requirements

In order to receive a MacDuffie diploma, students must amass the following fourteen (14) core credits while enrolled in the Upper School:

English	4 credits (excluding electives)
Mathematics	3 credits
World Language	2 credits (taken in the same language for consecutive years)
Science	2 credits (two lab sciences)
History	2 credits (excluding electives; including U.S. History)
Art	1 credit (either visual or performing arts) – Class of 2012
	1.5 credits (either visual or performing arts) – Class of 2013
	2 credits (either visual or performing arts) – Class of 2014

Students whose first language is other than English may substitute ESL IV for English 12 and still be eligible for a MacDuffie Diploma. In cases in which there is some doubt about which language is a student’s first or predominant language, the decision will be made by the Assistant Head in consultation with the Head of the World Languages Department.

Physical Education is required of all students at MacDuffie. Participation in a competitive MacDuffie team sport or dance meets this requirement during that particular season. Students must pass physical education each year in order to graduate from MacDuffie.

ADDS AND DROPS

The grace period at the start of a course during which any student may drop one course and add another lasts five (5) teaching days from the beginning of the first semester and two (2) teaching days for the second semester. During this grace period, students may add or drop a course with the permission of a Parent/Guardian, teacher of the course being added or dropped, the College Counselor (juniors and seniors only) and the Assistant Head. Courses dropped within the grace period will not appear on the student’s transcript. After the drop period ends, students may drop courses only in unusual circumstances and only with the permission of the Assistant Head; in such cases, a student’s permanent record receives the notation “WP” next to the course dropped if she/he is passing and “WF” if the student is failing. No credit is awarded for dropped courses.

GRADING SYSTEM

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

Letter Grades

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

Letter grades at MacDuffie have the following numerical equivalents.

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

No Grade (N.G.) Policy

The MacDuffie School teachers have the option of awarding a No Grade (N.G.) to international students during their first semester of study. N.G. signifies the faculty member is unable to make a fair assessment of the student's work due to learning gaps in language, reading and/or writing skills. Once the student becomes acclimated to the school and/or classroom and begins making consistent contributions, the student is evaluated by the usual letter grade scale. If the student is unable to do the work, a change to a lower level course may be made.

Pass/Fail

Under certain conditions, Upper School students may enroll in semester electives on a Pass/Fail (P/F) basis. In order to do so, students considering the Pass/Fail option must petition the Assistant Head for permission to do so and carry a course load consisting of at least four (4) year-long, academic courses. Semester electives taken on a Pass/Fail basis *may not* be used to satisfy graduation requirements. After enrolling in a semester elective, students are allowed a two-week grace period before they are required to indicate if they will complete the course as a Pass/Fail course or will expect to receive the customary letter grade as an evaluation of work completed.

Recommending Grades

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

Effort Grades

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

MARKING PERIODS AND COMMENTS

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

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

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

Weighted Grade Point Average

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

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

Class Rank

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

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

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

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

HONOR ROLL

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

MIDDLE SCHOOL HONOR ROLL

Grades 6 & 7 – Is determined from the 5 major courses (Math, English, History, Science, and Foreign Language) letter grades. A student who receives B+ or higher in the 5 major courses would receive Maximum Honors. A student who receives B or higher in the 5 major courses, would receive High Honors. A student who receives B- or higher in the 5

major courses, would receive Honors. Any grade below B- or a student with less than the 5 major courses will be ineligible for the honor roll. In order to receive recognition for the Effort Honor Roll, a student must have effort grades of 2 or better in all their courses.

Grade 8 – A student in grade 8 must meet the above stated levels in all their courses. Students in honors courses will receive a step in the letter grade for honor roll determination.

UPPER SCHOOL HONOR ROLL

In order to be eligible for honor roll, students must carry at least five (5) credit-bearing courses each semester and must pass all their courses. Students must be enrolled in the course from the end of the drop-add period until the end of the semester in a semester-long course or until the end of the year in a year-long course. Students who drop a course after the drop-add period are eligible for the honor roll if they still carry at least a five (5) course load. Courses with fractional credit are weighed when determining the grade point average (G.P.A.) Honors courses receive one step in the G.P.A. as well as a step in the letter grade when determining honor roll status. Advanced Placement courses receive two steps in the G.P.A. as well as two steps in the letter grade. All credit-bearing courses are used in determining the honor roll status as defined below.

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

MAKING UP ACADEMIC FAILURES

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

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

CREDIT FOR APPROVED SUMMER STUDY

MacDuffie grants two kinds of credit for summer study approved by the Assistant Head. Credit for a failed course may be earned in the summer by meeting the expectations previously cited. The School may also grant academic credit for approved summer study in elective areas. Please note that MacDuffie does not normally grant credit for required courses taken for the first time during the summer.

LOSS OF CREDIT DUE TO ABSENCE

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

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

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

UNEXCUSED ABSENCE

Three hundredths (.03) of a point will be subtracted from a student's G.P.A. for each day, or partial day, of an unexcused absence. Unexcused absences most frequently occur around vacation dates when students depart early or arrive late from vacation. This is very disruptive to the teaching process and parents should consult the school calendar in advance and make vacation plans in accordance with the school calendar.

HONORS AND ADVANCED PLACEMENT COURSES

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

ELECTIVE COURSES

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

INDEPENDENT STUDY

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

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

EXEMPTION FROM FINAL EXAMINATIONS

Students who take an Advanced Placement examination may, in some cases, receive an exemption from taking the final examination in the course. In certain instances, and only with the express permission of the Assistant Head (in consultation with the Curriculum Committee), seniors may arrange to do a final project in lieu of a final examination. The course teacher and the Assistant Head must review and approve arrangements for such projects.

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

THE TWO-TEST RULE

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

DISCIPLINARY ZERO

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

STANDARDIZED TESTS

Standardized test requirements for college admission usually include the SAT I (Reasoning Test) and two or three SAT IIs (Subject Tests). Juniors are generally advised to take the SAT I in May and one or more SAT IIs in June. Seniors are strongly advised to take both the SAT I and II again in the fall of the senior year.

Please note: Sophomores may take an SAT II in June of their sophomore year if they have completed (an) appropriate course(s). It is generally in a student's best interest to take the SAT II test as soon after the completion of the corresponding course as possible.

Even when applying to colleges that do not require SAT IIs, students should consider taking them in any areas in which they may do well. A higher achievement SAT II test score can help offset a lower SAT I score or further strengthen a high one. Also, if there is any chance that a student may apply to a college that does require one or more SAT IIs, he or she should take them. It may be too late to take them when the student decides to apply, and the application will not be considered without them.

Any student for whom English is not his/her native language must plan to take the TOEFL. Questions regarding testing should go directly to the College Counselor.

HUMANITIES PHILOSOPHY

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

ENGLISH PHILOSOPHY

At all levels, the program in English incorporates an appreciation for all genres of literature and a working knowledge and appreciation of literary devices, vocabulary, and grammar. Various authors, like Shakespeare, and various bodies of literature, like Greek mythology and the Old Testament that have significantly influenced the western literary tradition are prominent, as is culturally diverse non-western literature including that which is by and about women and minorities. Common to all grade levels is a specific approach to the study of literature that fosters careful analysis and artfully substantiated interpretation in both written and oral discussion. Skills that focus on critical and creative thinking, study and test-taking, the successful communication of ideas, the efficient use of literary resources, and effective public speaking are important not only to enable a student to achieve success in the study of literature and language, but also to facilitate learning over a lifetime. In order to complete the “MacDuffie Diploma” requirement in English, students must successfully complete the study of English in each of their Upper School years.

MIDDLE SCHOOL

1100 - English 6

Students in grade six gain the skills and strategies that are necessary in the careful analysis of literature by examining myths, poetry, short stories, and the novel. These skills and strategies include the identification of the central idea, an appreciation of the methods of characterization, and an understanding of point of view, among other literary devices. The program weaves poetry throughout the year using the works of contemporary poets as well as Dickinson and Shakespeare. The literature in this course encourages students to appreciate the world from a multicultural perspective and to consider the phenomenon of immigration as it relates to the customs, traditions, and literature of a culturally diverse nation. Free choice of materials for personal reading encourages students to become and remain life-long readers. Students have frequent opportunities to express themselves in writing during the year as they learn to discuss and interpret literature. The parts of speech and the parts of a sentence as a means to sharpen writing skills and build an appreciation of the richness of the language receive generous attention throughout the year as students learn to craft sentences and multi-paragraph themes with careful expression and correct grammar and word usage.

1102 - English 7

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

1104 - English 8

As eighth graders prepare to enter the Upper School, they review the fundamentals of grammar and learn new structures such as proper noun case, agreement, and parallel structure, which they apply through frequent critical and creative writing projects. A main goal of eighth-grade English is to produce critical, analytical, and independent thinkers. To that end, students deepen their understanding of the ways writers use language, imagery, and characterization to provide both meaning and pleasure for their readers. In addition, students do extensive work on vocabulary and the application of literary terms such as irony, foreshadowing, conflict, point of view, tone, symbolism, and motif. In writing, they learn how to develop an effective thesis statement supported by documentation. Emphasis is on study skills such as highlighting, note taking, organization, and daily preparedness for class. Because it is important for students to recognize the interconnectedness of learning, English 8 collaborates with other disciplines. In addition to *A Midsummer Night's Dream*, *The Catcher in the Rye*, and *The Ramayana*, the course includes a wide range of poetry and short fiction.

UPPER SCHOOL ENGLISH COURSE SEQUENCE

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

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

Electives vary from year to year. For the 2010-2011 school year, the proposed electives are Journalism, and Introduction to Film Studies. Electives are in addition to the regular English curriculum, since they do not count towards the English distributional requirement for graduation and **depend on adequate staffing and student enrollment.**

Journalism is a semester elective. The course is for the editors and staff of the school newspaper, *The Magnet*, which the class produces. (Students not in the class, however, may still submit articles for review and publication and, in fact, receive encouragement to do so.)

UPPER SCHOOL

1110 - English 9

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

1112 - English 10 - British Literature

English 10 exposes students to the rich and varied forms of written expression that have emerged from the United Kingdom and traces the development of the language and literature of the British people from *Beowulf* to today. Students learn the characteristics of each genre and the devices (metaphor, foreshadowing) used in the creation of literature. By analyzing selected works that represent the best of British letters, students learn to read critically and to recognize and discuss such themes as love, duty, honor, hypocrisy, despair, redemption, human relationships and alienation.

This course reflects the increasing integration of English and social studies in the Upper School curriculum. The integration illustrates the belief that knowledge is more meaningful in larger contexts and when seen from the viewpoints of different disciplines. Students turn in coordinated unit projects while studying the Renaissance, the Enlightenment and revolutions following it, the Victorian era of worldwide expansion and colonization by European nations, and the twentieth century. The unit on colonialism and imperialism also functions to maintain awareness that the world was a many-cultured one before European domination, and has remained so. By looking at literature of the former British colonies, students can understand the viewpoint of the subjugated peoples as well as that of the dominant culture. Likewise, in addition to the study of traditional authors such as Geoffrey Chaucer, William Shakespeare, Jonathan Swift, William Wordsworth, and

Charles Dickens, students also examine the development of Britain's women of letters, like Mary Shelley, Virginia Woolf, and Doris Lessing, who speak of the important role women play in shaping British history and culture.

The primary skill objective is twofold: analysis and expository writing. Students are expected to develop analytical ability and to express the results of their analysis in well-crafted expository essays. Stress is on the methods of process writing, taking writing apart so that it becomes a continual effort rather than a final result. Students learn to read and analyze literature with a good critical eye, to form an opinion based on the literature and formulate a substantive thesis expressing that opinion, to substantiate that opinion with appropriate evidence from the literature, to draft an essay about it, and to write and revise that essay into a finished work.

1114 - English 11 - American Literature: College Preparatory

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

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

Both American Literature and American History emphasize the generation of clear, specific, amplified, and grammatically-correct prose in the form of expository and critical essays. The research paper is a focus for both classes throughout the year, as is vocabulary building, critical thinking, and critical reading. To prepare students for the impromptu, timed writing required by the SAT, both classes emphasize in-class essays as well as take-home essays.

1118 - English 11-AP Language and Composition (offered in 2012-2013)

Department Approval Only

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

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

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

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

1120 - English 12B2 – World Literature: CP Reading and Comprehension

While maintaining a focus on literature from around the world, this section of English 12 is designed to provide students with frequent opportunities to practice and master their critical reading and writing skills. The course is based on an extensive unit on expository writing. The effective use of various rhetorical modes like the definition, the causal analysis, the clarification/division, and the argument is the primary focus. Non-fiction essays by such writers as Amy Tan, Martin Luther King, Gordon Allport, and Stephen King serve as models by which students learn the particulars of each mode in addition to the more general aspects of clear, concise, detailed writing. The writing process itself is given generous attention as students are introduced to various prewriting, drafting, and sharing strategies. They are encouraged to adopt those best suited to their particular learning styles and needs.

Throughout the year, students write formal essays about the literature they read, which is arranged thematically. Special attention is given to mixing the traditional with the non-traditional, around such topics as origins and insights, gender and identity, war and violence, race and difference, and individualism and community. In these units, each literary genre is addressed. Some examples include drama by Sophocles, Euripides, and Shakespeare; poetry by Mahwash Shoaib, Yussef Komunyakaa and Li-Young Lee; short stories by Pär Lagerkurst, Elie Wiesel, and Tadeusz Borowski; and essays by Eric Liu, May Sarton, and Virginia Woolf.

1121 - English 12B1 – World Literature: CP

English 12B1 offers seniors the opportunity during their capstone year to examine the literature of diverse cultures by focusing on thematically grouped units. In addition to promoting critical reading and thinking skills, the course emphasizes the process of writing, by means of such vehicles as journals, critical essays, creative writing, and research papers.

In the fall students explore attitudes toward war and interpersonal conflict by reading thematically linked poems, plays, novels, letters, and essays written throughout the centuries. The year begins with a look at the very nature of conflict and aggression, as discussed by such writers as Desmond Morris and Deborah Tannen, and then moves on to specific literary interpretations of war. From the Trojan War to Tiananmen Square and from Li Po to Siegfried Sassoon, Ernst Jünger, Erich Maria Remarque and Tim O'Brien, students seek to identify the historical similarities and differences found in war literature of various historical eras. Several notable films by directors Stanley Kubrick and Francis Ford Coppola (*Paths of Glory*, *Dr. Strangelove*, and *Apocalypse Now*) are also studied and critiqued, as yet another way to develop a more comprehensive understanding of the important issues of the unit.

During the Shakespeare unit students read *Macbeth* and *Othello*, as well as several of the sonnets. The third unit of this class focuses on the literature of the American South by first examining its historical, political, and economic antecedents and then moving on to the study of nineteenth and twentieth century literary works that interpret the "Southern" experience. Students examine the relationship between the literature of this unit and the Harlem Renaissance and African and Caribbean literary movements. Through reading works by such authors as Harriet Jacobs, Charles Chesnut, Jean Toomer, William Faulkner, Eudora Welty, Martin Luther King, Richard Wright, Willie Morris, Bobbie Ann Mason, Flannery O'Connor, Alice Walker, Lillian Smith, and Zora Neale Hurston, Southern literature is considered in the context of place, the causes and consequences of the Civil War, the economic hardships of the 1920s and '30s, and the development of the New South.

1122 - English 12A – Honors World Literature:*Department Approval Only*

In their capstone year, seniors examine the literature of diverse cultures by focusing on thematically grouped units. In addition to promoting critical reading and thinking skills, the course emphasizes analysis, research, discussion, composition, and presentation by means of journals, critical essays, creative writing, and research papers.

"Reflections on the Human Experience" features parent/child relationships, family and friends, the establishment of identity, coming of age, and love and commitment. Students read selections from works by Sophocles, Ibsen, Weldon, Shakespeare, Gordimer, Atwood, Olds, Achebe, Head, Donoso, and Jewett, to name but a few.

During the third quarter East Asian literature is the primary focus. By using a variety of critical strategies and exploring a wide range of genres, this overview of Chinese, Japanese, and Korean literature acquaints students with influential writers and ideas, many that have helped to shape national identity and others that transcend national boundaries. Representative authors include Du Fu, Soseki, Pak Wanso, Takako Takahashi, and Lu Hsun.

The final unit is oriented around the study of nineteenth and twentieth century drama. In order to become more familiar with the analysis of the language, characters, plot, point of view, symbolism, and themes found in drama, students will read works by such playwrights as Williams, Soyinka, Hellman, and Hwang.

1126 - English 12 - Advanced Placement Literature and Composition**Department Approval Only**

Advanced Placement (AP) Literature and Composition prepares students for the type of literary analysis and writing found on the AP exam and in college English courses. The first semester focuses primarily on drama: namely, Sophocles' *Oedipus Rex* and *Antigone*; Euripides' *Medea*; Shakespeare's *Hamlet*, *Othello* and *Much Ado About Nothing*; Beckett's *Waiting for Godot* and Stoppard's *Rosencrantz and Guildenstern are Dead*. In addition to learning the defining characteristics of drama in general, and tragedy, comedy, and dark comedy, in particular, students also learn about the social, political, and philosophical contexts of each author's life and work. The existential precepts of Beckett and Stoppard, for example, are given special emphasis and serve as the backdrop for understanding works with related themes, like Dostoevsky's *Crime and Punishment* and *Notes from the Underground*, two of several novels read throughout the year.

Whenever possible, the course provides opportunities for examining literature in terms of other humanities-based disciplines. When reading *Heart of Darkness*, for example, students are introduced to the medium of film as they analyze Coppola's *Apocalypse Now*, a reworking of Conrad's novel. When reading Zora Neale Hurston's *Their Eyes Were Watching God*, they are introduced to the art, music, and social history of the Harlem Renaissance. Many of the novels read during the second semester, like Richard Wright's *Black Boy* and James Joyce's *Portrait of the Artist*, deal with the coming of age of a protagonist who has to struggle for individual expression in a culture that is, in some way, oppressive, due to factors like race, gender, and class. A multicultural approach to such works is encouraged, as is the use of secondary criticisms, both of which serve to help students achieve critical depth and tension in their analyses.

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

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

SEMESTER ELECTIVES IN ENGLISH

1160 – Journalism (Year-long – 2 times per week)**Grades 9 - 12**

This year-long class is required for all editors and staff of *The Magnet*, the school's newspaper, which is produced through a workshop format that supplements academic instruction with hands-on application. The basics of journalistic writing, reporting, layout and editing are the focus of the course, with special emphasis given to news, features, editorial, and sports writing. Students visit local newspaper offices and attend student journalism conferences. The teacher of the course serves as the advisor to *The Magnet*.

1164 - Introduction to Film Studies (One semester)**Grades 11 - 12**

This semester-long course is designed to give students the tools to comprehend narrative film as a unique, rewarding art form with a language all its own. The course begins with a broad history of motion pictures and aspects of production. From there, students are introduced to a varied selection of movies, filmmakers, and screenplays while developing their own critical and analytical skills. Films addressed range from classics such as *Citizen Kane*, *Casablanca* and *Rashomon* to *Raiders of the Lost Ark* and *Memento*. Students explore the ways in which movies define cultural archetypes while addressing shifting mores of gender, family, and politics. As we look at film criticism, students write a polished movie review. Weekly screenings also form an important part of the coursework.

1168 – The Green World: Writing through and about Nature (One semester)**Grades 11 - 12**

(Prerequisites: Completion of ESL III)

This course is designed to introduce students to literature across cultures that portray the natural world and man's relation to it. A variety of genres are studied, with special emphasis being given to poetry and the non-fiction essay. The Japanese haiku of Basho, Issa, and Shiki; the Romantic poetry of Blake, Wordsworth, and Coleridge; the Transcendentalist writings of Emerson and Thoreau; and more recent prose from authors like Rachel Carson and Annie Dillard may be examined. Students reflect on their reading through daily journals and a host of creative writing opportunities whereby they write their own poetry and prose. Frequent field trips into the natural environment serve as a source of reflection and inspiration for both the reading and writing components of the course.

English as a Second Language (ESL)

English as a Second Language Program

MacDuffie is proud of its international student population that adds richness and depth to the life of the school. In order to provide for the needs of international students and those who have recently arrived to make their homes in the greater Springfield area, the school includes “English as a Second Language” (ESL) in its curriculum. MacDuffie begins its ESL program at Level 2 because the level of English needed to fulfill the curriculum is higher than the beginning learners’ level of English. After determining proper placement in Level Two, Level Three or Level Four of the ESL curriculum, students move through the program at a pace determined by the development of their proficiency in English. The objective is to provide students with a level of mastery of English which allows them to move into the mainstream English program.

After successful completion of ESL III, the student’s progress and level of proficiency and fluency are carefully evaluated on an individual basis. He/she may be directed to either ESL IV or an appropriate mainstream English course at the invitation of the English Department and with the approval of the Assistant Head. Students satisfy the English graduation requirement by completing four years of English including ESL IV or English 12. ESL students are also required to complete a course in communications when they are in ESL III or ESL IV.

Note: Other than with permission from the Assistant Head, international students who have been placed in ESL II, ESL III or ESL IV are not allowed to audit or add an English or history course until after the first semester has been completed. At that time the decision to allow a student to add or audit an English or history course is based upon the grades received in ESL and other courses that are predominantly reading, writing, and discussion based. Placement in mainstream English courses is determined on an individual basis, taking into consideration the student’s grade level, skills, and other course selections.

1490 - ESL II

The ESL II course focuses on developing all English language skill areas with a particular emphasis on reading and writing. Students read a variety of fiction and nonfiction works which are used to generate new vocabulary words and topics for class discussion. Students are expected to participate fully in these discussions. In addition, students write creative, persuasive, compare/contrast, expository, and descriptive essays drawing on themes from the reading and from their personal experience. They begin by learning to use topic sentences to write well-constructed paragraphs; by the end of the year, they have learned to write a thesis-based five-paragraph academic essay. English usage and grammar are taught in the context of essay-writing with topics chosen based on recurring errors in student essays. ESL II students also spend time preparing for the TOEFL exam.

1492 - ESL III

This course builds on the speaking, reading and writing skills introduced in ESL II through the study of American literature and preparation for the TOEFL exam. Short stories and poetry by writers like Sherwood Anderson, O. Henry, and Langston Hughes are used to introduce vocabulary, review grammar basics, and generate discussion. The study of two novels, *O Pioneers* by Willa Cather and *To Kill a Mockingbird* by Harper Lee, is central to the course and serves as the basis for writing instruction in rhetorical modes, thesis development, and textual support.

1494 - ESL IV

ESL IV is the highest level English language course from which students will enter mainstream English classes. Students read a variety of short stories, poetry, and novels, and they are expected to participate fully in class discussions of these works. Because the course focuses intensively on writing, students write an essay almost every week drawing on themes from the stories and poems and from their personal experience. Through the essays, students polish their skill in developing a thesis in different rhetorical modes and in using text from the reading to support their arguments. Although students are expected to write five-paragraph essays, they also practice the shorter essay that is required for the TOEFL. In the last quarter, students learn how to use appropriate library and internet resources to effectively research and write a research-based paper. English usage and grammar topics are studied as needed based on recurring errors in student essays. Vocabulary study and practice for the other sections of the TOEFL are also covered in ESL IV.

1230 –American Culture**Grades 9 - 12**

The American Culture course explores how history and circumstance have shaped the values which define the U. S. today. Students study the effect of major historical events such as colonization, immigration, and the settlement of the West on the development of traditional American values. Then they go on to trace the continuing influence of these values on various aspects of American culture including politics, education, entertainment, the media, and consumerism. In addition, students study the regional geography of the U. S. and explore the people, industry, and natural resources of each region. They also learn about American journalism and discuss events of current importance as they occur. Students are expected to participate fully in daily class discussions.

1740 - Communications**Grades 9 - 12**

This is a semester-long course open to students in grades 9 through 12. The primary goal of the course is to acquaint the student with different modes of oral communication including narratives, oral interpretation, informative and persuasive speaking. It will also examine cultural and sub-cultural differences in verbal and non-verbal communication. This course is a graduation requirement for all students whose native language is not English. Any students seeking an exemption from taking the class should petition the Assistant Head. Cases will be reviewed on an individual basis.

HISTORY PHILOSOPHY

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

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

MIDDLE SCHOOL

1200 - History 6 – Foundations: Greece, Rome & The Middle Ages

This course will serve as an introduction to the study of history through an investigation of the societies and cultures of Greece, Rome and Medieval Europe, down to c. 1300. In addition to reading and writing-based activities, students will be required to express their creativity through project-based learning. Students will have the opportunity to read ancient sources in translation as part of our investigation of “how we know” about the past, as well as what “we don't know.” We will begin with an investigation of archaeology and the evaluation of historical evidence (literary as well as material). Students will read the fanciful tale *The Motel of the Mysteries* in order to expose them to some of the uncertainties that arise during archaeological research. The course will then move on to a unit on Ancient Greece, during which students will learn about the development of this civilization and examine some of the contributions that it made to the fields of literature, architecture, art, science, and military strategy. Students will learn to appreciate Greek storytelling by reading many of the myths from this culture, which allows for integration with their English curriculum as well. In our units on Rome we will explore, once again, the relationship between archaeology, myth and history by examining the foundation stories of Rome as well as the various legends of the early Republic. We will consider what it means to be “heroic” in both Roman and contemporary American culture, noting similarities and differences. Students will have the opportunity to design and build a Roman town and consider how towns reflect the values, relationships and beliefs of a culture. Further themes will include the origins and expansion of Christianity and the “decline and fall” of the Roman Empire (in which students will present and defend before the class, based on their own research, their case for “Why Rome Fell (or did it?).” In our units on the Middle Ages, students will once again engage in a collaborative project by building a castle and considering what such a structure reveals about the conditions and characteristics of the society that created it. We will revisit the theme of how cultures understand and misunderstand each other in a unit on the Crusades, where students will read accessible excerpts from Christian European and Muslim Arab authors. We will conclude the year with an investigation into the origins of the Italian Renaissance through the study of works of art and architecture in Florence.

1202 – History 7 – Civics

Teaching students to become informed and effective members of their community and country is the goal of this course. They begin by an examination of the diversity which constitutes the cultural and societal pieces of the American mosaic. Then they move on to the principles of democratic and republican government rooted in Classical Greece and Rome; they study the particular challenges of our nation's founders to formulate an independent and functional government for a new nation. Students read the Declaration of Independence and the Constitution to acquire practical knowledge of the principles, structure and roles of national, state, and local governments. Throughout the year, the class is encouraged to become aware of current events of government by examining elections, the activities of our bicameral Congress, the workings of the Executive Branch, the decisions of the Supreme Court, the effects of our political party system, and the basics of economy and taxation. They learn the vocabulary of citizenship, which they are trained to employ in classroom discussions. In addition to the skills of good citizenship, students learn the rudiments of evaluating sources, gathering reliable information, and writing a clear exposition of their ideas based on concrete factual documentation. Through field trips and a variety of group and individual projects, students have the opportunity to put their lessons to practical use.

1204 - History 8 – Global Studies I

Eighth-grade students begin to consider their connection with the larger world through a study of East Asia and South Asia. By studying the relationships between the geography, history, and culture of each region, students are encouraged to adopt a global view and to see the unique contributions these regions have made to the history of mankind, as well as their roles in today's world. Special emphasis is placed on increased proficiency in writing and research skills, as well as critical thought. The course coordinates with English 8 at various points to reinforce both content and skills. For example, students will re-visit and discuss texts studied in English, such as *Homeless Bird* and *Red Scarf Girl*. Field trips may include programs and performances offered by the Asian Arts and Culture Program at UMASS, a visit to the Springfield Quadrangle or one of the colleges, or to the Nipponzan Myohji Buddhist Peace Pagoda in Leverett,

UPPER SCHOOL HISTORY COURSE SEQUENCE

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

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

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

AP US History and AP Modern European History should be pursued by students who consistently do honors-level work in history and are interested in taking two AP courses, one in U.S. and the other in Modern European History. (Although it might be possible for students to take both AP Modern and AP U.S. in their senior year, it is strongly recommended that they take one AP in the junior year and the other in the senior year if they are, in fact, planning to take both.)

History electives vary from year to year. Electives may be taken in addition to the regular history curriculum. History electives do not fulfill the history distributional requirement for graduation.

UPPER SCHOOL**1210 - History 9 - Global Studies**

This course focuses intensively on Africa and the Middle East with the aim of understanding the values, traditions, and beliefs that have affected the development of these regions. In studying the geography, history, literature, and culture of each area, students are encouraged to recognize the achievements of these traditions as well as to understand the aims and aspirations of their peoples today. Students attempt to evaluate the impact of these cultures at the global level as well as upon the United States today.

In collaboration with the English 9 course, students pursue several major themes throughout the year including the conflict between tradition and modernity, the lives of women, colonialism, and nationalism. Also through collaboration with the English Department, students extend their abilities to write in the persuasive mode, to evaluate texts critically, and to conduct research. They learn to identify and argue from various points of view, and they analyze literature such as Chinua Achebe's *Things Fall Apart*, Yusef Al-Qa'id's *War in the Land of Egypt*, *The Epic of Gilgamesh*, the *Bible*, and the *Qur'an* to further their understanding of these regions of the world.

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

This course is designed to impart a sound understanding of the major events and movements which have shaped Europe since 1400. The major themes of the class include the secularization of society, the importance of information, the development of the nation-state, the expansion of European civilization on a global scale, and the evolution of technology, economics, and politics and how they affected prevailing European social trends. An overall theme that we will consider is the relationship between the powerful traditions of innovation, critical thinking and creativity that have shaped European history juxtaposed with the violent revolutions, conflict, racism and numerous examples of appalling human suffering that have also marked the European historical experience. Traditional history of 'great' men and events is considered alongside

the history of ‘every person,’ including the experiences of women, children, the peasantry and the urban lower classes to present students with a broader scope that encompasses this epoch. Students will have frequent opportunities to analyze primary sources and interpret historical evidence in order to assess issues such as reliability, point of view, and personal bias in order to develop their own critical thinking skills. The course is designed in close collaboration with English 10 to ensure an understanding of historical events and philosophies, not merely as they are factually represented, but also as they are reflected in the literature of the period. Through reading such novels as *All Quiet on the Western Front* and *Animal Farm*, the summer reading schedule is also integral to this process. In an effort to establish and maintain the fundamental interconnectedness of historical events (for instance, those connections which exist between the Enlightenment and the French Revolution, the Industrial Revolution and modern feminism, or Prussian militarism and Nazi Germany), students take part in frequent experiential and group-based activities. The study of current events in the former Soviet Union and Yugoslavia allows students to comprehend that history is not at rest and Europe continues to evolve from its historic roots. The course concludes with an investigation into the simultaneous promise of European economic and political unity and the continuing threat of ethnic conflict and resurgent nationalism.

1215 – United States History B

Recommended for Grade 11

US History B is an introductory survey of American history designed to examine many of the major themes and events in the nation’s history while offering opportunities for students to develop their critical reading, thinking, and writing skills. Students will study, among other topics, early settlement and the foundations of American government, the challenges to and demands for democracy in the early nineteenth century, immigration, economic developments and their impact on foreign policy, the increasing role of government in the twentieth century, the Cold War and Vietnam, and the social movements of the postwar era. This course is designed for students who would benefit from more support and practice with their critical reading and writing and their analytical skills. Students will use the writing process to practice basic research skills and essay writing, while also practicing their oral presentation.

1216 - United States History

Recommended for Grade 11

The United States History course looks at our country’s development from its pre-Columbian origins to the present. It exposes students to major events, personalities, and themes within the nation’s history, not as a random collection of dates and places or a simple string of occurrences, but rather as components of larger historical patterns. Major themes are evident throughout United States history, and most significant events are actually emblematic of a larger sequence. To illustrate these patterns, the course explores the following themes: the Native American experience; exploration and settlement; the role of religion in shaping American society; democratic foundations in the Great Republic; the effect of slavery and the civil rights. In addition to their basic history text, students read selected articles by noted historians and various primary source materials to expand their analytic horizons.

To help students develop an appreciation for the multicultural nature of contemporary American society, and to foster an interdisciplinary approach, the course is closely linked to the Grade 11 English course. Students read short stories and poems by noted American literary figures to illustrate, reinforce, and elaborate upon what they have learned in history. Another key element is the summer reading program, which introduces the students to works of literature focusing on the major themes pursued during the year. Possible choices are F. Scott Fitzgerald’s *The Great Gatsby*, centered on the Jazz Age of the 1920s; Anzia Yezierska’s *Breadgivers*, which depicts the urban immigrant experience; Anne Moody’s *Coming of Age in Mississippi*, a grassroots look at the Civil Rights Movement; and Tim O’Brien’s *The Things They Carried*, stories about the Vietnam War. Students will re-visit each of these texts throughout the second semester.

1218 - Advanced Placement: United States History (offered in 2011-2012)

Grades 11 - 12

Department Approval Only

Advanced Placement United States History (AP USH) has two primary goals: (1) to allow students to achieve a lasting command of the essentials of American history and culture, and (2) to develop each student’s ability to write about American history using clear and effective generalizations, backed with specific historical detail. The first course objective is met through an essentially chronological approach that exposes students to the major events and trends comprising American history and explores their significance to the development of the nation today. To meet the second objective, the students prepare bi-weekly writing assignments that require the construction of clear and specific theses backed with sound and detailed support. In addition, students regularly give presentations and lead class discussion throughout the year. The course relies extensively on primary sources, both historical and literary, to expose students to history “in the raw” and to familiarize them with analytic techniques. The course is also closely linked to the Grade 11 English course to foster an interdisciplinary approach.

AP U.S.H. is the equivalent of a university-level introductory history course, and uses a university-level text. Students are expected to do far more reading and writing than in a standard course, encouraged to bring their writing to an advanced level by the end of the course and pushed to immerse themselves in historical topics to a much greater extent than they have probably ever done. They must be prepared to participate meaningfully on a daily basis in far-ranging discussions of assigned topics. The course requires students to master the entire scope of United States history from pre-Columbian times to the present.

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

1220 - Advanced Placement: World History (offered in 2012-2013)

Grades 11 - 12

Department Approval Only

Advanced Placement World History is a university-level introductory course, uses university-level texts, and requires rigorous engagement with both primary and secondary historical sources. This course will explore the broad themes and trends in global history from ancient times to the modern age of “Globalization.” The course is broken into eight units: Ancient Civilizations, Prehistory to 500 B.C.E.; The Classical World, 500 B.C.E.- 500 C.E.; The Post-Classical World, 500-1000; The World 1000-1500; The Origins of Global Interdependence 1500-1700; The Age of Revolution and European Hegemony, 1700-1914; and The Contemporary Era and Changing Patterns of Global Interdependence, 1914 to the Present. The course will be roughly chronological but occasionally will take the “long view” over several centuries, since even the most seemingly fundamental changes do not wipe out centuries of tradition overnight. In addition to the analysis of developments in individual states and regions, the primary emphasis, in accordance with the AP World History course guidelines, will be the analysis of patterns of contact and exchange (cultural, economic, social and political) over broad geographical areas and chronological periods. Themes to be investigated throughout the year include the nature and reliability of historical evidence; the interaction of human beings and their environment; development of and interactions between cultures, including the formation of cultural stereotypes that have frequently led to conflicts between civilizations; the nature of state building and the development of political systems and comparative analysis of ideologies and the formation of empires; the creation, expansion and interaction of economic systems on a regional, trans-regional and global scale; and the development and transformation of social structures, particularly gender roles, relations and expectations, constructions of racial and ethnic identities, and the formation of social and economic classes. Strong emphasis will be placed on the use of primary sources, analysis of change over time, and the use of comparative frameworks to solve historical problems. Numerous essay assignments will be given in order to develop students' ability to write clear, effective, analytical prose. Students will also, on occasion, have the opportunity to read and evaluate recent “cutting edge” works by professional historians in academic journals.

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

ELECTIVES IN HISTORY

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

1260 - Peace Studies (Year-long)

Grades 11 - 12

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

1262 - Western Philosophy (One semester) (offered in 2011-2012)**Grades 11 - 12**

This elective examines the main philosophical thinkers and ideas to promote self-reflection and the examination of ideas that are taken for granted. The course begins with the study of the roots of Western philosophical tradition in ancient Greece and explores the themes that were established as central problems for subsequent philosophical inquiry. Later, the course takes a look at the development of early Christian philosophy, concentrating in particular on St. Augustine, and concludes with the study of the rich and resilient system of metaphysics developed by medieval scholastics, particularly Aquinas. The survey continues with the study of the philosophy of religion, different attempts to prove the existence of God, and the explanations for the existence of evil in the world. Students then proceed to the study of moral philosophy, in particular the ideas of Socrates, Mill, and Kant, in order to understand better how we develop moral frameworks for our lives. The course concludes with an analysis of the philosophy of science in order to show that even “concrete” ways of understanding the world can be challenged philosophically. As a final project for each semester, students choose a project or write a paper on an area of interest to them.

1264 - 20th Century Conflict (One semester) (offered in 2012-2013)**Grades 11 - 12**

This course attempts to give the student an appreciation of the role of war and conflict in the 20th century. As such, the course seeks to complement the Peace Studies course by analyzing the roots of various types of conflicts, from the world wars to regional insurgencies and from international conflicts to inter-ethnic ones. The course examines a variety of 20th century conflicts, including the two world wars, regional wars, proxy wars, and wars related to colonialism and decolonization, with a special emphasis on ethnic conflict from the Armenian genocide to the Holocaust, and struggles in the former Soviet Union, Yugoslavia, and Rwanda. In addition, students study the success and failure of such organizations as the League of Nations and the UN in preventing war. Finally, the course looks at philosophical attempts to understand, prevent, and limit war. The course utilizes a variety of source materials including historical and literary texts, newspapers, audiovisual sources, and films, to foster critical thinking about conflict and its causes and consequences.

1268 - Greece and Rome (One semester) (offered in 2012-2013)**Grades 11- 12**

This course will investigate the major political, social, economic and cultural developments in the Mediterranean Basin from the Bronze Age to c. 500 C.E. In addition to the traditional narrative of political history, warfare and imperial expansion, we will also consider issues such as slavery, gender attitudes, religion, “daily life,” and, most importantly, the nature and reliability of the ancient evidence. Indeed, the course reading and discussion materials will be heavily based on primary Greek and Latin sources in translation.

The course will be essentially divided into two halves: a traditional narrative and a comparative, thematic component that will address broad issues in the history of the Classical Mediterranean. In this half of the course we will explore matters in greater depth and detail than in the first half, making sure to note changes and continuities both within and between the cultures of Greece and Rome. Ultimately, it is hoped that, on the one hand, students will gain an appreciation of the Greek and Roman contributions to Western Civilization while, on the other hand, a deep awareness of the strangeness and unfamiliarity of ancient culture.

1270 - Introduction to Urban Studies (One semester) (offered in 2011-2012)**Grades 11 – 12**

This course will approach the concept of the city from an historical, literary, theoretical and practical perspective. Based on thorough discussion of readings from a variety of sources we will examine such issues as the historical development of cities, the city in the modernist imagination (specifically via films such as *Metropolis* and *City Lights*), the impact of technology on urban development, the problems of suburbanization and sprawl, and the potentialities and pitfalls posed by globalization. In addition to class work we will take advantage of our location near Springfield, Holyoke and Northampton to discuss and analyze the challenges faced by smaller cities that have seen their traditional manufacturing bases decline. Particular attention will be paid to issues of urban diversity, historic preservation, downtown revitalization, the “greening” of urban space, transportation and the promises provided by the “Knowledge Corridor”. Of necessity the course will be rather sweeping in scope, but through focused readings we will concentrate on issues pertaining to recent issues in the development of urban areas in the United States with particular attention to our nearby urban-suburban environments. Field trips to downtown Springfield, the Holyoke Canalwalk and Northampton Center will allow students to see the relationship between theory and action in the utilization of urban space. As a final project students (in lieu of an exam) will examine some aspect of local urban-suburban environment and analyze a particular problem in depth, using the historical and theoretical frameworks acquired over the course of the semester. Students will be able to take advantage of local resources such as the Museum of Springfield History and the Pioneer Valley Planning Commission in acquiring source material. As a field Urban Studies is multi-disciplinary; therefore, in their project students will have the opportunity to apply their learning from other courses in the fields of History, English, Environmental Science and Mathematics to address a variety

of issues pertaining to the growth, development and sustainability of the Springfield-Holyoke-Northampton region within specific historical, demographic and environmental contexts.

1272 - Current Events, Current Issues (One semester – year-long option)

Grades 11 – 12

Grade 10 – Department Approval

This course is designed to develop, in upper school students, the good habit of paying attention to the world outside of themselves. In recent decades, the number of sources of information for local, regional, and global events has exploded; in addition, the time it takes to disseminate this information has been reduced to mere minutes or even seconds. This provides our young people with an unprecedentedly rich body of material with which to work each day. Using databases and other media, students will develop their knowledge of current events in a wide variety of fields and geographic locations. As they broaden their knowledge of contemporary culture and society, students must face the challenge of evaluating sources of information to determine their reliability. Therefore, this evaluation will be a constant theme in the course.

Students will be required to participate regularly, both verbally and through short “low stakes” writing assignments. They will also be expected to prepare longer essays based upon the material that they have been exposed to. One major essay of five pages’ minimum length will be required per quarter. In lieu of a final exam students will be required to prepare a final presentation, with oral, visual, and written components. These presentations will be based upon issues of particular interest to each individual student.

Ultimately, a primary goal of the class is to produce well-rounded and well-informed thinkers who appreciate the diversity of human experience, recognize the major challenges of our times, and have given thought to how these challenges might be met by the members of their own generation.

1230 –American Culture

Grades 9 - 12

The American Culture course explores how history and circumstance have shaped the values which define the U. S. today. Students study the effect of major historical events such as colonization, immigration, and the settlement of the West on the development of traditional American values. Then they go on to trace the continuing influence of these values on various aspects of American culture including politics, education, entertainment, the media, and consumerism. In addition, students study the regional geography of the U. S. and explore the people, industry, and natural resources of each region. They also learn about American journalism and discuss events of current importance as they occur. Students are expected to participate fully in daily class discussions.

WORLD LANGUAGES PHILOSOPHY

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

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

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

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

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

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

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

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

MIDDLE SCHOOL

1400 - Introduction of Language - Latin 6

Grade 6

Students acquire skills of foreign language learning by reading and speaking Latin and by being introduced to classical culture. Emphasis is given to the rudiments of grammar and English, French, and Spanish vocabulary based on Latin root words. Many projects and frequent opportunities for interaction provide an age-appropriate atmosphere to facilitate further study in a foreign language.

1430/1432 - French A and B**Grades 7 - 8**

This two-year sequence is geared toward the Middle School learner. The basic linguistic structures of a first-year Upper School course are taught in conjunction with an expanded vocabulary to facilitate successful advanced study. Students are encouraged to use the language from the beginning. Supplementary classroom activities include recordings, short readings, slides, DVDs and related work on computers.

1460/1462 - Spanish A and B**Grades 7 - 8**

This two-year sequence covers the basic linguistic structures and vocabulary of a first-year course at the Middle School level. Vocabulary development and strong oral/aural skills are emphasized. Students are encouraged to use the language from the beginning. Supplementary classroom activities include recordings, slides, DVDs and related work on computers.

UPPER SCHOOL**LATIN****1402 - Upper School Latin I**

This first-year Latin course includes the preliminary study of Latin grammar, vocabulary and translation. Particular emphasis is given to early Roman history, Roman legends and mythology. Students are instructed in skills of vocabulary enhancement through a knowledge of derivatives and etymons. Open to Middle School students who meet the prerequisites of the Department of World Languages.

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

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

1405/1407 - Latin III-IV (Honors) (Prerequisite: Latin II)

Students who successfully complete the Latin II course of study are given the opportunity to study the literature of Latin writers such as Ovid, Horace, Catullus, Vergil and Cicero. The curriculum of these courses may prepare the students for the Advanced Placement examination in Latin.

Latin IV students will study Vergil's Aeneid and will prepare to sit for the AP Vergil examination.

At the invitation of the instructor, outstanding students in Latin have the option to prepare for the Advanced Placement Exams. They need to communicate their commitment to additional practice and preparation before October 15th. A student's AP status will be reviewed after the first semester exam.

FRENCH**1434 - French I**

This course is an introduction to the French language and culture. The four basic language skills: listening, speaking, reading, and writing are developed, with a particular emphasis on oral communication, the acquisition of concrete vocabulary and basic grammar skills. From the beginning, French is used in the classroom. Open to Middle School students who meet the prerequisites of the Department of World Languages.

1436 - French II (Prerequisite: French I)

Continuing the emphasis on the acquisition of the four basic language skills, the course includes a foundation in grammar and syntax. The practical vocabulary is further expanded and classes are conducted primarily in French. Readings include texts pertaining to the civilization of Francophone countries including excerpts from *Le Racisme expliqué à ma Fille* by Tahar Ben Jelloun.

1440 - French III Honors

Students continue their study of grammar while practicing and expanding their oral and written skills. The emphasis is on vocabulary building and cultural awareness. Students read and analyze full-length works of different genres, to introduce

them to the contemporary French-speaking world. Authors from France, Canada, Africa, and the Caribbean are included. From this level on, classes are conducted in French.

1442/1446 - French IV-V: The Age of Reason (Honors) (Prerequisite: French III Honors)
(offered in 2012-2013)

In the two alternating advanced French courses the four language skills continue to be developed and refined. Oral communication is practiced in class discussions based on reading assignments. Literary selections concentrate on seventeenth and eighteenth century France and are presented in their cultural and historical contexts. Students are introduced to the values of the Renaissance through the poetry of Ronsard. Classicism is illustrated with La Fontaine's *Fables* and Beaumarchais's theater. Voltaire's prose is studied as an example of the spirit of the Enlightenment leading to the great revolutions. In addition, students are exposed to various media in order to promote cultural literacy.

1444/1448 - French IV-V: The Individual and Society (Honors) (Prerequisite: French III)
(offered in 2011-2012)

In the two alternating advanced French courses the four language skills continue to be developed and refined. The works of various authors of the nineteenth and twentieth centuries are studied in their cultural and historical contexts. Classroom discussions are based on readings which may include the poetry of Victor Hugo and Charles Baudelaire, Paul Verlaine and Jacques Prévert, the prose of Albert Camus and Gisèle Pineau, the theater of Eugène Ionesco, as well as other texts dealing with contemporary issues in the French speaking world. In addition, students are exposed to various media in order to promote cultural literacy.

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

SPANISH

1464 - Spanish I

This course is an introduction to the Spanish language with emphasis on oral language comprehension and use, and with strong preparation in basic grammar and vocabulary. Spanish is used from the beginning in the classroom. Open to Middle School students who meet the prerequisites of the Department of World Languages.

1466 - Spanish II (Prerequisite: Spanish I)

This course is a continuation of Spanish I with increased emphasis on comprehension, speaking, reading, and original writing. Students receive an extensive exposure to Spanish grammatical structures. The practical vocabulary is further expanded. Classes are conducted primarily in Spanish.

1468 - Spanish III (Prerequisite: Spanish II) – Not available in 2011-2012

Students work on the development of skills in oral and written language. The reading of short stories and periodicals promotes vocabulary building. An engaging video series with native speakers also aids in increased comprehension of more sophisticated spoken Spanish. From this level on, classes are conducted exclusively in Spanish.

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

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

1472/1478 - Spanish IV-V: Peninsular Literature (Honors) + (AP) (Prerequisite: Spanish III Honors or permission of instructor) (offered in 2011-2012)

In the two alternating advanced Spanish courses, students continue to practice and improve on the four language skills. The curriculum revolves around the readings of such authors as Cervantes, Unamuno, García Lorca, and Matute. These works are studied within an historical and cultural context. In addition, students are exposed to various media in order to promote cultural literacy. Conversations and writing analyze such themes as the role of women, religion, and the rise and fall of power in Spain.

1474/1476 - Spanish IV-V: Hispanic Literature (Honors) (Prerequisite: Spanish III Honors or permission of instructor)
(offered in 2012-2013)

In the two alternating advanced Spanish courses, students continue to practice and improve on the four language skills. The curriculum includes the reading of authors recommended by the Advanced Placement examiners such as Garcia Marquez, Borges and Fuentes. Students examine the complex factors which contributed to the civilization of the Latin American nations, i.e. native and conquering populations. In addition, students are exposed to various media in order to promote cultural literacy.

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

MATHEMATICS PHILOSOPHY

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

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

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

1300 - Math 6

Grade 6

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

1302 - Math 7

Grade 7

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

1304/1310 - Algebra 1A/1B – (offered 2011-2012 - Subject to enrollment and interest)

Grades 8 - 9

This sequence provides students with an enriched 2-year Algebra 1 course. It is designed for students who have a good foundation in arithmetic (including fractions, percents, and integers) and have some understanding of variables. Topics for the first year include: solving equations and inequalities, systems of equations, polynomials, graphing and factoring. The second year focuses on polynomials, rational expressions, quadratic equations, radicals, probability and statistics. Successful completion of both Algebra 1A and Algebra 1B satisfies the Algebra 1 distributional requirement.

1312 - Algebra 1

Grades 9 - 10

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

1314 - Algebra 1 (Honors)**Grades 7 - 8***Department Approval Only*

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

1330 - Geometry**Grades 9 - 11**

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

1332 - Geometry (Honors)**Grades 9 - 11***Department Approval Only*

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

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

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

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

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

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

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

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

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

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

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

1368 - Advanced Placement Calculus**Grade 12***Department Approval Only*

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

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

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

1380 - Introductory Statistics (prerequisite: Algebra II)**Grades 11 - 12**

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

1382 - Advanced Placement Statistics**Grades 11 - 12**

(offered in 2011-2012)

Department Approval Only

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

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

1385 – Introduction to Linear Algebra and Multivariable Calculus (Honors)**Grades 11 - 12**

(Prerequisite: AP Calculus may be taken concurrently)

(offered in 2011-2012 – Subject to enrollment and interest)

Department Approval Only

This course will focus on Linear Algebra: vectors, matrices, the four fundamental subspaces, linear independence and determinants, with applications in electrical circuits, graph theory, and computer graphics. As the year continues we will explore topics from the AP BC Calculus curriculum: parametrized curves, the logistic model, and infinite series (Taylor). At the end of the year we will finish with an exploration of three-dimensional space, and multivariable calculus: partial derivatives, multiple integrals, arc length, curvature, gradients, and ultimately vector calculus.

SCIENCE PHILOSOPHY

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

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

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

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

While two years of laboratory sciences are required in the Upper School, it is recommended that students experience all three of the major disciplines - physics, chemistry and biology. Students are encouraged to take four (4) years of science instruction.

MIDDLE SCHOOL

1500 - Life Science

Grade 6

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

1502 - Earth Science

Grade 7

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

1504 - Space and Physical Science

Grade 8

Science in the eighth grade focuses on space and physical science. Students investigate space from an environmental standpoint and focus on space exploration, nutrition, travel and colonization. The emphasis of study shifts from the Earth-moon-sun relationship to the greater neighborhood of the solar system and the farther reaches of the universe. Most of the second semester will be spent studying global climate change as an integrated science unit tying together the various topics studied in Middle School science. Using primarily inquiry-based learning, students will perform original research concerning such topics as the greenhouse effect, global warming, photo-voltaics, and solar heating, among others. Laboratory skills become more important during the year with emphasis on technique and reporting skills.

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

This is the foundation course for all Upper School science. Taking a conceptual approach, this course focuses on logical understanding of physics concepts, minimizing mathematical problem solving and maximizing hands-on activities. The two semesters are devoted to the laws of motion as well as topics on matter, heat, sound, light, electricity, and magnetism. Hands-on experiments and demonstrations are tailored to each topic.

This is a laboratory course.

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

This course investigates the traditional concepts of chemistry without the need for mathematical sophistication. With each unit of study building on the previous one, the student's chemical knowledge grows and is intertwined with an added emphasis on its relevance to everyday life. Covered topics include atomic structures and properties of matter, the periodic table, chemical reactions and bonding, acids and bases, and the chemistry of life. Hands-on experiments and demonstrations are tailored to each topic.

This is a laboratory course.

1522 - Chemistry (Honors) (Prerequisite: Physics)**Grades 10 - 12*****Department Approval Only***

This course provides an in-depth investigation of chemical concepts coupled with the quantitative rigor necessary to prepare for a college course. Its fast-paced, mathematically-based investigation includes topics such as atomic structure, chemical equations, stoichiometry, periodic relationships, bonding, kinetics, acids and bases, and thermodynamics. Hands-on experiments and demonstrations are tailored to each topic.

This is a laboratory course.

1530 - Biology (College Preparatory) (Prerequisite: Chemistry)**Grades 11 - 12**

In this survey course of the study of living organisms, students develop an understanding of the complexity of living organisms and an appreciation for the diversity of life on Earth. Covering biochemistry, cytology, classical and molecular genetics, ecology, evolution, biodiversity, green plants, and human body systems, students study how structure relates to function, and how organisms adapt to their changing surroundings. There is an emphasis on scientific methodology as it is applied to problem solving and the development of effective lab skills. A major dissection of a fetal pig is included as part of the laboratory experience.

This is a laboratory course.

1532 Biology (Honors) (Prerequisite: Honors Chemistry)**Grades 11 - 12*****Department Approval Only***

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

This is a laboratory course.

ELECTIVES IN SCIENCE

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

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

ADVANCED TOPICS IN SCIENCE**1540 - Environmental Science (Prerequisite: Biology and Chemistry) Grades 11 - 12**

This course covers studies in ecology and environmental issues. The ecology portion deals with the ways living organisms and their non-living environment are inseparably interrelated and interact upon each other. The concept of the ecosystem and bio-geochemical cycles are the main focal points of this part. Environmental issues cover major concerns facing the Earth such as overpopulation, use of nuclear energy, global warming, solid waste and recycling, acid rain and use of pesticides. A unit on alternative sustainable energy resources includes original research.

This is a laboratory course.

1541 - Forensics (One semester) Grades 11 - 12

Forensics is a fast paced multidisciplinary course that bridges science based inquiry and the criminal justice system. This course utilizes lecture, extensive laboratory activities and experiments, scientific literature/case study analysis, forensic competitions and demonstrations in a forensic context which will allow students to apply the scientific method to develop their writing, problem solving and critical thinking skills in a biological context. Inquiry based laboratory investigations and analysis play a central role in the course.

Students will apply the foundations of Biology and Chemistry to solve mock criminal investigations using a wide range of laboratory techniques used today to process and analyze evidence. Topics covered will include: crime scene analysis, physical/chemical analysis of various evidence types, advance microscopy, chromatography, hair/fiber/glass analysis, fingerprint comparison, comparative analysis, document analysis, firearms/ballistics, drugs/toxicology, entomology, anthropology, blood (serology) and DNA analysis among others. Students will be required to keep a detailed notebook, which will be the basis for their lab reports and serve as a valuable source of evidence for court trials in criminal cases.

Note: *Only the curious-minded should apply.*

**1550 - Astronomy (One Semester) (Prerequisites: Physics, Chemistry, Algebra II) Grades 11 – 12
(offered in 2011-2012)**

The course is a survey of the science of Astronomy. The course will focus on the structure and evolution of the planets, stars, solar systems, galaxies, and the universe from a modern perspective. The science underlying our understanding of the structure and evolution of celestial bodies will be presented from the viewpoint of physics and chemistry. This will be both a qualitative and quantitative study of Astronomy.

HONORS ADVANCED TOPICS IN SCIENCE**1512 - Advanced Physics (Honors) (Prerequisites: Physics, Chemistry and Algebra II) Grades 11 - 12
(offered in 2011-2012) *Department Approval Only***

This problem-solving oriented course takes a rigorous approach to physics concepts as preparation for a college physics course. Students are taught techniques and approaches for problem solving through the use of real-life examples and applications. The course attempts to give students a thorough understanding of basic concepts of physics in all its aspects, from Newtonian mechanics to the physics of elementary particles. The course is non-calculus based but does introduce the origins of calculus in the classical presentation of mechanics. During the first semester, hands-on laboratories are an integral part of learning classical mechanics. The second semester gives hands on laboratory experience with concepts involving solids, liquids, and gases, along with electricity and magnetism.

A TI-83 Plus graphing calculator is required for this course. This is a laboratory course in which complex equipment and premises are utilized and tested.

**1524 - Advanced Chemistry (Honors) (Prerequisites: Physics, Biology and Honors Chemistry) Grade 11 – 12
(offered in 2012-2013) *Department Approval Only***

Building on the theories and laws learned in Honors Chemistry, this first-year college level Chemistry course delves into the concepts and applications of quantum theory to chemical bonding and molecular structure, the properties of gases, liquids and solids, solution chemistry, acid-base theory, kinetics, chemical equilibrium, thermo chemistry, electrochemistry, and organic and polymer chemistry. The emphasis of the course is on chemical problem solving.

A TI-83 Plus graphing calculator is required for this course. This is a laboratory course in which complex equipment and premises are utilized and tested.

1534 - Advanced Biology (Honors) (Prerequisites: Physics, Chemistry and Honors Biology) **Grades 11 - 12**
(offered in 2012-2013) **Department Approval Only**

This college-level science course focuses on the phenomena of life from its molecular underpinnings to the amazing intricacies of cell structure and function. It also involves an in-depth study of classical and molecular genetics, evolution, the nine major animal phyla, and ecology. Course work includes laboratories, lectures, group exercises, and individual research.

This is a laboratory course in which complex equipment and premises are utilized and tested.

1544 - Advanced Interdisciplinary Science (Honors) **Grades 11 - 12**
(Prerequisites: Physics, Chemistry, Biology, and Algebra II) **Department Approval Only**
(offered in 2012-2013)

Science is what we live. In this course, students investigate real-world problems related to the impact of human population growth by integrating their multidisciplinary science and math content knowledge with other knowledge and skills to develop and present relevant inquiry-based projects. Working independently and cooperatively, students identify relevant issues, use scientific methodology to approach solutions, and present their findings to an appropriate forum. The course begins with introductory units on environmental science and population biology. The remainder of the course involves discussions of the ramifications of overpopulation with units on human demographics, resource economics and economic geography, water resources, food resources, energy resources, and global climate change. The importance of social, political, and economic considerations in real-world problem solving is emphasized.

1542 - Anatomy and Physiology (Honors) (One semester) (Prerequisite: Honors Biology) **Grades 11 - 12**
(offered in 2011-2012) **Department Approval Only**

This fast-paced semester course focuses on how body structures relate to function and how body systems work together to maintain a functioning being. The course begins by reviewing basic organic chemistry and biochemistry, and includes a review of cell structure and histology of human tissues, and then goes on to basic human anatomy. The major body functions are explored including the respiratory, circulatory, nervous, digestive, immune, reproductive, skeletal, excretory, muscular, and endocrine systems. As a clinical course, there are weekly labs that augment textbook reading, current journal articles, on-line exploratory activities, and an independent research project.

This is a laboratory course.

1554 - Biotechnology (Honors) (One semester) **Grades 11 - 12**
(offered in 2011 - 2012) **Department Approval Only**

This course is designed to introduce students to the new, quickly-growing field of biotechnology. Topics will include molecular and human genetics, discovery, development and marketing of pharmaceutical drugs, biotechnology in plants, agriculture and medicine, and advanced biotechnological techniques. Issues that will be explored include stem cell research, bioterrorism, and bioethics. Students will develop lab skills to practice recombinant DNA techniques, DNA extraction and identification, antibody identification, enzyme action and protein characterization. There will also be a major independent research project on a GMO.

This is a laboratory course, and will entail a lab practical as well as a written part to the exam.

ARTS PHILOSOPHY

The purpose of Art Education at MacDuffie is to facilitate the student's needs to express himself/herself, to help the student develop empathy for others, and ultimately to enhance the student's life-long after he/she has completed formal education. We teach the skills and knowledge necessary to create and appreciate art. To create all art, visual and performing, the student must develop creative thinking, learn to work in a cooperative fashion, learn how to express creative ideas in verbal and nonverbal ways, and present a finished product. In order to appreciate visual and performing art, the student is exposed to performances and to actual works of art. He/she also studies art history and examines the relationship between art and culture.

MIDDLE SCHOOL ARTS PROGRAM

The Middle School Arts Program reinforces the integrated Middle School Curriculum. Students not only use the skills developed in the other classes, but they learn to appreciate the relationships between visual and performing arts. Sixth graders study dance, music, and the visual arts. The seventh grade students study theater, visual arts, dance, and music. In the eighth grade, students study visual arts, theater, and music.

1632 - Middle School Chorus

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

SIXTH GRADE

1600 – Dance 6

This course integrates the element of dance and the study of the cultures of other countries. The students study creative movement, improvisation, the history of Native American Dance, African Dance in America and American Folk Dance.

1610 - Visual Arts

The sixth graders learn to see the relationship between the part and the whole in their study of cartooning. With the study of sculpture, students create an imaginary animal. They classify it using knowledge from their science class and name it using vocabulary from their Latin class. While the subject matter for the drawing might change to integrate with the rest of their academic program, sixth graders improve their basic rendering skills and their shading techniques.

1626 – Music 6

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

SEVENTH GRADE

1612 - Visual Arts

The seventh graders will continue with their work on proportions and drawing by studying the human figure. They create a drawing emphasizing line variety and value. They continue with the study by making a wire figure and studying Calder. Students also study the parts of a house, do a campus walk examining the buildings, and create a 3D model of a house. To coordinate with the rest of the academic program, seventh graders also study the artistic aspects of a map and design a treasure map.

1628 – Music 7

The seventh-grade course will concentrate on learning about and analyzing American popular music of the 20th century. In addition to this focus, students will also continue basic (to intermediate level) skills for reading, writing and understanding

music notation, including pitch, rhythm, music symbols and terms. Students will regularly be applying these skills in the classroom with the use of keyboards and rhythm instruments. Students will also work together in small groups to create their own music video.

1602 – Dance 7

Seventh-grade students learn the basic tools of choreography necessary to create a dance. Students team up and prepare daily choreographic studies that they present to the class. They give and receive constructive criticism, watch a variety of dance forms on video and write critiques. The emphasis in this course is on teamwork and overall acceptance of individuality. Students finalize their quarter in dance with a mini-performance for their classmates.

1620 – Theater 7

This is an introductory theater course in which students learn basic theater terminology and stage directions. Students work creatively on cooperative activities, theater games and improvisations with other class members. Students study the construction of the play and its similarities to the short story, reinforcing the English curriculum. The course culminates in a major project in which the students script, memorize, and perform an original scene.

EIGHTH GRADE

1622 – Theater 8

This course is designed to improve communication, cooperation, and organizational skills. Students are reacquainted with basic stage terminology and theater craft. They study character development and play writing through improvised exercises and basic text analysis. If time permits, they perform either poetry or scenes in morning assembly; this is in preparation for their eighth grade plays. At the end of the semester, each class produces an original play; they write, direct, design, and perform it. The themes of the plays vary from year to year, depending upon the curriculum and the needs of the students.

1614 - Visual Arts 8

Students study the basic technical skills for drawing, painting, and sculpture. They also study the various components of a city and use the city of Springfield as an example. Students use this information to develop a plan for “their city.” In the second half of the course the students apply the art skills and create a display that includes a drawing, painting, and written work describing their city. Each eighth grader presents his/her project at the end of the year for his/her teachers, parents, family and friends at the Eight Grade Rite of Passage.

1630 – Music 8

The eighth-grade course will concentrate on learning about music from around the world including the Middle East, India, China, Africa, Europe and Latin America. In addition to this focus, eighth graders will also continue working towards gaining an intermediate (to advanced) level of skills for reading, writing and understanding music notation. Students will regularly be applying these skills in the classroom with the use of keyboards and rhythm instruments, and also by way of group singing, movement and dancing, listening to music and composing. They will also participate in a performance piece in the annual Winter or Spring Music Concert.

UPPER SCHOOL ARTS PROGRAM

Students in the Upper School (class of 2011 and 2012) are required to take a minimum of one year (1 credit) of art for graduation. The class of 2013 will be required to take a minimum of one and one half years (1.5 credits) and the first class to meet the new requirement of two years (2 credits) will be the class of 2014. The art credit (s) may be in visual or performing arts or a combination of the two. Students who enter MacDuffie in grade 9 are required to take “Arts in Perspective” as a prerequisite for the individual electives in the arts. If a student has completed two years of the MacDuffie middle school program and has maintained a B- (or above) average, he/she is not required to take “Arts in Perspective” but would be allowed to select any of the arts electives.

1648 - Arts in Perspective

In this year-long course, students move at a quick pace through each of the arts: music, visual, theater, and dance. They study the basic terms and concepts of each discipline in order to gain an understanding of the process of creating art and the contributions art makes to society. This course is designed as the primer course for beginning art students. It is also a

course for students who love art and want a better general understanding of all the arts. This course, however, is not a rehash of the middle school curriculum, but is designed to accommodate the requirements established in the National Standards for Arts Education for high school students. This course is a technical and academic course where students work in both the studio and the classroom.

VISUAL ARTS PROGRAM

Students in the Visual Arts Program require no previous art training or skill. They work with professional-grade art materials and tools in an informal setting with large work tables and separate work areas for specialized arts. There is an in-class library with “how-to” books, “idea” notebooks, reference and art history books, slides, video tapes and files of reference pictures. Students have storage spaces for their works in progress. Art history integrates with the studio arts throughout the various courses. Students’ art work is displayed on a regular basis.

1640 - Applied Art History

Art is the result of an artist’s experience and environment. Art reflects the daily life and aspects that are most important at that time. Examining the art of a period gives the viewer an idea, not just of what was happening, but how it affected the people. Art is a growth process, not just within an artist’s life, but from one time period to the next. As knowledge of the world around them increased and skill in handling materials improved, artists were able to show more and more of the reality of life. This course will study development of people through the artworks of the artists. Students will create artworks based on the readings and discussions.

1642 - Visual Art

Each semester-long art course covers skills, knowledge, composition, and application. The students work on a range of projects using a variety of materials. The courses can sometimes be customized to meet the particular needs of a student, for example drawing for architects, drawing for fashion designers, fantasy drawing, or drawing nature.

Drawing

Drawing is a way to see...really looking at an object and seeing the relationship between the parts. Drawing is not a talent, but a learned skill in seeing and rendering the image. Additional specialized semester courses: Pencil and Ink.

Painting

The student studies color theory and produces a variety of paintings using assorted paint materials. Additional specialized semester course: Acrylic, Colored Pencils, and Watercolors.

Sculpture

Students in this multimedia course create artworks that have a front, back, top, bottom, left, and right side. Additional specialized semester courses: Jewelry, Glass, Leather, and Fiber.

Architecture

In this course the student studies the art and science of space. The student sketches, drafts, renders, and makes models. The student learns the basics of spatial design. Additional specialized semester courses: House Design and Interior Design.

Graphic Design

Visual communication – getting your message across is the work of the graphic designer. In this course, the student works on creating artworks using images and words. Additional specialized semester courses: Cartooning and Photography.

Portfolio

This course is for students with strong visual arts backgrounds who wish to add artworks to their college portfolios. Having already developed basic art skills, the students apply them to more complex projects. The students create a series of artworks using a variety of media and techniques. It is strongly recommended that students interested in developing a portfolio take this course in the second semester of their junior year and continue the program into the first semester of their senior year.

Senior Art

Seniors who have fulfilled their arts credit for graduation and have taken visual arts in the Upper School may take this visual arts course. Students get the opportunity to explore different mediums and subject matter.

DANCE PROGRAM**1644 - Modern Dance and Repertory**

This year-long course offers an intense training for students seriously interested in dance. While the emphasis of the course is primarily on modern dance, students spend one day a week studying ballet to strengthen and improve their technique. There is also a focus on dance history, choreography and improvisations.

Please note that this class also fulfills a student's Physical Education requirement.

THEATER PROGRAM**1660 – Acting****Grades 9 - 12**

Acting is a year-long course. No previous acting experience is required to enroll in this class. There is no text for the class. Students become acquainted with basic stage and theater terminology. They study basic acting craft. They develop the necessary skills for researching and performing a role. The primary methods for learning these skills are improvisation and original scripting. The first semester culminates in a performance for the entire student body in morning assembly. The second semester is devoted to the study of comedy. The students study a range of comic styles: comedia del arte, slapstick, romantic comedy, high comedy, black comedy and satire. The primary methods for learning these skills are films, improvisation and original scripting. The semester culminates in a final performance at the end of the semester, usually a comic Melodrama.

1664 - The Acting Ensemble (Advanced Acting)**Grades 10 - 12***Department Approval Only*

This is a year-long academic advanced level theater and acting class that prepares the more serious-minded student for college level work in theater. The class meets four days a week, but extra rehearsal time is often necessary for productions. This class performs full scripts with the intent of touring. The scripts range in scope from performance art to pre-modern drama, children's and readers' theater to realism. Students take a mid-term exam often in the form of a project.

Their final exam changes as they progress from year to year. The first-year student performs an original one-person show. The second-year student performs an adaptation of a short story. In the third year of enrollment, the student directs a one-act play. Each year, returning students confront new challenges. A theater history text is required for the class.

MUSIC PROGRAM

The MacDuffie School Music Program is founded on the premise that music education is an important component for every student as part of a well-balanced academic program. Our curriculum incorporates the National Standards for Music Education and the Massachusetts Arts Curriculum Framework. The nine national standards are listed below:

- 1) Singing, alone and with others, a varied repertoire of music
- 2) Performing on instruments, alone and with others, a varied repertoire of music
- 3) Improvising melodies, variations, and accompaniments
- 4) Composing and arranging music within specified guidelines
- 5) Reading and notating music
- 6) Listening to, analyzing, and describing music
- 7) Evaluating music and music performances
- 8) Understanding relationships between music, the other arts, and disciplines outside the arts
- 9) Understanding music in relation to history and culture

The ultimate objective of the program is to help students become well-rounded musicians, which enhances their ability to express themselves musically and critically.

1646 - MacDuffie Singers

This year-long choral performance course works toward well-rounded vocal musicianship by strengthening students' skills in such areas as enunciation, breath management, posture, sight-singing, part-singing, understanding music notation, sheet music, and performance readiness. Students gain experience with repertoire that represents various cultures and musical genres. Members of the chorus are expected to attend all rehearsals and take part in all concerts.

1667 – Introduction to Music Technology and Composition

Introduction to Music Technology and Composition is a semester-long elective. This course is designed for upper school students. Through the use of music notation and recording studio software, students will take their first steps toward musical composition. For both the music novice and experienced musician alike, this course will give participants a hands-on approach toward composition. Projects will include taking field recordings and transforming them into Musique Concrete sound collages, as well as learning about music notation by using Finale Notepad in the computer room. There will be discussions of recording studio techniques as well as several projects that will be both collaborative and independent. Through the use of technology every student should be able to get a firm grasp of basic musical theory, as well as develop their recording skills. They should walk away from the class with a CD portfolio of pieces they have worked on, as well as a newfound interest in music and technology.

1669 – The History of Jazz

The History of Jazz at MacDuffie is a semester-long elective. This course is designed for upper school students. This course surveys the development of jazz in the United States. From ragtime to fusion, the course looks at each stage of development in depth. The first half of the course focuses on key innovators using Mark C. Gridley's text "Jazz Styles". Regular readings and homework questions will be assigned and used to assess student progress. Field trips to local concerts will be included in the course. In the second half of the course, students discuss current trends in jazz and the future of jazz. This will include the importance of jazz as an American art form and the way jazz has been used for diplomacy around the world. Students will be expected to create their own research topics for a final project. Students will develop their research skills as they prepare papers and individual presentations. There will also be periodic quizzes and a final exam. By the end of the course they will have a thorough understanding of the musical language and the artists who made jazz what it is today.

NON-CREDIT ACTIVITIES IN THE ARTS**Dance Ensemble****Grades 6 - 12**

A club, Dance Ensemble, meets every other week. Students have the opportunity to act as instructors, and the classes reflect the students' interests. Dancers also have the time to choreograph their own works. Guest teachers present a variety of dance forms.

MacDuffie Dancers

The MacDuffie Dancers is open to any upper school student who is very serious about dance. To become a member of the MacDuffie Dancers students must audition a piece of work to be considered for the Winter or Spring Concerts. These auditions take place at the beginning of each semester. Students meet monthly to share the progress of their work and give and receive constructive criticism regarding their choreography. Students are also encouraged to dance in each other's works. Students who participate in The MacDuffie Dancers are strongly encouraged to enroll in Modern Dance and Repertory.

Acting in School Plays

MacDuffie presents two main stage productions a year. Auditions are open to all students in the school regardless of the student's age or experience level. The types of play vary from year to year, but traditionally, the fall play is a comic or straight play and the spring production is a musical. In the late spring more experienced students will, on occasion, direct one-act plays. All students are also welcome to participate in these productions as well.

Technical Theater

Students may learn stage management, lighting, set design and construction, make-up skills and costuming by volunteering to work behind the scenes on the school plays.

A Cappella Ensemble

This musical group is for interested students, faculty, and staff to work on singing without accompaniment. Members help to select repertoire. An audition is required prior to acceptance. The group is student directed.

Jazz Ensemble

This group is for faculty, students, and staff who wish to explore the jazz medium. Members must provide their own instruments (a piano is supplied), and availability depends upon interest. Improvisation, reading charts, arranging, and fulfilling specific roles within an ensemble are several areas that are addressed.

PHYSICAL EDUCATION

Philosophy

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

Physical Education is required of all students at MacDuffie. Participation in a competitive MacDuffie team sport meets this requirement during that particular season. Students must pass Physical Education each year in order to graduate from MacDuffie.

1700/1710 – Middle School and Upper School PE Classes

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

GRADING PHILOSOPHY

Physical Education students receive letter grades A, B, C, D, and F. The students are graded in five areas at the end of each class period and/or practice session using a point system. Definitions of the five graded areas follow:

Affective Domain:	The student's behavior regarding sportsmanship, attitudes, values, teamwork, cooperation, self-esteem, and helpfulness.
Cognitive Domain:	The student's behavior in relation to intellect, knowledge, problem-solving, etiquette, and strategy.
Psychomotor Domain:	The performance of movement.
Effort:	The exertion of physical or mental power.
Attendance/Preparedness:	Regular attendance in class: the student's behavior and preparedness for class and compliance with regulations concerning proper physical education attire.

Letter grades have the same numerical equivalents in both the Upper and Middle Schools (see page 2):

A - The student exceeds the expectations in all five domains of behavior. Exemplary effort is exhibited, and the student arrives at class on time and is always prepared.

B – The student exceeds the minimum requirements in the five domain areas and has developed an above average command of the skills and strategies involved in the activity/unit.

C – The student meets the minimum requirements in the five domain areas. The student has an average command of the skills and strategies required to perform the activity.

D - The student's performance fails to meet the minimum objectives in the required five domains. The student has failed to grasp the skills and strategies necessary to perform the activity.

F - The student has not completed the course. The student has not met the requirements of the five domains. The student should expect to repeat the course.

COMPETITIVE TEAM SPORTS

MacDuffie Athletic Philosophy

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

Varsity Programs

All athletes are expected to put forth their best effort whenever they are playing for The MacDuffie School. The first objective is to win, but not at all costs. We strive to capture each league championship while upholding our ideals of sportsmanship, respect, commitment, and integrity. Playing time is based on performance and commitment to practice time. At the same time, whenever possible, players should be allowed playing time as their ability and the game situations permit. **Three unexcused absences may result in removal from the team.** Varsity programs at MacDuffie are a competitive experience where achievement and outcome are high priorities.

Junior Varsity and Intramural Programs

When there is enough student interest, junior varsity or intramural programs will be created to enhance the varsity programs. Whether during a competitive JV game or student-led intramural game, player development is the primary goal and all athletes will be given a chance to play and improve their skills. While MacDuffie does not expect equal playing time, everyone should have an opportunity to compete if he/she demonstrates commitment during practice.

Competitive Varsity Offerings (Subject to Change)

Fall: Boys' Soccer, Girls' Soccer, Girls' Volleyball, and Coed Cross Country

Winter: Boys' Basketball and Girls' Basketball

Spring: Boys' Tennis, Girls' Tennis, Girls' Lacrosse, and Coed Ultimate Frisbee

HEALTH EDUCATION PHILOSOPHY

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

1700 - Middle School Wellness Program

In an integrated course of study encompassing both Physical Education and Health, the students are introduced to ideas of holistic wellness. This includes personal (social, physical, emotional and mental), community, and even global health perspectives. Topics covered include conflict resolution skills, cooperation skills, physical exercise, nutrition, hygiene, and reproductive health. The interaction and relationship between these different perspectives are investigated through activities, games and discussions.

1714 - Upper School Health (one semester)

The tenth-grade wellness program builds upon knowledge which students have learned in earlier classes through a series of experiential and didactic exercises. Students learn how to incorporate health and wellness skills into their daily lives.

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

NON-DEPARTMENTAL ELECTIVES

1720 - Basic Computers - Upper School (one semester)

Students who enrolled in MacDuffie prior to grade 10 are expected to demonstrate advanced computer literacy and proficiency with various productivity tools including word processing, spreadsheet, and electronic presentation. Students also learn how to effectively and responsibly use computers for research and communication. Opportunities exist for students who would like to explore technology beyond the basic requirements.

1731 - Yearbook/Publications – non credit course

Grades 10 - 12

The Yearbook/Publications course is a year-long elective in which students learn to design and publish the MacDuffie yearbook. Through this course students learn the basics of yearbook design such as page layout, writing headlines and copy, and taking, selecting, and cropping photos. In so doing, they become familiar with computer word processing, page layout and graphic design software. Less tangible, but equally important, skills addressed include meeting deadlines, learning to assess and critique their own and each others' work, and cooperation: they make decisions, share work, and complete projects as a group.

1740 - Communications

Grades 9 - 12

This is a semester-long course open to students in grades 9 through 12. The primary goal of the course is to acquaint the student with different modes of oral communication. This includes narratives, oral interpretation, informative and persuasive speaking. It will also examine cultural and sub-cultural differences in verbal and non-verbal communication. This course is a graduation requirement for all students whose native language is not English. Any students seeking an exemption from taking the class should petition the Assistant Head. Cases will be reviewed on an individual basis.

SUPPORT SERVICES

The Study Skills Program

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

- Students who need coaching on organization and time-management issues
- Students who feel overwhelmed by the volume of homework
- Students who need help learning how to prepare for tests
- Students who have difficulty starting and completing long-term assignments
- Students struggling with note-taking or keeping organized notebooks

MacDuffie is pleased to offer this program at no additional cost. Instruction is provided within one on one or small group settings and sessions are scheduled during free blocks or after school. Frequency and the number of sessions are determined by the needs of the student. Students may be referred to this program by a parent, concerned teacher or academic advisor. Study Skills sessions can be initiated any time during the school year, but parents who are interested in this program are encouraged to call in late summer or at the start of the school year to avoid scheduling problems.

The Guided Study Program

The Guided Study Program provides academic support to capable MacDuffie students who have deficits or gaps in their academic skills. Students within this program may have psychological-educational evaluations identifying areas of weakness, or they may be students who have experienced long-term learning difficulties in specific subject areas. This program is individualized to meet the student's needs, with instruction conducted within a one on one setting during the school day. Once enrolled, an educational plan is guided by the recommendations provided by educational assessments, as well as input from the student, parents and teachers. Within this program, specific learning strategies and skills are targeted and a student's academic progress is closely monitored. Support areas may include:

- Writing development
- Reading comprehension
- Critical thinking skills
- Organization and time management
- Note-taking
- Test preparation

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

Private Tutoring

The Academic Support Center has a list of private tutors who may be available to offer instruction in specific subjects. The Director of Academic Support is happy to assist families in finding an available tutor and helping parents coordinate the tutoring schedule. The Academic Support room is available for tutorial sessions during the school day and/or after school. Private tutors determine their session rate and the Academic Support Center is not responsible for billing or collecting tutorial fees.