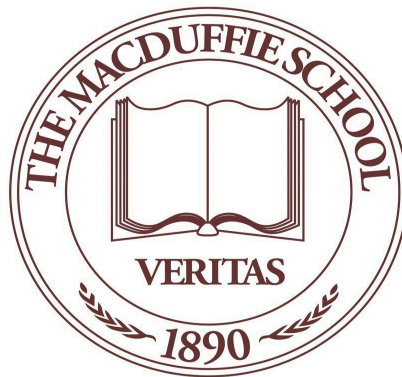
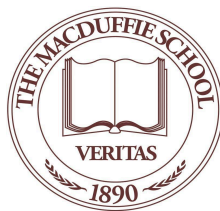


The MacDuffie School

**Curriculum Guide
2024-2025**





The MacDuffie School

Excellence in Education since 1890

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April 2024

Dear MacDuffie Students and Parents/Guardians,

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

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

I encourage Middle School students and parents to read through the course offerings for grades 6-8 and for Upper School students and parents to review our program for grades 9-12. Parents and students should consult with the student’s advisor or the college counselor when signing up for courses or with specific questions. Course overrides and exceptions must be approved by department chairs.

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

Sincerely,
Kathleen Minahan
Associate Head of School

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The MacDuffie School Curriculum Guide

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ACADEMIC MATTERS

RIGOR

MacDuffie prides itself on a rigorous, college preparatory program that develops confident, competent learners prepared to meet the challenges of academia and the world beyond. While individual disciplines differ in the delivery and outcomes of their content, all departments share a common goal of elevating student thought from fundamental understanding to applicable critical thinking. Student curiosity is celebrated as inquiry moves through the stages of creative problem solving and more sophisticated thinking.

DIPLOMA REQUIREMENTS

Credits

The minimum requirement for graduation from The MacDuffie School is the successful completion of twenty (20) academic credits earned while in grades 9-12. In 2024- 2025, fifteen (15) of these must be “core” credits. Each semester course earns 1/2 credit. Each year-long course earns one (1) credit. While Physical Education and Health are requirements, these are not credited courses. All students in the Upper School must take a minimum of five (5) academic courses each semester and/or the minimum requirement of five (5) credits each year. Most students will graduate with 22 - 24 credits.

Seniors must earn at least five (5) credits in their final year to be eligible for graduation and/or certificate of completion. Waiver of any diploma requirement may only be made by the Head of School in collaboration with the Associate Head, College Counselor, and, when the waiver of a specific course is required, the department chair. Seniors who are in jeopardy of failing a year-long course, or who have failed a semester course, may be asked to withdraw from the program at the mid-year mark.

Core Requirements

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

English*	4 credits (excluding electives)
Mathematics [^]	3 credits (Algebra 1, Geometry, and Algebra 2, or higher level courses if these credits have been earned prior to grades 9-12)
World Language**	2 credits (taken in the same language for consecutive years)
Science	2 credits (two lab sciences including one life science)
History	2 credits (excluding electives; including U.S. History or American Experience)
Art	2 credits (.5 credit (or more) must be in the performing arts)
Public speaking	.5 credit (includes Acting)

***Students are required to be enrolled in an English class during the entirety of their enrollment at MacDuffie.**

****ELL students are also exempt from the World Language requirement.**

[^]While MacDuffie only requires students to take three years of math, they should note that many colleges and universities—including all Massachusetts state schools—require students to complete four years of high school math. As in other disciplines, students are encouraged to go beyond the minimum and, in this particular case, they should consult their college counselor about requirements for schools they are considering.

Students who enroll at MacDuffie after their 9th grade year will be assigned equivalent core and elective credits for their coursework at other institutions, following a review by the Associate Head of School and college counselors.

This information will be shared with students and their families as necessary course requirements moving forward are determined.

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

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

Leadership Program

Every graduate of The MacDuffie School must fulfill a leadership requirement, culminating in a leadership practicum. The goal for each senior student is to model our CIRCLE values and to explore what it means to be a moral and effective leader in one's community. Program details can be found in the Student Handbook.

ADDS AND DROPS

The grace period at the start of a course during which any student may drop one course and add another lasts five (5) teaching days from the beginning of the first semester, and five (5) teaching days from the beginning of the second semester. During this grace period, students who drop a course will need the permissions of the teacher of the course being added or dropped, the College Counselor (juniors and seniors only), the Associate Head of School, and may require the signature of a parent. Courses dropped within the grace period will not appear on the student's transcript. After the drop period ends, students may drop courses only in unusual circumstances initiated by their teacher and only with the permission of the Associate Head of School. Please note that yearlong courses may not be dropped during the second semester add/drop period. At the discretion of the Associate Head of School, a student's permanent record may receive the notation "**WP**" next to the course dropped if she/he is passing, or "**WF**" if the student is failing. In most cases, no credit is awarded for dropped courses.

GRADING SYSTEM

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

Letter Grades

- "A" A student is not only going beyond expectations in a course but his or her work also shows genuine originality. It shows real mastery of the discipline and a depth of understanding that is singular.
- "B" A student is going beyond the minimum requirements in a course. Work shows great care. The student has developed a command not only of the details of a course of study but also of its larger patterns.
- "C" A student is meeting the minimum objectives of a course. Work shows a basic command of the material covered. The student is reasonably attentive in class and treats the subject with respect.
- "D" Although "D" is a passing mark, a student's work fails in some significant way to meet the minimum objectives of a course. In a continuing course of study such as world language, math, English or history, any grade below C- is a "non-recommending" grade.
- "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		

A Note on APs

MacDuffie offers a wide variety of courses in preparation for Advanced Placement examinations ("APs") and students work with their advisors to design schedules that are appropriately challenging. In addition to being recommended for an AP course, students who plan to take three courses need acknowledgement of this commitment from their parents. Those who seek to take four AP classes additionally need permission from the Associate Head of School.

No Grade (N.G.) Policy

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

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

EP--Excellent progress

GP--Good progress

IP--Initial progress

NP--No progress

Recommending Grades

The lowest passing grade is a "D-." The lowest grade that is permissible in a course that is followed by another of higher level in the same discipline is a "C-." Students must therefore receive at least a "C-" before being allowed to advance to the next level in sequential courses. 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.

Examinations

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

MARKING PERIODS AND COMMENTS

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

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

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

Weighted Grade Point Average

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

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

Class Rank

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

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

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

Students must be in good academic standing in order to participate in the MacDuffie athletics program or performing arts productions and other extracurricular activities. Students with one or more grades of “F,” or any combination of two or more grades of “D” and “F,” or any combination of two or more “4” or “5” effort grades, are placed on **Academic Warning**. Students not in good academic standing may be withdrawn from athletics, performing arts or extracurricular activities at the discretion of the Associate Head of School, in consultation, when necessary, with the Director of Athletics, or the Arts Department Chair.

HONOR ROLL

The MacDuffie School schedules students in classes based on their 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 during that semester. The year-end honor roll is based on the overall (annual) GPA, and all final grades. In order to be eligible for full year honors, a student must be enrolled in the school by the first day of the second quarter. Students in grades 6-11 who have been awarded year-end honor roll will be announced at Academic Convocation and will receive pins based on their level of recognition. Seniors will receive honor cords.

In order to be eligible for the 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. International students who receive grades of EP, GP, IP, NP or NG are only eligible for the Effort Honor Roll. Courses with fractional credit are weighed when determining the grade point average (G.P.A.) Honors courses

receive one step (i.e. $\frac{1}{3}$ of a letter grade or .33 GPA) when determining honor roll status. Advanced Placement courses receive two steps (i.e. $\frac{2}{3}$ of a letter grade or .66 GPA).

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 – 3.00 G.P.A. and no grade below C+
 Effort Honors – Effort grades of 2 or better in all courses

Please note that while AP and Honors courses are weighted for GPA purposes, students must still meet the letter grade requirements outlined above. For example, a student earning C- in an AP course would earn 2.67 GPA points but would not be eligible for Honors.

MAKING UP ACADEMIC FAILURES

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

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

CREDIT FOR APPROVED SUMMER STUDY

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

LOSS OF CREDIT DUE TO ABSENCE

While some absences are unavoidable, excessive absences and tardies are disruptive to the educational process. The MacDuffie Frequent Absence Policy accommodates a reasonable number of absences for such things as illness, consulate or court appointments, college interviews, and family emergencies, while setting limits so that excessive absences are exceptional and truly unavoidable. When possible, please schedule routine physical exams, dental check-ups, driving tests, or exploratory college visits when school is not in session.

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. Excessive “unexcused” absences may result in up to a 20% grade reduction, or the loss of all credit in the most egregious of cases. 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, full credit is awarded only after an appeal has been filed and approved by the School Administration in the case of extended illness or other extenuating circumstances. The School respectfully requires documentation of doctor's visits or other verification of the exceptional circumstances. Favorable appeals largely depend on the student's previous record and the extent to which absences appear to have been unavoidable.

UNEXCUSED ABSENCE

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

DISCIPLINARY ZERO

A “disciplinary zero” may be given for all work missed during an unexcused absence from class. It may also be given in cases of academic dishonesty in conjunction with other consequences.

HONORS AND ADVANCED PLACEMENT COURSES

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

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.**

A NOTE ON COURSE AVAILABILITY

Please note that the availability of electives as well as honors level and AP courses depends on student interest and staffing. While the courses in this guide are scheduled to run in the coming school year, either of these factors might impact this.

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 Associate Head of School 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 Associate Head of School 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.

ACCOMMODATION POLICY

Academic accommodations are offered to students who have diagnoses that warrant assistance in order to best access learning. Accommodations do not modify the curriculum or change course expectations, but they may alter the setting, assessment, mode of presentation, or timing. Diagnoses may be educational, medical, or mental health related. Accommodations may be temporary (due to illness or concussion) or longer term (due to a learning disability or a mental health issue). Students who have a 504 Accommodation Plan or an Individual Educational Plan will be accommodated based on the resources of the school.

Typical accommodations include preferential seating, extra time for assessments, audio books, extended due dates for medical reasons, computer use, or a separate testing location. They do not include reduced assignments or reduced mastery, open book exams or special projects in lieu of assignments or assessments, or flexible deadlines.

A diagnosis must originate from a professional educational evaluator or from a physician which includes recommendations for accommodations and/or specific reasons to accommodate. Academic accommodations may be in conjunction with medical accommodations. Such documentation must be provided to the Director of Academic Support and/or the nurse.

Classes at MacDuffie are smaller than those in public schools so some recommended accommodations are naturally in place, such as preferential seating or frequent check-ins with students. Students are often given a significant amount of extra attention when it is perceived that they would benefit from it. Extra help is offered to all students and a peer tutoring program is in place for all students.

AP courses and AP exams follow the guidelines of the College Board. Students need to register with the College Board and then request accommodations. This is most easily accomplished by submitting a request to the Director of Academic Support at MacDuffie. Typical accommodations include extra time (usually time and a half) for assessments, including the AP exam, minimal distraction setting for assessments, and the use of a computer for essay writing. On some occasions, writing directly into the test/exam booklet is allowed. There are no reductions or adaptations in course expectations.

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 Associate Head of School (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 Associate Head of School must review and approve arrangements for such projects. **Seniors who have a second semester average of A- or better at the end of the 4th quarter may be exempt from taking the final exam.** This policy is at the discretion of the teacher for that class.

***Please note:** In no case are students exempted from attending class at the end of the year. Students 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.

STANDARDIZED TESTS

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

- 1) ACT
- 2) SAT I (Reasoning Test)
- 3) TOEFL (English Proficiency)
- 4) IELTS (English Proficiency)

Students typically begin testing during the fall of the sophomore year with the PSAT. The PSAT is similar to the SAT; however it is not typically reported to colleges. The PSAT is used to gauge how a student will perform on the SAT and how much, if any, SAT preparation is needed. The PSAT is also used to qualify for the National Merit Scholar Competition. Students are recommended to take the ACT and/or the SAT at least twice during their junior and senior years.

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

Further questions regarding testing should be directed to College Counseling.

ENGLISH PHILOSOPHY

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

STATEMENT ON RIGOR

The English Department establishes rigor in its program by identifying and sequencing skills and content to give students the opportunity to develop and demonstrate their understanding and interpretation of information. In keeping with the cognitive development of students in grades 6-12, the program seeks to foster a host of critical and creative skills related to thinking, reading, writing and the sub-skills of research and vocabulary building. Though advanced placement and honors-level courses will differ from standard courses in terms of the type of cognitive effort required, all learning levels incorporate rigor by challenging students to think in original ways; to apply fundamentals to related but new contexts; and to embrace learning as a process of inquiry and problem solving. Whenever possible, relevance is paired with rigor to help students see the value of advanced learning not only in their academic development but also in their personal and extracurricular pursuits. Giving all students access to rigor allows the department to address each student's individual growth and potential.

MIDDLE SCHOOL

English 6/7: Foundations of English (2024-2025)

This foundational English course 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. Writing assignments focus on the development of strategies (description, narration, and comparison/contrast) and process (prewriting, peer-reviewing, revising). In addition, students learn the fundamentals of proper grammar, documentation, and vocabulary. Longer works read include *Illegal* and *Romeo and Juliet*, selections that are supplemented by contemporary and traditional short stories and poetry. The Foundations of English program offers learning experiences that integrate content and skills taught in other disciplines, including understanding conflicts of the personal and the universal and developing a sense of identity within the community and the world.

English 8

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

UPPER SCHOOL ENGLISH COURSE SEQUENCE

In order to receive a MacDuffie Diploma, four years of Upper School English are required. Students, for whom English is not their first language, take the English or ELL course to which they are assigned based on their grade level, English proficiency, courseloads, and motivation.

The expected sequence of courses for students in grades 9-12 is: Western Literature (Grade 9), British Literature (Grade 10), American Literature (Grade 11), and World Literature (Grade 12).

***NOTE:** Students at the junior and senior levels will be placed by the Department in either college preparatory, honors, 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 are in addition to the regular English curriculum, since they do not count towards the English distributional requirement for graduation, unless approved by the department and the Assistant Head of School. **Electives vary from year to year and depend on adequate staffing and student enrollment.** For the school year 2024-2025, the proposed electives are as follows: Journalism 1 and 2, Creative Writing, Graphic Novels as Literature, and, Public Speaking.

UPPER SCHOOL

Western Literature

By exposing students to works from the Western and non-Western literary tradition and to various rhetorical modes, Western Literature furthers the critical reading, writing, and thinking skills first introduced in the Middle School. Both Global Studies and Western Literature emphasize the five-paragraph critical essay and the generation of clear, specific, amplified, and grammatically correct prose. In the first semester, the short story units help students learn how to read literary devices, including irony, mood, tone, characterization, and perspective. Because of its far-reaching effect on literature from around the world, the Bible as literature is the central unit of study in the second semester. To supplement the works in this unit, students engage in independent research and writing projects on multicultural myths from around the world. Students also explore classical and contemporary literature of the Middle East and Africa, again in conjunction with history as they read. By analyzing and discussing these works, students explore themes such as cultural identity, the role of a leader, and the impact of relationships with others on our lives.

British Literature

British Literature is designed to expose students to the rich and varied forms of written expression that have emerged from the United Kingdom and its colonies. While the course traces the development of the language and literature of the British people from *Beowulf* to today, parallels are consistently made between classic and contemporary writers, works and topics, such as postcolonialism and Jamaica Kincaid's *Annie John*. Students explore literary selections through multiple perspectives to broaden their points of view towards race, class, ethnicity, gender and other contemporary cultural issues, as well as build empathy, tolerance, and respect. Examples include the characterization of Wiglaf as an upstander in *Beowulf*; code-switching in Chaucer's *The Canterbury Tales*; the evolution of heroes from *Sir Gawain and the Green Knight* to Neil Gaiman's *Chivalry*; the contrast of rhetorical appeals in Shakespeare's *Richard III* with Poet Laureate Amanda Gorman's works; analysis of traditional sonnets compared to pop sonnets. Attention is also given to examining the development of Britain's women of letters, such as Browning and Bronte, who speak of women's important role in shaping British history and culture. A unit devoted to the rich array of poetry from the Romantic period by writers such as Coleridge, Keats and Wordsworth gives students an opportunity to identify their own creative voices. At the end of the course, students explore colonialism and postcolonialism with a sampling of diverse voices from various genres such as Lessing's and Adichie's short stories, Kincaid's short fiction, and Walcott's poetry. The primary skill objective is twofold: analysis and expository writing. Students develop their analytical abilities with close reading, annotation, and discussion. Through process writing, students see writing as a continual effort, instead of focusing only on the final result. Students learn to read and analyze literature with a critical eye and recognize such themes as love, duty, honor, hypocrisy, despair, redemption, human relationships, and alienation. They also form opinions based on the literature, craft a substantive thesis statement, expand vocabulary, conduct research, create projects, write poetry, and author a formal, analytical essay.

American Culture (College Preparatory)**By Department placement only**

American Culture introduces students to both traditional and nontraditional, culturally diverse literature from the United States. Diversity and social justice is an overarching theme, which is explored from multiple perspectives related to class, race, ethnicity, and gender. Excerpts from classics like Thoreau's *Walden* and Douglass' *Narrative of a Life* are read in addition to contemporary works like Sherman Alexie's *Diary of a Part-Time Indian* and Barbara Ehrenreich's *Nickel and Dimed*. Critical reading, thinking, and writing receive ample attention as does a host of skills related to how to learn, such as note-taking and test-preparation. To facilitate voice and fluency, assignments requiring authentic and creative content are paired with those requiring more formal and academic approaches. Formative assignments of low to medium stakes, along with instruction in the process, are designed to help students adopt those practices best suited to their particular learning styles, strengths, and needs. Lessons in vocabulary, grammar, and information gathering are designed to facilitate learning across the disciplines. Field trips to sites like Walden Pond and projects at local libraries are two of several enrichment opportunities included throughout the course to foster a love of learning by exposing students to disciplines like, but not limited to, community service, history, and environmental awareness.

Although primarily a skills course, American Culture does fulfill the American Literature requirement for graduation.

American Literature (College Preparatory)

American Literature asks students to examine the nature of America, the American, and the American Dream. The course begins with the exploration of Transcendental thought in excerpts of Henry David Thoreau's *Walden*, a primary unit in the study of nineteenth century literature as is Frederick Douglass' *Narrative of a Life* as both works address integral themes in the class, notably that of social reform, personal liberty, and the individual's relation to the state. Whenever possible, projects and field trips are included to enrich the classroom experience through authentic learning. The writing of creative storybooks, based on Thoreau and Douglass, are shared with local library and community outreach programs. A field trip to The Smith College Art Museum, moreover, invites students to explore the themes they are identifying in literature in the art of the same period. By mid-year, the poetry of Emily Dickinson, paired with the short stories of Charlotte Perkins Gilman, provides the foundation for discussion of women in the nineteenth century. A mini research paper on the role and image of women in this period provides students with an introduction to the basics of library research and interdisciplinary study, both of which are designed to broaden the context in which they read literature. The poetry of Robert Frost and Langston Hughes, short stories by F. Scott Fitzgerald and Anzia Yezierska, and Arthur Miller's *Death of a Salesman*, are some of the major twentieth century authors studied to introduce the topic of The American Dream, the major unit in the third quarter. A focus on multicultural America rounds out the course and features such contemporary writers as Alice Walker, Leslie Silko, Julia Alvarez, and Cathy Song, whose works explore the inevitable conflicts which arise in a pluralistic society and celebrate the rich and varied heritage created as a result. Sandra Cisneros' *The House on Mango Street* is a central text in this unit. Throughout, the generation of clear, specific, amplified, and grammatically-correct prose in the form of expository and critical essays is a primary skills objective. Critical reading and thinking are an integral part of this objective as is vocabulary building.

American Literature (Honors)**Department Approval Only**

The honors section of American Literature introduces the same themes and skills as the college preparatory section of the class, but it does so with additional readings and assessments that allow students to delve more deeply into the material at hand. Traditional works like Arthur Miller's *The Crucible* and *Death of a Salesman*, Thoreau's *Walden* and *Resistance to Civil Government*, and Fitzgerald's *The Great Gatsby* are taught in addition to works by contemporary writers such as Alice Walker, Leslie Silko, Sandra Cisneros, Julia Alvarez, and Cathy Song, whose works explore the inevitable conflicts which arise in a pluralistic society and celebrate the rich and varied heritage created as a result. Ta-Nehisi Coates' *Between the World and Me* concludes the course with a re-examination of the American Dream from the perspective of those facing oppression, poverty and social injustice. Students are expected to work independently on assignments, especially where research is concerned, and to bring their findings to bear frequently and consistently in their work. A research paper on the American Dream, for example, asks students to consider fields like history, economics, and education and thereby provides students with a broader context in which to evaluate the literature at hand. Throughout the course, field trips that combine disciplines are offered. A trip to the Smith College Art Museum, where students compare art and literature, is one example. A genuine intellectual curiosity and a mature work ethic are prerequisites.

English 11 Language and Composition (AP)

Department Approval Only

Advanced Placement (AP) English Language and Composition is a challenging course for students who are passionate about the art of written communication. The class addresses many different types of texts, authors, and perspectives. Students learn to explore the world of rhetoric, to understand the tools employed by effective writers and speakers, and to use 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.

Traditional works like Arthur Miller’s *The Crucible* and *Death of a Salesman*, Thoreau’s *Walden* and *Resistance to Civil Government*, and Fitzgerald’s *The Great Gatsby* are taught in addition to works by contemporary writers such as Alice Walker, Leslie Silko, Sandra Cisneros, Julia Alvarez, and Cathy Song, whose works explore the inevitable conflicts which arise in a pluralistic society and celebrate the rich and varied heritage created as a result. Ta-Nehisi Coates’ *Between the World and Me* concludes the course concludes with a re-examination of the American Dream from the perspective of those hindered by oppression, poverty, and social injustice.

Throughout the year, emphasis is placed on information literacy, critical reading, and clear, concise writing. Attention is also given, throughout the year, to building students’ vocabulary and test-taking skills as they practice the multiple choice questions and three types of essays required on the AP exam: rhetorical analysis, argument, and synthesis. Whenever possible, a host of field trips to sites like The Smith College Art Museum and Walden Pond, are offered to encourage students to view their study of literature within broader contexts relating to history, the environment, art, and the like.

Every student who enrolls in the course is expected to sit for the national AP Exam in May. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

Literature Across Cultures

While maintaining a focus on literature from around the world, this section of English is designed to provide students with frequent opportunities to practice and master their critical reading and writing skills. The course is based on an extensive unit on expository writing, where the development of specific theses, textual evidence, and clear and concise expression are the goals. The central text in this unit, *The Norton Sampler for Composition*, helps students review and refine such modes as the definition, the comparison/contrast, the causal analysis, and the argument and features such diverse writers as Tanya Barrientos, Henry Louis Gates Jr., Yiyun Li, Gary Soto, and Eric Watts. The writing process itself is given generous attention as students are introduced to various prewriting, drafting, and sharing strategies and encouraged to adopt those best suited to their particular learning styles and needs. Small research projects are also included throughout the units in order to review the basics of proper information gathering and documentation. In the area of content, special attention is given to mixing traditional and nontraditional readings around such themes as “origins and insights,” “gender and identity,” “war and violence,” “culture and diversity,” and “individualism and community.” Vocabulary instruction accompanies each major reading as students are encouraged to learn new words in context, while reading for main ideas and supporting detail, meaning beyond the literal, and multiple perspectives. Major reading selections include, but are not limited to, Amy Tan’s *The Joy Luck Club*; Elie Wiesel’s *Night*; and a collection of international poetry, *A Book of Luminous Things*. Whenever possible, field trips to sites like the Smith College Art Museum and Poetry Center and outreach projects at local community sites like senior centers help students engage in authentic learning that hones their skills and deepens their engagement.

This course fulfills a core English requirement.

World Literature (College Preparatory)

World Literature challenges students to explore a variety of literary texts from around the world. In each unit, students hone their critical reading and thinking skills while studying relevant vocabulary and literary terms. The course also places emphasis on mastering various rhetorical modes; students write frequently as there is at least one major essay each quarter—in the form of process and/or in-class writing. The course focuses on cultivating the skills of critical writing, reading independently and empathetically, and understanding the importance of creative poetic

work. The course begins with an examination of Amy Tan's *Joy Luck Club*, focusing specifically on the themes of diaspora and cultural crossing. During the second half of the first semester, students are exposed to personal narrative writing from a variety of different cultural perspectives and then compose their own narrative on a culturally significant moment from their life. Further units, which are organized by genre, include an examination of language and themes of identity, race, and creed in Shakespeare's *Othello* and Hosseini's *Kite Runner*. Students will then read poetry from an international anthology of poetry to gain insight into the creative process of poets and the myriad ways in which words and images are used to capture the human experience. Towards the end of the course, students will study a unit on magical realism—which includes a selection of works written by authors from the Hispanosphere. A focus is placed on developing critical reading, analytical writing, and collaborative discussion skills to prepare students for college level work in English. The course will culminate in a major research project, in which students will independently conduct research, gather evidence, write multiple drafts, and produce a final, polished product demonstrating mastery of both skills and content.

World Literature (Honors)

Department Approval Only

In Honors World Literature, students examine the written works of diverse cultures across a range of genres. In addition to promoting critical reading and thinking skills, the course emphasizes close analysis, research, discussion, composition, and presentation by means of reader responses, critical essays, creative writing, and research papers. Authors studied include Tan, Shakespeare, Sophocles, and Hosseini, whose works are supplemented by contemporary short stories and poets. In addition, the class focuses on the writer's role in composition; students learn elements of rhetoric and style that will help prepare them for the rigorous demands of college level English. They also lead class discussions of selected texts. By using various critical strategies and evaluating scholarly essays, they hone their skills of textual analysis. The course culminates in a major research project that requires students to conduct research, evaluate and analyze sources, write multiple drafts, and produce a final product that demonstrates their understanding of literary analysis and the critical conversation.

English 12 Literature and Composition (AP)

Department Approval Only

Advanced Placement (AP) Literature and Composition prepares students for the type of literary analysis and writing found on the national AP exam and in college English courses. It follows the recommended readings established by the College Board in terms of genres, literary traditions, and time periods. The first semester focuses primarily on drama, with plays by Beckett, Euripides, Shakespeare, and Sophocles. Students explore the evolving nature of theater in the Western tradition by learning about the defining characteristics of tragedy and dark comedy, in the context of literary movements like existentialism and absurdism. Whenever possible, the course provides opportunities for examining literature in terms of other humanities-based disciplines. When reading Zora Neale Hurston for example, students are introduced to the political and social fabric of the Harlem Renaissance and its wide-ranging artistic heritage. Diversity and social justice, the quester's journey, and the individual's relationship within the family and the larger community are some of the course's primary themes. An approach that encourages multiple perspectives is used throughout, as is the use of secondary criticisms, both of which serve to help students achieve critical depth and tension in their analyses. In keeping with the national exam format, students primarily write timed, impromptu essays on the works being studied. In the few weeks before the actual exam in May, students receive concentrated instruction in and practice with multiple-choice sections from actual past exams. The study of poetry receives ample attention at this point, especially in terms of form, device, point of view, and tone. To conclude the class, students work on individual inquiry projects that reflect their particular areas of literary interest and expertise. These entail a thorough review of research skills related to accessing and evaluating information, proper note-taking and documentation, and synthesis. Whenever possible, field trips to local theaters, lectures, and museums are offered to encourage students to view their study of literature within the larger context of the arts, history, and social sciences.

Every student who enrolls in the course is expected to sit for the national AP Exam in May. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

ELECTIVES IN ENGLISH

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

Journalism I (One year)

(Prerequisite: Completion of English 8 or ELL II)

We are at such an interesting time for journalism and news, with a move to instant news, online news, fake news, and news entertainment. Journalism I students will examine traditional print newspaper paradigms, including AP style, but dive deeply into media bias and research. Students will learn and practice interviewing, as well as become comfortable writing and revising, using class time to brainstorm and refine their ideas. The students will work towards publishing their polished articles in *The Magnet*, the student newspaper. Additionally, students will have 4 quarterly projects that will require not just in-depth research, but ask them to put both a critical and unbiased eye at significant news stories and topics, examining times when news becomes the news, as well as large and small scale information campaigns, and how we need to constantly look with a critical eye at what we believe. Journalism can unite us, and students will get comfortable in expressing their truth in a quest for a better understanding of the truth.

Journalism II (One year)

(Prerequisite: Completion of English 10 or ELL III and Journalism I, unless by permission of the instructor)

Journalism II expands upon the material and topics covered in Journalism I. It is designed for students who wish to become editors on *The Magnet's* staff or to become more deeply involved in the running of the paper. The course focuses on topics central to assuming a leadership role on the paper staff. The year begins with a unit on the role of student editors on a paper. Class members then choose an area of focus and complete units on copy editing and stylistic concerns, the role of social media in journalism, journalism ethics, layout and design, and advanced skills in news writing. Participation in this course is strongly suggested for members of the Editorial Board, as all scheduled Editorial Board meetings will occur during class time. The teacher of this course serves as the advisor to *The Magnet*.

Creative Writing (One year)

(Prerequisite: Completion of British Literature or ELL III, unless by permission of the instructor)

This creative writing workshop is designed to expose students to a variety of storytelling mediums, including short story, poetry, and personal writing. Through the use of a varied and dynamic body of text selections, students have the opportunity to craft and build a diverse portfolio of writing, all the while workshoping with peers and introducing their own interests in reading and writing to the class as a whole. Students are encouraged to examine new perspectives, styles, and authors, so that they may develop and offer their perspectives on subjects such as race, gender equality, and the human condition. Aside from the workshop component, each member of the class has the option to participate in the marketing, design, and publishing of the annual MacDuffie literary and art magazine, *The Muse*. The teacher of this course also serves as the advisor to *The Muse*.

Public Speaking (One semester)

(Prerequisite: Completion of ELL II, unless by permission of the instructor)

Public Speaking is primarily concerned with the source and substance of ideas, evidence, and reasoning that form the basis for good oral communication. Students analyze speeches as models for the kind of organization and vitality they will use in their own presentations. The application of rhetorical principles in speech development and the use of body language and vocal variety in speech delivery are major goals. In their culminating project, students produce their own social justice podcast at the Holyoke Media Center. The course is a graduation requirement for all students. (Enrollment in Acting class will satisfy this requirement.)

Graphic Novels as Literature (Full year, ½ credit)

(Prerequisite: Grades 11 and 12 only, completion of ELL 3)

Graphic novels are a relatively new form of literature, and while associated by many with their origins of superheroes and comic books, the format has exponentially grown recently, becoming both a vital and new format for creators to express themselves and be critically supported. This course will focus on students gaining an understanding and appreciation of the format combined with a reading of a wide variety of graphic novels in terms of genre and authorial voice. Starting with superheroes, the course will embrace the format's origins before jumping

into the critically acclaimed *Watchmen*, a deconstruction of the genre and the groundbreaking *The Dark Knight Returns*. Moving onto real life heroes, John Lewis' *March* will ground us in non-fiction narratives along with *They Called Us Enemy*, an account of the United States use of relocation centers during WWII. Combined with the Pulitzer Prize winning *Maus*, students will not just read graphic novels, but will have a semester non-fiction project to support their understanding, comprehension, and appreciation of the power of the format as an outlet. From these historically based narratives, the course moves to memoirs and realistic fiction from a variety of diverse authors, embracing the power of the genre to serve as a very personal outlet, reading *El Deafo*, *This One Summer*, *New Kid*, and *American Born Chinese*. Coinciding with these memoirs will be a personal writing project. *Torso* will embrace the true-crime genre, before moving back to the fantastical, blending very personal stories in a sci-fi universe with *Saga*, and the high fantasy matriarchal world of *Monstress*. We will also read Archie comics, which have been part of the American landscape since 1946, as well as an adaptation of the work of award-winning author Octavia Butler in conjunction with the novel in its original format. Students should have an aggressive reading commitment, to gain exposure to a wide variety of works. The year will finish with students exploring their own interests with a choice book from one of the genres explored.

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) or American Experience. 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 or American Experience. In addition to these courses, the history department also offers several semester electives and AP instruction in U.S. History and World History.

MIDDLE SCHOOL

Civics (Offered in 2024-2025)

Grades 6-7

Students learn to become informed and effective members of their community in this course. Students learn the rudiments of evaluating sources and detecting bias, gathering reliable information, writing a clear exposition of their ideas based on concrete factual documentation and public speaking. They begin with an examination of the diversity that constitutes the cultural and societal pieces of the American mosaic, and then study the challenges our nation’s founders faced in formulating a government for a new nation. Finally, they apply their skills in an annual Town Hall public speaking event. Throughout the year, the class is encouraged to become aware of current events of government and relate those events to topics covered as well as learn about how to become active participants in their community. Through field trips and a variety of group and individual projects, students have the opportunity to put their lessons to practical use.

Greece and Rome (Offered in 2025-2026)

Grades 6-7

This course will serve as an introduction to the study of history through investigation of culture, geography, and archaeology before focusing on the societies and cultures of Ancient Greece and Rome. In addition to reading and writing-based activities, students will be required to express their creativity through project-based learning. Throughout the year, students will learn about the development of these civilizations and examine some of the contributions that they made to Western culture. Students will learn to appreciate classical storytelling by reading many of the myths from these cultures.

Asian Studies

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

UPPER SCHOOL HISTORY COURSE SEQUENCE

Although two years of Upper School history are required for graduation, students are encouraged to go beyond this basic requirement to three or four years of study in order to pursue the Advanced Placement (AP) and elective 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.*

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

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

UPPER SCHOOL

Global Studies I

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

Global Studies II

This course continues the regional approach begun the previous year as students study major topics in European history. Various topics such as the Renaissance, Reformation, European exploration and expansion, the French Revolution, industrialization, nationalism, etc., will be approached through the readings in the textbook as well as the close reading of primary sources, including literary excerpts, and artistic works. Students will strive to see the changing connections between Europe and the regions they studied the previous year, the Middle East and Africa. Throughout the course, students will continue to develop their critical reading, thinking, and writing skills.

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. Throughout their studies students will learn about changing conceptions of religion, the physical world, politics, leadership, and economic theories. 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. Students will also be challenged to improve their critical thinking, reading, and writing skills while completing a variety of research assignments.

American Experience

This class introduces students to major topics in American history and offers them opportunities to develop their historical thinking skills. While not overlooking the “great men” of traditional historical narratives, this course emphasizes the voices and experiences of ordinary Americans. The class studies, 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. Students also continue to develop their writing and research skills as they write analytical essays and complete a major research project.

This class fulfills the American history requirement necessary for graduation.

United States History

Recommended for Grade 11

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

United States History AP

Department Approval Only

Advanced Placement United States History is the equivalent of a university-level introductory history course, uses university-level texts, and requires students to do far more reading and writing than in a standard course. Students regularly give presentations and lead class discussion throughout the year, and must be prepared to participate meaningfully on a daily basis in far-ranging discussions of assigned topics. The course relies extensively on primary sources, both historical and literary, and emphasizes the development of each student’s ability to write about American history using clear and effective generalizations, backed with specific historical detail.

All students are required to sit for the AP US History exam in May. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

Modern World History AP*Department Approval Only*

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

All students are required to sit for the AP World History exam in May. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

ELECTIVES IN HISTORY

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

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

Peace Studies (One semester) (Offered Spring 2024-2025)**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 listening skills, 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. There will be several class opportunities for students to be involved in community service.

Introduction to World Religions (One semester) (Offered in 2024-2025)**Grades 11-12**

This course will introduce students to the world's major Eastern and Western religions. We will focus on the origins, beliefs, doctrines, and practices, while thinking historically and comparatively about them. What brought these religions into being? What ethics do they share? What questions do they answer? What questions do they raise? How relevant are these questions and answers in today's world? We will explore these and other questions through the use of primary and secondary texts, films, art, guest speakers, and field trips.

Classical Mythology (One semester) (Offered in 2024-2025)**Grades 11-12**

The course will take an interdisciplinary approach to Greek and Roman mythology, addressing the historical and cultural context of the mythical traditions in pursuing analysis of their meaning and significance in understanding Greek and Roman society and culture. Through class discussion and written analyses, students will be asked to consider myths on various levels, placing them in their historical and cultural context. Readings will consist of the various myths themselves and excerpts from scholarly approaches to mythology. We will also analyze and discuss visual evidence from Greek vase paintings and Classical sculpture, as well as paintings from the Italian Renaissance onward. In addition, we will also view selections from various modern retellings of myths in film. A field trip to either the Museum of Fine Arts, Boston or the Metropolitan Museum of Art in New York to see diverse artistic interpretations of myths from antiquity to modern times may be part of the curriculum.

Current Events (One semester) (Offered in 2025-2026)**Grades 11-12**

This course is designed to develop, in Upper School students, the good habit of paying attention to the world outside of themselves. Using a variety of media, students will develop their knowledge of global current events. Students will be required to participate regularly, both verbally and through short “low stakes” writing assignments. They will

also be expected to prepare longer essays based upon the material that they have been exposed to. In lieu of a final exam students will be required to prepare a final presentation, with oral, visual, and written components 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.

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 English and Spanish. Latin instruction focuses on reading, translation, vocabulary building, and the principles of linguistic structure. The culture of the target language is presented as an integral part of language instruction.

In both English 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 read Latin fluently and interpret authentic works of classical Latin prose and poetry. As in English 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 cultural context of some of the places where the target language is or was spoken. In the upper levels, this expands to include the 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.

Placement for students of Latin and Spanish is based on previous coursework. For English Language Learners new to MacDuffie, placement is determined by testing submitted during the application process and confirmed by testing upon arrival. English Language Learners are placed into ELL I, II, III, or mainstream classes and typically advance one level a year. Please note that students who join the MacDuffie community in the second semester are often required to repeat the same level the following year. Students enrolled in ELL classes must earn at least a 73% in order to be promoted to the next level.

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

Seniors may, at the discretion of the department and where space allows, enroll in a level one language course. Students in ELL III who wish to begin studying a new language must have departmental approval. All the offerings of the Department are year-long courses.

ENGLISH LANGUAGE LEARNERS (ELL) PROGRAM

ELL I Reading/Writing

ELL I is a beginner level course which focuses on developing both communicative and academic language with a particular emphasis on reading and writing. Students use readings from literature, science, and social studies as the basis for vocabulary study and other language building activities that develop the essential reading and writing skills needed for success in higher level English and content classes. Students receive a comprehensive overview of basic English grammar.

ELL I Listening/Speaking

ELL I Listening/Speaking is a beginner level course which focuses developing all English language skill areas with a particular emphasis on listening and speaking. Students develop their oral English skills in both social and academic settings, focusing on conversational fluency.

ELL Humanities I

This course is designed for entry-level ELL students who may be new to English language and American customs. By focusing on cultural norms and acclimating students to life in America, Humanities I hopes to ease the transition and support more positive language acquisition. This course will be discussion-based and emphasize participation, collaboration, inquiry, and advocacy. The intent is to provide new ELL students with as many opportunities to speak/develop their English skills as possible.

This course is a requirement for advancing in both ELL and History, and is taken in conjunction with other ELL I classes.

ELL II Reading/Writing

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

ELL II Listening/Speaking

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

ELL Humanities II

This course is designed for ELL students who have not advanced beyond Level II. The course focuses on improving reading, writing, listening and speaking skills using history, culture, and current events as a framework for these skills. Students learn how to improve their study skills while engaging in group work and a series of projects.

ELL III

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

MIDDLE SCHOOL LANGUAGE PROGRAM

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

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

Language 6/7 Essentials: “Tour of languages-Language Essentials” (brief cultural highlights)

1 semester of Spanish; 1 semester of Latin

Latin (offered in 2024-2025)

Spanish (offered in 2024-2025)

Language 6/7 Geography: “Tour of languages-Geography”: 1 semester of Spanish; 1 semester of Latin

Latin (offered in 2025-2026)

Spanish (offered in 2025-2026)

LATIN COURSES

6th/7th grade: Language Essentials (offered in 2024-2025)

Students will learn how the ancient language of Latin continues to make an impact in the modern world through daily exposure to and discussion of Latin phrases used in contemporary English (*e.g., quid pro quo, nolo contendere, non sequitur, e pluribus unum, etc.*). They will learn the basics of Latin grammar and syntax through an introduction to the cases of nouns and their usage. They will begin to read simple Latin stories, including myths adapted from the Roman poet Ovid, to learn how the language works and build their Latin vocabulary. Students will engage with Latin and the culture of the ancient Mediterranean world through various projects. They will learn various English derivatives from Latin in order to build their English vocabulary, and learn grammatical concepts that will aid them in learning the basics of the modern Romance languages derived from Latin.

6th/7th grade: Geography (offered in 2025-2026)

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

SPANISH COURSES

6th/7th grade: Language Essentials (offered in 2024-2025)

Students are presented with common cultural highlights of the Spanish-Speaking world such as major cities and famous monuments, holidays and celebrations in different Spanish-speaking regions, and typical cuisine. The course is taught in English to allow students to gain a solid foundation of the culture rather than the language itself.

6th/7th grade: Geography (offered in 2025-2026)

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

UPPER SCHOOL

LATIN

Latin I

This first-year Latin course includes the preliminary study of Latin grammar, vocabulary and translation. Through graded Latin readings, life in the city of Rome and the provinces from a variety of social and cultural perspectives. Particular emphasis is also given to early Roman history, Roman legends and mythology. Students are instructed in skills of vocabulary enhancement through a knowledge of derivatives.

Level I courses are open to 8th-grade students but do not earn high school credit.

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 and analysis of texts increasingly closer to authentic classical Latin. These translations and analyses serve to increase knowledge of Roman history and classical civilization as well as to provide a preparation to read Latin literature.

Latin III/ Latin III Honors

(Honors level with *Department Approval Only*)

(Prerequisite: Latin II)

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

Latin IV (Honors/AP)

(Honors level with *Department Approval Only*)

(Prerequisite Latin III)

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

At the invitation of the instructor, outstanding students in Latin have the option to prepare for the Advanced Placement Exams. They need to communicate their commitment to additional practice and preparation by the end of the first quarter. A student's AP status will be reviewed after the first semester exam. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

SPANISH

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. This course is taught in both English and Spanish. The goal of this course is to prepare students to interact in the target language at a novice level.

Level I courses are open to 8th-grade students but do not earn high school credit.

Spanish II

(Prerequisite: Spanish I or tested equivalency)

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

Spanish III /Spanish III (Honors)

(Honors level with *Department Approval Only*)

(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. This class will adequately prepare students for the Advanced Placement course which is offered in their 4th and 5th year of the language.

Spanish IV (Honors)**(Honors level with *Department Approval Only*)**

(Prerequisite: Spanish III/Spanish III Honors)

In Spanish IV, students spend a brief period reviewing advanced grammar topics in association with current events and cultural lessons. Students are taught to make connections through theories of intersectionality of gender, spaces, bodies, social justice, race. They are also taught functional language to complete everyday tasks in a Spanish speaking country.

Spanish V (Honors)**(Honors level with *Department Approval Only*)**

(Prerequisite: Spanish IV Honors)

As in Spanish IV Honors, students are taught to make connections through theories of intersectionality of gender, spaces, bodies, social justice, race, and the power of the hero's journey. Students will develop writing skills with advanced vocabulary and grammar as they analyze and compare current issues in immigration, gender equality, race relations, poverty and war. Students in their second year of Spanish honors will be expected to complete a year-long country project, learning about and researching various aspects of a single Spanish speaking country.

Spanish IV/V (AP)

(Prerequisite: Spanish III/IV Honors)

At the invitation of the instructor, outstanding students in Spanish have the option to prepare for the Advanced Placement Exams. They need to communicate their commitment to additional practice and preparation by the end of the first quarter. A student's AP status will be reviewed after the first semester exam. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

Spanish IV/V (AP) students will learn and be given the same curriculum as their peers in IV/V Honors but will also receive additional instruction and practice to prepare them for the AP exam in the Spring. Students will be expected to complete additional work outside of the normal work of the class to prepare them for the exam.

OTHER WORLD LANGUAGES**Other World Languages**

(Prerequisite: Permission of the instructor)

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

MATHEMATICS PHILOSOPHY

The MacDuffie mathematics curriculum is a program in which students can develop an understanding of the meaning of mathematical concepts and gain proficiency with the mechanics of mathematics. The curriculum provides experiences designed to help students move along the continuum from concrete to abstract mathematical representations. These experiences include continued development of arithmetic, algebra I & II, geometry, precalculus and AP math courses/Multivariable Calculus 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.

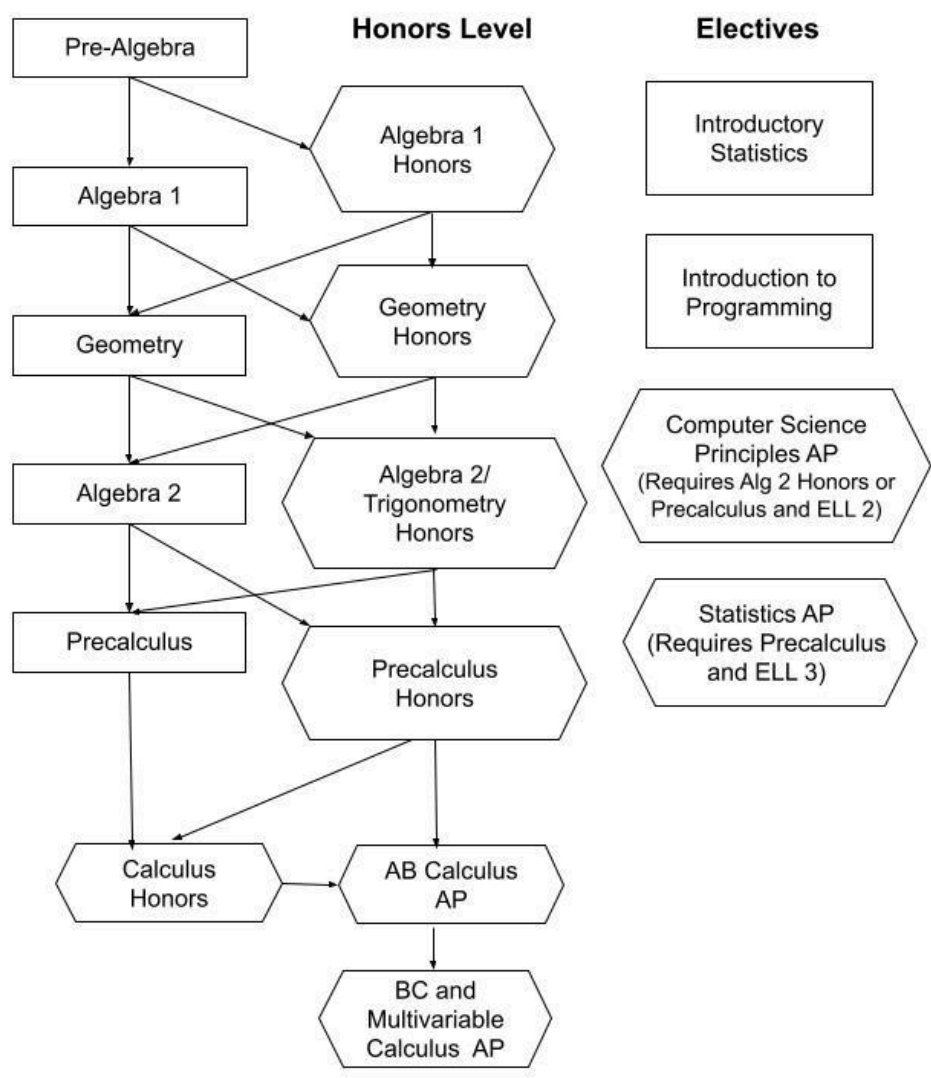
The Mathematics Department appreciates the necessity of exploring mathematics at different depths for a course to be truly rigorous. While learning formulas and using them to solve problems is an essential skill learned in most math courses, it is also essential to problem solve at a deeper level to stimulate more sophisticated thinking. Questions at the deepest level allow the student more freedom in choosing strategies and also may incorporate a reflective piece where the student evaluates how well their choice of strategy worked to provide a useful solution. The Mathematics Department strives to provide opportunities for students to explore problems at the deepest levels in all of its courses.

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

In addition, students are encouraged to take AMC 8/10/12 as well as other math contests such as Math Madness and Canadian Senior Math Contest.

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

**Math Course Flow Chart
MacDuffie
2024-2025**



Pre-Algebra

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.

Algebra 1

This course analyzes the basic arithmetic concepts in an abstract way. The content includes integers and rational numbers, solving equations, solving inequalities, 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.

Algebra 1 (Honors)***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.

Geometry

Geometry allows students to analyze their physical world mathematically as they are introduced to the language and symbolism pertaining to the subject. Proofs are introduced and reinforced throughout the course. 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.

Geometry (Honors)***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. Ruler and compass constructions are included, as well as more advanced algebra techniques. Prerequisite: a grade of 80 or higher in Honors Algebra 1 or a grade of 90 or higher in Algebra.

Algebra II

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

Algebra II & Trigonometry (Honors)***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. Prerequisite: a grade of 80 or higher in Honors Geometry or a grade of 90 or higher in Geometry.

Precalculus

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.

Precalculus (Honors)

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 chapter will be spent on an introduction to calculus, including limits and derivatives. Prerequisite: a grade of 80 or higher in Algebra II and Trigonometry (Honors) or a grade of 90 or higher in Algebra II.

Calculus (Honors)

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 applying basic calculus concepts to business, economics, the life sciences, and other fields.

AB Calculus (AP)

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. Prerequisite: a grade of 80 or higher in Precalculus Honors.

Students are required to take the AP exam at the conclusion of the course. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

BC and Multivariable Calculus – (AP)

Department Approval Only

(Prerequisite: AB Calculus AP)

This AP level course will cover topics from the BC AP Calculus syllabus: parametrized curves, polar and vector functions, Euler’s Method for solutions of differential equations and l’Hôpital’s Rule. Applications of integrals will be included, as well as polynomial approximations and series, most notably the Taylor Series. The course will continue with an introduction to Multivariable Calculus: partial derivatives, multiple integrals, and ultimately vector calculus. Prerequisite: a grade of 80 or higher in AB Calculus (AP).

Students are required to take the AP exam at the conclusion of the course. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

ELECTIVES IN MATH

Introductory Statistics

(Prerequisite: Algebra II)

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

Statistics (AP)

Department Approval Only

(Prerequisite: Precalculus, ELL II)

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. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

Computer Science Principles (AP)

Department Approval Only

(Prerequisite: Algebra II Honors or Precalculus, ELL II)

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

Students are required to take the AP exam at the conclusion of the course. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

Introduction to Programming (One semester)

This course is an introductory programming course that prepares students for more advanced programming courses. It uses Microsoft MakeCode Arcade, an approachable and visual programming environment with a robust tool set perfect for introducing students to code for the first time that can transition to a text-based programming language (either JavaScript or Python). This course is designed for students with algebra readiness skills. No prior programming experience is required.

Linear Algebra (Honors) (one semester) (not offered in 2024-2025)

Department Approval Only

(Prerequisite: Precalculus Honors or AB Calculus AP)

This Honors level course will focus on the basic problem of solving a system of linear equations. It will introduce the tools necessary for higher dimensional work: vectors and matrices. The course will then explore the four fundamental subspaces, linear independence and determinants, with applications in electrical circuits, graph theory, and computer graphics. *(Can be taken concurrently with AB Calculus AP)*

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 controlled experiments, as well as 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. Upper School Science starts with Environmental Science where students will incorporate basic concepts, principles, and theories of Biology, Chemistry, Physics, and Geology. Investigations are used to explain and understand the connections within the natural world, as well as the impacts of human activities. Students will participate in a variety of inquiry and design labs that use scientific reasoning, analysis, and communication skills for real world applications. Students will also explore and evaluate current event articles, case studies, and connections to social justice. Throughout the Upper School curriculum, the interdisciplinary nature of science is emphasized.

Two years of laboratory science is required in the Upper School, one of which must be a life science. Students are encouraged to continue their science learning experience and complete four years of science instruction by taking any of the department's numerous electives.

MIDDLE SCHOOL

Foundations in Life Sciences and Chemistry 6/ 7 (offered 2024-2025)

The year is divided into two major content areas: life science and chemistry. In both, an emphasis is placed on the development of laboratory skills; how to take notes from a variety of informational sources including science text, podcasts, and other media sources; and linking class content to real-world examples. During the chemistry portion, students will learn about atoms, the periodic table and properties of elements, plus the basics of chemical reactions. While studying life science, attention will be given to both the diversity of life and the commonalities that living things possess. As part of this course, students participate in the annual Science Expo. It is an opportunity for them to pursue a topic of study that interests them and relate it to topics being discussed in class. This opportunity not only allows the student to practice their inquiry skills but work on their literacy and communication skills as well.

Foundations in Ecology, Geology, & Space 6/7 (offered 2025-2026)

The middle school science curriculum at The MacDuffie School seeks to provide students with a strong foundation in the scientific process that will serve them well through high school and beyond. As part of this course, students focus on observation, which is at the heart of any scientific pursuit. Students are provided and required to keep field journals throughout the term, in which they complete the majority of their assignments and record their observations of the world around them. These journals are specially chosen for their layout, which provides space not only for writing on lines but also includes blank leaves for drawing pictures and diagrams. Lessons and activities focus on the tools of observation and organizing information, including measurement, note-taking, and unit conversion. While learning and practicing these skills, students will study content areas including ecology, geology, and physical science. Students will also have a chance to display these skills in the spring while participating in the school's Science Expo, presenting projects reflecting their mastery of observational techniques.

Science 8 Physical Science

Grade 8

Eighth-grade science builds on the skills learned in 6th and 7th grade. In 8th grade students learn the basics of Newton's laws and how to apply them to rocketry. Other topics like forces, motions, speed, gravity, electromagnetic radiation, and energy will be studied during this section through a variety of interactive projects. Students are

typically in Algebra 1 or higher, so there is greater integration of math and science. Eighth grade students also participate in the Science Expo, allowing them to dive deeper into a course topic that interests them.

ELL Integrated Science - Climate Change and our World (offered 2024-2025)

This course, designed for English language learners, integrates the disciplines of physics, chemistry, environmental science, and biology through the lens of climate change and our changing world. Students will explore forces, chemical transformations, genetic wonders, and environmental challenges. The course introduces the fundamental concepts and vocabulary through the use of scientific inquiry activities. Basic laboratory equipment and techniques will be introduced and used to explore concepts. Additionally, stress will be placed on communicating scientific concepts through written and oral expression, and enhancing the students' ability to read scientific text in English.

ELL Integrated Science - Life Processes (offered 2025-2026)

This course, designed for English language learners, integrates the disciplines of physics, chemistry, environmental science, and biology through the lens of processes that support life on Earth. Students will explore energy, atomic bonds, cellular life, and Earth's ecological balance.. The course introduces the fundamental concepts and vocabulary through the use of scientific inquiry activities. Basic laboratory equipment and techniques will be introduced and used to explore concepts. Additionally, stress will be placed on communicating scientific concepts through written and oral expression, and enhancing the students' ability to read scientific text in English.

UPPER SCHOOL

Environmental Science

Environmental Science integrates the study of the natural world with a discussion of the ways humans impact the environment. Topics include Earth systems, ecology, evolution, land use, energy use, pollution, and climate change. Experiments and field studies using our campus are an important aspect of this course, and students will explore current issues through news articles. The class will also contribute to ongoing research in collaboration with Harvard Forest.

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

ELL Integrated Science - Climate Change and Our World (offered 2024-2025)

This course, designed for English language learners, integrates the disciplines of physics, chemistry, environmental science, and biology through the lens of climate change and our changing world. Students will explore forces, chemical transformations, genetic wonders, and environmental challenges. The course introduces the fundamental concepts and vocabulary through the use of scientific inquiry activities. Basic laboratory equipment and techniques will be introduced and used to explore concepts. Additionally, stress will be placed on communicating scientific concepts through written and oral expression, and enhancing the students' ability to read scientific text in English.

ELL Integrated Science - Life Processes (offered 2025-2026)

This course, designed for English language learners, integrates the disciplines of physics, chemistry, environmental science, and biology through the lens of processes that support life on Earth. Students will explore energy, atomic bonds, cellular life, and Earth's ecological balance.. The course introduces the fundamental concepts and vocabulary through the use of scientific inquiry activities. Basic laboratory equipment and techniques will be introduced and used to explore concepts. Additionally, stress will be placed on communicating scientific concepts through written and oral expression, and enhancing the students' ability to read scientific text in English.

Conceptual Chemistry

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

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

Chemistry (Honors)*Department Approval Only*

(Prerequisite: ELL II)

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

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

Biology (College Preparatory)

(Prerequisite: Chemistry, ELL II)

In this survey course of the study of living organisms, students develop an understanding of the complexity of living things and an appreciation for the diversity of life on Earth. Covering biochemistry, cytology, classical and molecular genetics, ecology, evolution, biodiversity, green plants, and human body systems, students study how structure relates to function, and how organisms adapt to their changing surroundings. There is an emphasis on scientific methodology as it is applied to problem solving and the development of effective lab skills. Students use multiple types of models including mathematical models, to make predictions and develop explanations, analyze and identify flaws in the model, and communicate ideas that accurately depict a biological system. Students will also interpret scientific literature to compare and understand biological phenomena.

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

Biology (Honors)

(Prerequisite: Honors Chemistry and department approval, and ELL III)

This course is an introduction to the study of life from the molecular level through the organization of the human body. Topics include biochemistry, cells, genetics, evolution, biodiversity, green plants, and body systems. Lab experiments are an important component of the course, and aim to prepare students for success in college lab courses. Students will evaluate data and present results in formal lab reports.

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

ELECTIVES IN SCIENCE**Forensics (Full year)***Department Approval Only*

(Prerequisites: Chemistry, Biology and concurrent enrollment in mainstream English)

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

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

Anatomy and Physiology (Honors) (One semester)*Department Approval Only*

(Prerequisite: Chemistry, Biology, preferably Honors Biology, and concurrent enrollment in mainstream English)

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

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

Physics 1 (AP)*Department Approval Only*

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

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

Students are required to take the AP Physics 1 exam at the conclusion of the course. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

Chemistry (AP)*Department Approval Only*

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

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

Students are required to take the AP Chemistry exam at the conclusion of the course. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

Environmental Science (AP)*Department Approval Only*

(Prerequisites - Chemistry, Biology, and concurrent enrollment in mainstream English)
 This is an interdisciplinary course designed to be the equivalent of a one semester college course in environmental science. The course draws concepts from multiple disciplines including biology, chemistry, physics, and geology, as well as social and ethical topics. Throughout the course the students learn to identify and analyze environmental problems, to compare the risks to ecological and human health associated with these problems, and to evaluate possible solutions. The interconnectedness of the natural world and the impact of humans are strong themes throughout the course. Hands-on laboratory activities are an important part of this course and will be integrated into every unit.

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

Students are required to take the AP Environmental Science exam at the conclusion of the course. There is a fee associated with each AP exam that a student takes; payment will be due before the end of January.

Psychology (One semester)

(Prerequisites: Biology, and concurrent enrollment in mainstream English)

Psychology is the interdisciplinary science of human behavior and one of the most popular courses of study in American universities. It is the what, why, and how behind our thoughts and actions. This class serves as an introduction to the field, covering its history, foundational principles, and most influential figures. Concepts will be presented along with memorable examples, and an emphasis will be placed on material that is relevant to high school students. Assignments include case studies, research projects, model creation, and more. Discussion is a large component of this class and active engagement is expected of all students. At the end of the semester, students will have a better understanding of themselves, others, and the world.

This course is NOT a laboratory course. It meets 4 periods per week and does NOT count toward the laboratory course minimum requirement.

ARTS DEPARTMENT PHILOSOPHY

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

We teach the skills and knowledge necessary to create and appreciate visual and performing art. Our students are exposed to artistic vocabulary and concepts and explore essential questions. The students progress in individual accountability, explore creative processes through trial and error, develop critical thinking skills, work collaboratively, express ideas in verbal and nonverbal ways, and present a finished product. In the art classes, students begin to establish creative autonomy and refinement of their artistic values. Our instructors are teaching artists, who expose the students to various art forms inside and outside of the classroom.

MIDDLE SCHOOL ARTS PROGRAM

The Middle school program teaches Dance, Music, Theater, and Visual Art at each grade level. Students are required to participate in the Middle School Band and/or Middle School Chorus (subject to available spots). The Middle School Arts classes are experiential and appreciation-based; this hands-on approach creates the framework for continued artistic growth and development. Students utilize the skills learned in our Middle School arts rotations in both their academic and social settings.

Middle School Band

The middle school band program is a place for students in grades 6-8 to come together and play. This instrumental ensemble focuses on teamwork and the ability to listen and play as a group, as well as the development of eye-hand coordination through note reading and instrumental technique. A variety of musical styles are explored and performed. Students participate in both the Winter and Spring Concerts. For beginner-level instrumentalists, extra help time will be scheduled to get them started on their instrument or build upon their previous experience.

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 AND SEVENTH GRADES

Ancient Greek Theater (offered in 2024-2025)

In this course, students learn the basic origins of theater and the structure of theatrical storytelling, with a focus on Ancient Greece. They participate in table reads of scripts, as well as solo and group storytelling activities in class. The course culminates in the major project of a staged reading of a play or plays, based upon traditions of Greek theater for the middle school.

History of Rock and Roll (1948-1978) (offered in 2024-2025)

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

Dance and The Body (offered in 2024-2025)

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

Fundamentals of Design (offered in 2024-2025)

Students review and learn the Elements of art which include Line, Shape, Color, Texture, Form, and Space. These ideas involve practicing observational drawing techniques and exercising creative thinking skills through

transformative drawings. They are introduced to various drawing and painting techniques as well as hand-building techniques. Students focus on composition, proportions, time management, and attention to detail.

Dance and Culture (offered in 2025-2026)

This movement-based course will introduce movement-based practices and begin to explore dance from historical and cultural perspectives. Students are introduced to different styles ranging from theatrical concert dance to social dances culminating with a final movement/research project on a particular genre of dance.

Foundations of Art (offered in 2025-2026)

Students review and learn the Elements of Art which include Line, Shape, Color, Texture, Form, and Space. These ideas involve practicing observational drawing techniques and exercising creative thinking skills through transformative drawings. They are introduced to various drawing and painting techniques. Students focus on composition, proportion, time management, and attention to detail.

Theater Improvisation (offered in 2025-2026)

In this course, students are introduced to the world of theater. They become acquainted with basic stage terminology and theater craft. Over the course of this class, students use a variety of performance-based improvisational activities to become more comfortable being on stage and interacting with fellow students. An emphasis is put on plot and character design. Students demonstrate their skills through class participation in activities that help reinforce theatrical growth and development. The class culminates in the major project of an improv performance for the middle school.

Music Skills and Appreciation (offered in 2025-2026)

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

EIGHTH GRADE

Visual Arts 8

In Visual Arts 8, students continue building on their art and design fundamentals/understanding. The 8th grade focuses on the Principles of Art: Harmony, Balance, Proportion, Emphasis, Variety, Movement, and Rhythm. They will be introduced to the proper developmental stages of creating a quality project. This pertains to proper thumbnail sketching, researching, developing a final drawing/layout or project, and then establishing the final work. They will also be introduced to anatomy in a basic form. The Eighth Graders present their artworks at the end of the year for their teachers, family, and friends at the Eighth Grade Rite of Passage.

Theater 8

In Theater 8, students expand their communication, cooperation, and organizational skills. They are immersed in a workshop course, studying the process of creating an original story for the stage. Through journal activities, independent research, and examination of current world concerns, students select a central theme on which to center their theatrical piece and continue to develop their understanding of the selected theme through real-world and fictional examples. At the end of the quarter, the class presents their original play, based on the chosen issue, to an audience of parents, teachers, and peers.

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 rhythm instruments, and group activities. The students will perform a piece of choice for their Rite of Passage at the end of the year.

Dance 8

In eighth grade, students are introduced to the history and movement of Modern, Jazz, and Ballet dance styles. Students will work on a slideshow presentation diving deeper into a dance artist of their choice. Students explore and plan choreographic studies while learning to organize and develop artistic ideas and work; culminating in a collaborative dance to be presented at the end of the course.

UPPER SCHOOL ARTS PROGRAM

The Upper School Arts Program offers classes in Dance, Music, Theater, and Visual Art. Classes guide the students in discovering, studying, and creating art.

Students in the Upper School are required to take a minimum of two years (2 credits) of art for graduation. Of these 2 art credits, a ½ credit (or more) must be in performing arts. Students who enter MacDuffie in grades 9 and 10 are required to take “Arts in Perspective” as a prerequisite for the individual electives in the arts.

Performing art courses include:

Modern Dance 1	Acting
Modern Dance 2	Acting Ensemble Honors
Special Topics in Dance	Music Ensemble (Instrumental)
Choreography	Chorus - Upper School (MacDuffie Singers)

Required for new students in Grade 9 or Grade 10

Arts in Perspective: Dance, Music, Theater, Visual Art

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

VISUAL ARTS PROGRAM

Art Foundations I (One semester, ½ credit)

Art Foundations I is an introductory course to visual arts in preparation for advanced courses. Students will learn various techniques and mediums while exploring existing artworks and challenging creative boundaries. This course will heavily focus on drawing and painting - aligning the student toward future classes that proceed within the visual arts. This empowerment will foster an understanding of future classes when choosing to fulfill their arts credits. This course is designed to be offered yearly and by semester using multiple mediums for projects.

Art Foundations II (One semester, ½ credit)

(Prerequisites: Arts in Perspective or Art Foundations I)

Art Foundation II is a .5 credit course open to all students regardless of experience who have completed the Arts in Perspective course or the Art Foundations I course. Emphasis will be on the ability to work independently through conceptual ideas in a visual representation and to use constructive criticism wisely to improve independent work. Each student will be asked to challenge themselves to use their voices through visual representations in the art world to discern an opinion. Students are encouraged to take risks and push social boundaries. Students will be asked to make connections between the development of their art and their personal growth while being able to visually display their explorations in an illustrative way.

Painting and Drawing

(Prerequisites: Arts in Perspective or Art Foundations I)

Painting and Drawing is a 1 credit course open to all students regardless of experience who have completed the Arts in Perspective course or the Art Foundations I course. Students will apply acquired knowledge from previous courses to develop a personal style while creating realistic replications of still lifes, photographs, and personal imaginative artworks. This course heavily emphasizes realism.

Special Topics Visual Art: Introduction to Illustration (full year, 1 credit) (not offered in 2024-2025)

(Prerequisite: Art in Foundations (upper school course) or Arts in Perspective)

Special Topics Visual Art: Introduction to Illustration is open to students in Grades 10-12 who have the above prerequisite classes. Approval can be requested without the prerequisite of a proposal and presentation of artwork to the instructor. Introduction to Illustration includes but is not limited to Graphic Design/Logo Design, Cover Design, Children’s Book Illustration, Graphic Novel, Advertising, Concept Art, Visual Development, and Animation. Students will be exposed to the various forms that Illustration houses and understand how to use the Principles and Elements of Art as tools to create successful narrative works. Students will develop their personal style while being

exposed to the various directions Illustration encompasses. Students may have opportunities to meet leading industry artists both visiting and virtual. A possibility also exists for field trips to local museums, such as the Norman Rockwell Museum, The Eric Carle Museum, The Clark, and The Springfield Museum, and local venues such as zoos and local gallery shows.

Special Topics Visual Art: Painting the Landscape (Offered Semester 1 2024-2025 ½ credit)

(Prerequisite: Art in Foundations or Arts in Perspective)

Throughout the semester, students will build upon fundamental techniques and principles of observational landscape painting. The course begins with an exploration of landscape painting through the autumn season. Students will work both indoors and outdoors. The student will explore compositional tactics, learn color strategies, and experiment with various brushwork techniques as they might apply to fully realizing the landscape. Students should expect to create 6-8 unique and fully realized landscape paintings. The necessary as well as practical methodologies of plein-air (outdoor painting) will be explained and encouraged. A comprehensive overview of landscape painting as it relates to the major touchstones of art will be taught in unison with the students' studio progression by way of lecture and discussion. Students will gain the opportunity to build their own pochade box (small, portable easel) in this course. It will be used to assist in painting remotely with greater ease.

Special Topics Visual Art: Painting the Figure (Offered Semester 2, 2024-2025, ½ credit)

(Prerequisite: Art in Foundations or Arts in Perspective)

By adopting a broad approach to figure painting, students will investigate the complexities of the human form using paint and other various drawing mediums. Emphasis will be placed on understanding figure proportions, anatomy and the nuanced play of light and shadow as an accompanying interior brings their paintings to life. Through a series of engaging subjects (not limited to themselves), students will learn how to convey emotion, personality, and narrative in their figurative work. Students should expect to create 6-8 unique and fully realized figure paintings. In addition to studio work, students will gain insight into the rich history of figure painting, studying the works of renowned artists from different eras and cultures. This contextual understanding will deepen students' appreciation for the artistic evolution of this genre and inspire their own creative endeavor(s).

Portfolio Honors 1(Full Year Course, 1 Credit)

Department Approval Only

(Prerequisites: 1 credit of Visual Art)

Portfolio is a 1-credit course open to Juniors or Seniors seeking a degree within an art field and/or applying to college. Students must submit a written proposal of interest and provide a history of work to the instructor before enrolling in this course. The instructor will create a specialized curriculum for each portfolio student. Students will be required to present their work at the end of the year Visual Arts Show (unless at an otherwise specified event) and to submit a written artist statement to accompany their work. They will complete a minimum of 5 projects per semester to fulfill portfolio requirements. This is a total of 10 works for the whole year.

Students taking Portfolio will be placed in any available Visual Arts Course for scheduling purposes.

Portfolio Honors 2 (Full Year Course, 1 Credit)

(Prerequisites: Portfolio Honors 1)

Department Approval Only

Portfolio is a 1 credit course open to students who have completed Portfolio 1 seeking a degree within an art field and/or applying to college. Students must submit a written proposal of interest and provide a history of work to the instructor before enrolling in this course. The instructor will create a specialized curriculum for each portfolio student. Students will be required to present their work at the end of the year Visual Arts Show (unless at an otherwise specified event) and to submit a written artist statement to accompany their work. They will complete a minimum of 5 projects per semester to fulfill portfolio requirements. This is a total of 10 works for the whole year.

Students taking Portfolio will be placed in any available Visual Arts Course for scheduling purposes.

AP Art Studio and Design (Full Year with Summer work, 1 Credit)

Department Approval Only

(Prerequisites: Portfolio 1 and/or 2)

For Grade 12 only

AP Art and Design is an introductory college-level design course. Students refine and apply their artistic skills to ideas they develop throughout the course. There are three options for this course: AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing. Students will create a portfolio of works (5 works of Selected Works, and 15 works of Sustained Investigation, for a total of 20 pieces) that demonstrates their exploration through art and design. This involves the development of materials, processes, and ideas over the school year regardless of vacations/breaks. With that being said, students are expected to work on portfolios during breaks to be able to create all 20 pieces of art. In early May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revisions. Students must have taken either Arts in Foundations 1 & 2, or Painting and Drawing to take this class and must seek approval from the Visual Arts teacher before signing up for this class. Students will be exposed to museum and gallery visits, and artists' talks/visits from leading professionals (if scheduling allows).

Students taking AP Art Studio and Design will be placed in any available Visual Arts Course for scheduling purposes.

DANCE PROGRAM

Modern Dance Level I – (Full Year Course, 1 Credit)

Modern Dance I is open to all upper school students regardless of experience. Students are introduced to concepts in various modern dance techniques; using improvisation, choreography, and anatomy to establish technique and performance skills. The course combines theory and practice through reading, writing, viewing, and choreographic studies. The class culminates with a group dance at the end of each semester to be performed in the annual concerts. All students enrolled in this course must perform at both the Fall Dance Concert (2 nights in December) and Spring Dance Concert (2 Nights in May). In choosing this course, students must assess whether they will have conflicts with these events. In addition, the class may perform at school events and assemblies.

Modern Dance Level II (Full Year Course, 1 Credit)

(Prerequisite: Modern Dance I)

Modern Dance II offers students a deeper understanding of the physical practice of movement and the theory of dance. Emphasis is on the discovery of skills to develop the articulation, alignment, and expressiveness of the body; creating a safe environment for exploration, risk-taking, and self-expression; and building a thorough movement foundation. The class culminates with a group dance at the end of each semester to be performed in the annual concerts. All students enrolled in this course must perform at both the Fall Dance Concert (2 nights in December) and Spring Dance Concert (2 Nights in May). In choosing this course, students must assess whether they will have conflicts with these events. In addition, the class may perform at school events and assemblies.

Choreography – (Second semester only, ½ Credit)

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

This course aims to enrich students' knowledge about the craft of choreography. Through the creative process, students explore components of composition used in solo, duet, and group works. Emphasis is placed on using tools for identifying, selecting, and utilizing a variety of source material through the use of choreographic devices, structures, improvisation for generating movement and creating meaning based on elements of body, energy, space, time, and weight. This course culminates with a final piece to be presented in the annual Spring Dance Concert. All students enrolled in this course must perform at the Spring Dance Concert (2 Nights in May). In choosing this course, students must assess whether they will have conflicts with these events. In addition, the class may perform at school events and assemblies.

Special Topics Dance: Jazz Dance (1 semester only, ½ Credit) (Offered in 2024-2025)

Special Topics Dance: Jazz Dance, is open to all upper school students regardless of experience. Students are introduced to concepts in various Jazz Dance techniques; using improvisation, choreography, and anatomy to establish technique and performance skills. The course combines theory and practice through reading, writing,

viewing, and choreographic studies. The class culminates with a group dance at the end of the semester to be performed in the dance concert. The concert is mandatory for all students. Please check at the beginning of the semester for any possible conflicts.

Special Topics Dance: Hip-Hop Dance (1 semester, ½ Credit) (Offered in 2024-2025)

Special Topics Dance: Hip-Hop Dance, is open to all upper school students regardless of experience. Students are introduced to concepts in various Hip-Hop Dance techniques and styles; using improvisation, choreography, and anatomy to establish technique and performance skills. The course combines theory and practice through reading, writing, viewing, and choreographic studies. The class culminates with a group dance at the end of the semester to be performed in the dance concert. The concert is mandatory for all students. Please check at the beginning of the semester for any possible conflicts.

Special Topics Dance: Ballet Dance (1 semester only, ½ Credit) (Offered in 2024-2025)

Special Topics Dance: Ballet Dance is open to all upper school students regardless of experience. Students are introduced to concepts in Ballet Dance techniques and styles; using technique, improvisation, anatomy, and choreography. This course combines theory, and practice through reading, writing, versatility, and artistry in order to create proper technique and performance skills for students. The class culminates with a group dance at the end of the semester to be performed in the dance concert. This is mandatory for all students. Please check at the beginning of the semester for any possible conflicts.

Special Topics Dance: Tap Dance (1 semester, ½ Credit) (Offered in 2025-2026)

Special Topics Dance: Tap Dance, is open to all upper school students regardless of experience. Students are introduced to concepts in various Tap Dance techniques and styles; using technique, improvisation, and choreography. This course combines theory, and practice through reading, writing, and viewing, as well as choreographic studies. This class includes and establishes rhythm, musicality, versatility, and artistry in order to create proper technique and performance skills for the student. The course combines theory and practice through reading, writing, viewing, and choreographic studies. The class culminates with a group dance at the end of the semester to be performed in the dance concert. The concert is mandatory for all students. Please check at the beginning of the semester for any possible conflicts.

THEATER PROGRAM

Acting (Full Year Course, 1 Credit)

Acting is a year-long course. No previous acting experience is required to enroll in this class. Students become acquainted with stage and theater terminology. They study the craft of acting and develop the necessary skills for researching and performing a role. Primary methods for learning these skills are scene study, improvisation, written assignments, rehearsals, and classroom exploration exercises. The first semester is devoted to contemporary theater; each student does in-depth work to prepare a contemporary monologue for performance and then with a partner a contemporary scene. The second semester moves into classical theater, where each student does comprehensive written and creative work to learn a classical monologue (usually a Shakespearean piece) and a classical scene for performance (usually a comedy of manners.) Students develop presentation skills including diction, eye contact, projection, gesture, and vocal variety. Each quarter culminates in a classroom performance that is open to the MacDuffie community. This class takes a yearly field trip to a professional theater to see a play and speak directly to theater artists.

***Enrollment in Acting class will also satisfy the Public Speaking requirement. Acting is a full-year course and fulfills an Arts credit as well.**

The Acting Ensemble Honors (Advanced Acting) (Full Year Course, 1 Credit) *By Department Approval Only*

This is a year-long academic advanced-level theater and acting class designed for serious-minded theater students. This class works with the techniques of theater practitioners Constantine Stanislavski, Sanford Meisner, and Rasaboxes. Acting Ensemble explores physical theater approaches as well as deep reflection on the process of making theater. The students in this course write, direct, produce, and perform their own one-act plays. As a group, the class also produces a show to take on tour to area schools. This class takes a yearly field trip to a professional

theater to see a play and speak directly to theater artists. Students enrolled in this class will also participate in one or more days at UMass, a nearby college where they take a workshop, attend a play, and engage in a feedback discussion with the artists.

The Acting Ensemble 2 Honors (Advanced Acting) (Full Year Course, 1 Credit) *By Department Approval Only*
(Prerequisite: Acting Ensemble Honors)

This is a year-long academic advanced-level theater and acting class designed for serious-minded theater students. This class works with the techniques of theater practitioners Constantine Stanislavski, Sanford Meisner, and Rasaboxes. Acting Ensemble explores physical theater approaches as well as a deep reflection on the process of making theater. The students in this course write, direct, produce, and perform their own one-act play, which is an elevated project from the previous year's work both in time and scope. As a group, the class also produces a show to take on tour to area schools. This class takes a yearly field trip to a professional theater to see a play and speak directly to theater artists. Students enrolled in this class will also participate in one or more days at UMass, a nearby college where they take a workshop, attend a play, and engage in a feedback discussion with the artists. Acting Ensemble 2 students take on leadership roles in the classroom often running classroom exercises and peer feedback sessions.

The Acting Ensemble 3 Honors (Advanced Acting)(Full Year Course, 1 Credit) *By Department Approval Only*
(Prerequisite: Acting Ensemble Honors 2)

This is a year-long academic advanced-level theater and acting class designed for serious-minded theater students. This class works with the techniques of theater practitioners Constantine Stanislavski, Sanford Meisner, and Rasaboxes. Acting Ensemble explores physical theater approaches as well as a deep reflection on the process of making theater. The students in this course write, direct, produce, and perform their own one-act play, which is an elevated project from the previous year's work both in length and scope and must fit into the realm of the special challenge created by the instructor. The challenge is meant to push the student into a genre or tone they have not worked on, or in which they need further development. As a group, the class also produces a show to take on tour to area schools. This class takes a yearly field trip to a professional theater to see a play and speak directly to theater artists. Students enrolled in this class will also participate in one or more days at UMass, a nearby college where they take a workshop, attend a play, and engage in a feedback discussion with the artists. Ensemble 3 students take on leadership roles in the classroom often running classroom exercises and peer feedback sessions and even developing and selecting exercises to implement in the classroom.

MUSIC PROGRAM

Upper School Chorus - MacDuffie Singers (Full year - ½ credit)

This year-long choral performance course works toward well-rounded vocal musicianship by strengthening students' skills in such areas as enunciation, breath management, posture, resonance, sight-singing, part-singing, understanding music notation, and performance techniques. Students gain experience with a repertoire that represents various cultures and musical genres and get the opportunity to sing as soloists. All students enrolled in this course must perform at both the Fall Music Concert (2 nights in December) and Spring Music Concert (2 Nights in April). In choosing this course, students must assess whether they will have conflict with these events. In addition, the class may perform at school events and assemblies.

Music Ensemble (Full year - ½ credit)

The ensemble is open to students with previous instrumental experience to provide practice and performance opportunities as well as prepare them for a college-level ensemble. Depending on the instrumentation and interest of the students, the repertoire can include Rock, Jazz, World, and Classical music. Students work with professional coaching to develop and deepen their instrumental technique, musicianship, ear training, and artistic expression. Students also get exposure to a variety of musical practices, taking on complex classical techniques, learning to play by ear, reading chord charts, and improvisation techniques. All students enrolled in this course must perform at both the Fall Music Concert (2 nights in December) and Spring Music Concert (2 Nights in April). In choosing this

course, students must assess whether they will have conflict with these events. In addition, the class may perform at school events and assemblies.

Guitar Skills (One semester - ½ credit)

This class is geared toward beginners and early intermediate guitar players. In this group guitar class, students will learn chords, scales, and basic techniques as well as notes, charts, and tab reading skills. Students will practice together and will gain not only instrumental skills but also the ability to listen to each other, play together, and develop musicianship. Students can provide their own or use a classroom guitar and are expected to practice daily as part of their homework. A final project will include a performance on the guitar at the appropriate level attained during the course.

Keyboard Skills (One semester - ½ credit)

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

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

Music History and Appreciation (Full Year Course, 1 Credit) (Offered in 2024-2025)

This course is designed for students who enjoy listening to and discussing music and does not require a music background. In this course, we will take an in-depth look at noted musical icons and their life's work. Students will investigate the evolution of Western music history, genres, trends, and pop culture. The first half is dedicated to classical music, as students learn to identify, appreciate, and discuss noted works and composers. This portion of the class will follow a progressive timeline from the medieval period through the 20th century. The latter portion of the year covers a more broad-based overview of the great masters of music and will reflect a portion of the subject material on notable music icons of the 20th century, from early jazz, Broadway, rock'n'roll, classic rock, soul, and contemporary artists in the digital age of music. The course will give students a perspective that the artist and creative musician have held a common thread throughout time in the music they created. Students walk away with enriched knowledge of musical styles, iconic works, and the vocabulary to discuss and appreciate music and its evolution to the music of today. This is largely a discussion class that includes plenty of listening, live videos, concerts, and documentaries.

Music Theory, Composition, and Production (Full Year Course, 1 Credit) (Offered in 2025-2026)

In this year-long course, students learn the ability to understand, analyze, and create their own music, both on paper and computer software. During the first semester, students review theory principles of how music is constructed; scales, key signatures, chords, voice leading, analysis, harmonic progressions, and common practice theory. Students then apply these fundamentals as a basis for composition. Composition studies include principles of melody and harmony writing and form and analysis. The second semester focuses on the creation and recording on a digital music production platform. Students study production software beat design, sampling, sound manipulation, live recording, mixing, and post-production. This portion is more self-directed, as students work on original pieces individually with the teacher's input and guidance. Creative projects include creating original tracks incorporating set guidelines of complexity and knowledge of techniques.

NON-CREDIT ACTIVITIES IN THE ARTS

The MacDuffie Dancers

The MacDuffie Dancers meet after school and are open to all students (grades 6-12) who want to continue development and growth within technique and performance. These rehearsals and classes afford the chance to learn and perform works by faculty and guest artists to be presented in the annual dance concerts. Previous guest artists include local, regional, and international choreographers.

MacDuffie Theater Plays

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

Technical Theater

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

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 middle school students at MacDuffie. Middle School students participating in a Varsity sport will be expected and encouraged to continue to attend their scheduled Physical Education classes.

Middle School PE

Various units are covered to support the Physical Education philosophy and to give students a variety of activities in which to participate. The first semester curriculum covers any or all of the following: soccer, dodgeball, kickball, capture the flag, or wiffleball. The second semester covers selections from among basketball, badminton, tennis, or ultimate frisbee.

GRADING PHILOSOPHY

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

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

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

Psychomotor Domain: The performance of movement.

Effort: The exertion of physical or mental power.

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

COMPETITIVE TEAM SPORTS

MacDuffie Athletic Philosophy

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

Varsity Program

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

Junior Varsity, Club, and Developmental Programs

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

CO-CURRICULAR ACTIVITIES PROGRAM (CAP)

Upper School boarding students are required to participate in a physical activity after school each season. Whether it is through a competitive sports team or a CAP activity, students build knowledge, motor skills, physical fitness, and teamwork while socializing in a variety of peer groups.

The Co-Curricular Activities Program (CAP) offers students an opportunity to participate in a variety of activities throughout the year. The school year is divided into three seasons: Fall, Winter, and Spring.

Boarding students are required to participate in one activity per season, with the exception of senior boarders who must participate in two out of the three seasons.

Students on a school sports team are not required to participate in an after school activity during the same season.

Activities offered change every semester. Some past programs include:

- Intramural Basketball– half court and full court games with new teams changing weekly.
- YMCA – use of the Holyoke YMCA fitness center and other athletic facilities.
- Yoga – learning techniques for relaxation, flexibility, strength, and balance.
- Ping Pong– a popular activity with high levels of competition.

Walking Club– Exploring all the acreage that MacDuffie has to offer while getting to know your peers.

ADDITIONAL OPPORTUNITIES FOR HEALTH AND WELLNESS

Fitness Center

The Fitness Center is available for use to individual students during the hours surrounding lunch - common free blocks. The Fitness Center includes equipment for cardiovascular conditioning and weight training, along with resistance bands, medicine balls, and physioballs.

HEALTH EDUCATION PHILOSOPHY

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

Middle School Health/ Wellness Program

Middle School Health – 6, 7, 8

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

Upper School Health (One semester)

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

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

ACADEMIC SUPPORT SERVICES

MacDuffie Basics

This introductory study skills course is required for all students new to MacDuffie in grades 8-12 for about the first four weeks during the first quarter of their first year. It provides an overview of what makes MacDuffie unique - essential values, expectations, processes, and skills. It is designed to orient students to email, Blackbaud, Google Docs, homework, electronic usage, time management, essential staff, CIRCLE values, and signature MacDuffie events. This is a non-credited class that will meet once a week under the supervision of an Academic Support teacher.

Middle School Study Skills

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

The Study Skills Program

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

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

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

The Guided Study Program

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

- Critical thinking skills
- Managing multi-step and long-term projects
- Note-taking

- Notebook organization
- Organization and time management
- Reading comprehension
- Test preparation and study skills
- English language skills in reading and writing

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

Private Tutoring

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