

MARET

2019–2020 CURRICULUM GUIDE

MARET

NOSCERE VIVERE EST  TO LEARN IS TO LIVE

MISSION

Maret is a vibrant, K–12, coeducational, independent school in Washington, DC. We ignite our students' potential; foster their academic, artistic, and athletic talents; and promote their well-being. We develop the mind, nurture curiosity, welcome challenge, embrace joy, and build community that is equitable and inclusive.

PHILOSOPHY

Maret provides a vigorous and dynamic curriculum, created by a skilled faculty of lifelong learners. We instill a devotion to academic excellence and a love for discovery and exploration. From our inception in 1911, Maret has adopted proven educational tenets while pursuing innovative approaches to learning. At every grade level, our students receive a broad and deep educational experience that allows them to cultivate individual strengths and interests.

Maret believes that social and emotional development is central to students' well-being and success. We encourage our students to tackle challenges in a culture of nurtured risk taking. We want them to push beyond their comfort zone so they can build resilience, character, and robust problem-solving skills. We understand the need for balance in our lives and seek opportunities to infuse our school day with moments of laughter and surprise.

Maret is an inclusive community that embraces diversity of perspective, experience, identity, circumstance, and talent. Our size and single campus foster meaningful connections among students, faculty, and parents. Our historic campus and its location in the nation's capital are integral to our program. We engage in service opportunities that enhance students' sense of civic responsibility and leadership. Students graduate from Maret well equipped to excel in future academic endeavors and to lead confident and fulfilling lives in an ever-changing world.

CORE VALUES

Maret's core values are respect, integrity, excellence, creativity, the individual, connectedness, and joy.

Maret School stands firmly behind the principle that the admission of students, the employment of faculty, the operation of programs, and the governance of the School be open to all who are qualified regardless of race, creed, color, national origin, ethnic origin, or sexual orientation. We believe that this principle is both firmly grounded in the spirit of American democracy and in keeping with the civil responsibilities of an independent school.

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MARET | ESSENTIAL SKILLS

Understanding that change is inevitable and fast-paced, we recognize that it is important to move beyond the traditional canon of content to concentrate on the cultivation of essential skills. These skills are carefully woven throughout the entire K–12 program with the goal that our students will become good stewards of the world.

Collaboration

- Explore, understand, and grapple with multiple perspectives across difference and practice effective listening and responsible cooperation.

Communication

- Effectively express, receive, and engage with a range of ideas and information, develop the ability and confidence to advocate for oneself and others, and master multiple languages and forms of expression.

Creativity & Innovation

- Construct knowledge and original solutions through the iterative process and experimentation, both independently and in partnership with others.

Cultural & Global Competence

- Study and experience global cultures and histories in order to understand, empathize, and constructively engage in our immediate and broader world.

Leadership

- Act courageously and honestly, set and achieve goals, engage with others, and positively impact our community and the world.

Problem-Solving

- Gain the capacity and confidence to engage critically and analytically with open-ended, complex questions, using diverse research methods.

Technology, Information & Media Literacy

- Engage competently with our rapidly evolving technological world, participate respectfully online, and exercise the ability to analyze, interpret, and leverage quantitative and qualitative data.

Wellness

- Learn how to best take care of one's emotional, social, and physical well-being in order to promote a healthy sense of identity and thoughtful decision-making.

MARET | STUDENT SUPPORT

Guidelines for Academic Accommodations

At Maret, both our Mission Statement and our Core Values emphasize the individual and respect for different cultures, talents, and interests. We strive to nurture and encourage the intellect, creativity, love of learning, and pursuit of individual excellence in each of our students. We recognize that this may take different forms in different students, and we embrace and celebrate those variations within our school community.

Our appreciation of individual styles helps shape the way we guide the education of our students with learning differences. The Maret faculty understands that all of our children approach learning in their own unique ways, and that some of our children have specific and special needs. We address those needs within small class settings and a flexible curriculum, with the guidance of our student support team. While we are successful with many of our students with specific needs, we also realize that these supports are limited. Maret works to ensure that efforts to serve particular students are balanced between other students' opportunities to learn and realistic expectations for teachers.

Parents are expected to share any existing assessments or educational support plans which will allow us to determine if the School can successfully meet the needs of the student. This information will allow us to meet the child's needs from the beginning of his/her Maret career. During a child's attendance, parents are responsible for obtaining any services, assessments, or therapies that are recommended by a team of teachers, advisors, administrators, and student support team representatives. The School has designated funds to support those families on financial aid who need to obtain such outside services. Suggested accommodations that result from professional evaluations will be reviewed by the Maret team to determine the feasibility of their use in the classroom. The use and benefit of these accommodations will be reviewed periodically.

Targeting Success

Some of the hallmarks of Maret's educational program include:

- Faculty who initiate close and trusting relationships with students
- Small class sizes
- A curriculum that offers breadth and affords considerable choice
- Classroom strategies that acknowledge multiple intelligences and different learning styles
- Possibilities for communication between teachers/advisors and parents beyond routine parent-teacher conferences
- Opportunities for extra help, such as the supervised study hall in Middle School or appointments with teachers
- Limited allocation of space in school for work with tutors, hired by parents
- Parent-teacher conferences and narrative evaluations that address the student as a whole person, honoring effort and improvement as well as achievement

Addressing Student Needs

Parents who expect that accommodations may be necessary for a student to work successfully at Maret are advised to begin conversations with the division director, learning specialist, teachers and advisors as early as possible. Accommodations will be considered on an individual basis, as recommended by Maret faculty and/or professional evaluations, in the context of existing resources.

In the Lower School, accommodations could include, but are not limited to:

- Preferential seating
- Verbal prompts
- Previewing material
- Supportive technology

In the Middle and/or Upper School, accommodations could include, but are not limited to:

- Opportunity to use another student's notes or teacher's notes when available
- Note-taking on a laptop, provided by the parent
- Alternative test/assignment formats to demonstrate competence
- Enlarged font, to increase readability
- Extended time on quizzes, tests, exams
- Use of computer/laptop to take tests and exams
- Testing in an isolated environment for reduced distractions
- Modified schedule

The College Counseling Office

The US Learning Specialist will assist parents and students with the College Board and ACT process to request accommodations. Students applying for accommodations on the College Board and/or ACT exams must have documentation on file that meets their respective guidelines. Students must be using the requested accommodations on school-based tests for at least four months prior to submitting the application to the College Board or ACT.

Maret does not provide

- Individualized Educational Programs
- Constant monitoring or one-on-one instruction/attention
- Extensive attention to drill or emphasis on rote learning
- Written description of all class activities

Learning Specialists

There are three Learning Specialists who support lower, middle, and upper school students, faculty and parents. They help interpret and summarize professional evaluations for teachers, attend parent conferences, and help plan how to best support students based on identified recommendations. The Learning Specialists act as a resource for parents and teachers by making connections to outside educational professionals when appropriate.

Counseling Department

The Counseling Department serves as a resource to all members of the Maret community, including students, faculty, staff, and parents. The school counselors offer counsel to individuals and groups of students on a short-term basis, act as consultants to faculty, and maintain an extensive network of referrals and resources based in the Washington metropolitan area. Students may receive these, or other, services offered by the school counselors as part of our regular academic program. All services are confidential as appropriate. Under certain circumstances, confidential information may be shared with people who have a legitimate need to know. The department is also actively involved with diversity programs, substance abuse education programs for students and parents, advisor/advisee groups, the assembly program, the Wellness program, and student activity groups.

Early Release for Students

The Maret community understands that our children have diverse talents and that some of our children may have specific and special needs in relation to those talents. These needs may require modifications in our traditional academic schedule, including early release. We will work in partnership with families to determine if the school can successfully meet the needs of these students. However, this may not always be possible given other curricular demands. We will review annually schedule adjustments to assess their continuing benefits and feasibility.

MARET | LOWER SCHOOL CURRICULUM

THE JOY OF LEARNING

A joy of learning permeates Maret's Lower School. The curriculum inspires students to take risks, think creatively, and work collaboratively. Teachers value their students' backgrounds and experiences and create a meaningful and dynamic context for learning.

The lower school curriculum is thoughtfully integrated; academic content is sequenced from one grade to the next, and curricular connections are made across subject areas when there is a natural overlap of skills, content, or concepts. Language arts, mathematics, and social studies are taught in the homeroom. Science, Spanish, visual art, music, physical education, library, technology, and Wellness classes are taught by specialists in classrooms designed for those subjects.

Lower school students benefit from the full range of Maret's K–12 campus facilities, including a playground, two libraries (one designated for the Lower School),

two fully equipped gymnasiums, a theater, a movement studio, a lower school maker space, and a cafeteria. Teachers take advantage of Maret's location in Washington, DC. Field trips throughout this historically significant and culturally diverse city, as well as to surrounding locations in Maryland and Virginia, enhance the students' learning experience.

Maret welcomes children with a range of abilities and interests. The small size of the lower school classes helps teachers support children at different stages of development. A lower school learning/reading specialist and a part-time math specialist provide additional support for students and faculty.

LOWER SCHOOL CELEBRATIONS AND EVENTS

Children develop confidence and deepen connections through the Lower School's many special events and activities, whether an annual tradition, demonstration of academic or artistic achievement, or an activity focused on community service. Some celebrations are class-specific while others span several grades, and some include parents, grandparents, and special friends. Here are just some of our recent lower school special events:

- Biographical Character Day
- Environmental Spirit Week
- Fictional Character Day
- Fun Run
- Grade 4 Greek Play
- Grade 4 Camping Trip
- Grandparents and Special Friends Day
- Intensive Study Week
- Martin Luther King, Jr. Day of Service
- Music performances
- Pajama Day—A Celebration of Reading
- Publishing Party
- Pumpkin Parade and Grade 8 Carnival
- ROY G BIV Week
- Science Week

Community Engagement and Partnerships

Specific grades have established community partnerships. For example, first graders, in partnership with upper school science students, raise and release shad into the Anacostia River. This project helps increase the shad population and is an example of the first grade's exploration of life cycles as part of their science curriculum.

Lower school students also participate in numerous service activities. In honor of Veterans Day, Halloween candy and handwritten letters are sent to troops abroad through Operation Gratitude. Each year, a toy drive is held for Martha's Table during the winter holidays. At the Martin Luther King, Jr. Service Fair, an annual school-wide day of service, lower school students join their older peers to create light catchers for nursing home residents, prepare care packages, organize mancala games for Horizons, and more.

Language Arts

READING

Kindergarten–Grade 4 meet daily in homeroom

The Lower School uses the Teachers College Reading Workshop for its reading curriculum. The workshop model allows students to tackle the challenging work of learning how to read in a predictable and supportive environment. Each Reading Workshop includes:

- A teacher-led mini-lesson that teaches a reading skill, comprehension strategy, or habit of proficient reading.
- Independent reading time for students to practice and apply what they have learned to a “just right” book of choice.
- Individual reading conferences that provide targeted instruction to support each child’s reading development.
- “Partner shares” where students think and talk together about text and support one another’s reading goals.

The curriculum is naturally differentiated. Children read and apply lessons to books at their independent reading level so that they can read accurately and fluently while comprehending the meaning of the text.

There are four units of study for each grade which are structured to help students read, understand, and analyze fiction and nonfiction texts. Teachers emphasize the joy of reading and help students develop rich reading identities

Kindergarten

Unit 1: Kindergartners develop emergent reading skills, using story language to support their developing identities as readers.

Unit 2: Students learn a repertoire of beginning reading strategies to help them read.

Unit 3: Students read increasingly difficult books with greater independence and begin to read with accuracy, fluency, and comprehension.

Unit 4: Children read fictional stories with attention to character, setting, and plot. They read nonfiction books and become experts in a chosen topic. Students also improve their fluency by reading poems and song lyrics.

First Grade

Unit 1: First graders start the year reviewing the good reading habits they learned in kindergarten and developing new habits for word solving.

Unit 2: Children learn strategies for comprehending nonfiction.

Unit 3: Students read increasingly complex texts for fluency and comprehension.

Unit 4: Children concentrate on story elements by studying characters and the life lessons these characters learn.

Second Grade

Unit 1: Second graders grow from readers who focus on print to readers who focus on meaning

Unit 2: Students shift from reading fiction to nonfiction, exploring a variety of different topics. Becoming proficient with nonfiction texts prepares students to embark on an in-depth and interdisciplinary study of birds later in the year.

Unit 3: Children focus on reading fluency and figurative language. They improve their comprehension through longer, more complicated books.

Unit 4: Students read fictional series in book clubs to study characters and the authors’ craft.

Third Grade

Unit 1: Third graders develop comprehension checks for following a story’s thread. They tackle multisyllabic words and figurative language and learn to envision and predict a story’s evolution.

Unit 2: Students approach nonfiction with a focus on constructing mental summaries of the texts, including big ideas and supporting information.

Unit 3: Students study fictional characters in depth. They develop theories about characters and follow them through the “story mountain.” They consider the lessons characters learn and compare and contrast characters, settings, and themes.

Unit 4: Children form research clubs and read a collection of texts on a topic. They focus on synthesizing and organizing information.

Fourth Grade

Unit 1: Fourth graders delve into higher-level texts and study the complexity of characters. They trace a theme through different parts of a story and work on skills such as inference and interpretation while studying different fictional genres.

Unit 2: Students focus on nonfiction reading. They learn to distill main ideas, summarize, and compare/contrast text structures. Students form research teams to read about different topics connected to their study of Ancient Egypt.

Unit 3: Children form historical fiction book clubs. Each club reads novels set within a historical time period as well as nonfiction texts about that era, enlarging their historical knowledge and gaining greater understanding of characters and their struggles, perspectives, and insights.

Unit 4: Fourth grade readers study Greek mythology, focusing on the significance these stories held in Ancient Greek civilization. Students pay careful attention to the sequence of events and the roles of the different characters.

Unit 5: Students delve into stories that address social issues such as bullying, poverty, and physical challenges. They identify themes as they focus on the struggles characters face.

WRITING

Kindergarten–Grade 4 meet daily in homeroom

The Lower School uses the Teachers College Writing Workshop for its writing curriculum. Students receive explicit instruction in the strategies and qualities of good writing, including craft, conventions, and spelling. They engage in daily writing practice, choosing their own topics within the genres of narrative, opinion, and informational writing. They rehearse, draft, revise, edit, and share their published pieces in writing celebrations at the end of each unit. One of the year's cherished events is an annual Publishing Party, when all lower school students present bound versions of their written work to the important adults in their lives.

Most of the Lower School (Grades 1–4) uses Words Their Way for spelling instruction. This developmental spelling, phonics, and vocabulary program teaches students to examine words in order to discover patterns that can be applied to the reading and spelling of many words. The program emphasizes gaining word knowledge over the memorization of specific words. Through assessments, teachers determine each student's spelling stage and provide instruction based on individual needs. In addition to this program, students master high-frequency words to build accuracy and automaticity of words that do not follow patterns. In kindergarten we use Wilson Foundations to teach phonological/phonemic awareness, phonics, and spelling.

Kindergarten

Unit 1: Kindergartners tell stories from their lives through drawing, labeling, and writing.

Unit 2: Students begin to write with an audience in mind, putting more letters and words onto every page, editing their work, and using more conventional spelling.

Unit 3: Children write how-to books that teach the procedures for activities from their daily lives.

Unit 4: Students write persuasive letters and essays that rally people to address problems they see in the world around them.

First Grade

Unit 1: First graders craft a collection of small-moment stories from their lives.

Unit 2: Students create nonfiction how-to chapter books about topics on which they are experts.

Unit 3: Children write their own folktales structured on *The Gingerbread Man*.

Unit 4: Students use their narrative writing skills to create their own fictional books.

Second Grade

Unit 1: Second graders study published texts, learning writing techniques to incorporate in their own written narratives.

Unit 2: Students write nonfiction texts about topics of importance to them.

Unit 3: Children write persuasive letters that share their opinions about characters, scenes, and whole books.

Unit 4: Students write poems using line breaks to express meaning and rhythm. They incorporate figures of speech to make their writing more powerful.

Third Grade

Unit 1: Third graders write personal narratives that cycle through the complete writing process.

Unit 2: Students craft nonfiction chapter books about familiar topics such as a hobby or a daily routine. They incorporate main topics and subtopics.

Unit 3: Children write persuasive essays about causes they believe in, using evidence to support their arguments.

Unit 4: Students explore the writing of fairy tales with an emphasis on point of view and story structure.

Fourth Grade

Unit 1: Fourth graders enhance their writing of true stories based on small moments from their own lives.

Unit 2: Children are introduced to a structure for writing essays called “boxes and bullets.” They use this format to organize ideas and evidence on topics they know well. Their opinion essays may be about issues they wish to change in their community.

Unit 3: Students write research reports, elaborating on a central topic.

Unit 4: Students study a complex text and write a literary essay on the topic.

Library

Kindergarten meets once weekly for 30 minutes; half class

Grade 1 meets once weekly for 30 minutes; whole class

Grades 2 and 3 meet once weekly for 40 minutes; whole class

Grade 4 meets once weekly for 45 minutes; half class

The Maret lower school library takes joy in developing in students a lifelong love of reading by providing them access to a wide range of diverse and up-to-date materials for pleasure reading and research. The lower school library houses a 10,000 volume print collection and access to robust online resources. A full-time librarian meets with the students once a week to guide them in making appropriate reading choices and teaching the research process through library lessons that are integrated with each grade’s curricular content.

Kindergarten

Kindergartners become acquainted with library procedures, including book responsibilities such as returning books on time and taking proper care of them. Children learn about the different sections of the library and to identify the differences between fiction and nonfiction. By the end of the year, they are able to name each part of a book: title, author, illustrator, front cover, back cover, spine, spine label, barcode, title page, dedication page, and copyright page. Students listen to and discuss stories related to classroom curriculum, including wordless picture books, songbooks, and fairy tales, and books about cultural heritage, animals, and habitats.

First Grade

First graders build on skills gained in kindergarten library classes by reviewing library procedures and learning to locate library books independently. They access particular online resources independently, including the library catalog and OverDrive e-books. Students listen to and discuss stories related to classroom curriculum, including small moments (Reader’s Workshop), communities, and empathy. Students are also introduced to the research process. They are encouraged to select a mix of personal choice and “just right” books that are appropriate for their reading levels.

Second Grade

In second grade, students are introduced to the Fabulous 5 research model which teaches them to wonder, investigate, create, express, and reflect upon their work throughout the rest of their time in Lower School. Children learn to independently use nonfiction resources in both print and online formats, including dictionaries, thesauruses, encyclopedias, and specialized databases. They listen to and discuss stories related to classroom curriculum, including cultural heritage, birds, persuasive writing, and picture/chapter series.

Third Grade

Third graders continue to use print and online resources to complete research for class projects using the Fabulous 5 research model. They listen to, discuss, and analyze stories from specific fictional genres, including mysteries, fairy tales, and historical fiction related to their classroom curriculum. Children benefit from book talks on chapter books that might interest them. They begin preparing for the thorough research they will conduct in fourth grade by learning about nonfiction text features, summarizing, and paraphrasing.

Fourth Grade

Fourth graders dive deeply into the research process and explore the library’s various online and print resources. They learn to apply organizational tools to the research process, identify reliable sources, and distinguish between primary and secondary sources. They study plagiarism, copyright, and fair use, and they learn to create bibliographies for their work using the site NoodleTools. Students continue to listen to stories related to classroom curriculum as well as high-interest book talks.

Mathematics

Kindergarten–Grade 4 meet daily in homeroom

The mathematics program emphasizes flexible thinking, skill building, and developing confidence with the ultimate goal of attaining deep, conceptual understanding. Students are encouraged to find an entry point to a problem based on their knowledge and work toward a solution. This open-ended and creative approach to problem solving engages students, inspires learning, and encourages risk taking. Teachers use the Everyday Math program as the foundation for their curriculum and supplement it as they see fit. The following math values guide Maret's instruction:

- **Intentional Exploration:** Teachers begin units with open-ended investigations to help students see patterns, raise questions, and make discoveries.
- **Differentiation:** Teachers present and offer students a variety of ways to approach a problem. They add scaffolds or increase rigor to meet students at their individual level.
- **Ownership:** Children's individual approaches to problem solving are acknowledged and valued. They are given choices about how to approach their work, opportunities to share their thinking, and real-world situations in which to apply their knowledge. Students come to see themselves as mathematicians.
- **Communication:** Students often work in partnerships and groups and learn from each other through their conversations.
- **Flexibility:** Children are encouraged to find multiple approaches to solving a problem. Ultimately, they find the most efficient/ideal strategy
- **Justification:** Teachers require students to reflect on the strategies they use to solve a problem and explain their reasoning orally and in writing.

Kindergarten

With a focus on the use of manipulatives, students develop a strong sense of numbers, understand patterns, explain their reasoning, and practice flexible thinking when solving problems.

First Grade

In first grade, students are introduced to place value and using addition and subtraction. They begin to develop skills in communicating their reasoning and problem solving. They learn to choose from multiple strategies when solving problems and how to represent their understanding. They continue their exploration of time, money, patterns, and data.

Second Grade

Students deepen their understanding of place value and strengthen their fluency in addition and subtraction to work with larger numbers. They continue to develop skills in effective mathematical communication by explaining their thinking and describing the processes they use to come to conclusions. Students explore real-life scenarios through activities such as making change with money, and collecting and representing survey data. They consider multiple approaches to solving problems, develop a variety of strategies for future problems, and learn from their classmates' points of view.

Third Grade

With an initial focus on addition and subtraction, students demonstrate mastery of facts and learn to use various methods (trade-first, borrowing, counting up, etc.) to find solutions to problems with multi-digit numbers. Students are introduced to single-digit multiplication and division. They are encouraged to illustrate their work in multiple ways and to use manipulatives to practice grouping. Students explain their thinking, present their work, and double-check their computations.

Fourth Grade

Students begin the year with a focus on place value, estimation, and addition and subtraction through the ten-thousands. Building upon their automaticity with basic facts, they multiply and divide by two digits through conceptual models including partial products multiplication and partial quotient division. They explore fractions and decimals through real-life examples. Students' thinking broadens to abstract reasoning, regularly writing equations with variables to represent the unknown. They continue to justify their thinking using pictorial, verbal, and written responses for problem solving. Everyday problems and data provide opportunities for the students to analyze, organize, estimate, and calculate.

Performing Arts

MUSIC

Kindergarten meets twice weekly for 30 minutes; half class

Grade 1 meets twice weekly for 30 minutes; whole class

Grades 2–4 meet twice weekly for 40 minutes; whole class

Inspired by the Kodaly, Orff-Schulwerk, and Gordon philosophies, the music curriculum encourages a lifelong love of musical expression and performance. Children develop their voices as they learn tone production and range extension. Folk music is the foundation for singing and instrument playing. Multicultural choral works, traditional rounds, musical theater tunes, and other popular pieces enhance their experience of music. The learning experience connects with themes studied in other lower school subjects.

Students learn foundational skills— steady beat competence, kinesthetic awareness, and overall coordination of the body— through creative movement and rhythmic dance. All students learn to play Orff instruments; third graders learn ukulele, and third and fourth graders play the recorder. Basic musical literacy and theory are woven into the curriculum. Lower school students showcase their developing performance skills in two musical concerts and other special performances throughout the year.

Kindergarten

Kindergartners build a solid musical foundation through exploration. Children learn to differentiate between their speaking and singing voices and explore the various ways to use the voice. They learn to identify, handle, and play unpitched percussion instruments, and they practice using proper mallet grip and technique when playing Orff instruments. Students identify and maintain a steady beat in music and represent that beat using body percussion and instruments.

First Grade

First graders explore pitch, tempo, and music dynamics through songs, stories, and movement. They study basic written music and create small compositions. By listening to and performing songs from different time periods and cultures, students appreciate and perform a wide variety of music.

Second Grade

Second graders experience two-part singing through rounds and partner songs. Students begin to play instrumental music of greater complexity with varied

rhythms and hand patterns. They appreciate the world's rich musical traditions by studying music from different time periods and cultures.

Third Grade

Third graders develop as performers. They learn to read a basic octavo and follow their section throughout a piece. Their two-part vocal repertoire expands beyond rounds and partner songs to include independent melodies. In addition to Orff instruments, students learn to play the ukulele and begin to study the recorder.

Fourth Grade

The culmination of lower school music is the performance of the fourth grade's Greek musical. Students learn songs connected to the theme of a Greek play and set the pieces to choreography. They perform complex instrumental pieces that serve as overtures and entr'actes.

Physical Education

K–Grade 4 meet four times per week for 30 minutes; whole grade

Students take part in developmentally appropriate, sequentially based activities and experiences that contribute to their growth. As children participate, they improve fitness and acquire knowledge, motor skills, social skills, and positive attitudes. They come to value regular physical activity as a foundation for a healthy, productive, and fulfilling life.

Kindergarten

Kindergartners focus on moving within a provided space and in their own personal space while responding to verbal instructions. Once the students are able to move effectively in their space, equipment is added. Kindness and caring are emphasized in all lessons.

First Grade

Students expand their movement skills to include concepts such as direction, speed, levels, and pathways. Proper form and technique for skills such as throwing, catching, and kicking are introduced. Courtesy and showing appreciation are highlighted.

Second Grade

Students explore movement patterns with a partner to define movement in relation to another person, shape, or group. Response with the entire body occurs in motor movement, both with and without equipment. Self-control and respect for others and equipment are stressed.

Third Grade

Students build both motor skills and the essential skills of specific sports such as soccer, volleyball, basketball, and floor hockey. The emphasis is on building skills rather than playing full-length games. Responsibility and helpfulness are underscored.

Fourth Grade

Students review sport-specific skills. Small teams ensure that all students are involved in game play. Basic rules and game strategies are introduced. Encouragement and acceptance of personal differences are emphasized.

Science

Kindergarten and Grade 1 meet twice weekly for 30 minutes; half class

Grades 2 and 3 meet twice weekly for 40 minutes; half class
Grade 4 meets twice weekly for 45 minutes; half class

The lower school science program is inquiry based. Through hands-on activities, in small groups of five to 10 students, children explore and investigate while collecting accurate data and analyzing results. Open-ended assignments encourage children to take creative problem-solving risks.

Kindergarten

Children gather information about their environment through a study of the senses. They make observations about what they see, hear, taste, smell, and feel, and record observations in words and pictures. As students explore and investigate their different senses, they also learn how their senses help them on a daily basis.

First Grade

First graders study life cycles. They watch plants sprout from seeds, caterpillars change into butterflies, and chicks hatch from eggs. Students also learn about the parts of a flower, pollination, and the life cycle of honeybees.

In the spring, first graders collaborate with upper school chemistry students to construct a shad fish hatchery, monitor the water quality of the system, learn about the shad life cycle, care for the shad fry, and ultimately, release them into a local river.

Second Grade

Second graders explore interactions ranging from physical connections with circuits and magnets to environmental connections such as patterns in nature. They examine

food chains and webs, particularly pertaining to birds and have the opportunity to dissect owl pellets. The bird unit includes embryology and the hatching of chicks in the class incubator.

Third Grade

Third graders solve problems. In small groups, they are challenged to identify an unknown substance using basic lab equipment and limited teacher guidance. Building on a study of simple machines, contraptions and transfer of energy, they collaborate to engineer a Rube Goldberg contraption.

Fourth Grade

Fourth graders investigate and seek answers. They begin the year as forensic scientists, testing evidence to solve a mystery. They also investigate nutrition and the systems of the human body. After designing and building their own cars out of wood, they generate a hypothesis to test. While experimenting on their wooden cars, students collect, average, and graph data, as well as draw conclusions from their results.

Social Studies

Taught in homeroom

Topics integrated with other disciplines

In lower school social studies, students explore a range of communities and cultures near and far, past and present. Starting with their community and broadening to the greater world, they develop cultural competence and gain an understanding of others' perspectives. As they learn about the connections between communities and cultures, they begin to appreciate interdependence based upon geography and resources. They have opportunities to reflect on their lives and the lives of others in their community and the broader world. Discussions and experiences are central to the curriculum. Teachers tap into the wealth of resources in the DC metropolitan area and the rich cultural diversity of our families.

Kindergarten

Kindergartners study habitats, beginning with their own homes and classrooms. They learn about Maret by following the adventures of the Gingerbread Man as he travels our campus. They also pick an on-campus tree and watch how it changes with the seasons. Children study tropical rain forests and the ocean. Trips to the Audubon Society and Baltimore Aquarium enrich their understanding of these habitats.

First Grade

First graders explore the concepts of Identity, Community, and Environment. Beginning with the personal and broadening to the individual's role in society, the identity curriculum spans seven units: All about Me, Colors of Us, Names, Everyone's a Helper, Community, Empathy, and Social Justice/Activism. Through parent presentations that focus on careers, personal heroes, and personal identity, they examine the diversity and interconnectedness of the roles of individuals in the community. In the spring, through a six-week experiential unit of lessons, reflections, and field trips to woods, meadows, ponds, pools, and the Chesapeake Bay, first graders explore nature with the theme We Care for Nature and Nature Cares for Us. This progression of lessons enables students to move from self-care and awareness to gaining empathy for others to developing an appreciation for our local environment.

Second Grade

Students gain a basic understanding of the US political structure by learning about the three branches of government. Teachers use Hispanic Heritage Month, Black History Month, and Women's History Month as springboards for discussing America's rich cultural diversity and various ongoing struggles for civil rights. Picture books, nonfiction texts, photographs, and videos bring important chapters of American history to life. Regular reading of Scholastic News prompts discussion of current events. Building on their service learning experiences with Martha's Table, students also learn how food insecurity and food inequity impact members of the Washington, DC, community.

Third Grade

Through the study of world cultures, students gain an appreciation of different communities and their customs. They learn regional geography and how to read and interpret maps. Children study Central and South America, Asia, Africa, and Europe. They use research skills to investigate the lives of notable historical figures and make art collages to accompany their oral presentations. Third graders also read Scholastic News each week to discuss current events and explore the extensive resources in Washington, DC.

Fourth Grade

Students begin their study of ancient civilizations through archaeological exploration. During their study of ancient Egypt and Greece, students engage in two research projects that utilize their library, writing, technology, and presentation skills. They pose research questions, pursue

independent interests, and communicate their learning in creative ways. Students read the children's version of the Iliad and the Odyssey in the Greek mythology unit. The unit culminates in a Greek play in which every student appears as an actor, singer, and dancer.

Technology

*Kindergarten meets bi-weekly for 30 minutes; whole class
Grades 1 and 2 meet weekly for 30 minutes; whole class
Grade 3 meets weekly for 40 minutes; whole class
Grade 4 meets weekly for 45 minutes; half class*

All lower school students participate in dedicated classes taught by the technology faculty. Through second grade, the emphasis is on discovery and exploration of the basic tenets of computer coding, design thinking, creating, and digital citizenship. In third and fourth grades, students continue to develop their coding knowledge and expand their technological skills, using different tools and applications to complement other curricular work.

Kindergarten

Kindergartners learn technology basics: what technology is and how it works. They begin learning basic programmatic concepts using iPad apps to control the actions of robots.

First Grade

First graders focus on how technology works. Children use technology to reinforce classroom concepts and learn programming concepts through iPad apps and devices that can be controlled.

Second Grade

Second graders focus on more complex programming concepts and use those concepts to reinforce classroom instruction. Children learn the basics of 3D printing and explore the idea of having a digital presence.

Third Grade

Students continue to develop their coding skills using both iOS and web-based programs. They also begin to use specific software applications to create and complete digital projects for other classes. Children begin to learn keyboarding in third grade and are expected to practice regularly.

Fourth Grade

The fourth grade technology curriculum is closely coordinated with the library curriculum, supporting and complementing the students' language arts and social

studies classes. Digital citizenship and the responsible use of technology are emphasized; students receive access to their Google Drive accounts and use the GSuite applications to build their writing and presentation skills. Other topics studied include digital storytelling and stop-motion animation. Students develop more advanced coding skills through online platforms like code.org and through the controlling of miniature robots.

Visual Art

Kindergarten and Grade 4 meet twice weekly for 45 minutes; half class

Grades 1–3 meet twice weekly for 45 minutes; whole class

The lower school art program is studio based. Children express themselves creatively as they explore a variety of approaches to making art. They engage in drawing, painting, collage, printmaking, and sculpting activities. Elements of art and principles of design are integrated within each project to encourage visual literacy. Creative expression, experimentation, and exploration are encouraged. Students discuss their own work as well as that of various artists' experiences, subject matters, and distinct styles.

Studio art is linked to the academic topics and themes studied in other classes where appropriate. Museum visits enhance the understanding and enjoyment of art: by fourth grade, students will have visited as many as 10 local museums and participated in virtual visits to museums outside our region.

Kindergarten

Students begin to answer the questions “What do artists do?” and “How do artists think?” By exploring artists as varied as Mondrian, Alma Thomas, and Leonardo da Vinci, students learn about color, contrast, and composition. They have opportunities to experiment with different media.

First Grade

First graders study artists and their influences (for example, how Picasso was influenced by war and African masks). They use a variety of media as they explore color, form, contrast, color mixing, composition, line, shape, and scale, working from both observation and imagination.

Second Grade

Second grade artists experiment with a variety of media and learn about different art genres. Students begin to

examine the intentional use of the elements of art and principles of design to achieve desired results. They create work based in folk art traditions, like those of the Ndebele women of South Africa; are influenced by the work of modern artists such as Henri Matisse; and apply research to help accurately build three-dimensional forms.

Third Grade

Students create artwork inspired by their own experiences and begin to use such elements of art and principles of design as color, emphasis, line, and balance to creatively communicate personally meaningful ideas. Their studies of the concepts and techniques of modern artists such as Jean-Michel Basquiat, Paul Klee, and Georgia O’Keeffe create additional support for their artmaking.

Fourth Grade

Fourth grade artists create increasingly sophisticated works. They produce drawings and paintings that demonstrate their understanding of visual space and display an illusion of depth on a two-dimensional plane. They create mixed media works that help them explore many different materials and processes, such as printmaking, sgraffito, and batik. Their artwork is influenced by contemporary artists and illustrators as well as their own personal experiences, favorite pastimes, and cultural identity. Fourth graders also hone their observational drawing skills through a series of detailed still life drawings and paintings.

Wellness

One period per week; whole class

Taught by the school counselor

Curriculum is also introduced outside of the Wellness classes and strategies are practiced throughout the day.

The Wellness program helps students practice self-reflection and teaches everyday conflict resolution and emotion management skills. Students also learn valuable lessons surrounding consent, body safety, and identity. Through a sequenced Wellness curriculum, students develop intra- and interpersonal skills. They think reflectively about themselves as individuals, as members of a small community (their classroom), and as part of the larger communities of Maret and the world.

The lower school Wellness curriculum builds students' capacity in five main areas: social awareness, relationship skills, personal decision-making, self-management, and

self-awareness. These competencies are at the core of each Wellness lesson, which is designed to meet students at their developmental levels. Throughout Lower School, the curriculum spirals through these main areas, providing students with opportunities to revisit topics and address age-appropriate challenges. The Wellness curriculum is responsive; it allows the flexibility to address particular issues or social dynamics that arise within a class or grade.

Wellness classes meet weekly and are taught by the lower school counselor with participation from the homeroom teacher. Through guided discussions and well-planned lessons, students learn how to identify and manage emotions, address the bullying cycle, resolve conflicts, build pro-social behaviors, and learn about the benefits of mindfulness. Every grade has two lessons on appropriate physical boundaries and consent. All students spend six weeks each year exploring their personal identity surrounding a variety of topics including race, gender, socio-economic status, family structure, religion, ability, and ethnicity. The children practice effective communication skills and teamwork through games, videos, stories, and discussions. Homeroom teachers support community building by creating norms and expectations with the students. Skills and strategies introduced during Wellness lessons are reinforced by the homeroom teachers throughout the school day.

Throughout the grades, students learn about, use, and deepen their understanding of Maret's lower school problem-solving model, STOP, which stands for Stop, Talk, Own Up, and Plan.

Kindergarten

Students learn to understand themselves as individuals while learning to get along with each other. There is an emphasis on Maret's norms for social interactions (e.g. sharing, kindness, empathy). Through these lessons, kindergartners learn to identify and regulate their emotions, calm their bodies, resolve conflicts with classmates, and assert boundaries. Students begin to learn about STOP. Kindergarten students explore how human beings are the same and different. They learn about different family structures, how to be a kind friend regardless of how someone looks, and how to respectfully say "no" to a friend.

First Grade

Students learn how to identify how others might be feeling by looking at their face, body, and the situation. They use these valuable skills to practice empathy, kindness, and compassion towards others. First grade students develop conflict resolution skills with peers in

the hopes of relying less on adult intervention to become independent problem solvers. First graders grow their understanding of STOP. Games, stories, and role playing are an integral part of the first grade Wellness curriculum to give students practice with the skills they are learning in the classroom. Students explore the concept of identity by learning the definition of "stereotypes" and how they relate to Halloween costumes. They will learn the difference between a situation being "unfair" and "discriminatory" through learning the story of Ruby Bridges.

Second Grade

Second graders reflect on how they are feeling and how they can recognize the feelings in their bodies. They practice recognizing, naming, and expressing their own emotions. Active listening, empathy, and building connections with classmates are also emphasized. Students continue to learn about STOP and use personal examples to help solve problems at school and home. Second grade students continue to explore diverse family systems and spend several lessons exploring gender stereotypes.

Third Grade

Children use games, activities, and friendly competition to practice teamwork, cooperation, and communication skills. As they solve problems collaboratively, they learn good sportsmanship. There is also a focus on building healthy relationships and interpersonal skills, such as active listening, conflict resolution, inclusion/exclusion, and managing emotions. Students review Maret's problem-solving model STOP. Third grade students take a deeper dive into learning about the social construct of race, the power of words, and how it feels to be "different." They also learn the difference between equal and equitable.

Fourth Grade

Students deepen and expand upon their prior knowledge. They continue to explore boundaries and the complexities of emotions; they think about how, when, and why they may feel more than one emotion simultaneously and they consider why some emotions are harder to express than others. Children practice problem-solving skills and work with the concepts of escalating and de-escalating conflicts. Passive, aggressive, and assertive communication styles, and the messages they send, are explored. Students continue to deepen and grow their understanding of STOP. Fourth graders explore serious topics such as sexism, racism, prejudice, and microaggressions. They learn valuable skills on how to interrupt racism and respond to microaggressions.

Each spring, Debbie Roffman, a nationally renowned sex educator, visits the fourth grade to begin the conversation about sexuality. The school nurse follows up with information on body changes; science and homeroom teachers continue these discussions.

conjunction with Language Arts, second graders explore the world of poetry and recite poems written by famous authors from Latin America. Children master basic communication on everyday topics like weather, dates, telling time, and expressing feelings.

World Languages: Spanish

Kindergarten Spanish is integrated into homeroom curriculum; minimum of two to three lessons per week
Grades 1–3 meet three times weekly for 30 minutes; whole class
Grade 4 meets four times a week for 30 minutes; whole class

Lower school Spanish focuses on integrated content and language-driven elements. Rather than rote memorization of vocabulary, students study Spanish within a context, building authentic communication skills. They explore language through the study of people and cultures, which encourages oral facility, builds confidence, and nurtures creativity. Students connect their expanding knowledge of Spanish with other subjects studied in Lower School, including social studies, science, music, and math.

Kindergarten

Young children study Spanish in their homeroom in conjunction with other subjects. Basic concepts such as numbers, colors, and days of the week are introduced in the Spanish language as well as in English. Students learn Spanish greetings and salutations, numbers through 30, and words associated with senses. They also explore Spanish through songs and videos.

First Grade

First graders focus on presentational speaking and writing. Students make connections between Spanish and concepts covered in other subject areas. They use words and simple phrases to apply their growing Spanish vocabulary to everyday situations, such as describing the weather, identifying appropriate seasonal clothing, communicating how they feel, and talking about food. They also explore the sounds of the Spanish alphabet and work on spelling skills.

Second Grade

The second grade curriculum focuses on interpersonal communication with continued work on presentational writing and speaking. As part of Maret's cross-disciplinary approach, students use their knowledge in other subjects to communicate authentically in Spanish. For example, they write a Spanish bird description that is included in the bird book they create in writing workshop. In

Third Grade

Students focus on all forms of communication: listening, speaking, reading, and writing. They explore culture through the study of historical figures from Spanish speaking countries, and they conduct research in Spanish about Equatorial Guinea as part of their study of Africa. These cultural projects align with their social studies class. Students also learn about and discuss different family structures. They reflect on their identity while writing a Spanish composition about important family celebrations. Children perform in a Spanish skit at the end of third grade.

Fourth Grade

Fourth graders work on all forms of communication. They also develop global awareness through the study of the culture and geography of Spanish-speaking countries. They improve their communication skills by learning and using vocabulary related to describing themselves and others, their family, daily routines, interests, and hobbies. In conjunction with Language Arts, fourth graders explore the world of poetry and create and recite poems. Fourth graders demonstrate their Spanish skills at an all-Spanish assembly where they present songs, short skits, and/or dramatic readings.

MARET | MIDDLE SCHOOL CURRICULUM

BUILDING COMMUNITY

Cultivating friendships; establishing cross-grade connections; collaborating with adults; and becoming engaged on campus, in the neighborhood, and across the world: the emphasis in Middle School is on building the students' sense of community.

Maret capitalizes on the spirit, energy, and curiosity of students in grades five through eight to create confident thinkers, innovative artists, healthy athletes, thoughtful social navigators, and proactive citizens. As students progress through the middle school program, they acquire the tools and skills they need to assume increased responsibility and to become independent young adults.

Middle school students study English, history, human development, Latin, library/research skills, mathematics, music, physical education, community engagement and partnerships, science, Spanish or French, technology, and visual art. The curriculum emphasizes broad exposure to each subject while systematically providing the basic skills for forthcoming upper school study. Teachers use a variety of approaches in the classroom that encourage creativity, collaborative work, and problem solving.

Each grade features curricular highlights: the American Experience Fair (history) and Science Fair in fifth and sixth grades, Global Issues Day (world cultures and geography) in seventh grade, and the Climate Change Conference (science) in eighth grade. Assemblies, advisor meetings, middle school houses, and extracurricular activities such as Jazz Band, Chess Club, Geography Bee, Art Club, MathCounts, and the Middle School Play offer opportunities for students to pursue their interests while building meaningful relationships. In addition, community engagement projects and partnership activities give students a broader understanding of local, national, and international communities.

The middle school curriculum incorporates activities that foster a positive social and emotional growth in students and Maret's core values: Respect, Integrity, the Individual, Creativity, Excellence, Connectedness, and Joy. Grade-level meetings and smaller advisor group gatherings help students gain a greater understanding of these values and how to live them authentically. In addition, classes and group discussions on human development and social issues are interwoven throughout the middle school program to

help adolescents deal with concerns facing them in today's society.

CONVOCATION

The entire middle school community gathers together for a weekly convocation, during which eighth grade students share announcements for the week. Each advising group leads one convocation a year and is responsible for guiding students in Grades 5–8 through activities based on one of Maret's core values.

MIDDLE SCHOOL HOUSES

Every student is assigned to one of four houses for the duration of their middle school years. Comprised of students from all four grades, houses are named after the four streets that surround Maret: Cleveland, Garfield, Klinge, and Woodley. A house dean leads the members through various congenial competitions during the school year, such as a four-way tug of war, a gingerbread house bake-off, charades, karaoke, scavenger hunts, and other team-building competitions.

COMMUNITY-BUILDING EXCURSIONS

Among the highlights of Middle School are grade-specific overnight trips. These excursions foster independence and give students the opportunity to build deeper connections with their classmates and teachers. Overnight trips include Williamsburg (Grade 5), New York City (Grade 6), Mountainside Outdoor Adventures (Grade 7), and Philadelphia (Grade 8).

COMMITTEES AND CIRCLES

In addition to after school clubs and extracurricular activities, every student joins a committee or circle. Committees are action-oriented; students acquire leadership experience while working on initiatives that benefit the school community. These student-initiated, small group gatherings meet once a month, during the middle school assembly period. With the help of middle school advisors, students work together to set the group's goals. Circles are interest-based, providing the chance to pursue a passion or discover a new one. Recent committees and circles have included:

- Environmental Service Committee
- Hospitality Committee
- Itty Bitty Committee
- Technology Committee

- Arts Circle
- Anime/Manga Circle
- Cooking Circle
- Dance Circle
- Fiddle/Strings Circle
- Frisbee Circle
- Knitting Circle
- Outdoor Games Circle
- Strategy Board Games Circle
- Theatre Games Circle
- Yoga Circle

INTENSIVE STUDY WEEK

Every February, middle school students and faculty embark on a week of “out of class” projects and trips during Intensive Study Week (ISW). All eighth grade students take “Adventures in the City of Brotherly Love,” an out of town excursion to Philadelphia. Additional ISW offerings vary each year; students in Grades 5, 6, and 7 have recently enjoyed:

- American Sign Language
- The DC Experience
- #DC Foodie
- Exploring the Fort Circle Trail
- Going Global with the Lower School
- Mosaic Mirrors
- Smithsonian Expedition
- STEM Art
- Weird and Wonderful DC

ADVISORS

Each middle school student is assigned an advisor. In daily meetings, advisors discuss social concerns, monitor academic progress, and provide a supportive environment focused on the individual needs of the student. Advisors also lead activities based on Maret’s core values, with an emphasis on personal and intellectual growth. Each grade level has a dean who works with the advisors to ensure class unity and cohesion.

COMMUNICATION WITH PARENTS

Communication between teachers, faculty advisors, and parents provides a strong support system for students. Parents meet with their student’s advisor at the beginning of each school year and may also meet periodically to discuss the student’s academic and social challenges. Twice a year, on designated conference days, parents meet with each of their student’s teachers. These in-person get-togethers build connections that facilitate open communication. In addition, student progress reports and official report cards are sent home two times a year.

COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Community Engagement and Partnerships 5

The fifth grade community engagement and partnership program centers around the Earth science curriculum. Students learn about the chemical properties of water, indoor and outdoor water consumption, and methods to conserve and purify water. They spend time examining their own role in water usage and reflect on how to be responsible global citizens. Working with a global partnering school, fifth-graders communicate through videos on a shared project about water purification. Maret students collaborate with their global partners to create aquifers and filters to be used in the partnering school’s community.

Community Engagement and Partnerships 6

In sixth grade, advisory groups are paired together with a focus on homelessness and poverty. Each student travels off campus six times throughout the year. At Nativity Women’s Shelter, a low-barrier shelter which provides a home-like environment for women over the age of 18, students help clean the townhouse, sweeping and disinfecting surfaces, and decorate for any seasonal holidays that coincide with their service. A Wider Circle, the primary service location, is an organization which, among other things, organizes and prepares household goods in dignity-condition for individuals and families transitioning out of homelessness. There, students help check donated items and prepare them for the showroom floor, where clients can choose items for their new homes. The rotations are capped by introduction and reflection classes, where students discuss the structural conditions which create the need for these organizations in our city.

Community Engagement and Partnerships 7

The seventh grade program, taught in partnership with the National Park Service (NPS) and Rock Creek Conservancy (RCC), combines hands-on work with classroom content. This “Creek to Bay” class teaches how caring for Rock Creek can have wide-reaching effects on the health of the local watershed and the Chesapeake Bay. Each week, students are divided into four different pods, taught by a different teacher and focused on a unique but related topic. Students rotate through the pods, experiencing all four pods every four weeks. The three on-campus pods are Chesapeake Choices: Watersheds and Keystone Species, Power of Words: Using Writing to Inform and Advocate, and In the Lab: Water Quality and

Creek Ecology. The Stream Team pod takes students off campus to pick up trash in Rock Creek or remove invasive species from the surrounding area. Students also hear from guest speakers, attend related field trips.

Community Engagement and Partnerships 8

Maret students collaborate with preschoolers at the Edward C. Mazique Parent Child Center in the eighth grade Community Engagement and Partnerships Program. Eighth graders participate in eight to 10 visits to Mazique to work with their younger “buddies.” The sessions at Mazique begin with a group introduction before buddies pair off for one-on-one work. Each Maret student partners with the same Mazique student each week to foster strong relationships as they work together on literacy, English, and developmental skills. On campus, students explore the dimensions of educational inequality in DC and nationally, examining school types, racial and class segregation, and the educational outcomes.

HUMANITIES

Humanities 5

Fifth grade combines language arts and social studies in one interdisciplinary humanities period. The program uses *Readers' Workshop*, *Writers' Workshop*, and a range of history lessons as the basis for instruction. Students study the political and social diversity of American history, and broaden their understanding of issues by exploring historical texts and primary sources. The writing program includes creative work as well as written analysis and synthesis of key topics. “Identity” is the overarching theme. Students develop their sense of identity, family, community, and nation as they explore fictional characters, biographies of Americans, and the social and historical development of the United States. They also consider the theme of “freedom,” studying key moments in Colonial and Revolutionary American history: the writing of the Constitution; and the stories of Native Americans, African Americans, and others who contributed to the developing nation.

Texts include:

Social Studies Alive! America's Past
 Carbone, *Blood on the River*
 Fleischman, *Seedfolks*
 Philbrick, *Freak the Mighty*
 Schmidt, *Lizzie Bright and the Buckminster Boy*
 St. George, *The Duel*
 Woods, *My Name Is Sally Little Song*

English 6

Students expand their writing abilities by composing historical fiction, memoirs, short speeches, poetry, vignettes, and scenes for plays. They hone their research, note taking, paragraphing, punctuation, and revising skills for analytical writing. Students read, discuss, and debate challenging works of literature.

Texts include:

Creech, *Walk Two Moons*
 Gibson, *The Miracle Worker*
 Goodrich and Hackett, *The Diary of Anne Frank* (play)
 Lowry, *The Giver*
 Salisbury, Graham, *Under the Blood Red Sun*
 Taylor, *Roll of Thunder, Hear my Cry*

History 6

Sixth graders continue to explore the theme of “identity” as well as the theme of “the journey.” They read fiction and biographies about migrating/traveling characters, set against the backdrop of America’s complex journey from the pre-Civil War era to the present. Students study the nation’s evolution from an agrarian society to an industrialized world power, and its ongoing growth from an imbalanced democracy to a more inclusive one. They go on field trips to national landmarks and historical sites as well as to local DC neighborhoods and community centers. They explore the role their city has played in American history and learn how DC’s diverse population has striven to achieve freedom, autonomy, and identity. In the spring, the class travels to New York City to visit Ellis Island and other pertinent sites. They also participate with the fifth grade in an American Experience festival that incorporates historical research and oral history.

Texts include:

Fleischman, *Bull Run*

English 7

Students consider empathy, integrity, and the politics of belonging. Students read novels centered on the themes of belonging and inclusion, nonconformity and justice, and individuality and identity. They make connections between the novels’ characters and their own lives. Students practice proper writing mechanics while developing their voices as writers. They write formal essays and explore informal free writing and creative writing. Students learn to express themselves orally through debates, formal and informal presentations, dramatic recitation, and reading aloud. They use textual evidence to craft and support their written and oral arguments. Students explore abstract thinking and make thematic connections between their ideas and evidence from texts.

Texts include:

Jimenez, *The Circuit*
 Lee, *To Kill a Mockingbird*
 Lai, *Inside Out and Back Again*
 Shakespeare, *A Midsummer Night's Dream*
 Woodson, *Brown Girl Dreaming*

Summer Reading:

Ryan, *Esperanza Rising*

History 7

Students take a regional approach to the world's physical and cultural geography. They examine the diverse geography, history, cultures, and economies of Latin America, Africa, Asia, and the Middle East, while building reading, writing, and research skills. Students discover how the physical environment shapes human cultures, and vice-versa. They seek to understand contemporary global challenges, such as overpopulation, poverty, political oppression and revolutions, and water shortages. Students hone their skills through essays, formal reports, debates, and collaborative projects. They engage in a Prezi project on the Arab Spring. They also research water issues and potential solutions for a country of their choice and present their work at the seventh grade Global Issues Day.

8th Grade Humanities

The content of English 8 and History 8 is contextually aligned, providing multiple entry points for students to understand the thematic material of each course. The essential questions of each course present a platform for students to consider many different aspects of the cultures they study. Reading and writing skills taught in these courses complement one another as students engage in a variety of assessments that prepare them for Upper School.

English 8

Eighth grade students examine the hero's journey in a variety of social, historical and political contexts. They focus on the concept of heroism and how this idea evolved based on geography, race, gender, sexuality, religion, and social constructs. Students improve their annotation skills and develop a more nuanced approach to paragraph development and sentence structure in their analytical writing. They engage in creative projects such as writing a short story, creating a podcast, and crafting and performing a segment of an oral history.

Texts include:

Arni, *Sita's Ramayana*
 Bendis, *Miles Morales*
 Euripides, *Medea*
 Homer, *The Iliad* (excerpts)
 Kang, *Hong Gildong*

Malcom X, *The Autobiography of Malcolm X*
 Miller, *The Song of Achilles*
 Okorafor-Mbachu, *Binti*
 Wilson, Ms. *Marvel*
 Yang and Liew, *The Shadow Hero*

Film:

Princess Mononoke

History 8

Eighth grade students survey the development of civilization from Paleolithic times through the High Middle Ages. They focus on the complex and evolving relationships between humans and the environment, humans and other humans, and humans and ideas. They question how we know what we know, where historical information originates, and how we determine if it is reliable. Students study Egypt, Mesopotamia, India, China, Greece, Rome, medieval Europe, and Africa. They focus on the interconnection of ancient civilizations through the Uluburun Shipwreck project, a VoiceThread project on African cultures, the Pixton project about creation myths, and a project on the Silk Road. Students study world religions and philosophies from a historical perspective, including Hinduism, Judaism, Buddhism, Confucianism, Daoism, Christianity, and Islam.

LIBRARY STUDIES**Library 5**

Fifth graders develop a lifelong love of reading and build upon their information-literacy skills. They read an array of book genres, themes, and formats, sharing their opinions in weekly theme-based meetings. Using print as well as digital resources, students study the research process: how to find different types of library resources, extract information from those resources, ask good research questions, find answers to those questions, and organize and present findings.

Library 6

Students focus on digital information literacy, building upon work in their core academic classes to practice using, selecting, and differentiating between different types of information sources; asking and answering research questions, and organizing and presenting their findings. They explore various genres and discuss books through reading aloud, student book recommendations, and book talks.

Library 7

Seventh graders explore the research process from start

to finish: how to ask pertinent research questions, find answers, organize findings, and synthesize information into a cohesive product. They focus on using and evaluating digital sources.

Library 8

Students engage in free-choice reading, selecting their own books to ensure that pleasure reading continues to be part of their daily lives. They listen to book recommendations and discuss books with classmates.

MATHEMATICS

Math and Science 5

Fifth grade combines mathematics and science in one interdisciplinary period. Students conduct hands-on experiments and numerous project-based activities. They take measurements, collect data, find ways to display that data effectively, and examine patterns in order to draw conclusions about real-world phenomena. Students study patterns, puzzles, and problems that encourage creativity. They learn Earth science, including geology, water cycles, weather, and astronomy. Fifth grade students keep observations, write solutions, and document their understanding of concepts and problem-solving strategies in personal math/science journals. They conduct and report on an original scientific experiment as part of the annual Science Fair.

Math 6

Students become confident, competent problem solvers, exploring new ideas and strengthening their fundamental mathematical skills while addressing interesting problems. Students work independently and within groups and present their work not only on paper, but also formally before their peers. Communication and presentation skills are developed. They study numbers and operations, measurement, geometry, data analysis, and introductory algebra skills. Unit projects let students delve deeply into various topics, using technology as an investigative tool.

Math 7 and Advanced Math 7

Placement is made in consultation with sixth grade mathematics teachers and/or the chair of the Math Department.

Math 7

Students in Math 7 develop problem-solving strategies and prepare for algebra. They address thought-provoking challenges and apply their mathematics skills and

strategies in novel, interesting contexts. Seventh graders continue their study of operations with fractions, decimals, and percentages; probability; algebraic expressions, equations, and inequalities; functions and graphs; and two- and three-dimensional geometry. Modeling algebraic functions with data and the use of those models are also learned.

Advanced Math 7

Students in Advanced Math 7 work through the standard Math 7 core curriculum at a faster pace. They engage in enrichment activities and are challenged with more sophisticated and complex problems. When appropriate, the advanced course will cover a significant portion of the Algebra 1 curriculum.

Math 8: Algebra 1, Advanced Algebra 1, Advanced Math Topics

Placement is made in consultation with seventh grade mathematics teachers and/or the chair of the Math Department.

Algebra 1

Students explore the general concept of a function, a fundamental concept in advanced mathematics. Linear and quadratic functions, in particular, are studied in depth. They work through robust exercises that require them to apply their knowledge to various situations without a preconceived notion of outcome. Topics are spiraled; students build upon their knowledge to address problems that increase in complexity and difficulty. Students use graphing calculators to visualize problems and enhance understanding.

Advanced Algebra 1

Advanced students focus on the same Algebra 1 concepts but grapple with complex problems that require them to synthesize ideas and incorporate a variety of problem-solving strategies. Teachers may introduce additional topics to continue to challenge students and foster an enthusiasm for mathematics.

Advanced Math Topics 8

Students in this course have completed the conventional Algebra 1 curriculum prior to eighth grade. They continue to study algebra and concurrently explore complex geometric principles and relationships. Students develop creative and analytical problem-solving skills and are challenged to apply those skills to interesting problems that help them grow as mathematical thinkers.

PERFORMING ARTS

Performing Arts 5

Fifth graders choose to participate in either an instrumental or choral ensemble. Skills are introduced through sequential development in technique, music theory, and performance practices. Both ensembles build upon these skills and techniques while acquiring broad musical experiences through a challenging and varied repertoire. Both fifth grade music ensembles perform in two concerts a year.

Performing Arts 6

Students explore the elements of music by participating in either an instrumental or choral ensemble. Their skills improve through sequential development in technique, music theory, and performance practices. Both ensembles build upon these skills and techniques while acquiring broad musical experiences through a challenging and varied repertoire. The two sixth grade music ensembles perform in two concerts a year.

Performing Arts 7 and 8

All seventh graders take Drama 7, a semester-long course. They also choose a full-year, mixed-grade performing arts course: Guitar, Middle School Chorus, or Middle School Band. Eighth graders choose between these three options and Drama 8 and Technical Theatre 8. Students may opt to try one course in seventh grade and a different course in eighth grade, or they may continue to pursue the same course of study for both years.

Drama 7: Students learn the basics of stagecraft. They play improvisational games, perform monologues, and develop acting skills.

Drama 8: Students build upon acting skills learned in the seventh grade. They write original monologues and scenes, study improvisation, and stage an improv show for a middle school assembly.

Guitar: Students learn the basics of acoustic guitar and perform in a guitar ensemble in winter and spring concerts with the middle school choirs.

Middle School Chorus: Students in this three- and four-part mixed ensemble perform music chosen from the standard choral repertoire combined with pieces arranged specifically for them.

Middle School Band: Music for this ensemble, featuring wind, percussion, and string instruments, is selected

from the standard instrumental repertoire, combined with additional compositions arranged especially for the group.

Repertoire selected for both chorus and orchestra spans many different cultures, historical periods, and styles of musical compositions. Students increase their knowledge of musical notation, form, and stylistic interpretation. Both ensembles perform in two concerts as well as an adjudicated music festival.

Technical Theatre 8: Students learn the fundamentals of lighting, sound, and other technical features of the stage.

PHYSICAL EDUCATION/ ATHLETICS

P.E. 5

While learning the fundamentals of major and minor games, students develop physical and social skills. Fifth graders are encouraged to maintain a positive attitude toward health and fitness.

P.E. 6

Sixth graders continue to learn and participate in a variety of games, focusing on skill building and team work. Small side team competitions are incorporated into many units allowing students to deal with winning, losing, and the importance of exhibiting superb sportsmanship regardless of the intensity of a game. Most activities are self-officiated by the students.

Athletics 7 and 8

Students in Maret's interscholastic physical education/athletics program develop physical, emotional, and cognitive skills that enable them to become effective team members.

Participation is emphasized and all team members are guaranteed playing time. Some sports field an A and a B team, which are divided by skill level. Cuts may be made on some teams depending on the number of students trying out and the skill level. The A teams play 8–10 games per season; B teams play 4–8 games per season. Middle school sports are practiced during the school day; game time extends beyond the end of the school day.

A noncompetitive activity is offered if enough students choose not to compete on a team. This general physical education class offers a variety of team and individual activities that allow students to develop a wide range

of physical, emotional, and cognitive skills. By learning the principles of health and fitness, students develop a positive attitude for lifetime physical activity.

SCIENCE

Math and Science 5

Fifth grade combines mathematics and science in one interdisciplinary period. Students engage in hands-on experiments and numerous project-based activities. They take measurements, collect data, find ways to display that data effectively, and examine patterns in order to draw conclusions about real-world phenomena. Students study patterns, puzzles, and problems that encourage creativity. They learn Earth science, including geology, water cycles, weather and astronomy. Fifth grade students keep observations, write solutions, and document their understanding of concepts and problem-solving strategies in personal math/science journals. They conduct and report on an original scientific experiment as part of the annual Science Fair.

Life Science 6

Students delve into the major themes of life science: ecological interactions, structural and functional relationships within plants and animals, and genetics. The variety of activities and projects requires both individual effort and cooperative group skills. Role-playing, laboratory investigations, lab reports, modeling, and oral, visual, and written presentations provide a framework for development of understanding about concepts. Students learn basic microscope skills to connect the visible features of organisms to the basic structures and functions of cells from plants, animals, and fungi. Exploration of experimental design begins with experiments on yeast and continues with data-collection activities, including baking, growing plants, and classifying animals. Students also study the workings of their organ systems and their genetic make-up. Sixth graders develop a Science Fair project that involves research, data collection, and analysis.

Physical Science 7

Students explore conceptual physics with an emphasis on problem solving through controlled experimentation and practical engineering. Using basic physics concepts, students build musical instruments, roller coasters, electronic quiz boards, and more. They learn proper documentation of the experimental process: identifying variables, creating graphs to analyze data, and supporting statements with evidence. Students build Lego robots and

program them to perform a set of tasks for the Robotics Challenge and also apply their engineering skills to build a Rube Goldberg machine.

Chemistry 8

Students study the fundamentals of chemistry, including physical and chemical properties, chemical bonding, the periodic table, and chemical equations. They also explore connections between chemistry and the environment. Students build upon their skills of investigation by keeping a lab notebook of the collection, organization, and analysis of their own data. They complete an extensive climate change project in which they act as representatives of a variety of countries, NGOs, and businesses. At the conference, students publicly present their research and build consensus on climate change proposals.

TECHNOLOGY

Technology 5

This class meets once a week, all year. Fifth grade students continue to use Google Docs for creating documents and presentations and are assigned school email accounts. They learn more about being good digital citizens, the responsible use of technology, and the guidelines for technology use as a member of the Maret community. Other class topics include coding and design thinking, as well as making-focused projects that utilize materials and equipment in Maret's MakerSpace.

Technology 6

The sixth grade technology class meets once a week all year. The main areas of focus are promoting positive behaviors online in terms of internet safety, awareness of one's digital footprint, and cyber bullying. Students also learn coding and problem solving while using design thinking, robotics, and various pieces of coding software.

Technology 7

All seventh graders meet weekly for one semester to build on skills from the previous year while exploring new concepts. Starting with a focus on digital citizenship, students learn ways to identify and protect themselves from internet hackers and scam artists. They learn about the consequences of their actions when using social media and posting information on the web. Students explore coding concepts and learn to build their own programs and design their own apps and games using block-based programming languages.

Design Thinking 7

Students who opt out of Latin in seventh grade take Design Thinking 7; it meets twice a week all year. Students apply the iterative design-thinking process of exploring and empathizing, defining problems, ideating, prototyping, and testing to projects that reinforce or extend the concepts covered in Science 7 and seventh grade math courses. Through these projects, students develop their skills with fabrication devices like 3D printers, laser engravers, and circuitry components, while increasing their proficiency with basic coding methods.

Technology 8

Eighth grade technology class meets once a week during the second semester. There are three main units of study: the Maret network, digital citizenship, and computer programming. Students are challenged to think critically, evaluate information independently, and gain problem-solving skills that are transferable to other disciplines. They work to answer the essential question, “How do you maximize the use of technology while limiting the potential to do harm?” Students use technology tools such as Scratch, iMovie, Text Edit, and HTML to demonstrate understanding and communicate ideas effectively.

VISUAL ART

Visual Art 5

Fifth graders experiment with various materials and techniques commonly found in visual art. They explore the elements of art using two- and three-dimensional projects that utilize the formal properties of line, shape, value, texture, and color. Students are encouraged to find imaginative solutions to visual problems. They also develop critical thinking skills by asking—and answering—*Does it work and why?* Activities include drawing, painting, printmaking, and clay modeling.

Visual Art 6

Students build on their understanding of the elements of visual problem solving. Through hands on projects, they explore a variety of materials used in both two-dimensional and three-dimensional formats. They use line, shape, color, value, and texture to develop imagery in a systematic manner, while remaining open to creative possibilities. Students plan and execute projects in a logical sequence as they work toward completing their own unique art pieces.

Visual Art 7

Seventh grade art is divided into three segments: two-dimensional art, three-dimensional art, and public art within the Maret setting.

In the two-dimensional portion of the course, students use the reduction method of printmaking to create an edition of multicolor block prints. They discuss design, composition, and color theory.

In the three-dimensional segment, students explore the language of architecture as it applies to form and space. Through sculpture projects, students investigate figure and ground relationships. They acknowledge and establish scale determinations along with other formal considerations of mass, volume, and composition. Shop techniques in wood construction guide students through their projects.

For the public art segment, seventh graders plan and execute a site-specific public art installation that becomes a permanent addition to the campus. Students examine the role of public art and explore how location affects design, subject matter, and the selection of materials. They choose from a variety of media and resources and work as a group to develop and produce their own design.

Visual Art 8

Eighth grade art is divided into three segments: drawing, three-dimensional art, and painting.

In the drawing segment, contour and value studies facilitate the understanding of form and volume. Students create a self-portrait done in the manner of artist Chuck Close, using graphing as a means of image enlargement. They develop observational skills, eye-hand coordination, and the use of value.

The three-dimensional segment focuses on language—lyrical and poetic—and its physical form. Working in the style of graphic designer Martin Venezky and using his hands-on methods of working with letters and words, students sculpt concrete poems. They employ a variety of materials and experiments so that the shapes of the words and phrases in space become integral to the meaning of the language in their sculptures.

In the third portion of the class, students explore the fundamentals of drawing and painting techniques. They examine formal concepts of composition and color, and conceptualize and produce an image that engages and informs the viewer.

WELLNESS

Wellness 5

Fifth grade Wellness focuses on friendships, self-awareness, and decision making. The first semester gives fifth graders a chance to learn and practice mindfulness skills. Students learn how to form healthy friendships, be an upstander, and a responsible online citizen. The second semester is spent teaching students about puberty, reproductive anatomy, and pregnancy, as well as gender identity and gender expression. Classes start with a “check-in,” giving students the opportunity to practice recognizing their own feelings and gain understanding as to how those feelings influence behavior. Check-in also allows students to practice empathizing with their peers. Through reflective activities, students explore and articulate their boundaries with regard to personal space, emotions, language, and behavior.

Wellness 6

In sixth grade, students concentrate on friendships, peer dilemmas, self-awareness, peer pressure, and decision-making. Students spend most of the year exploring their identity based on the “Big 8” social identifiers: race, ethnicity, gender, socio-economic status, sexual orientation, religion, and ability. Additional lessons on body image and family structure are added to the lessons on the “Big 8.” Students end the year learning about mental health and effective mindfulness practices.

Human Development 7

Students meet in gender-specific groups to discuss the effects of emotional and physical changes occurring in their lives. They explore human development, reproductive anatomy and physiology, sexually transmitted infections, and the importance of consent and boundaries. Students also learn about nutrition, diet and exercise, body image, eating disorders, and mental health. They learn to make decisions that show respect for themselves and others and take into account the possible consequences of their actions.

Human Development 8

As they prepare to transition to Upper School, eighth graders explore sophisticated themes associated with human development and relationships. Small and large group work, class assignments, and videos are used as the basis to discuss consent, identity, racism and prejudice and digital citizenship. These themes are reinforced and integrated across the middle school curriculum, and advising as well.

WORLD LANGUAGES

CLASSICS

Latin 7

Students who demonstrate interest in Latin begin an accelerated classics sequence. They study the material in the *Cambridge Latin Course, Unit 1*, which focuses on vocabulary, grammar, and culture through a single narrative about a Roman family living in Pompeii. Students begin their study of Latin vocabulary, noun case endings, verb endings for three tenses, and basic Latin sentence structure. They continue to study English language derivatives and the history and culture of the ancient world. Learning occurs through games, projects, plays, dialogues, digital activities, and internet research.

Latin 8

Eighth graders continue their study of Latin language and culture by completing the *Cambridge Latin Course, Unit 2*. Students read stories set in Roman Britain and ancient Alexandria; they learn about the relationships between first-century Rome and its provinces, including the shared and dissimilar aspects of their cultures. Students further develop their knowledge of indicative verb forms. They expand their mastery of noun cases, adding the genitive and ablative cases. Games, projects, plays, dialogues, internet research, and audiovisual resources enhance the students’ familiarity with linguistic and cultural material.

MODERN LANGUAGES

Spanish 5

All fifth grade students take Spanish.

Students expand their understanding of Spanish with a thorough look at the language’s structures. They also work on the aural and oral aspects of Spanish. Students explore how to interact in the language on a daily basis through exercises such as role-playing. They study several Hispanic cultures through the use of audiovisual materials, special projects, and games. Students participate in a reading program using authentic Spanish-language texts and magazines.

French 6

Returning Maret students may choose to continue with Spanish or begin French. Students new to Maret take French in sixth grade. (New students who have had previous Spanish language study may continue to take Spanish with the approval of the department chair.)

Students learn basic concepts of French grammar and vocabulary and develop basic communication skills. Students develop their oral and aural skills through projects that highlight the geographic and cultural aspects of the language, comparing French and American daily life. In addition to a textbook, students use workbooks, and audiovisual materials to supplement in-class activities.

Spanish 6

Returning Maret students may choose to continue with Spanish or begin French. (New students who have had previous Spanish language study may continue to take Spanish with the approval of the department chair, or begin French.)

Students continue to build on the material presented in the fifth grade. They engage in projects that highlight the geographic and cultural aspects of the language. Games and role-playing reinforce the material. Students read authentic Spanish texts, building their vocabulary and understanding of Spanish grammar. Students also write storybooks and short stories.

French 7 and Spanish 7

Students new to Maret begin their study of a modern language. (If the student has studied French or Spanish before coming to Maret, they continue to study that language.)

In French and Spanish classes, students expand their communication skills while continuing to learn formal grammar. They review and consolidate concepts previously studied, learn complex features of Spanish and French grammar, expand their vocabulary and speaking skills, and learn the complete set of simple tenses of regular and irregular verbs. They develop more complex notions of syntax.

French 8

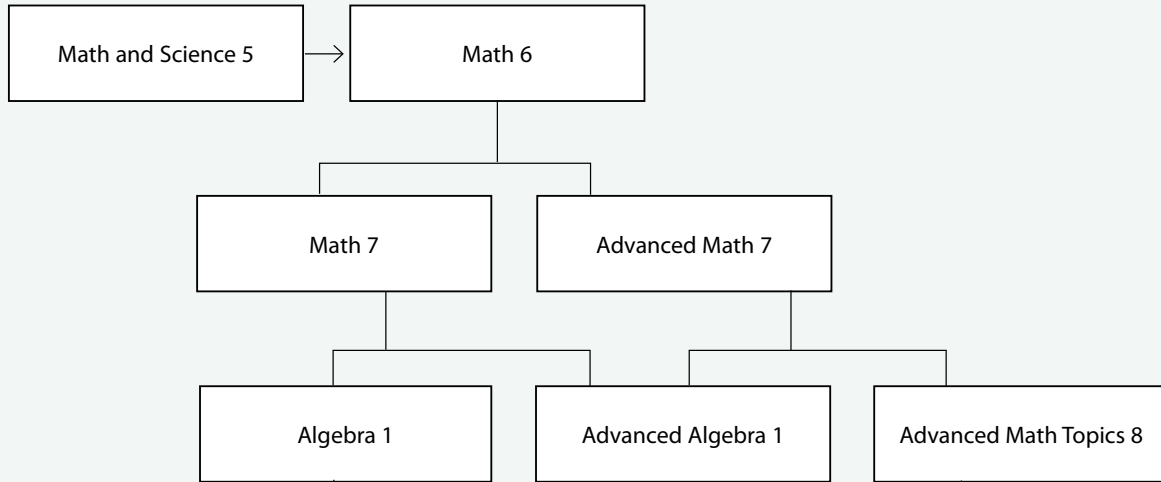
Students learn all the verb tenses, including conditional and subjunctive, gaining skills that enable them to express themselves clearly and confidently. They speak and write about choosing clothes, exercising, staying fit, traveling, the environment, and making plans.

Spanish 8

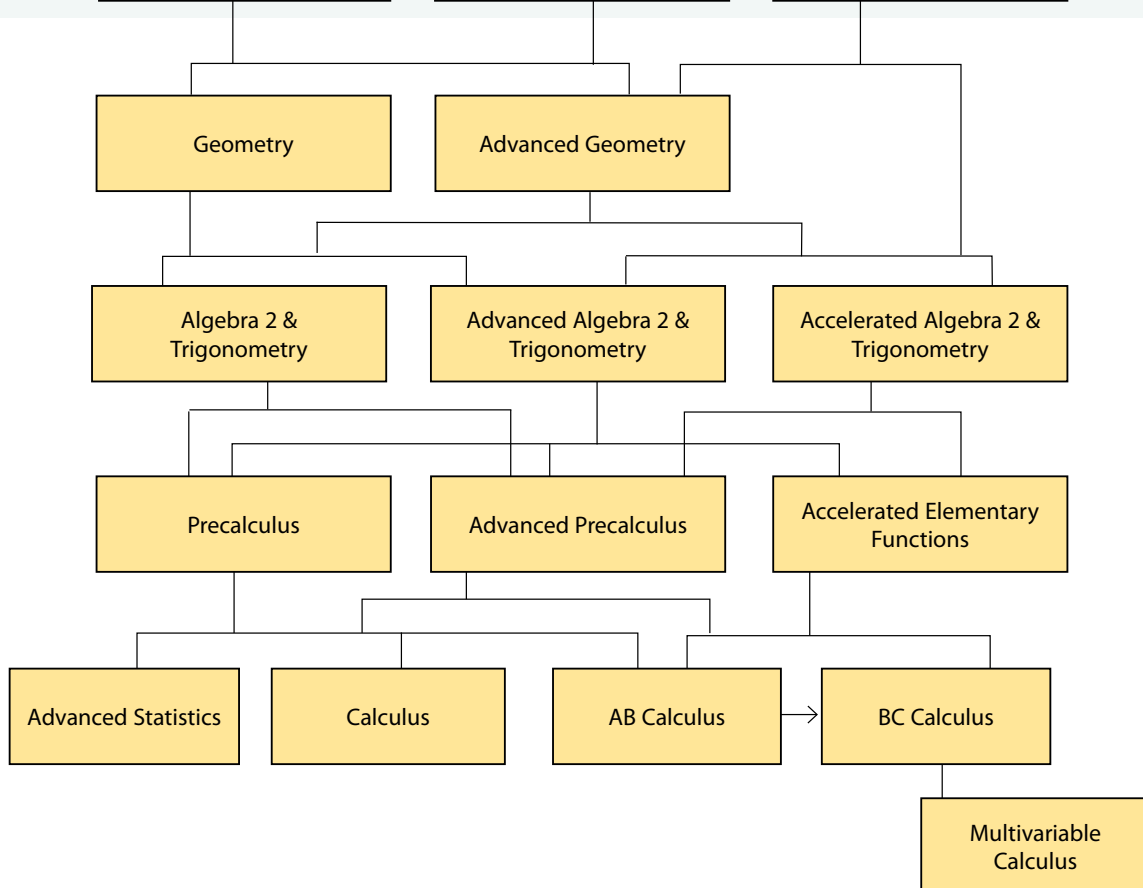
Students review and consolidate concepts previously studied, learn complex features of Spanish grammar, expand their vocabulary, and develop their speaking skills. Students develop mastery of the complete set of simple and perfect tenses of regular and irregular verbs. They develop complex notions of syntax and an expanded vocabulary base.

**MIDDLE SCHOOL AND
UPPER SCHOOL
MATHEMATICS SEQUENCE**

Middle School



Upper School

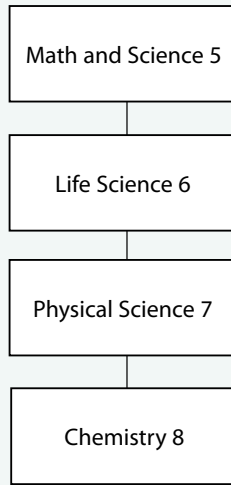


MSON Offerings:
Multivariable Calculus, Linear Algebra,
Advanced Applied Math Through Finance

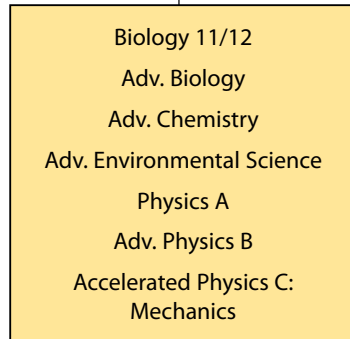
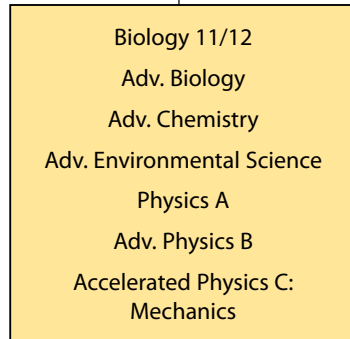
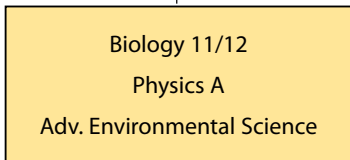
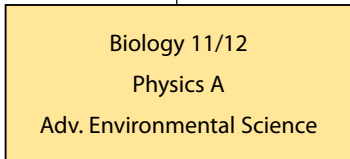
MIDDLE SCHOOL AND UPPER SCHOOL SCIENCE SEQUENCES

Three upper school science credits are required for graduation. One course each in biology, chemistry, and physics is required. Most Maret students take four years of upper school science, and some juniors and seniors take two science courses concurrently.

Middle School



Upper School



SEMESTER ELECTIVES:	
Adv. Topics in Chemistry (MSON)	Gravitational Astrophysics
Biotechnology	Intro. to Organic Chemistry (MSON)
Einstein's Relativity and the Evolution of the Quantum Model (MSON, 2021)	Lab Research in Biology
Forensic Science (MSON)	The Quantum Mechanical World (MSON)
Genetics and Genomics (MSON)	Waves, Optics, and Musical Physics

Summer program (grades 10–12):
Subtropical Zone Ecology—Puerto Rico

**WORLD LANGUAGES
CLASSICS SEQUENCE**

Language placement for students is reassessed at the end of each academic year.

Middle School

Latin 7

Latin 8

Upper School

Intermediate Latin

Survey of Latin Literature

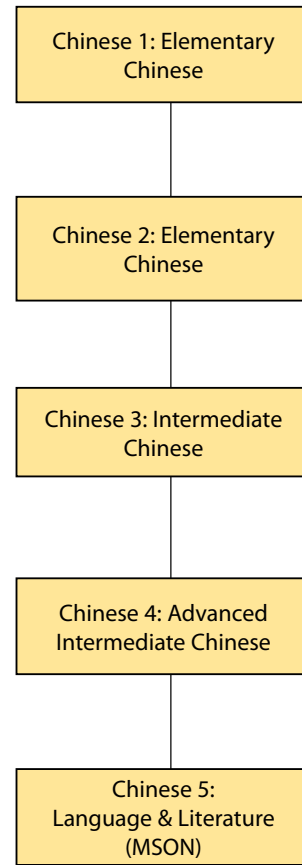
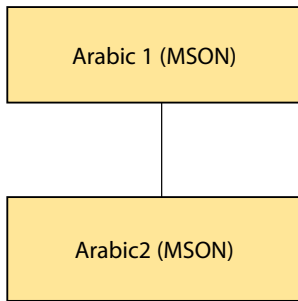
Lovers, Warriors, Poets, &
Thinkers of the Ancient
MediterraneanAncient Greek I (Language
and Literature) (MSON)

**WORLD LANGUAGES
ARABIC SEQUENCE**

Language placement for students is reassessed at the end of each academic year.

**WORLD LANGUAGES
CHINESE SEQUENCE**

Upper School



Summer program:
Maret in Taiwan
Typically students participate after ninth or tenth grade.

**WORLD LANGUAGES
FRENCH SEQUENCE**

Language placement for students is reassessed at the end of each academic year.

Middle School

Sixth Grade French

Seventh Grade French

Eighth Grade French

Upper School

French 3

French 4

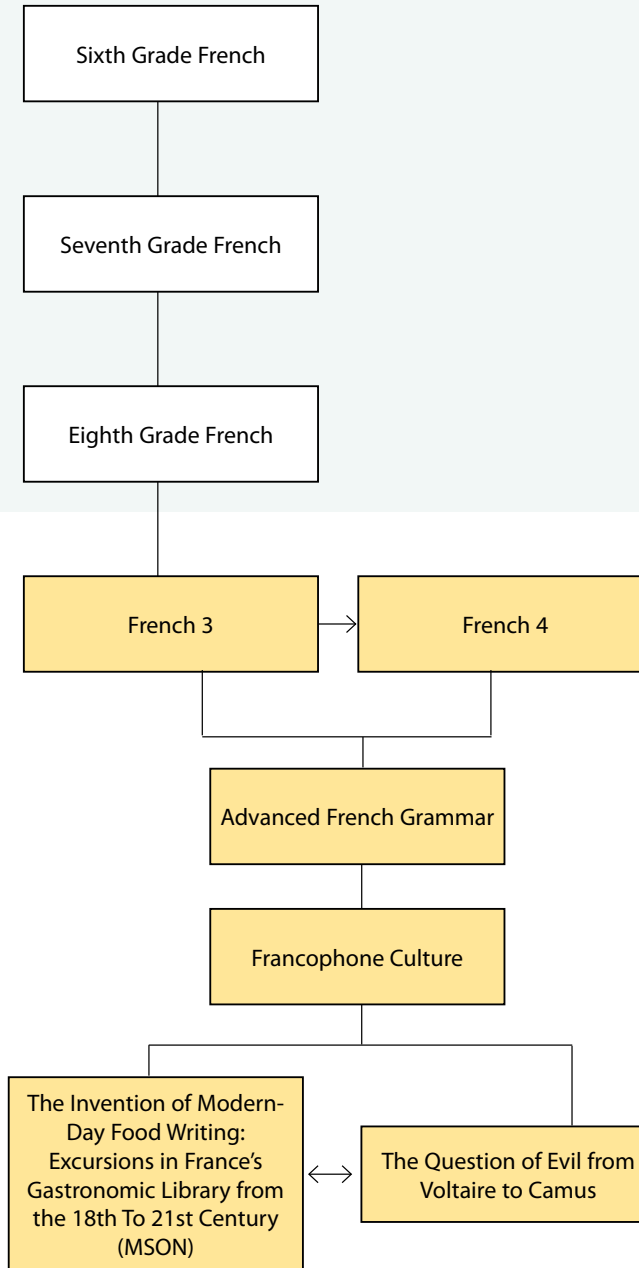
Advanced French Grammar

Francophone Culture

The Invention of Modern-Day Food Writing: Excursions in France's Gastronomic Library from the 18th To 21st Century (MSON)

The Question of Evil from Voltaire to Camus

Summer program:
Maret in France
Typically students participate after ninth or tenth grade.



**WORLD LANGUAGES
SPANISH SEQUENCE**

Language placement for students is reassessed at the end of each academic year.

Middle School

Fifth Grade Spanish

Sixth Grade Spanish

Seventh Grade Spanish Beginner

Seventh Grade Spanish

Eighth Grade Spanish Beginner

Eighth Grade Spanish

Upper School

Spanish 1

Intensive Spanish

Spanish 2

Spanish 3

Spanish 4

Topics in Latino Culture

Spanish in Film

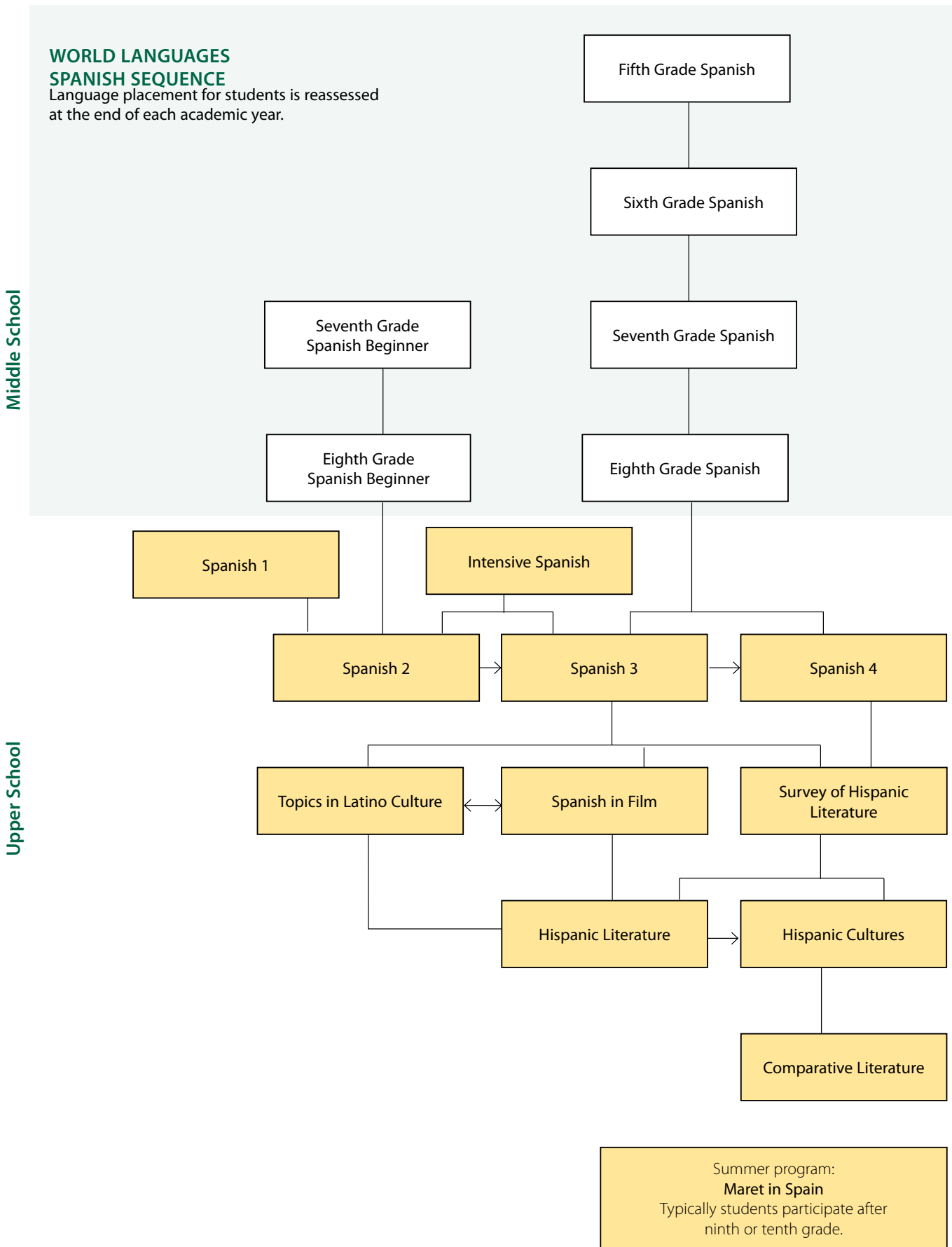
Survey of Hispanic Literature

Hispanic Literature

Hispanic Cultures

Comparative Literature

Summer program:
Maret in Spain
Typically students participate after ninth or tenth grade.



MARET | UPPER SCHOOL CURRICULUM

INTRODUCTION

Maret's upper school curriculum is rich, challenging, and exciting. Upper school students prepare for college with intentional instruction in analytical reading and writing, study skills, laboratory work, and research methods.

Working with faculty advisors, students craft a course of study that is appropriate and engaging.

Students in ninth grade take core English and history classes. In upper grades, they choose electives based on their abilities and interests. Some students take advanced classes through MSON seminars with peers from across the country. Students may enrich their education through immersive summer courses.

Upper school students develop as thoughtful, healthy, empathetic, and engaged adults who are involved in their communities. Maret's core values (Respect, Integrity, The Individual, Connectedness, Creativity, Excellence, and Joy) become second nature to our students. Faculty, administrators, and staff ensure that

- Students are respectful of each other and of adults
- Harassing or offensive comments or acts are recognized, addressed, and corrected
- Students are academically honest and understand and avoid plagiarism
- Fair play and sportsmanship are encouraged in athletics
- Open debate and differing points of view are respected
- Creativity is celebrated

Students expand and enrich their thinking through assemblies, which include outside speakers, films, and performing groups. In each grade, upper school students have increased freedoms and are encouraged to take intellectual risks.

SCHEDULE

Ninth grade students generally take five academic courses: a foreign language, Biology or Physics with Algebra, mathematics (often Geometry), History 9: Shaping of the Modern World, and English 9: Elements of Literature. They also take two half-credit courses in the arts—one in visual art and one in the performing arts. Students are aided in the design of their academic programs; division directors and department chairs work with ninth grade students to build a challenging yet manageable schedule. Ninth grade families are invited to join in early discussion of the students' upper school schedules.

In tenth and eleventh grades, students usually take five academic courses and one non-homework class. Non-homework classes include visual and performing arts and some technology courses. Tenth graders typically take courses in a foreign language, English 10, US History, science, math, and either art or music. Eleventh grade students take five academic courses, which typically include two humanities electives, a foreign language, science, and math. Juniors and seniors have between five and 10 free periods a week. Faculty members aid students in the crafting of their academic schedules.

With the help of division heads and advisors, seniors design their schedules to meet their individual interests and needs. Seniors must take at least four homework courses; many elect to take five. The options are flexible. Students who take four academic courses may drop foreign language or, less typically, a science course. However, some seniors choose to take three humanities courses and a language course.

REQUIREMENTS

Students are required to complete 21 credits; a credit is defined as a two-semester course.

Discipline Requirements

Humanities	7 credits (including 4 literature credits)
Mathematics	Completion of math progression through Precalculus or 4 years of mathematics
Science	3 credits, at least one credit in each discipline of biology, chemistry, and physics.
World Languages	3 credits in 1 language OR 2 credits in each of 2 languages
The Arts and Technology	2 credits total: 1/2 credit each in visual art and performing arts and 1 additional credit in any of the three disciplines
Physical Education	11 of 12 seasons, or participation on 2 Maret team sports per year
Community Service	30 hours

CERTIFICATE OF COMPLETION

Students unable to complete senior year due to unusual circumstances (medical or otherwise) may be awarded a certificate of completion in lieu of a diploma. The certificate indicates that the student successfully completed Maret's rigorous graduation requirements in non-traditional ways.

ADVANCED AND ACCELERATED COURSES

Maret's flexible and rigorous high school curriculum lets students explore many challenging topics in depth. Although some advanced and accelerated courses are similar in rigor and complexity to conventional Advanced Placement (AP) classes, none are designated as AP. That designation signifies adherence to an externally prescribed curriculum that might offer fewer benefits than Maret's student-centric program. However, Maret recognizes that colleges and universities may utilize AP exam results to determine placement, especially in math, science, and languages.



The Malone Schools Online Network (MSON) is a consortium of schools funded by the Malone Family Foundation. Gifted and talented high school students (generally juniors and seniors) can participate in a variety of superior online courses, taught by subject experts. Students benefit from the courses' commitment to excellence, small class sizes, and personal relationships with fellow students nationwide. To qualify for enrollment, students demonstrate sufficient independence and the commitment to succeed in a virtual discussion seminar setting.

MSON COURSES blend synchronous instruction—real-time video conferencing seminars and discussions—with asynchronous instruction—recorded lectures and exercises, which students complete outside of the class. Each course enrolls a maximum of 16 students allowing for a virtual discussion seminar, and is delivered in high-definition classroom set-ups that allow students and teachers to see one another, interact throughout class, and form meaningful relationships. Thirty-four courses are offered in the 2019–2020 academic year, spanning the humanities, math, performing arts, science, technology, and world languages.

MSON PARTNER SCHOOLS

Brownell Talbot School (NB)
 Canterbury School (IN) Casady School (OK)
 Casady School (OK)
 Chadwick School (CA)
 The Derryfield School (NH)
 Fort Worth Country Day School (TX)
 Hopkins School (CT)
 Indian Springs School (AL)
 Manlius Pebble Hill School (NY)
 Maret School (DC)
 Mounds Park Academy (MN)
 Newark Academy (NJ)
 The Prairie School (WI)
 Porter-Gaud School (SC)
 The Roeper School (MI)
 St. Andrews Episcopal School (MS)
 Severn School (MD)
 Stanford Online High School (CA)
 Trinity Preparatory School (FL)
 University School in Nashville (TN)
 Waynflete School (ME)
 Wilmington Friends School (DE)
 Winchester Thurston School (PA)

Students in some advanced Maret classes opt to take an AP exam upon successful completion of a specific course. Others sit for AP exams for which Maret's coursework has equipped but not explicitly prepared them. Maret students routinely excel in AP exams, including Calculus (AB and BC), Chemistry, Computer Science, Economics, English Language, English Literature, Environmental Science, French Language, Latin, Physics C: Mechanics, Spanish Language, and US History.

INDEPENDENT STUDY

Students who wish to pursue an academic interest not available at Maret or through MSON may apply to pursue an independent study in that subject. Independent study applications will be reviewed by the department chair, the director of Upper School, and the assistant head: curriculum development. Any extra costs incurred through independent study are the responsibility of the family.

SENIOR OPTION

Seniors may broaden their studies by creating a senior option course with the approval of the director of upper school and the associate head for curriculum development. These courses do not involve homework and earn a pass/fail and a credit. Recent senior options have included coaching middle school sports, studying child development as an assistant in the Lower School, and working on a presidential campaign.

ACADEMIC AND LEADERSHIP AWARDS

Students in the top 20 percent of their graduating class are eligible for election to the national Cum Laude Society. A faculty committee representing various disciplines selects students based on engagement in intellectual inquiry, the level of courses taken, and demonstrated academic excellence.

Students who have attended Maret for at least four semesters in grades 9–12 are eligible to be valedictorian. The valedictorian is selected based on cumulative GPA, rigor of academic course load, and intellectual curiosity. Maret also recognizes seniors' achievements through the School's annual Core Value Awards.

For all academic and leadership distinctions, a student's standing as a positive and contributing member of the Maret community is considered.

SERVICE LEARNING

Upper school students apply newly acquired academic skills and knowledge in real-life situations that promote awareness of and involvement in the larger community. Service learning projects are conducted collaboratively

between the School and community organizations and are designed to meet identified needs of community partners. Students engage in short-term and sustained service learning initiatives with local, regional, national, and global communities. In the classroom, students reflect on, discuss, and write about their experiences. They develop communication skills, educational competence, and a sense of personal and social responsibility.

The ninth grade history course includes a unit on hunger and its relationship to major historical events. Ninth graders participate in a service retreat, serving in soup kitchens, homeless shelters, and food banks. Upper grades engage in service learning through electives such as Chemistry in the Community, Precalculus, Civil Liberties, Advanced Spanish I, World Literature, and Advanced Environmental Science.

CO-CURRICULAR PROGRAMMING

At the beginning of the week, all upper school students gather together at Convocation to share news of the week, athletics results, and other important information. Longer assembly periods twice a week allow students to appreciate musical performances, hear speakers from outside of school, gather for discussions on issues of current interest, and meet with their academic advisors.

Upper school students participate in over 35 student-led clubs. Faculty advisors help student leaders manage the clubs, substantively and logistically. Many clubs meet weekly during breaks; other clubs meet less frequently or seasonally.

INTENSIVE STUDY WEEK (ISW)

ISW provides enriching educational experiences outside the traditional classroom format. Students select their top five choices and are placed in a program by the ISW chair. The School covers most ISW costs; qualified students may request financial aid for any additional fees.

FATEH LIBRARY AND CENTER FOR INQUIRY

Students develop effective research and inquiry practices through the Center's innovative information-literacy programs. Students cultivate a lifelong love of reading and can peruse the vast online catalog of offerings on their hand-held devices.

The director of the Center supports teachers through the creation of curriculum resource programs; trains faculty in current research and information-processing techniques; and shares with other independent schools current methodologies, ideas, and best institutional and educational practices.

2019–2020 COURSE LISTING

HUMANITIES

Required Courses

English 9: Elements of Literature
 History 9: Shaping of the Modern World
 English 10: American Literature
 History 10: United States History

History and Social Science Electives

Accelerated United States History
 Advanced Macroeconomics (MSON), fall
 Advanced Microeconomics (MSON), fall 2020
 African History: Panoramas, Portraits, Perspectives
 American Democracy and Civic Engagement (MSON), fall
 The American Food System:
 Past, Present, Future (MSON), fall
 Are We Rome? (MSON), spring
 Bob Dylan's America (MSON), fall
 Building Utopia (MSON), fall
 Civil Liberties
 Communist Cultural Revolutions of 20th century, fall
 Cultural Revolutions in the Middle East, spring
 Diversity in a Global Comparative Perspective (MSON), fall
 A Discourse on Colonialism, fall
 Economics
 Environmental Bioethics (MSON), spring
 Globalization and the Modern World
 Human Geography: Understanding Our World
 Through Spatial Relationships
 International Relations, Climate Change,
 and Conflict, spring
 Law, Culture, and Society
 Man's Inhumanity to Man: Genocide and Human Rights
 in the 20th Century (MSON), spring
 Multiculturalism and Social Justice in the
 American Musical Theatre
 Playing God? The Ethics of Biomedical
 Advancement (MSON), fall
 Positive Psychology (MSON), fall
 The Power of Story
 Sex, Gender, and Society: An Introduction to
 Queer Studies, fall
 Stolen Lives: Captivity in History and
 Contemporary Contexts (MSON), fall
 Think Global, Debate Local, (MSON), fall
 Topics in Psychology
 Wartime Dissent in American History (MSON), fall
 Writing Herself In: US Women's History and Literature

Literature Electives

American Voice, American Speech: Word as Action from
 Anne Bradstreet to Donald Trump (MSON), spring
 Black Millennial Autobiography, spring
 Black Women Writers, fall
 Bob Dylan's America (MSON), fall
 Comedy and Satire
 Communist Cultural Revolutions of the 20th Century, fall
 Comparative Literature
 Contemporary American Literature
 Creative Non-Fiction Writing Workshop (MSON), spring
 Creative Writing in the Digital Age (MSON), fall
 Cultural Revolutions in the Middle East, spring
 Etymology of Scientific Terms (MSON), fall 2020
 Exploration of Ethics through Literature
 The Fiction of James Joyce (MSON), spring
 Law, Culture, and Society
 Literature and Theories of Knowledge
 Lovers, Warriors, Poets, & Thinkers of the
 Ancient Mediterranean
 Narratives of Place / The Place of Narrative on
 the North American Prairie (MSON)
 Nuestra America
 Philosophy in Pop Culture (MSON), spring
 The Power of Story
 The Question of Evil from Voltaire to Camus
 Sex, Gender, and Society: An Introduction to
 Queer Studies, fall
 Speech Matters: Public Speaking in Everyday Life, fall
 Writing Herself In: US Women's History and Literature

MATHEMATICS

Geometry
 Advanced Geometry
 Algebra 2 & Trigonometry
 Advanced Algebra 2 & Trigonometry
 Accelerated Algebra 2 & Trigonometry
 Precalculus
 Advanced Precalculus
 Accelerated Elementary Functions
 Advanced Statistics
 Calculus
 AB Calculus
 BC Calculus
 Multivariable Calculus (at Maret and MSON)
 Linear Algebra (MSON), fall 2020
 Advanced Applied Math Through Finance (MSON), spring

PERFORMING ARTS

Chorus and Band

Chorus
Maret Singers, spring or full year
Concert Band/Strings
Advanced Concert Band/Strings
Introduction to Music Theory (MSON), fall 2020

Film and Theatre

Film Production
Basic Acting Technique
Introduction to Technical Theatre
Advanced Technical Theatre, fall or full year
Multiculturalism and Social Justice in the American Musical Theatre

PHYSICAL EDUCATION AND ATHLETICS

Interscholastic Program

Boys	Girls	Coed
Baseball, spring		Cross Country, fall
Basketball, winter	Basketball, winter	Golf, fall
Club Ice Hockey, winter	Lacrosse, spring	Swimming, winter
Football, fall	Soccer, fall	Track and Field, spring
Lacrosse, spring	Softball, spring	Ultimate Frisbee, spring
Soccer, fall	Tennis, fall	
Tennis, spring	Volleyball, fall	

P.E. and Lifetime Activities

Dance, winter
Step Team (student run group), winter and spring
Strength and Conditioning, all seasons
Yoga, fall and winter

Independent P.E.

SCIENCE

Biology

Biology 9
Biology 11/12
Advanced Biology

Chemistry

Chem Com (Chemistry in the Community)
Chem Study
Advanced Chemistry

Physics

Physics with Algebra
Physics A
Advanced Physics B
Accelerated Physics C: Mechanics

Science Electives

Advanced Environmental Science
Advanced Topics in Chemistry (MSON), spring
Biotechnology: Techniques and Applications, fall
CSI: MSON Forensic Science (MSON), spring
Einstein's Relativity and The Evolution of the Quantum Model (MSON), Fall 2020
Genetics and Genomics:
Diving into the Gene Pool (MSON), fall
Gravitational Astrophysics, spring
Introduction to Organic Chemistry (MSON), fall
Lab Research in Biology, spring
The Quantum Mechanical World (MSON), spring 2021
Waves, Optics, and Musical Physics, fall

Summer Science Elective

Subtropical Zone Ecology—Puerto Rico

TECHNOLOGY

Programming and Design Fundamentals
Computer Science and Programming in Java
Design Thinking, Making, and the World
Data Structures and Design Patterns (MSON)
Explorations in Computer Science: Solving Multidisciplinary Problems with Computational Methods (MSON)
Robotics (MSON), spring
Independent Study: Special Topics in Computer Science

VISUAL ART

Grade 9 Core Courses

Clay Core
Drawing and Painting Core
Mixed Media Core
Photography Core
Sculpture Core

Advanced Courses

Advanced Clay
Advanced Computer Graphics (fall, spring, or full year)
Advanced Drawing and Painting
Advanced Mixed Media
Advanced Publications Design
Advanced Photography
Advanced Sculpture
Advanced Art Seminar: Photography
(not offered in 2019–20)

Advanced Art Seminar: Studio Art
Advanced Art Courses: Levels II and III

WORLD LANGUAGES

CLASSICS

Intermediate Latin
Survey of Latin Literature
Lovers, Warriors, Poets, & Thinkers of the Ancient
Mediterranean
Ancient Greek 1 (Language and Literature) (MSON)

MODERN LANGUAGES

Arabic

Arabic 1 (MSON)
Arabic 2 (MSON)

Chinese

Chinese 1: Elementary Chinese
Chinese 2: Elementary Chinese
Chinese 3: Intermediate Chinese
Chinese 4: Advanced Intermediate Chinese
Chinese 5 (MSON)

French

French 3
French 4
Advanced French Grammar
Francophone Cultures
The Question of Evil from Voltaire to Camus
The Invention of Modern-Day Food Writing: Excursions in
France's Gastronomic Library from the 18th to the 21st
Century (MSON)

Spanish

Spanish 1
Intensive Spanish
Spanish 2
Spanish 3
Spanish 4
Spanish in Film
Topics in Latino Cultures
Survey of Hispanic Literature
Hispanic Cultures
Hispanic Literature
Comparative Literature

Summer Language Electives

Maret in Spain
Maret in France
Maret in Taiwan

Humanities

Requirements: 7 credits

Chair: Nicholas Michalopoulos

Reading lists are subject to change.

OVERVIEW

Maret's humanities courses explore the human condition in a variety of forms, including literature, history, art, psychology, anthropology, economics, philosophy, religion, and film. The Humanities Department strives to broaden and deepen students' understanding of the universality of ideas, themes, and images, while emphasizing the unique qualities of individual works and events.

The range of courses meets the needs of students with varied backgrounds, interests, and abilities. Careful reading; crisp, clear writing; critical thinking; research; and articulate speaking are the goals of every course. Students will:

- Improve reading comprehension, interpretation, analysis, and synthesis
- Develop clear, persuasive, accurate, and imaginative ways of writing
- Engage in critical thinking through close analysis, rigorous questioning, and lively debate
- Practice public speaking through discussion, debate, speeches, and oral presentations

The Humanities Department encourages respectful in-class dialogue and advocates creative approaches to analysis, writing, and problem solving.

REQUIREMENTS

Seven humanities credits are required for graduation, four of which must be English and three of which must be history. Most students accrue eight or nine credits. Of these, English 9: Elements of Literature, History 9: Shaping of the Modern World, English 10, and US History are required for every student.

In all courses, students are expected to write frequently and at length, through journals, short essays (1–2 pages), and longer analytic or interpretive essays (5–10 pages). English 10, US History, and most electives require at least one substantial research paper. All electives expand on the core skills acquired through tenth grade. Electives typically require students to engage in a variety of assessments including diverse forms of writing, presentation, and varied depths of research. In certain electives, students conduct lengthier, original research

projects and present them as part of Maret’s Capstone on the last day of school.

Students confer with their advisors before deciding upon electives that are appropriate to their interests and needs.

REQUIRED COURSES

English 9: Elements of Literature

Students read, discuss, and write about literature from the Renaissance through the twenty-first century to enjoy the diversity of human experience and to understand the literary techniques that animate them: setting, characterization, point of view, motif, theme, symbolism, and the elements of style. Students refine their critical reading abilities by learning to value—and analyze—textual patterns and writers’ decisions about language. They advance their writing skills, focusing on clear organizational structure, effective use of evidence in analytical writing, and powerful stylistic choices infused with their own emerging voices. They also learn to appreciate the craft of writing through creative pieces inspired by the texts they read. Students develop the interpersonal skills necessary for effective classroom discussion, debate, and performance.

Texts:

Baldwin, “Notes of a Native Son”
 Dargan, selected poems
 Díaz, “Invierno”
 Fugard, *My Children, My Africa*
 Hurston, *Their Eyes Were Watching God*
 Sedaris, “Us and Them”
 Shakespeare, *Macbeth* (or alternate play)
 Sijie, *Balzac and the Little Chinese Seamstress*

Summer Reading:

Students choose two novels from a broad list of classic and contemporary works.

History 9: Shaping of the Modern World

This survey of 1400 to the present provides a global-scale outlook on how the world gradually became modern. Students study political, economic, social, intellectual, and cultural aspects of this modernizing process, examining how societies both interacted with each other and changed internally. They also learn how issues look different when viewed from different perspectives. Students use course content to hone essential skills: active reading, critical thinking, historical and comparative analysis, effective research, strong oral presentation, and clear and well-organized writing. The course’s service learning theme is how wealth, poverty, and hunger have changed over the past 500 years and continue to persist

today, despite the world’s unprecedented overall wealth. Along with studying these patterns, students partner with outside organizations and take advocacy steps to address hunger and poverty issues.

Text:

Strayer, *The Ways of the World*, vol. 2

Summer Reading:

Kamkwamba, *The Boy who Harnessed the Wind*

English 10: American Literature

This course introduces a diverse range of texts that span American literature and examines the techniques, themes, values, and ideas that shape America’s literary tradition. Students deepen analytical reading skills, structure and support complex written arguments, and polish their ability to effectively use vocabulary and grammar by frequently writing short and long essays. A longer research paper, which places a work in historical and cultural context, hones note-taking, bibliography, and revision skills.

Texts:

Selected American poetry
 Selected turn-of-the-century short stories by women
 Fitzgerald, *The Great Gatsby*
 Jacobs and Douglass, *Incidents in the Life of a Slave Girl & Narrative of the Life of an American Slave*
 Walker, *The Color Purple*
 Yang, *American Born Chinese*

Summer Reading:

English 10 and History 10 combine summer reading to give students a choice of reading two texts from a large list of classic and contemporary American literature.

History 10: United States History

Students gain a conceptual understanding of the issues, events, and personalities that have shaped American history from colonial times to present day. They explore the tension between individual freedom and majority rule; analyze the causes and consequences of major events and developments; draw parallels between past and current events; and explore multiple perspectives on the construction and meaning of “history.” Students are encouraged to challenge their biases and preconceptions and to reach their own conclusions about American history. Students are evaluated through quizzes, tests, papers, group discussions, class projects, and short, informal writing exercises. Themes and topics in this course complement those in English 10.

Texts:

Foner, *Give Me Liberty*
 Kilborne, *Woodley and its Residents*
 Selected primary source materials

Summer Reading:

History 10 and English 10 combine summer reading to give students a choice of reading two texts from a large list of classic and contemporary American literature.

HISTORY AND SOCIAL SCIENCE ELECTIVES**Accelerated United States History****Grades 10–12****Prerequisite: departmental recommendation**

In this accelerated course, students cover American history from indigenous history to the present. Students are exposed to extensive primary and secondary sources and to the interpretations of various historians. Class participation through discussions and debates is required. Special emphasis is placed on critical reading and essay writing to help students prepare for college history courses. The course is structured chronologically in the first semester and thematically in the second semester to allow students a more in-depth look at topics in the late 19th and 20th centuries. Students are introduced to archival work and participate in historical research.

Texts:

Foner, *Give Me Liberty*, 5th edition with *Voices of Freedom* Volumes 1 and 2, 5th edition

Advanced Macroeconomics (MSON)**Fall; Grades 11–12****Prerequisite: Microeconomics or specific text and screencast assignments****Taught by: Severn School**

Advanced Macroeconomics is a semester course that covers the study of an economic system as a whole. Topics include economic performance measures, price-level determination (inflation and deflation), the financial sector, monetary and fiscal policies, economic growth, productivity, unemployment, and international trade and the balance of payments. Students will manipulate economic models and “think like an economist.” While the course does not follow the AP curriculum, students will be positioned, with extra work on their own, to take the AP exam if they wish.

Advanced Microeconomics (MSON)**Fall 2020; Grades 11–12****Prerequisite: Precalculus (prior or concurrent)****Taught by: Severn School**

Advanced Microeconomics is a semester course that

covers decisions at the individual consumer, producer and market level. Topics include scarcity, supply and demand, elasticity, international trade and the theory of the firm. The role of the government, both distortive and restorative, in the areas of regulation, public goods, market failures and the environment, will be debated. Students will manipulate economic models and “think like an economist.” While the course does not follow the AP curriculum, students will be positioned, with extra work on their own, to take the AP exam if they wish.

African History: Panoramas, Portraits, Perspectives**Grades 11–12**

This course spans from the origins of humanity to Africa’s present-day prospects and challenges. It addresses both developments within Africa and Africa’s relationship to the wider world. Broad *panorama* topics include the spread of peoples, languages, and technologies; the rise of large and small-scale states; local and world religions; slavery and slave trading; colonialism; and contemporary successes and struggles. Students use biographies and case studies for more sharply drawn *portraits*. Topics may include medieval Angola; slavery, gender, and early colonialism in West Africa; Liberia’s history; the Rwandan genocide of the 1990s; and Chinese-African connections. *Perspectives* also matter. Students consider how different groups, including students and teachers in the course, hold particular perspectives about Africa’s past, present, and future. They examine what differing perspectives can tell us about Africa, and what they can tell us about the perspective holders.

American Democracy and Civil Engagement (MSON)**Fall; Grades 11–12****Taught by: Waynflote School**

American Democracy and Civic Engagement combine a deep study of the roots and traditions of America’s unique form of democracy with civic engagement and actual dialogue across the political divide. Students will study the form of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances. Students will learn how individual citizens form a political identity and how those identities form the foundation of US political culture. The course takes advantage of the broad geographic diversity inherent in the Malone School Online Network to experience how political ideology and perspectives on democracy differ in various parts of the country.

Students will learn the skills of dialogue across difference using techniques and protocols developed by Waynflote School for use in the New England Youth Identity Summit and the “Can We?” Project. Students will be

asked to reflect on where their own political viewpoints come from as well as to seek a deeper understanding of beliefs that are different than their own. This work will include engaging in political dialogue and taking on positions that may differ from one's own.

**The American Food System:
Past, Present, Future (MSON)**

Fall; Grades 11–12

Taught by: The Derryfield School

The American Food System consists of the interrelated components of how we get food from “farm to fork,” including the producing, harvesting, processing, transporting, marketing, distributing, and the eating of food. Through a humanities-based, interdisciplinary approach the course will examine the political, social, economic, and environmental aspects of the system, as well as the challenges and opportunities in moving from our current industrial food system to a more sustainable one.

Students will engage in a variety of projects, allowing them to understand their regional and local food systems, while learning from their classmates throughout the country. Topics to be covered include animal agriculture, organic farming, local production and distribution, the debate over GMOs, the marketing of unhealthy food to children, and the problem of hunger in America.

Are We Rome? (MSON)

Spring; Grades 11–12

*Prerequisite: US History (prior or concurrent);
background in classics not required*

Taught by: The Derryfield School

Inspired by Cullen Murphy's 2007 book of the same name, “Are We Rome” will examine the similarities between the Roman empire and the United States. This course is designed to be a capstone for study in classics and history. The interdisciplinary nature of this course will serve as a vehicle by which students of Latin and history can expand their knowledge and apply that knowledge in an intercultural comparison. Since 1776, from our system of government to the architecture of government buildings, the United States has used Rome as a foil for itself, and forefathers of the US created many institutions using Rome as a model. This course will be structured around one basic question: How can the United States learn from Rome?

We will examine, among other things, political and social ideologies, privatization, globalization, borders, and exceptionalism. Taking our beginnings from the founding of these two nations, we will discuss the governing

practices and bodies, the rhetoric of politics, and the public view of governmental institutions with emphasis on how these progress and change. The course will culminate with analysis of the most recent political and social events in the United States and form a final conclusion on our topic. Our class discussions will be centered around primary sources from both Rome and the US. Weekly reading and writing assignments will be required.

Bob Dylan's America (MSON)

Fall; Grades 11–12

*Prerequisite: US History and American Literature
(prior or concurrent)*

Taught by: University School of Nashville

May also be taken as a literature elective

Arguably the most influential, important, and closely scrutinized American artist of the past six decades, Bob Dylan is as difficult to define as the nation that produced him. Connecting his work to contemporary theories of cultural memory, this course looks at the ways in which Dylan, both in his music and his cultivation of various public personae, maps the contours of the national imagination and explores the prevailing attitudes of class, race, gender, and place in American culture.

We will organize our investigation around three symbolic American geographies: the frontier, the city, and the south. Using Dylan's masterworks and subsequent official “bootleg” recordings as touch-stones, students will consider a variety of texts, including poetry, fiction, and cultural history; biography and autobiography; and popular and documentary film. Works may include *Bob Dylan's Chronicles, Volume I* (2005), Greil Marcus' *The Old, Weird America: The World of Bob Dylan's Basement Tapes* (2001), *Don DeLillo's Great Jones Street* (1973), Michael Ondaatje's *Coming Through Slaughter* (1976), D. W. Griffith's *Birth of a Nation* (1915), Alan Crosland's *The Jazz Singer* (1927), Sam Peckinpah's *The Wild Bunch* (1969), D. A. Pennebaker's *Don't Look Back* (1967), and Martin Scorsese's *No Direction Home* (2005).

Building Utopia (MSON)

Fall; Grades 9–12

*Prerequisite: None; background in ancient and
European history recommended*

Taught by: Severn School

Utopia, “a good place,” as defined by the Greeks, is a term coined by Sir Thomas More referring to a fictional ideal island society. The act of intentionally shaping one's environment to be “a good place” modeled after sustainability, economy, and delight is a uniquely human endeavor. This semester long study examines the course of Western Architecture from the Ancient Egyptians to the

21st century through the lens of the primary philosophic ideas that have been the drivers of aesthetic vision of Western civilization architecture through the ages. The course will offer an introduction to design principles, the visual language of architecture, and design analysis. The necessities, desires, and spiritual beliefs which go into the shaping of a culture's aesthetic vision of their ideal built environment will be examined in a series of seven units of the course of the semester:

1. Forming the Human Universe: Mark Making and the Necessity of Shelter
2. Creativity and Humankind: Beauty Defined and the Building of Civilizations
3. Immortality and the Gods: Building for the Greater Glory
4. Getting Perspective: Perfect Geometry in Design & Building in the Humanist and Rational World
5. Power and Production: Society and the Machine
6. Modern Utopia and the Architect's Vision: Shaping an Individual World
7. Back to the Future: Palimpsest and Irony

Civil Liberties

Grades 11–12

This course explores the range of freedoms and rights guaranteed by the US Constitution and the government's role in protecting them. Students examine such controversial topics as hate speech, prayer in schools, gun control, equal protection, abortion, and the death penalty to determine the boundaries of personal rights protected by the Constitution. Students read and analyze leading Supreme Court cases and legal commentary to develop their conclusions. Current event topics also help to shape the curriculum. Students are required to rely on both personal opinion and grounded analysis in their decision-making process. Class time centers on student dialogue and debate; all members of the class are expected to contribute actively to discussions and to consider issues with nuance and not rigidity. Students participate in local mock trial and moot court competitions and create political videos for national competitions. Students work in teams to develop Social Venture Projects as part of LearnServe's Seeding Social Innovation program, so they not only learn about how others have effected change, but become change agents themselves. Field trips to the Supreme Court and lower-level courts, as well as a wide range of guest speakers, further enrich students' understanding of the political system. Through the content of the class, students cultivate their analytic, writing, research, and oral advocacy skills.

Text:

Epstein and Walker, *Constitutional Law for a Changing America*

Summer Reading:

Stewart, *The Summer of 1787*

Communist Cultural Revolutions of the 20th Century Fall; Grades 11–12

May also be taken as a literature elective

This course begins with understanding the fundamentals of communist and socialist philosophies that lay the foundation for the communist and cultural revolutions of China and Cuba. Students subsequently take deep dives into the revolutions of these two countries, studying the history, literature, art, and societies of these unique cultures whose social upheavals still reverberate deeply in the world in which we live. Ultimately, students question whether revolutions are an effective means of social change or whether they reproduce the problems of the past in new forms. Required books are a mixture of historical and literary texts.

Cultural Revolutions in the Middle East

Spring; Grades 11–12

May also be taken as a literature elective

Students examine the dissolution of the Ottoman Empire and the resulting formation of the current Middle East and how this geo-political construction laid the foundation for many social changes in the region later in the 20th century. Subsequently, students take a deep dive into the Iranian revolution of the late 1970s and the Arab Spring of the last decade, using history, literature, and art ways to further understand the complex societies in which these revolutions occurred. Current issues of the Middle East also serve as part of course content and ultimately serve as a sounding post in answering whether these cultural revolutions effectively changed the societies in which they occurred or whether they reproduced the problems of the past in new forms. Required books are a mixture of historical and literary texts.

Diversity in a Global Comparative Perspective (MSON)

Fall; Grades 11–12

Taught by: Canterbury School

This course examines the ways our Human Family has sought to create, marshal, contest, and maintain identities through Culture and relations of power. These identities can be appreciated through "lenses of analysis." The course critically engages the traditional "Big Three" lenses of analysis: Race, Class, and Gender, understanding that Culture serves as an important backdrop against which these identities emerge. Once students appreciate

the important ways the Social Sciences have engaged with, written about, and debated these three core modes of analysis, the course expands to incorporate other, equally rich, lenses: age, ableism, intellectual diversity, geographic diversity, cognitive and neurological diversity, and the business case for Diversity, as well as how to study synergistically intertwined phenomena. Film and Critical Film Studies, as well as the role Colonialism has played in the major conflicts of the last 500 years, each serve to enrich student understandings of Diversity.

A Discourse on Colonialism

Fall; Grades 11–12

Students examine the impact of various ideological and economic principles and Colonialism on both the colonizer and colonized. Through literature and the examination of primary sources, students investigate the contradictions and hypocrisy implicit in western notions of “progress” and “civilization” upon encountering the “savage,” “uncultured,” or “primitive.” In this course, students reaffirm Asian, African, and Latino values, identity, and culture, and their relevance, exploring how it “is equally necessary to decolonize our minds, our inner life, at the same time that we decolonize society.”—Aimé Césaire

Economics

Grades 11–12

This yearlong course provides a broad view of the social science of economics. It builds on real world applications so that students can gain a basic understanding of economic concepts and our economic system. Students will explore both micro- and macroeconomics and relate these systems to familiar, real world situations. Students will be introduced to the basics of economic principles, and will learn the importance of understanding different economic systems. They will be presented with economic applications in today’s world in order to understand, analyze, and interpret economic concepts such as the laws of supply and demand, market systems and structures, money and banking, domestic and global economic performance and trade, monetary and fiscal policy interventions, and unemployment and inflation. Upon completion of this course, students should be able to:

- Explain the basic concepts of economics
- Compare and contrast traditional, command, market, and mixed economic systems
- Evaluate how supply and demand work together to determine market prices
- Describe economic factors involved in business, including product markets and factor markets
- Discuss components of the US economy and ways to

measure domestic economic performance

- Students will also use their learning to:
- Analyze the traditional role of markets in order to predict future trends and issues.
- Make educated strategic decisions that contribute to the ideal climate for the success of business.
- Justify banking and financial decisions that impact personal and business solvency.
- Develop and justify policy recommendations that provide for the optimum health of the US economy.
- Develop and justify policy recommendations to promote necessary changes to the international economic system.

Environmental Bioethics (MSON)

Spring; Grades 11–12

Taught by: Wilmington Friends School

This course will focus on such cases as environmental sustainability, global energy and food resources, gathered from sources in literature, journalism, and film. The academic study of ethics examines how people make the decisions. Curricula will build on a foundation of theoretical moral theories, more specifically, how one makes decisions when faced with complex, often controversial, issues. No prior knowledge of philosophy is assumed, however, authentic assessment of students’ initial facility with logical analysis will ensure that all students are challenged to grow and deepen their theoretical and practical understandings of the subject.

Globalization and the Modern World

Grades 11–12

Globalization is very much in the news. After decades of political and economic elites around the globe widely agreeing upon globalization’s value, those advocates are now on the defensive. But what does globalization actually mean politically, economically, and culturally? How has it affected societies and individuals—materially, in overall well-being, in the routines of daily life, and in the construction of identities? Through a wide variety of readings, discussions, projects, writing, and activities, students are introduced to and analyze many different aspects of globalization. Through different units, students examine the political economy, how people make culture in the globally connected age, economics and trade, current issues, and reflect on the impacts of globalization in the USA and the world at large. Students also prepare a case study and research paper on either China’s or India’s globalization. The course uses a variety of assessments, ranging from traditional to unusual.

Human Geography: Understanding Our World Through Spatial Relationships

Grades 11–12

Technology has connected the world and magnified the need for an awareness of spatial relationships. Human geography explores the influence of physical landscape, location, and spatial connections on human cultural expressions and economic activities. Students deepen their basic geographic knowledge, strengthen their analytical skills, and develop empathy for the experiences of people in communities throughout the United States and the world. Students develop their independent reading and research skills as they investigate and explain the patterns of human activities through questions such as:

- What brought my family to the Washington, DC area? Where will I eventually live?
- What are the most effective approaches for improving health and standards of living?
- How can we explain cultural, economic, and political differences among U.S. communities?
- How is the role of nation-states changing in a world of influential networks of cities?
- How do pop culture fashions and trends spread; how does traditional folk culture persist?
- Why are some places more congested? Why are some places more pedestrian-friendly?
- Why do people speak with different accents and dialects? How do languages develop?
- Where does my electricity come from? How will changes in energy infrastructure affect me?

Texts:

Chinni and Gimpel, *Our Patchwork Nation*
 Cline, *Overdressed: The Shockingly High Cost of Fast Fashion*
 Estabrook, *Tomatoland*
 Maathai, *The Challenge for Africa*
 Marshall, *Prisoners of Geography: Ten Maps That Explain Everything About the World*
 Neufeld, A.D., *New Orleans After the Deluge*
 Rifkin, *The Third Industrial Revolution*
 Rubenstein, *The Cultural Landscape*
 Speck, *Walkable City: How Downtown Can Save America, One Step at a Time*

Summer Reading:

Students choose an enjoyable geography-related nonfiction text from a list of options.

International Relations, Climate Change, and Conflict

Spring; Grades 11–12

Have you ever considered why some countries are major actors on the world stage and others seemingly always are engaged in conflict? In this course, students synthesize information about current civil conflicts, comparative advantages in the global economy, and the role of natural resources and climate change to explain consistent root causes of global events. Using tools such as charts, maps, and demographic data, this elective course focuses on these contemporary world and local issues that affect students' everyday lives. Students also use a variety of media and formats to enhance their digital citizenship—newspapers, online media, cartoons, and newscasts support class discussion. Group projects, presentations, and work with primary source materials and opinion pieces deepen students' understanding of the world around them.

Law, Culture, and Society

Grades 11–12

May also be taken as a literature elective

Debate over the role of law in our society is not limited to courtrooms and newspapers; it is waged in literature, on stage, in movie theaters, on radio and television, and online. This course explores the nexus of law, society, and culture. Students study how cultural expression influences public perceptions of the law and justice. Students examine the meaning of justice, the relationship between law and morality, the difference between justice and revenge, and the proper aims of the criminal justice system, while digging into legal controversies around race, gender, social class, and sexuality. Students learn principles of criminal law and criminal procedure that they use to dig into literary murder cases, hate crime law, mass incarceration, and Innocence Project cases. They work as historians and as cultural critics, analyzing a wide range of works such as Bryan Stevenson's memoir *Just Mercy*; the play *The Laramie Project*; the novels *The Stranger* by Albert Camus and *The Hate U Give* by Angie Thomas; the documentary *Making a Murderer*; and the podcast *Serial*. Students hone their research and writing skills through literary and cultural analyses, creative projects, position papers, closing statements, document investigations, essays, and op-eds. The class is highly interactive, with discussions, debates, oral and media projects, formal presentations, and Socratic seminars.

Man's Inhumanity to Man: Genocide and Human Rights in the 20th Century (MSON)

Spring; Grades 11–12

Taught by: Mounds Park Academy

The story of genocide in the 20th century stands in stark contrast to the social progress and technological advancements made over the last 100 years. As brutal culmination of nationalist and racist attitudes and policies, as well as a poignant reminder of both the cruelty and resilience of human beings, these genocides punctuate modern history with harsh reality. This course explores the many facets of genocide through the lenses of history, literature, art, sociology, and law. We will turn our attention to understanding the framing of genocide as a legal concept. Using the holocaust as our foundation, we will examine examples of additional genocides from the 20th century. Ultimately, we will train our attention to the enduring legacy of genocides around the world, especially as we consider attempts to recognize, reconcile, and memorialize genocide from the individual to the collective.

Students will read and analyze primary source material, secondary historical accounts, genocide testimony and memoirs, in addition to examining individual fictional and artistic responses and the collective memories and memorials of whole societies

Multiculturalism and Social Justice in the American Musical Theatre

Grades 11–12

May also be taken for performing arts credit

The American Musical Theatre has always acted as a real-time reflection of American society, and for much of its history, has defined international popular music. From the beginnings of the genre in minstrelsy, through the Golden Age of Rodgers and Hammerstein, to *Hamilton* today, musical theatre has been at the forefront of American popular culture and has often led the charge in important movements such as gender equality, civil rights, immigration, and LGBTQ rights. Students explore the American narrative through the lens of the musical theatre using primary and secondary sources, including texts, films, images, recordings, libretti, and musical scores. Students will study the birth, development, and ascendance of the Broadway musical as social commentary and its defining effect on the national story.

Playing God? The Ethics of Biomedical Advancements (MSON)

Fall; Grades 11–12 (Grade 10 students require teacher recommendation)

Taught by: Wilmington Friends

The objective of this course is to provide students with the tools and experience necessary to better make difficult, ethical decisions. In order to achieve this, we will study and evaluate critically several different ethical theories including Utilitarianism, Virtue Ethics, and Deontology. Which framework students choose to use as their guide is up to them, but by the end of this course they should be able to defend their choices and ethical decisions clearly.

The course strives to develop a cross conversation between two academic disciplines - philosophy (ethics) and biology (medical research, molecular genetics). This is a collaborative teaching effort between Joyce Lazier (background in philosophy and ethics) and Ellen Johnson (background in biology and genetics), and an evolution of two previously existing courses. Both teachers will be present for all classes, focusing on the growth that comes from a shared discourse.

Positive Psychology (MSON)

Fall; Grades 10–12

Taught by: Waynflete School

This course begins by providing a historical context of positive psychology within broader psychological research, and helps explain why the field is of particular importance to those in a high school or college setting. Students will be introduced to the primary components and related functions of the brain in order to understand the biological foundation of our emotional experiences. Current research will be used to develop a broader sense of what positive psychology is and is not, and how it can be applied in students' own lives. Additionally, students will gain an understanding of basic research methods and their application to the science of psychology.

This course will require substantial reading (sometimes on par with 100 level college courses) and writing. Students will be asked to reflect regularly on their individual experiences in order to integrate course material into their daily lives. One of the key learning outcomes is to have each participant identify his or her own strengths while simultaneously recognizing and respecting the attributes others bring to the course.

The Power of Story

Grades 11–12

May also be taken as a literature elective

“The purpose of a storyteller is not to tell you how to think, but to give you questions to think upon.”

Brandon Sanderson, *The Way of Kings*

Stories are essential ways we come to know ourselves and the world around us. Stories affirm who we are and where we have been, and allow us to experience the similarities and differences between ourselves and others. This course examines how we choose to tell stories, whose stories get told, and the impact of these decisions on how we learn history. This course first focuses on the art of storytelling, looking at the building blocks of what makes a strong narrative. Students then study different vehicles for storytelling, including literature, film, oral traditions, art, animation, radio, and newer digital platforms. We use experts from the field to deepen our understanding of the elements of compelling storytelling and participate in storytelling events in the community. In addition, students experiment with a range of mediums to tell their own stories, those of others, and those of history, both past and current. This course is largely student-driven and project based, providing class members the opportunity to pursue content that is interesting and exciting to them. This course emphasizes and develops students’ analytic, research, communicative, creative, and collaborative skills.

Summer Reading:

A memoir and biopic of student’s choosing

Sex, Gender, and Society:

An Introduction to Queer Studies

Fall; Grades 11–12

May also be taken as a literature elective

Students explore the history, politics, and representations of biological sex, human sexualities, and gender constructions and performances that impact our everyday lives. Studying primary sources in addition to literature and film, students reflect, inquire, and act as we question: *How have sex and gender evolved with significant historical movements and philosophical ideas? What consequences does sex have on gender and vice versa? How has queerness (the destabilization of sex and gender as normative) impacted people’s everyday lives?* Raising their voice and choice, students’ readings delve into lesbian, gay, bisexual, transgender, queer, and questioning perspectives on topics such as body image, love, family, work, religion, race, ethnicity, loss, childhood, and coming of age. Throughout the course, students write some shorter reflective, creative, and analytical essays as well as a longer qualitative

research paper. Moreover, students help educate and engage the Maret community by planning and hosting an event for LGBTQ+ History Month in October. Students also work with local organizations that support or provide programs for the LGBTQ+ communities in DC as part of a service learning and community engagement project.

Stolen Lives: Captivity in History and Contemporary Contexts (MSON)

Fall; Grades 11–12

Prerequisite: United States History or world history preferred

Taught by: Casady School

Captive taking and enslavement have been near-universal trends among human societies throughout history. Traditionally, the majority of these captives were young women and children. This course will explore captivity in a variety of contexts, beginning with a broad survey of captive-taking practices worldwide and an examination of the crucial role that captives have played not only in delineating the differences between nations, but also serving as cultural mediators, purveyors of new technology, and agents of change. Students will then read a variety of captivity narratives, discerning the patterns, themes, and tropes of this genre and comparing narratives across time and cultures. The final section of the course will focus on instances of modern-day captivity including, the treatment and fate of incarcerated individuals, victims of human trafficking, and non-human captives.

Think Global, Debate Local (MSON)

Fall; Grades 11–12

Taught by: Roeper School

Water justice. Gentrification. Housing. Education. Race Relations. Public Safety. Environmental Issues. Is it wrong to shut off water service to households that are delinquent on their water bills? When forced to choose, should a city invest limited funds in education or public safety? Should cities and states focus more on improving neighborhoods or enticing business investments? When in conflict, should environmental issues take priority over the needs of businesses?

Many cities in the United States (and around the world) struggle with these and other challenges. In Debate Local, Think Global, we use our local experiences to take deep dives into the facts and philosophies underlying the challenges, values, and perspectives that shape our cities, neighborhoods, and homes, and that form the foundation of our experiences within them.

The overarching goal of this course is for students to teach each other about important topics in their own

neighborhoods, towns, states, and regions, and to use debate as a tool to examine the arguments surrounding those topics. Other goals include: achieving a better understanding of complex issues by taking on and arguing for the viewpoints of various stakeholders; discovering ways to shift from an adversarial to a cooperative relationship when disagreements arise; and understanding the ways different values can be used as filters through which to view a given issue.

Topics in Psychology

Grades 11–12

What type of learner am I?

What motivates me?

How does my brain influence my behavior?

How do I better use my memory and intelligence to improve my performance for that next test?

What type of personality do I have?

How do social interactions affect my individual decision making?

Students ponder these and other questions about the human mind, the individual, and real-world behavior. They seek to understand the mind's capacities and limitations in biological, cognitive, developmental, and sociocultural senses as well as how individual minds vary. The course balances inquiry and story to engage students in discussion- and activities-based approaches and examinations of topics including:

- Biological bases of behavior, sensation and perception, and consciousness
- Learning and human development
- Memory and language
- Thinking and intelligence
- Motivation and emotion
- Stress and health
- Gender and sexuality
- Personality and psychological disorders, and their treatments
- Social cognition, influence, and interactions

Students also learn to apply psychological knowledge by exploring case studies, developing observational skills, creating and administering surveys, and running small experiments. They select topics for independent research and presentation such as how psychology affects and is affected by class status, gender, sexuality, race, and ethnicity; work environments; sports and entertainment; schools and prisons; health; driving and traffic; evolution; religions; social media, etc. Students design and report on their own experiment for the Maret Humanities Capstone event.

Texts:

Branagh, *Shakespeare's Hamlet with Screenplay, Introduction and Film Diary*

Licht, Hull, and Ballantyne, *Scientific American: Psychology*, 2nd Edition (rental available; required with LaunchPad access)

Marcus, *The Norton Psychology Reader*

Film:

Branagh (dir.), *Hamlet* (1996)

Wartime Dissent in American History (MSON)

Fall; Grades 11–12

Prerequisite: AP US History or equivalent

Taught by: Prairie School

Benjamin Franklin once said that “They that can give up essential liberty to obtain a little temporary safety deserve neither safety nor liberty.” An oft-cited quotation by champions of American civil liberties protections and anti-war activists, Franklin’s passage illustrates how dilemmas regarding the balance between free speech and national security have tested and often perplexed American politicians, courts, and citizens since the inception of the country. During wars the government reserves the right to draft men into the armed services, confiscate the property of individual citizens, set prices, ration food and fuel, and drastically increase taxes. Viewing them through the prism of the nation’s existential crisis, most citizens accept these compromises on their liberty. Ben Franklin, however, lived in a premodern world devoid of anthrax, drones, Internet communication, and long- range nuclear weapons. The Founding Fathers could not have foreseen the awesome power nor puissant pressure of commanders-in-chief who, obligated to protect the lives of millions, regularly criticize dissenters. And thus lines must be drawn between civil liberties and national security—but where?

Through reading, discussing, and critically analyzing primary and secondary sources from each American war (from the Revolutionary War through the War on Terror), students will emerge with a better understanding of American wars, their dissenters, and the meaning of freedom under its most intense stress tests.

Writing Herself In: US Women’s History and Literature

Grades 11–12

May also be taken as a literature elective

The course moves beyond a compensatory or contributory model of social history to unearth and examine the experiences of women from all backgrounds throughout US history. Using writings by women from a variety of fiction and non-fiction genres, students will investigate the civic, economic, and activist strains of women’s public lives from the precolonial era to the present. Women who

write often defy simple characterizations of being either literary or historical, ethnographic or personal. The course focuses on the role of gender and sexual identity, paid and unpaid labor, political exclusion and participation, and racial and ethnic identity through the experiences of women who have recorded and kept their own histories. Students will work together to bridge the past and present through reflective writing, analysis of current events, historical research, hosting guests, and collaborative digital projects.

LITERATURE ELECTIVES

American Voice, American Speech: Word as Action from Anne Bradstreet to Donald Trump (MSON)

Spring; Grades 11–12

Prerequisite: US History (prior or concurrent)

Taught by: Indian Springs School

In this course, students will listen across history to the American voice—from Bradstreet and John Winthrop, through Franklin, Thoreau, Whitman, Dickinson, Jacobs, Douglass, Twain, Cole Porter, James Baldwin, and Gertrude Stein, to MLK, Dylan, Steinem, and Obama. We will listen to music, look at art and film, and consider the more tangled “voice” of advertising, television, and political theater.

Even as it has proliferated and transformed, the American voice has maintained an urgent ambivalence about what it means to speak the truth, who should speak it, and to what end. We will look at the ongoing, central tension in much of American speech between the individual and the democratic collective, and also consider the related tension between reflection and action as conditions of possibility. We will also investigate what forms of speech are surrounding our students and how we might replicate them in order to understand them.

Among other writing assignments, students will maintain an ongoing analytical blog and submit a final paper on a topic of the student’s choosing in consultation with the teacher.

Black Millennial Autobiography

Spring; Grades 11–12

What does it mean to live “the Black experience” in the United States after the civil rights and Black Power movements? Strength? Resilience? Wonder? Hope? Rage? Joy? Autobiography is the form students use to unpack this question as they explore the interplay between the writer and the listener as it speaks to Black life in our country. Topics include multiple identities, colorism,

capitalism, mass incarceration, queerness, formations of faith, the silencing of Black voices, and the body. Students write short responses, craft long-form essays, give book talks, debate, and complete a final presentation exploring their own intersectional autobiographical identities.

Readings:

Arceneaux, *I Can’t Date Jesus*

Option: Rae, *Misadventures of An Awkward Black Girl* /
McMillan, *Thick*

Option: Moore, *The Other Wes Moore* /
Stevenson, *A Mercy*

Walker, *Black White and Jewish*

Various short essays and articles

Summer Reading:

Thurston, *How to Be Black*

Films:

13th

Dark Girls

Good Hair

Holler if You Hear Me: Black and Gay in the Church

Moonlight

Pariah

Black Women Writers

Fall; Grades 11–12

Chimamanda Adichie writes, “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue but that they are incomplete. They make one story become the only story.” This course dismantles the single story of Black women that has been told across the ages in our music, our media, and, especially, in our literature. Students explore written work exclusively by Black women authors featuring Black female protagonists. To be clear: the use of the words *woman* and *female* in this course refer to anyone who identifies with girlhood or womanhood, whether biologically assigned, cisgender, or transgender.

Rooted in writing theory from Toni Morrison and bell hooks, students explore what it means to be a Black woman in this country and how Black women authors seek to convey the truth of Black women’s 21st century experience. Themes include: the Black woman’s body; faith and formations; queerness and transness; family ties; Black protectionism; and Black Girl Magic. Students engage in vibrant discussion, complete short analytical writings, and a culminating project: a short story, a television episode, or a chapter of a longer work that centers a Black woman’s intersectional experience.

Texts:

Acevedo, *The Poet X*
 Braithwaite, *My Sister, The Serial Killer*
 Jones, *An American Marriage*
 McMillan, *Thick*

Summer Reading:

Evans, *Before You Suffocate Your Own Fool*

Bob Dylan's America (MSON)

Fall; Grades 11–12

Prerequisite: US History and American Literature
 (prior or concurrent)

Taught by: University School of Nashville

May also be taken as a history/social science elective

Arguably the most influential, important, and closely scrutinized American artist of the past six decades, Bob Dylan is as difficult to define as the nation that produced him. Connecting his work to contemporary theories of cultural memory, this course looks at the ways in which Dylan, both in his music and his cultivation of various public personae, maps the contours of the national imagination and explores the prevailing attitudes of class, race, gender, and place in American culture.

We will organize our investigation around three symbolic American geographies: the frontier, the city, and the south. Using Dylan's masterworks and subsequent official "bootleg" recordings as touch-stones, students will consider a variety of texts, including poetry, fiction, and cultural history; biography and autobiography; and popular and documentary film. Works may include *Bob Dylan's Chronicles, Volume I* (2005), Greil Marcus' *The Old, Weird America: The World of Bob Dylan's Basement Tapes* (2001), Don DeLillo's *Great Jones Street* (1973), Michael Ondaatje's *Coming Through Slaughter* (1976), D. W. Griffith's *Birth of a Nation* (1915), Alan Crosland's *The Jazz Singer* (1927), Sam Peckinpah's *The Wild Bunch* (1969), D. A. Pennebaker's *Don't Look Back* (1967), and Martin Scorsese's *No Direction Home* (2005).

Comedy and Satire

Grades 11–12

In addition to making people laugh, comedies and satires often raise provocative questions about society and its treatment of individuals. In this course, students learn and use theories of humor to explore classic and contemporary comedic works and their own senses of humor. Students interrogate whether humorists challenge or reinforce societal values relating to gender, race, sexuality, and social class. As they investigate the often-controversial nature of comedy and satire, students consider whether there are lines that these works should not cross. Units often team older and newer works, such as Shakespeare's

original romantic comedy *Much Ado About Nothing* with contemporary film rom-coms, Plautus's plays with modern films involving stock characters, and Lorraine Hansberry's drama *A Raisin in the Sun* with the satire *Clybourne Park* that picks up where Hansberry's play ends. Students write both analytically and imaginatively, honing their powers of persuasion in formal essays and developing their creative flairs in comedic pieces. Students engage actively with one another through in-class discussions, online discussion forums, peer feedback, formal presentations, and debates.

Communist Cultural Revolutions of the 20th Century

Fall; Grades 11–12

May also be taken as a history and social science elective

This course begins with understanding the fundamentals of communist and socialist philosophies that lay the foundation for the communist and cultural revolutions of China and Cuba. Students subsequently take deep dives into the revolutions of these two countries, studying the history, literature, art, and societies of these unique cultures whose social upheavals still reverberate deeply in the world in which we live. Ultimately, students question whether revolutions are an effective means of social change or whether they reproduce the problems of the past in new forms. Required books are a mixture of historical and literary texts.

Comparative Literature

Grades 11–12

May also be taken as a Spanish elective

Students connect contemporary Spanish-speaking authors with international counterparts through a comparative study of their works that isolates and explores common literary and philosophical concepts. Literary works are grouped by theme and studied concurrently. Selected units explore the topics of tension between individual and society; narrative ambiguity; tension between individual and family; the nature of reality; the role of mathematics in literature; and Cain and Abel's allegory in literature and film. Class discussions are in Spanish. Spanish works can be read in English translation. Papers are written in English.

Texts:

Borges, *Fictions*
 Camus, *The Plague*
 García Márquez, *Chronicle of a Death Foretold*
 García Márquez, *Eyes of a Blue Dog*
 Kafka, *The Trial*
 Kafka, *The Metamorphosis*
 Unamuno, *Abel Sánchez*
 Unamuno, *Don Manuel Bueno Mártir*

Viewings:*Abre Los Ojos**Amadeus***Summer Reading:**García Márquez, *One Hundred Years of Solitude***Contemporary American Literature****Grades 11–12**

Students consider how authors interrogate the “politics of identity” in order to make their works compelling, effective, and critical. Through study of genre, form, and content, students explore how writers push boundaries and use their characters as vehicles to reconcile the limitations imposed on them as authors. Students discuss how and why marginalized writers create, collapse, and capitalize on intersectional identities to enrich their critiques of racism, privilege, and power. The coursework includes expository and creative writing assignments, oral presentations, interviews, and personal essays. Writing assignments focus on the construction of strong, well-supported, compelling arguments which interlace close reading with theory and self-exploration. Daily coursework is largely discussion based, designed to stretch students beyond mere analysis of the stories they read and toward a greater understanding of how the texts operate as artifacts of culture. All the while, students explore their own identities and how they intersect with those identities explored in the texts.

Texts:Lahiri, *The Namesake*Bulter, *Kindred*Diaz, *The Brief Wondrous Life of Oscar Wao*Wolfe, *The Colored Museum*Lorde, *Zami: A New Spelling of My Name*Wallace, *Consider the Lobster***Summer Reading:**Alexie, *Flight***Creative Non-Fiction Writing Workshop:
If Only You Could See this Place (MSON)****Spring; Grades 11–12****Taught by: Waynflote School**

How do we write great non-fiction (and this includes all flavors of essays—college essays, literary journalism, memoir, and more), so that our stories have an injection of narrative tension that invites the reader to sit down inside our stories and stay awhile? This workshop will help you become a better writer so that your stories contain an electrical charge that starts at the sentence level and travels through the entire piece. This tension, or electrical charge, is the engine that great non-fiction runs on.

Students will search the places in one’s life that have mattered most, and using a series of fun writing prompts, generate new writing, using place as a portal to help land on the life stories that students’ most want to tell. Later, the class will move into class workshops of each student’s work. Each session will also look at other specific craft aspects: primarily beginnings, endings, and the weaving of multiple story lines in one essay. This is an ideal course for juniors beginning to think about ideas and drafts of their personal essay for college.

Creative Writing in the Digital Age (MSON)**Fall; Grades 11–12****Taught by: Severn School**

Storytelling is as important today as it was hundreds of years ago. What has changed, in many cases, is the media through which writers tell their stories. Today’s literary artists take advantage of digital tools to spread their messages and tell their stories in new ways that combine narrative and contemporary form. Students will begin with the traditional forms of poetry, short prose, and literary non-fiction and then go beyond those forms to explore how contemporary tools can enhance expression. We will study master writers in each of the traditional forms and be inspired by their examples. Then, we will look at how communication in the 21st century has provided us with even more ways to share our thoughts and to be creative. Possible explorations include hyperlinked narratives, social media as inspiration and tool, animated text, audio, videos, and all manner of non-linear narrative. The class will ask an essential question: what happens when communication becomes wider and has an instant audience? The class routine, based around writing, reading, and discussion, will include weekly critiques of student work and required writing, including in some non-traditional, contemporary formats.

Cultural Revolutions in the Middle East**Spring; Grades 11–12****May also be taken as a history and social science elective**

Students examine the dissolution of the Ottoman Empire and the resulting formation of the current Middle East and how this geo-political construction laid the foundation for many social changes in the region later in the 20th century. Subsequently, students take a deep dive into the Iranian revolution of the late 1970s and the Arab Spring of the last decade, using history, literature, and art ways to further understand the complex societies in which these revolutions occurred. Current issues of the Middle East also serve as part of course content and ultimately serve as a sounding post in answering whether these cultural revolutions effectively changed the societies

in which they occurred or whether they reproduced the problems of the past in new forms. Required books are a mixture of historical and literary texts.

Etymology of Scientific Terms (MSON)

Fall 2020; Grades 11–12

Taught by: Winchester Thurston School

The purpose of the course is, to quote the textbook, “By teaching ... the root elements of medical terminology—the prefixes, suffixes, and combining forms of Greek and Latin ... not only to teach students modern medical terminology, but to give them the ability to decipher the evolving language of medicine throughout their careers.”

This is in many ways a language course, and deals with elements that are used to create terms to meet the specific needs of medical scientists. As material is introduced, students will complete practice exercises during each class meeting, as well as complete approximately one quiz per week. Outside of class, students are expected to analyze and define fifty terms each week. Additional material deals with complex etymologies, the history of our understanding of certain aspects of medical science, and relevant material from Greek and Latin texts.

Exploration of Ethics through Literature

Grades 11–12

This course uses literature to examine complex moral dilemmas which evade simple, “right” answers. Students explore readings by a variety of classical and modern thinkers to glean a deeper understanding of ethics, a field of philosophy which strives to clarify how people ought to behave. The texts raise questions such as: *What is justice? Who is in my universe of obligation? What is a creator’s responsibility to his or her creation? Can external structures mitigate an individual’s responsibility for his or her actions?* In this discussion-based seminar, readings draw from classical and contemporary world literature, including mostly novels, but also current articles, fairytales, short stories, comic books, and excerpts from philosophical works. The texts and discussions may, at times, evoke feelings of discomfort or confusion because they grapple with complicated issues and murky solutions. In unpacking these nuanced concepts, students work to arrive at a better understanding of themselves when confronted with moral dilemmas, especially as the outside forces that accompany them challenge their reasoning and decision making. Over the course of the year, students expand their thinking and continue cultivating their voices through reflective journaling, debates, thoughtful discussions, and analytical essays.

The Fiction of James Joyce (MSON)

Spring; Grades 11–12

Prerequisite: Equivalent of AP Language & Composition or AP Literature & Composition (prior or concurrent)

Taught by: Porter-Gaud

James Joyce created the most beautiful literature of the Twentieth Century, prose that has thrilled and at times confounded readers for generations. Simply put, *Ulysses*, his 1922 masterpiece, changed the landscape for the novel as a whole. This course will unpack the mystery and loveliness of two Joyce novels, *A Portrait of the Artist as a Young Man* and *Ulysses*, giving students the close-reading tools to appreciate and make sense of Joyce’s particular literary power, to scale the edifice of *Ulysses* to see it for what it truly is: a marvel of stylistic achievement, a testament to the ways in which language shapes us as we shape it, and, at its core, a gorgeous love story and an exploration of the everyday heroism that we often overlook.

In particular, we will explore how Joyce tried to render the authentic human experience through language: how Joyce wanted literature to look and feel more like life than like “art,” how he wanted literature to mirror the texture of the actual thinking and feeling mind. To that end, while the course will give students an intensive look at arguably the greatest literary mind since Shakespeare, it will also have us—teacher and student alike—consider what it means to inhabit fully our hearts, minds, and selves in the modern world.

Law, Culture, and Society

Grades 11–12

May also be taken as a history and social science elective

Debate over the role of law in our society is not limited to courtrooms and newspapers; it is waged in literature, on stage, in movie theaters, on radio and television, and online. This course explores the nexus of law, society, and culture. Students study how cultural expression influences public perceptions of the law and justice. Students examine the meaning of justice, the relationship between law and morality, the difference between justice and revenge, and the proper aims of the criminal justice system, while digging into legal controversies around race, gender, social class, and sexuality. Students learn principles of criminal law and criminal procedure that they use to dig into literary murder cases, hate crime law, mass incarceration, and Innocence Project cases. They work as historians and as cultural critics, analyzing a wide range of works such as Bryan Stevenson’s memoir *Just Mercy*; the play *The Laramie Project*; the novels *The Stranger* by Albert Camus and *The Hate U Give* by Angie

Thomas; the documentary *Making a Murderer*; and the podcast *Serial*. Students hone their research and writing skills through literary and cultural analyses, creative projects, position papers, closing statements, document investigations, essays, and op-eds. The class is highly interactive, with discussions, debates, oral and media projects, formal presentations, and Socratic seminars.

Literature and Theories of Knowledge

Grades 11–12

In this philosophy-based literature course, students develop a coherent approach to learning and understanding through thoughtful inquiry into different ways of knowing and different types of knowledge. They focus on how reality is perceived, with emphases on Plato's and Aristotle's doctrines. Students question their assumptions about reality through diverse philosophical and literary texts, and try to answer this seminal question: *What level of certainty, if any, can I assign to a given assertion of knowledge?* Through diverse readings in various genres, students reflect on their own experiences as learners and discover how different academic disciplines are interconnected. They read literary works that explore realms of knowledge spanning the arts to mathematics, and make connections between and across ways of knowing and areas of knowledge. They read a combination of excerpts from philosophical works and complete works from various literary genres, including Aristotle, Cantor, Descartes, Frege, Gödel, Heidegger, Hume, Kierkegaard, Kant, Leibniz, Locke, Machiavelli, Maimonides, Nietzsche, Pascal, Plato, Rousseau, Russell, Sartre, and Wittgenstein.

Summer Reading:

Watch: Andy and Lana Wachowski, *The Matrix*
Nolan, *Inception*

Texts:

Carroll, *Through The Looking Glass*
Doxiadis, *Logicomix: Epic Search for Truth*
Hesse, *Narcissus and Goldmund*
Mann, *Death in Venice*
Murakami, *Hard-Boiled Wonderland and the End of the World*
Machiavelli, *The Prince*

Lovers, Warriors, Poets, and Thinkers of the Ancient Mediterranean

May also be taken as credit in world languages.

Murderous mothers, philandering gods, and avenging furies are just some examples of tensions and conflicts to examine and explore in ancient literature. Students come to comprehend the context of the original pieces

of literature, but more importantly also realize that little has changed among mortals in their expressions of horror and fear, love and inspiration, and the fundamental goal to understand the world around them. Works by such prominent male authors as Plato, Euripides, and Vergil and surviving poems by female writers such as Sappho and Sulpicia are covered. Students explore a survey of classical literature from a range of genres (poetry, tragedy, comedy, satire, philosophy). Finally, as classical works have over the last two millennia exerted a consistent and undeniable influence on arts and literature, students appreciate parallels in modern works of visual arts, contemporary literary adaptations, film, and music. While there are essays and response questions to help guide readings, there also are many opportunities for creative projects—both individually and as groups—in this highly interactive and engaging course. *Students who take this course as a Latin credit read selections of the curriculum in the original Latin.*

Narratives of Place / The Place of Narrative on the N. American Prairie (MSON)

Grades 11–12

Prerequisite: *United States History; American Literature; some familiarity with environmental science recommended*

Taught by: *Brownell-Talbot*

Prairie ecosystems have long played a formative role in the history and culture of the North American midcontinent, dating back to pre-contact indigenous communities, through the eras of Euro-American exploration and settlement, up to the predominance of large-scale industrial agriculture that characterizes the region today. This course will interrogate the transformation of a once thriving, but now degraded, ecosystem through an interdisciplinary approach centered upon analysis of a wide array of texts—oral tradition, travel narrative, canonical poetry and fiction, documentary film, folk music, and more—that also explores concepts in prairie ecology and cultural geography to enhance understanding of this greatly misunderstood region. The role narrative plays in creating, altering, and sustaining sociocultural attitudes toward a given place will be a major point of emphasis, as students work through a variety of texts with contrasting, and often contradictory, outlooks on the place of the prairie in American life, identity, and experience. Instruction will also include on-site tutorials and virtual interactions with remnant and reconstructed prairies throughout eastern Nebraska and western Iowa.

Nuestra America

Grades 11–12

The American identity will never be fixed and final; it will always be in the making.”—Arthur Schlesinger Jr.

Hispanic. Latino/a. Chicano. Nuyoricano. Latinx. In this course, students learn more about these terms and the people, culture, and traditions they describe. Through a study of fiction, non-fiction, poetry, film, and murals by US born writers and artists of Puerto Rican, Cuban, Mexican, and Dominican descent, students consider the construction and negotiation of identity in terms of language, ethnicity, religion, race, gender, sexuality, class, and politics. They explore the tension between assimilation and cultural preservation and the distinctions and similarities that exist in Nuestra America. Throughout the course, students build skills in close reading, critical thinking, and analytical and creative writing.

Philosophy in Pop Culture (MSON)

Spring; Grades 11–12

No prerequisite, but some familiarity/experience with logic helpful

Taught by: Canterbury School

Have you ever had a realistic dream that you were sure was true and then work up confused? How do you know that you are not in the Matrix? What is real and what is not? This course will investigate the nature of existence. It will combine classic philosophic works, like Descartes, with contemporary movies like *The Matrix* and *Inception*, to contemplate what it is to exist and what the meaning of life is or should be.

Materials required:

Netflix subscription.

The Power of Story

Grades 11–12

May also be taken as a history and social science elective

“The purpose of a storyteller is not to tell you how to think, but to give you questions to think upon.”

Brandon Sanderson, *The Way of Kings*

Stories are essential ways we come to know ourselves and the world around us. Stories affirm who we are and where we have been, and allow us to experience the similarities and differences between ourselves and others. This course examines how we choose to tell stories, whose stories get told, and the impact of these decisions on how we learn history. This course first focuses on the art of storytelling, looking at the building blocks of what makes a strong narrative. Students then study different vehicles

for storytelling, including literature, film, oral traditions, art, animation, radio, and newer digital platforms. We use experts from the field to deepen our understanding of the elements of compelling storytelling and participate in storytelling events in the community. In addition, students experiment with a range of mediums to tell their own stories, those of others, and those of history, both past and current. This course is largely student-driven and project based, providing class members the opportunity to pursue content that is interesting and exciting to them. This course emphasizes and develops students’ analytic, research, communicative, creative, and collaborative skills.

Summer Reading:

A memoir and biopic of student’s choosing

The Question of Evil from Voltaire to Camus

May also be taken for a credit in world languages

Students explore how French literature represents and makes sense of the manifestation of evil in the modern world. From *Candide’s* satirical treatment of theodicy and optimism to *The Plague’s* absurdist yet hopeful approach, students examine the many facets of evil, how they face it, and its sources. Students also explore in detail the historical events that frame their readings, with a particular emphasis on the impact those events have had on the arts and philosophy. *This class is conducted entirely in French.*

Texts:

Voltaire, *Candide*

Maupassant, *Le Horla*

Sartre, *Huis-Clos*

Anouilh, *Antigone*

Ionesco, *La leçon*

Vian, *Les fourmis*

Sain-Exupéry, *Le Petit-Prince*

Summer Reading:

Camus, *La Peste*

Sex, Gender, and Society:

An Introduction to Queer Studies

Fall; Grades 11–12

May also be taken as a history and social science elective

Students explore the history, politics, and representations of biological sex, human sexualities, and gender constructions and performances that impact our everyday lives. Studying primary sources in addition to literature and film, students reflect, inquire, and act as we question: *How have sex and gender evolved with significant historical movements and philosophical ideas? What consequences does*

sex have on gender and vice versa? How has queerness (the destabilization of sex and gender as normative) impacted people's everyday lives? Raising their voice and choice, students' readings delve into lesbian, gay, bisexual, transgender, queer, and questioning perspectives on topics such as body image, love, family, work, religion, race, ethnicity, loss, childhood, and coming of age. Throughout the course, students write some shorter reflective, creative, and analytical essays as well as a longer qualitative research paper. Moreover, students help educate and engage the Maret community by planning and hosting an event for LGBTQ+ History Month in October. Students also work with local organizations that support or provide programs for the LGBTQ+ communities in DC as part of a service learning and community engagement project.

Speech Matters: Public Speaking in Everyday Life Spring

"Speech is power: speech is to persuade, to convert, to compel." —Ralph Waldo Emerson

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." —Dr. Maya Angelou

Students examine the significance of public speaking throughout history and in our contemporary world. Students also study the art and craft of speech as the coalescing of words, voice, and body to create a powerfully unique connection to the audience. The course guides students to intentionally develop public speaking skills that will give them advantages in communications and leadership throughout their lives.

Students discuss rhetoric and public discourse by reading, watching, and studying historic speeches from world figures like Pericles, Queen Elizabeth, Sojourner Truth, Adolf Hitler, Angela Davis, Lou Gehrig, Barry Goldwater, Benazir Bhutto, Nelson Mandela, Angela Merkel, and Emmanuel Macron. Students also focus on delivery of informative speeches, persuasive speeches, and speeches for special occasions. Studying various prepared and extemporaneous delivery styles, including TED Talks, toasts, inaugurations, debate, and storytelling, students practice speechmaking in different real-world situations. They also engage in exercises where improvisation, taking risks, and messing up help build their confidence before an audience. Throughout the course, students reflect on their growth as speakers, listeners, readers, and learners. As writers, they craft creative composition, face personal fears of public speaking, and develop stronger voices. Students conclude the course with a culminating speech performance of presentation.

Texts:

Fraleigh and Truman, *Speak Up!: An Illustrated Guide to Public Speaking (4th edition)*

Shakespeare, *Julius Caesar*

Course packet, selected readings and speeches

Film:

Hooper (dir.), *The King's Speech*

Washington (dir.), *The Great Debaters*

Writing Herself In: US Women's History and Literature Grades 11–12

May also be taken as a history and social science elective

The course moves beyond a compensatory or contributory model of social history to unearth and examine the experiences of women from all backgrounds throughout US history. Using writings by women from a variety of fiction and non-fiction genres, students will investigate the civic, economic, and activist strains of women's public lives from the precolonial era to the present. Women who write often defy simple characterizations of being either literary or historical, ethnographic or personal. The course focuses on the role of gender and sexual identity, paid and unpaid labor, political exclusion and participation, and racial and ethnic identity through the experiences of women who have recorded and kept their own histories. Students will work together to bridge the past and present through reflective writing, analysis of current events, historical research, hosting guests, and collaborative digital projects.

MATHEMATICS

Requirements: Completion of the math progression through Precalculus or four years of mathematics

Chair: Dr. Berook Alemayehu

See chart on page 26 for sequence of math courses.

Mathematics at Maret is innovative, exciting, rigorous, and challenging. Students at all levels grapple with complex problems, work collaboratively, and present solutions. They acquire content, practice skills, think creatively, synthesize ideas, and master a range of problem-solving techniques. Our students are encouraged to notice and wonder about interesting problems, to tinker with them, to rise to challenges, and to be willing to make mistakes that they can learn from on their way to finding elegant, interesting, and creative solutions. Throughout the program, students utilize technological resources appropriately to gather, analyze, and explore real data, model natural phenomena, and solve complex equations.

The mathematics program reflects a range of abilities, learning styles, and interests. The department offers regular, advanced, and accelerated courses; placement is made through consultation with students, families, and teachers. The program is flexible; students choose an appropriately challenging schedule each year and are not locked into a specific math track. Most Maret students take four years of high school mathematics.

Geometry

Students learn about the patterns and shapes that form the foundation of the physical world. They explore two- and three-dimensional shapes and participate in inquiry-based activities that require a synthesis of ideas. Traditional two-column proof is deemphasized; students make conjectures and prove theorems using algebra and coordinate geometry. They practice skills while studying patterns, points, lines and angles, triangles, trigonometry, quadrilaterals, polygons, circles, solids, and non-Euclidean geometry. During the second semester, students broaden computational and design-thinking skills through a programming unit. They gain basic understanding of creating a program using Python, test code, and then students create an interactive project that uses Python to solve a geometric problem.

Advanced Geometry

Students are challenged with complex problems that require creative thought and a willingness to persevere when solutions are not apparent. They focus on the development of algebraic and geometric problem-solving strategies, and effectively and efficiently communicate through oral presentation of their work. During the second semester, students broaden computational and design-thinking skills in a programming unit. They gain basic understanding of creating a program using Python, test code, and then create an interactive project that uses Python to solve a geometric problem. Geometer's Sketchpad and other software programs are used as exploratory and problem-solving tools.

Algebra 2 & Trigonometry

Students explore families of functions: characteristics, graphs, and real-world applications. They review operations with rational numbers and study rational functions, asymptotes, and graphs. With the aid of a graphing calculator, students represent functions graphically, numerically, and algebraically. They examine the applications of function using hands-on labs, videos, and interactive websites.

Advanced Algebra 2 & Trigonometry

Students explore a variety of functions—exponential,

polynomial, rational, and trigonometric—with a focus on the patterns in function behavior. Students apply their knowledge to unique problems that do not lend themselves to an algorithm. They develop learning strategies, critical-thinking skills, and problem-solving techniques vital in a data-driven world.

Accelerated Algebra 2 & Trigonometry

Students take part in a rigorous, enriched survey of advanced algebra concepts, skills, and applications. They undertake an in-depth study of functions—exponential, polynomial, rational, and trigonometric. Students analyze the graphs of functions as visualizations of mathematical models. They are challenged to stretch their mastery of skills by applying knowledge to novel situations.

Precalculus

Students reinforce and extend their problem-solving and analytical skills. They continue to explore families of functions, focusing on the relationships between functions and their inverses. They study probability and statistics and the fundamental ideas of calculus. Students work with Maret lower school students as Math Buddies, reinforcing their own understanding of mathematics concepts by explaining them to young children.

Advanced Precalculus

Students gain a deep understanding of the fundamental concepts and applications of functions. Students build upon their knowledge to creatively incorporate algebraic and geometric concepts when solving novel problems. Students dive into the study of probability and statistics, exploring data displays, descriptive statistics, and probability theory. The course culminates in a survey of the fundamental ideas of calculus.

Accelerated Elementary Functions

Using a problem-solving format, students work on challenging multistep problems, utilizing geometry, trigonometry, and algebraic skills. They learn about vectors, parametric equations, and polar coordinates as they explore new ways to convey mathematical ideas. Students engage in lively dialogue and exhibit conceptual understanding. Students dive into the study of probability and statistics, exploring data displays, descriptive statistics, regression, survey design, and compound probability theory. The course culminates in a survey of the fundamental ideas of calculus.

Advanced Statistics

Prerequisite: *Precalculus (prior or concurrent)*

Students explore topics in modern statistics including data displays, regression analysis, hypothesis tests, and survey

design. Students construct and critique arguments based on empirical evidence, learn to use a statistical analysis software program, construct data sets of their own, and apply statistical techniques to produce their own research.

Calculus

Students explore the fundamental concepts and problem-solving techniques of calculus and study limits and derivatives in depth. Students are introduced to the basic mechanics and applications of integration. Using a conceptual approach to calculus, students review prerequisite mathematics and problem-solving strategies. Successful students will be prepared for introductory college calculus.

AB Calculus

The ancient Greek philosopher Heraclitus said, “The only constant is change.” Students learn the basic mathematical methods used to analyze phenomena that change. Through the study of limits, derivatives, integrals, and differential equations, students model population growth, profit maximization, and dynamic motion. Successful students may take the AP Calculus AB Exam.

BC Calculus

This college-level course is a study in single-variable calculus. Students explore differentiation and its applications; integration techniques and problems utilizing the integral; differential equations; and infinite sequences and series. They also study the history of calculus. Successful students may take the AP Calculus BC Exam.

Multivariable Calculus

Grades 11–12

Prerequisite: BC Calculus

Taught at Maret and offered as an MSON course

MSON Section A taught by Maret School; Section B, Stanford Online High School; Section C, Chadwick School

The mathematics of three dimensions is the emphasis of this college-level course. Multivariable Calculus will explore the geometry of three-dimensional space, including vector arithmetic. It will also explore three-dimensional surfaces, using the tools of derivatives and integrals expanded into multiple dimensions. A robust unit on differential equations will allow students to review the topics of single-variable calculus. The emphasis throughout the course will be on problem solving and on real-world applications of the tools students learn in fields such as economics, astronomy, physics, engineering, and medicine.

Linear Algebra (MSON)

Fall 2020; Grades 11–12

Prerequisite: BC Calculus

Taught by: Indian Springs School

A standard treatment of linear algebra as presented to university-level science and engineering majors. Course topics will include row-reduction, matrix equations, linear transformations, matrix operations, invertibility, LU-factorization, subspaces of Euclidean space, dimension, rank, determinants (elementary product definition, expansion by minors, and row-reduction), vector spaces, null and column spaces, linear independence, bases, change of basis, eigen-theory, algebraic and geometric multiplicity, diagonalization, inner product, length, orthogonality, orthogonal sets, projections, the Gram-Schmidt process, QR-factorization, and the method least-squares. Time-permitting, the remainder of the course will be spent exploring applications of linear algebra to various disciplines. Regular problem sets will allow the students to practice and master the techniques introduced in class. Topic mastery will be exhibited through both written and oral exams.

Advanced Applied Math Through Finance (MSON)

Spring; Grades 11–12

Prerequisite: Algebra II

Taught by: Severn School

This one-semester course will provide students a mathematical and conceptual framework with which to make important personal financial decisions using algebraic tools. Specifically, the class will investigate i) the time value of money (i.e., interest rates, compounding, saving and borrowing) using exponential functions; and ii) the characteristics and risk/reward tradeoff of different financial instruments/investments, such as stocks, bonds and mutual funds, using algebra, probability and statistics. Other financial algebra topics selected with student input may include financial accounting, depreciation methods and foreign currency exchange. The course will stress use of the TI-83/84 calculator, Excel spreadsheets and iPad apps. Students should be comfortable with exponential growth models and, preferably, the concept of the number e for continuous compounding. They should be willing to exhibit an interest in mathematical reasoning and display a hefty dose of curiosity about the language and problem solving nature of personal finance.

PERFORMING ARTS

Requirements: *½ credit in performing arts, plus one additional full credit in performing arts, advanced art, or technology*

Chair: Charles Owens

The Performing Arts Department develops self-expression through theatrical and musical arts. By creating, performing, analyzing, and critiquing dramatic and musical performances, students broaden their view of the world.

Through music, students develop vocal, compositional, and instrumental technique. They also examine the basic elements of music: melody, harmony, form, rhythm, texture, and timbre. Participating in performing arts ensembles, students develop aesthetic sensitivity, advance their vocal and instrumental skill, and experience success in a group structure.

In drama, students view and construct dramatic works and study performance techniques in large group settings. Maret's theatrical productions introduce students to acting technique, dancing, and singing, set building and design, and aspects of life set in historical periods.

CHORUS AND BAND

Chorus

Grade 9 (*1/2 credit*)

Grades 10–12 (*1 credit*)

No prior choral singing experience required

In this non-auditioned chorus, students learn introductory music theory, sight-singing, and singing in 3–4 parts, as well as vocal performance technique. Repertoire includes accompanied works of varied styles, ranging from classical to contemporary. Students join the Combined Maret Concert Choir, which also includes members of the Maret Singers. Students may participate in on-campus and off-campus concerts as well as the ISW tour as appropriate.

Maret Singers

Spring (*1/2 credit*) or **full year;** (*1 credit*) **Grades 9–12**
Enrollment by audition only

Students in Maret's flagship, advanced singing ensemble refine their vocal ability and enhance their sense of style. They study advanced sight-reading, solo singing, and advanced performance techniques while exploring a varied repertoire in accompanied and a capella works. Students also join the Combined Maret Concert Choir along with students in the Beginner Chorus. Students participate in two major on-campus concerts, off-campus performances, and a tour during ISW.

Concert Band/Strings

Grade 9 (*1/2 credit*)

Prerequisite: *Two or more years experience playing a standard string, wind, or percussion instrument or by departmental approval*

Ninth graders join the Advanced Concert Band/Strings students two days a week and develop their playing skills by rehearsing scales, etudes, and standard band and string repertoire. They practice correct posture, breathing, instrument-specific playing techniques, rhythmic/tonal literacy, and musicianship. Students perform a variety of musical genres and learn to be well-rounded musicians. Students participate in two major on-campus concerts, pep rallies, lower school events, off-campus performances, and a short tour during ISW.

Advanced Concert Band/Strings

Grades 9–12 (*1 credit*)

Prerequisite: *Ninth graders by audition only; all students should have two or more years experience playing a standard string, wind, or percussion instrument or departmental approval*

Students meet four days a week and develop their playing skills by rehearsing scales, etudes, and standard band and string repertoire. They practice correct posture, breathing, instrument-specific playing techniques, rhythmic/tonal literacy, and musicianship. Students perform a variety of musical genres and learn to be well-rounded musicians. Students participate in two major on-campus concerts, pep rallies, lower school events, off-campus performances, and a short tour during ISW.

Introduction to Music Theory (MSON)

Fall 2020; Grades 11–12

Prerequisite: *Basic music literacy (rhythm and note reading (at least in one clef)) required*

Taught by: Canterbury School

Music theory deepens the knowledge and intellectual understanding of the building blocks of music: scales, rhythms, chords, formal analysis, counterpoint, musical forms, and the different stylistic periods of music history. This class is geared primarily for musicians who are serious about music performance, improvisation and/or composition, but also perhaps just interested in pursuing a deeper understanding of the theoretical components of music. Basic musical literacy is a prerequisite. During the course of this class students will learn to:

- Identify all notes in both clefs and all key signatures
- Learn and identify all forms of minor scales
- Learn to transpose within different keys
- Learn and identify time signatures
- Aurally and visually identify major, minor, augmented and diminished chords

- Practice and attain proficiency in rhythmic and melodic dictation
- Learn the basics of voice-leading
- Harmonize a simple tune
- Practice rhythmic and melodic dictation
- Chord analysis
- Discuss and identify different characteristics of Medieval/Renaissance/Baroque/Classical/Romantic eras, as well as cover some of the compositional techniques of the 20th and 21st century.
- Discuss and identify major composers within the above noted eras.

Required:

Access to a keyboard, even an inexpensive, roll-up one

FILM AND THEATRE**Film Production****Full year (1 credit); Grades 10–12**

Students acquire technical, creative, artistic, and historical background in the fields of video, broadcasting, and film production, as well as an understanding of the essential elements for a live production and how content is consumed by contemporary viewers. They gain experience in audio production, lighting technique, video editing, story development, special effects, and production management, while learning to operate a variety of camera systems. Students produce films in several categories including documentary, commercial, and traditional film styles.

Basic Acting Technique**Grade 9 (1/2 credit)**

Students acquire basic acting techniques and terms through performance exercises that acquaint them with the fundamental tools of acting: voice and body. Students learn how to analyze a script as an actor, identify the circumstances of a scene, and develop a character's physical actions. They perform monologues and scenes for the class and finish the year with a performance in front of a small audience.

Introduction to Technical Theatre**Grade 9 (1/2 credit)**

Students gain introductory technical experience in stage carpentry, lighting, and sound. They learn the skills necessary to work backstage for a live production and are encouraged, but not required, to work on the fall and/or spring tech crew for a Maret theatrical production.

Advanced Technical Theatre**Fall (1/2 credit) or full year (1 credit); Grades 10–12**

Prerequisite: *Introduction to Technical Theatre or previous tech theatre experience by department approval*

Students with an interest in technical theatre further develop and apply stagecraft skill sets. They take part in hands-on class projects, work on Maret productions during class time, and are encouraged, but not required, to spend time outside of class working on Maret productions.

Multiculturalism and Social Justice in the American Musical Theatre**Full year (1 credit); Grades 11–12**

May be taken for a humanities credit as a history and social science elective

The American Musical Theatre has always acted as a real-time reflection of American society, and for much of its history, has defined international popular music. From the beginnings of the genre in minstrelsy, through the Golden Age of Rodgers and Hammerstein, to *Hamilton* today, musical theatre has been at the forefront of American popular culture and has often led the charge in important movements such as gender equality, civil rights, immigration, and LGBTQ rights. Students explore the American narrative through the lens of the musical theatre using primary and secondary sources, including texts, films, images, recordings, libretti, and musical scores. Students will study the birth, development, and ascendance of the Broadway musical as social commentary and its defining effect on the national story.

PHYSICAL EDUCATION/ ATHLETICS

Chair: *Liz Hall*

OVERVIEW

Maret's physical education and athletics programs center on student achievement and enjoyment. Through a variety of team and individual physical activities, students learn good sportsmanship and self-discipline. Students develop skills, learn basic rules and strategies, and gain an understanding of the importance of lifelong physical fitness.

The school year is divided into three athletic seasons. Students partake in a combination of physical education and/or interscholastic team sports 11 of the 12 seasons between Grades 9 and 12. Students who successfully complete 11 seasons may choose a one-season exemption

during senior year. An exception is made to this requirement for students who participate in two team sports in one year: They have the option of taking the third season off.

Interscholastic Team Sports

Twenty-nine Maret junior varsity and varsity teams participate in interscholastic competition:

Fall

Cross Country, Coed Varsity
Football, Boys Varsity
Golf, Coed Varsity
Soccer, Boys JV and Varsity
Soccer, Girls JV and Varsity
Tennis, Girls Varsity (boys in spring)
Volleyball, Girls JV and Varsity

Winter

Basketball, Boys JV and Varsity
Basketball, Girls JV and Varsity
Club Ice Hockey, Boys Varsity
Swimming, Coed Varsity

Spring

Baseball, Boys JV and Varsity
Lacrosse, Boys Varsity
Lacrosse, Girls JV and Varsity
Softball, Girls Varsity
Tennis, Boys Varsity (Girls in fall)
Track and Field, Coed Varsity
Ultimate Frisbee, Coed Varsity

Girls compete in the Independent School League (ISL) and boys compete in the Mid-Atlantic Athletic Conference (MAC). Participation on interscholastic teams is encouraged. Tryouts are required for team sports; selection is based on ability.

Physical Education and Lifetime Activities

Students choose activities that promote lifelong physical fitness and pleasure. All activities are held after school and include:

Fall

Strength and conditioning (T, TH 3:30–5:00 p.m.)
Yoga (M, T, TH 3:30–4:30 p.m.)

Winter

Dance (M, F 3:30–5:00 p.m.)
Step Team (student run group; M, T, TH 3:30–4:30 p.m.)
Strength and conditioning (T, TH 3:30–5:00 p.m.)
Yoga (T, TH 3:30–5:00 p.m.)

Spring

Step team (student run group; M, T, TH 3:30–4:30 p.m.)
Strength and Conditioning (M 3:30–5:00 p.m. and W 2:00–3:30 p.m.)

Independent Physical Education

Prerequisites: Department approval

Students who wish to pursue an activity not offered at Maret may apply for an independent P.E. program, including verification of time fulfilled and instruction received. Three hours of supervised instruction per week are required.

Recent independent P.E. programs include horseback riding, crew, dance (jazz, ballet, and modern), martial arts, and rock climbing.

SCIENCE

Requirements: 3 credits; at least one credit in each discipline of biology, chemistry, and physics

Chair: Reyna Pratt

See chart on page 27 for sequence of science courses.

Maret's upper school science program includes a wide selection of courses in each discipline, geared to a range of scientific abilities and interest. Students have several options for progressing through the program; see the accompanying sequence chart for possible scenarios.

The Science Department provides students with challenging hands-on experience and instruction. Three years of science are required; most students complete four or more courses. Some juniors and seniors take two sciences concurrently. Students are required to take a course in each discipline of biology, chemistry, and physics. Some courses develop the advanced knowledge and laboratory techniques needed to excel in college science; others provide students with the breadth of scientific knowledge and problem-solving skills needed in real world situations.

Maret has three fully equipped upper school science labs. Most science courses are laboratory-based, and all require critical analysis and the application of mathematics at

a level appropriate to the course. Technology is used to enhance data collection and analysis.

BIOLOGY

Biology 9

Grade 9

Students develop the research and analytical thinking skills required to succeed in numerous disciplines. Students engage in activities, laboratory investigations, and discussions to develop their understanding of the unifying themes of modern biology. Topics include:

- Ecology
- Evolution
- Cell Biology
- Cell cycle, mitosis and meiosis
- Mendelian Genetics
- Photosynthesis and respiration
- Human physiology and reproduction

Students collect and analyze data using a variety of tools, including computer-based lab probes, spreadsheets, and graphing software. Lab exploration includes basic microscopy, dissection, and models of biological processes. Students demonstrate their understanding of the material with research-based lab reports, models, and other projects.

Biology 11/12

Grades 11–12

Using evolution as the unifying theme, students study human biology. They study the structure and function of cells, genetics, the major physiological systems, and human ecology, all with an emphasis on human health and disease. Lab work is used to illustrate key concepts and to develop analytical and reasoning skills using the hypothetico-deductive methodology of science. Students will organize and assimilate large amounts of material into coherent dynamic models that represent human biology at multiple levels of scale from cell to ecosystem.

Advanced Biology

Prerequisite: Chem Study

Students come to understand biology in the context of evolution and homeostasis from the molecular to the organismal levels; develop their analytical thinking skills as biologists; and prepare for college-level biology. This comprehensive, college-level survey of general biology covers:

- Evolution/speciation/origins of life
- Biomolecules
- Cellular biology
- Metabolism
- Molecular genetics and heredity
- Molecular biology
- Biodiversity, ecology, conservation biology
- Organ systems of Homo sapiens

Students acquire laboratory skills such as experimental design, instrument use, technique, data collection and interpretation, analysis, and writing experimental conclusions. Six weeks of lab are devoted to *Drosophila melanogaster* crosses and the interpretation of the results.

CHEMISTRY

Chem Com (Chemistry in the Community)

This course emphasizes the everyday impact of chemistry as students explore the important role that it will play in their personal and professional lives. Class discussions, laboratory activities, and exercises in decision making and problem solving develop students' aptitude in understanding major chemistry concepts and applying important scientific skills. Units include water, chemical resources, petroleum, food, nuclear chemistry, air and climate, and health. The approach to learning major chemistry concepts is application-based and integrates a service-learning component.

Chem Study

Prerequisite: Current science teacher recommendation

Students engage in a quantitative approach to chemistry. The course integrates chemical theory, quantitative approaches, and experimental observations. Students acquire problem-solving skills and use particle level models to describe the theoretical material. Topics may include:

- Basic stoichiometric relationships
- Gases and their ideal behavior
- Development of modern atomic theory from a historical perspective
- The periodic table
- Bonding and molecular structure
- Equilibrium
- Acid-base reactions

Students use laboratory experiments to understand and reinforce principles of chemistry. Students considering enrolling in Advanced Biology or Advanced Chemistry should take Chem Study.

Advanced Chemistry

Prerequisites: *Biology, Chem Study*

Taught at the college level, this course covers topics included in the AP Chemistry Curriculum. Students learn essential lab techniques necessary for college science. They work independently, in small groups, and with lab partners. Lab work constitutes about 35 percent of the course. Topics covered include an in-depth study of equilibrium, thermodynamics, kinetics and bonding, quantum mechanics, acid base chemistry, and electrochemistry. College-level lab experiments involve acid base titrations, qualitative analysis, gravimetric analysis, redox titrations, spectrophotometry, and other techniques. Students may take the AP Chemistry Exam, but it is not required.

PHYSICS

Physics with Algebra

Students develop a strong understanding of fundamental physics topics and their applications to everyday science through hands-on laboratory exercises and activities, problem solving using algebra, and group discussions of concepts seen in action. They delve into many branches of classical physics, including motion and energy, the nature of waves, light and sound phenomena, and electricity. Students receive ongoing support in note taking and organization as well as a great deal of practice in solving multistep problems.

Physics A

Co-requisite: *Precalculus, Calculus, or AB Calculus*

Students explore the theory and application of classical mechanics, energy, electrostatics, and circuits. Equal emphasis is placed on studying the concepts of physics, problem solving, and applications to the real world. Students learn to recognize both explicit and implicit information, and they use graphical techniques and vector analysis to more deeply understand and analyze physical systems.

Advanced Physics B

Co-requisite: *Advanced Precalculus, Accelerated Elementary Functions, or AB Calculus*

Students are exposed to classical mechanics, electrostatics, and circuits on a level similar to that presented in an introductory college physics course. Study of the underlying concepts of physics, multistep problem solving, and applications to the real world are emphasized. Students will learn to use graphical and algebraic representations of functions to model the physical world, make predictions, and discover patterns. Labs and lecture demonstrations occur throughout the course and involve

qualitative and quantitative analysis of experimental results. Topics covered include the graphical description of motion, constant acceleration, two-dimensional motion, forces and Newton's Laws of motion, conservation of energy, electrostatics, and circuits.

Accelerated Physics C: Mechanics

Co-requisite: *AB Calculus or BC Calculus or beyond*

This fast-paced, mathematically rigorous college-level introduction to physics is intended for students likely to pursue college science or engineering. Students study classical mechanics, the analysis of motion, Newton's laws, projectiles, momentum, friction, springs, energy, gravity, and rotational motion. Students demonstrate their understanding by making predictions, solving problems, and performing labs. Labs occur every two weeks and emphasize finding and analyzing patterns in data. Students will apply the concepts of derivatives and integrals where applicable. Second semester tests are cumulative to help students prepare for the AP Physics C: Mechanics Exam.

ELECTIVES

Advanced Environmental Science

Prerequisites: *Biology and either Chem Study or Chem Com*

Using a systems approach, students study the ways in which humans impact and are impacted by the environment. They explore the science behind major environmental issues and ask how humans can live more sustainably. Students review ecology and evolution as well as:

- Human population
- Environmental health
- Energy (including fossil fuels, nuclear, and alternative sources)
- Urbanization
- Water resources and their pollution
- Air pollution
- Global climate change

Students achieve a deeper understanding of current environmental issues and improve their ability to rationally judge environmental arguments. If students choose to take the AP Environmental Science Exam, they will need to study additional topics in order to be prepared for the exam.

Advanced Topics in Chemistry (MSON)

Spring; Grades 11–12

Prerequisite: *Chem Study*

Taught by: *Maret School*

This semester course explores aspects of chemistry that are often skimmed over or omitted in most chemistry

courses—chemical applications and the history of chemistry. Real-world applications abound in areas such as nuclear, medical, atmospheric, industrial, food, water, and consumer product chemistry. We will begin with an exploration of energy sources such as nuclear power, solar power, and lithium ion batteries. We will then explore computing—both the properties of the elements that power the computers we use every day as well as computational techniques that have revolutionized the ability of scientists and students to visualize and understand chemical processes at a molecular level.

Throughout the semester, we also explore the history and life events of scientists who discovered the chemical elements and have impacted the history of the world through chemistry. In independent projects, students will explore the periodic table for daily applications and technologies, from cell phones to photovoltaic cells to medical treatments. This course will be heavy in applications and theory, with less of the traditional problem-solving found in other courses.

Biotechnology: Techniques and Applications

Fall

Prerequisites: *Biology, Chem Study (or Chem Com and instructor's permission)*

Students explore the many techniques used in a biotechnology setting and develop an understanding of how these techniques are used in scientific research. Students must be able to function relatively independently in the laboratory (after directions and demonstrations are provided) and to complete independent follow-up. The course mimics an NIH (National Institute of Health) internship experience. Students perform hands-on techniques including the extraction and electrophoresis of DNA and proteins; restriction digestion of DNA; amplification of DNA using the polymerase chain reaction; and the cloning of DNA. They share their study of fluorescence and its many applications (e.g., microscopy, DNA sequencing, and microarrays) in oral presentations. They are introduced to the use of computer software to conduct bioinformatics research. Students discuss how these techniques help solve real-world problems. They also learn how to use the biomedical research bibliographic database PubMed and begin the transition from using online resources to primary scientific literature. Students choose a final research project accompanied by an oral presentation.

CSI: MSON Forensic Science (MSON)

Spring; Grades 11–12

Prerequisites: *Completion or concurrent enrollment in Chem Study or Biology and Algebra II*

Taught by: *Trinity Preparatory School*

This course is designed for those interested in learning the discipline of forensic science and crime scene investigation. Students will be introduced to some of the specialized fields of forensic science and topics will include blood spatter and pattern analysis, death, ballistics, trace and glass evidence, toxicology, entomology, anthropology, serology, and DNA fingerprinting. Students will explore the forensic analysis of substances such as glass, soil, hair, bullets, gun powder, blood and drugs. This class includes a mixture of laboratory experiments, demonstrations, and speakers who are experts in the field.

Materials required:

Lab kit (provided by teacher)

Einstein's Relativity and the Evolution of the Quantum Model (MSON)

Fall 2020; Grades 11–12

Prerequisites: *Physics; completion or concurrent enrollment in AB Calculus*

Taught by: *Hopkins School*

This is a mathematically rigorous course in which students study contemporary physics. The course begins with Einstein's theory of relativity, and then takes on a chronological exploration of the development of quantum mechanics. Time travel, quantum tunneling, and the acceptance of seemingly impossible dualities mark highlights of this course.

Genetics and Genomics:

Diving Into the Gene Pool (MSON)

Fall; Grades 11–12

Prerequisites: *Chem Study and Biology*

Taught by: *Manlius Pebble School*

This course will emphasize classic Mendelian genetics, molecular genetics, and population and evolutionary genetics. The topics include structure and function of genes (and the genome), biological variation, and regulation of gene expression. Subsequently, the course will explore current genome analysis methods, and genome manipulation technologies such as CRISPR. We will also discuss the implication of our use of this information in society. Topics include recombinant DNA technology, mathematical models and statistical methods for data analysis. Papers from the current and classic literature will supplement lecture materials.

Materials required:

Access to compound microscope, laptop

Gravitational Astrophysics

Spring; Grade 12

Prerequisite: *Algebra 2 & Trigonometry and any physics course (concurrent or prior)*

Students delve into the concepts and mathematics of Newton's Law of Universal Gravitation within the context of astrophysics. Topics include orbital motion of satellites and planets, ocean tides on Earth, gravitational potential energy, black holes, and the search for exoplanets. Students will engage in periodic physics lab experiments, virtual labs on the computer, and independent projects.

Introduction to Organic Chemistry (MSON)

Fall; Grades 11–12

Prerequisite: *Chem Study*

Taught by: *Maret School*

This semester course will provide useful background information in organic chemistry by covering topics not typically found in high school chemistry courses. The course will give insight into the importance of the chemistry of carbon compounds to our daily lives. Topics covered will include organic nomenclature, structural formulas, stereochemistry, bonding, reaction mechanisms, and chemical transformations of functional groups. Completion of the course should make students more confident in their chemical background when entering college biology or chemistry courses.

Lab Research in Biology

Spring semester

Prerequisites: *Chem Study required. Biology 11/12 or Advanced Biology (fall semester) or Biotechnology strongly recommended.*

In this laboratory-based class, students learn the practical implementation of the scientific method as applied to an experiment of their own design. They use one of two invertebrates: *Caenorhabditis elegans* and *Drosophila melanogaster* as model eukaryotic organisms for study. An introduction to PubMed and the critical reading of primary literature assist the students' developing understanding of the importance of a sound hypothesis. Students discuss several real-world experimental designs before designing an appropriately controlled experiment, preferably using one of the model organisms. They utilize the same processes used by working scientists to conduct a valid study. Students produce data that can be quantitatively analyzed for its biological implications rather than a demonstration of a fundamental principle. Students are self-motivated, take instruction, stay

organized, and maintain an accurate record of their laboratory experience.

The Quantum Mechanical World (MSON)

Spring 2021; Grades 11–12

Prerequisite: *Accelerated Physics C, or equivalent, and AB Calculus*

Taught by: *Roeper School*

This class is designed for students who have a firm introduction to classical (Newtonian) mechanics and would like to see how things change when working on the atomic/sub-atomic scale. The first third of the class begins with a review of some of the important facts from classical mechanics, and follows a historical introduction to how we learned that there was more going on than what Newton's Laws suggest. While we learn of these discoveries, we will begin to introduce some of the mathematics needed to understand quantum mechanics, such as complex numbers and probability theory. In the second third of the course, we will begin to study some of the consequences of the principles of quantum physics by solving the trapped "particle in a box" problem. We will use this system to understand many of the difficult concepts of quantum physics in a definite setting, such as the probability interpretation, expectation values of observables, and the uncertainty principle. In the last third of the course, we will study the issues of Quantum Theory that caused Schrodinger to say, "I don't like it, and I'm sorry I ever had anything to do with it!" We will consider the EPR Paradox, the Measurement Paradox, Bell's Inequalities, and survey some "Quantum Philosophies" such as the Copenhagen, Many-worlds and Hidden-variables interpretations.

Waves, Optics, and Musical Physics

Fall; Grade 12

Prerequisites: *Algebra 2 & Trigonometry and any physics course (concurrent or prior)*

Students examine the theory and applications of waves, sound, and optics. They use the theory of traveling and standing waves to study the properties of sound waves and their relationship to the Doppler effect and to musical instruments. Students explore the nature of light along with everyday examples of physical optics such as polarizing sunglasses and soap bubbles. They use the ray model of light, the foundation of geometrical optics, to explain the physics of mirrors and lenses. Labs involving quantitative data analysis are a significant component of this course; students work independently on research projects throughout the semester.

SUMMER ELECTIVE

Subtropical Zone Ecology

Rising Grades 10–12

Vieques, Puerto Rico

Students take advantage of the unique ecological characteristic of Puerto Rico during this month-long course. The course has three components: a morning science class, a midday Spanish language and community engagement class, and an evening environmental literature class. In the science class, students study the terrestrial and marine ecologies of the island through hands-on experiential learning, field trips, and research. Students have the opportunity to interact with local community members both to enrich their Spanish-speaking skills and to experience and learn about Puerto Rican history and culture. Through the literature class, students read and discuss environmental literature and poetry and work on their writing skills. Maret awards one science credit for successful completion of the program.

Technology

Director of Academic Technology: Erika Eason

Technology education at Maret teaches students to use computers to improve academic writing and research skills, develop and reinforce programming aptitude, and express creativity. Students also develop computer skills necessary for coursework in other departments. Students achieve competence in word processing, spreadsheet calculations, multimedia, web-based research, and presentation software. They study programming and making, understand a computer's strengths and limitations, and learn technology skills for college and beyond.

Programming and Design Fundamentals

Students new to computer programming explore the design process from concept through software creation. They study simple and complex system designs and learn fundamental concepts of programming using various coding methods. Students create their own websites and programs, incorporating object-oriented programming skills, such as defining parameters and variables, if/then statements, looped processes, and recursive statements.

Computer Science and Programming in Java

Students study the syntax and organization of Java, the use of object-oriented programming concepts, and the standard constructs of arrays, recursion, searching, and

sorting. They write many small programs and proceed to larger projects, such as graphical games through applets, small database applications, graphing calculators, web-based email, and calendar checkers. Students learn through a self-paced online course (open courseware) with seminar-style classroom support. They program independently and work in small groups to practice techniques and to build a code portfolio.

Design Thinking, Making, and the World

Students are introduced to the concepts of design thinking—an iterative process used to identify and solve problems—and the Maker movement, and use the two together to address real-world problems in their local, regional, national, and global communities. Students learn and practice the fundamentals of design and fabrication, using equipment such as 3D printers and laser cutters for prototyping. Later in the course, they employ basic statistical processes to gather, analyze, and then utilize data in order to design solutions. This course is for artists, thinkers, doers, writers, mathematicians, statisticians, scientists, designers, and others who are excited about the opportunities to think differently about the world around them, deepen their understandings, and apply their skills to make a positive impact. *Note: while there is limited homework, this course requires additional work outside of class meeting times.*

Data Structures and Design Patterns (MSON)

Grades 11–12

Prerequisite: AP Computer Science or equivalent

Taught by: Chadwick School

This course is a yearlong course that will give advanced students the strong foundation needed to build complex applications using object-oriented principles and the skills needed to gain a top-level internship at a tech firm. This course covers the design and implementation of data structures including arrays, stacks, queues, linked lists, binary trees, heaps, balanced trees (e.g. AVL-trees) and graphs.

The course will also serve as an introduction to software design patterns. Each pattern represents a best practice solution to a software problem in a specific context. The course covers the rationale and benefits of object-oriented software design patterns. Numerous problems will be studied to investigate the implementation of good design patterns. Students will receive assistance in crafting an effective resume and go through sample interview questions.

Materials required:

Laptop

Explorations in Computer Science: Solving Multidisciplinary Problems with Computational Methods (MSON)

Grades 9–11

Taught by: Waynflete School

This project-based course will teach computational thinking skills through problem solving in computer science. Students will choose real projects based on their interests in the arts, humanities, STEM, and the world around them and then leverage the power of computer science to approach them. For example, students might design a website to bring attention to an issue in their communities, draw on big data to answer an environmental or historical question, compose music through code, or explore autonomous vehicles through robotics. For each project, students will break down a problem into pieces, build a sequence of steps to solve the problem, and translate those steps into a digital or technological solution. Students will often work collaboratively in groups, give one another feedback, and discuss/debate ethical questions related to current topics in computer science and the world. The course will function at the introductory level and is suited for students who wish to gain a broad exposure to computational methods, coding, and other tools of computer science.

Materials required:

Laptop and other devices and equipment

Robotics (MSON)

Spring; Grades 10–12

Taught by: University School

This course will center on LEGO robotics kits and students working in pairs. Students will complete a series of escalating challenges using the kits that would build their knowledge of both mechanical and programmatic elements of robotics. Students will learn about gears, leverage, traction, and power through building robots to accomplish various tasks. In the visual programming language of LEGO Mindstorms, students will learn about loops, conditionals, and other programming structures. Project challenges will mostly reflect real-world robotics challenges.

Independent Study:

Special Topics in Computer Science

Students with exceptional talent in computer science may submit a proposal for independent study in computer science for approval by the department chair and a faculty sponsor.

Visual Art

Requirements:

Grade 9: ½ credit

Grades 10–12: one additional credit in advanced art, performing arts, or technology

Chair: Cynthia Hutnyan

Our goal is to create visually literate students who understand the role of the artist in society. Students broaden their understanding of visual art and their ability to think creatively and express themselves visually by studying specific art disciplines within our year-long, studio-based curriculum. Teachers emphasize fundamental techniques and creative problem solving, and guide each student to discover their personal artistic voice. Students build greater competence and deeper understanding through a curriculum that is progressively more complex and challenging. Differentiated teaching allows for individual modes of expression and ensures that students reach their full potential.

The program instills an appreciation of historical and contemporary art and how artists communicate diverse ideas and experiences. Across all grade levels, students acquire the vocabulary used for analysis, interpretation, and discussion of art. Students further their understanding of the historical, technical, and aesthetic aspects of artistic expression through visits to the many museums and galleries in the DC area. The critical thinking and creative problem-solving that we nurture in our K–12 students are life-long skills that are essential to both their artistic growth and personal development.

Ninth graders choose from several half-credit core courses and examine the concepts and techniques in that specific concentration. Students in upper grades select advanced courses and explore the structural, formal, and creative challenges of a medium while expressing creative potential.

GRADE 9 CORE COURSES

½ credit

Clay Core

Students explore the various uses of clay as an art medium. They learn the fundamentals of working with clay from functional and sculptural approaches. Students study the hands-on techniques of coil, slab, press molds, modeling, and the potter's wheel. They develop a strong sense of design and craftsmanship and a personal direction in clay.

Drawing and Painting Core

Students master the basic techniques of drawing and painting in acrylic, pastel, pencil, ink, charcoal, and watercolor media. They hone their observation skills and work from life, still life, landscape, and abstraction.

Mixed Media Core

Students work with a broad range of techniques and materials in both two- and three-dimensional formats. They experiment with painting, drawing, printing, transfer, casting, and assemblage, and explore various methods for using foam, wire, Celluclay, sculpey, plaster, and found objects. Students study technical and conceptual concerns and work to develop a personal artistic vision.

Photography Core

Students study black-and-white film photography as both an art and a craft and express their ideas with imagination and clarity. They master camera controls and basic darkroom techniques, study lighting and composition, and investigate portraiture, landscape, and still life photography. This course requires the use of 35mm cameras with manual controls. Cameras are available to students on loan for the duration of the year.

Sculpture Core

Students express themselves through a variety of sculpture materials and techniques. They learn carving, modeling, casting, and fabrication using materials that may include plaster, clay, wood, and stone.

ADVANCED COURSES

1 credit

Advanced Clay

Students embark on an in-depth study of the technical and conceptual aspects of clay work. They develop fundamental skills and explore both functional and sculptural approaches. Students are introduced to various clays, glazes, and finishing techniques. They use plaster molds, coil, slab, modeling, extruded, and potters' wheel methods of clay construction. Students develop a personal direction in clay, acquire a strong sense of design and craftsmanship, and understand and appreciate the expressive potential of clay.

Advanced Computer Graphics

1 credit for full year or ½ credit per semester

Fall: *Photoshop and InDesign*

Spring: *Illustrator and 3D design*

Students examine methods of creating computer art. They learn basic principles of art and design—such as

composition and use of text—as well as the fundamentals of color, optics, and resolution for printing. Students generate original images for drawn graphics, scanned objects, digital photos, and the 3-D printer, and produce print and online portfolios using a variety of software including Photoshop and InDesign (fall semester) and Illustrator and 3D design (spring semester).

Advanced Drawing and Painting

Students build skills while exploring ideas in a variety of drawing and painting media. Subject matter ranges from landscapes to still life, the figure, and abstract work. Students visit DC-area galleries and museums for inspiration.

Advanced Mixed Media

Students explore the expressive possibilities of resists, textural techniques, printmaking, encaustic, and three-dimensional assemblage. They create observational drawings from the figure, still life objects, and the real world and use these drawings as a springboard for their creativity. Students maintain a sketchbook as a source of inspiration.

Advanced Publications Design

Students learn to create a print publication that is visually compelling and communicates content through effective design elements and solutions. The interdisciplinary approach focuses on such fundamentals of effective print design as fonts, color, using images/graphics, visual consistency and flow, etc. Hands-on practical skills include taking, editing, and managing digital photographs; using InDesign for page layouts; art appreciation and critical analysis; and writing/editing captions and other text elements. Through both individual and collaborative teamwork, students apply the concepts explored in this class to real-life situations, including personal publications, Maret's yearbook, and the *Literary and Visual Arts Magazine*.

Advanced Photography

Students learn the art and craft of black-and-white film photography. They master basic camera and darkroom techniques so that they can express their ideas and begin to develop a personal style and vision. Students study composition, design, natural light portraits, landscape, and photo essays. This course requires the use of 35mm cameras with manual controls. Cameras are available to students on loan for the duration of the year.

Advanced Sculpture

Students translate ideas three-dimensionally, using traditional sculpture techniques such as carving,

fabrication, mold making, and casting. They experiment with stone, wood, plaster, clay, and cement to acquire a strong sense of design and craftsmanship. Inspired by the work of various artists, students develop a personal vision for their work.

Advanced Art Seminar: Photography

Not offered in 2019–2020

Prerequisite: *Two or more classes in photography*

This course is for students who are ready for a more rigorous and demanding photography curriculum. The seminar format of the class focuses on ideas and group dynamics. Students work in their choice of photographic format(s), honing their creative vision through personal inquiry and self-reflection. They develop a fluent, art-based vocabulary and participate in group critiques and discussions.

Advanced Art Seminar: Studio Art

Prerequisite: *Two or more classes in a given art discipline*

This course is for students who are ready for a more rigorous and demanding studio art curriculum. The seminar format of the class focuses on ideas and group dynamics. Students generate a conceptually coherent body of artwork based on personal inquiry and self-reflection. They develop a fluent, art-based vocabulary and participate in group critiques and discussions.

Advanced Art Courses: Levels II and III

Prerequisite: *One year of advanced-level art*

These courses feature greater individualized attention and increasingly rigorous expectations as students build on their experience. Students pursuing a third year of study in a chosen medium produce a coherent body of work demonstrating personal expression, quality of ideas, conceptual ability, and technical mastery.

World Languages

Requirements: *3 credits of one language or 2 credits of two languages*

Chair: *Jaime Estrada*

See charts on pages 28–31 for sequence of world language courses.

OVERVIEW

Maret requires three language credits for graduation; however, many students study language all four years. Class placement is based on individual learning style, skill development, level of interest, and performance in

a current language course (for returning Maret students) or on placement tests and data in the admissions files (for students new to Maret).

CLASSICS

Students of Latin examine the language, culture, and ideas of some of the earliest architects of Western civilization and consider their influence on modern language, culture, literature, and philosophy. Learning ancient languages helps cultivate attention to detail, memory, logic, and critical reasoning. Maret's Latin courses elicit an appreciation of the subtlety and power of language. Students learn to analyze ancient prose and poetry through a variety of literary and linguistic techniques, improving their ability to read, write, and think critically.

Intermediate Latin

Intermediate Latin students prepare to read original Latin texts by expanding their knowledge of Latin vocabulary, grammar, and idiom while honing their reading skills. In addition to grammar lessons, they read stories of increasing difficulty set during the first-century Flavian dynasty. Students master the fundamentals of Latin grammar while encountering the nuances of more complex syntactical structure. Latin readings are supplemented by translations of contemporary Roman authors, lectures, films, and projects that increase students' familiarity with Roman culture, institutions, and history.

Survey of Latin Literature

In this accelerated course, students complete their mastery of basic Latin grammar and make the transition from textbook Latin to authentic Roman literature.

Lovers, Warriors, Poets, and Thinkers of the Ancient Mediterranean

May also be taken as a literature elective

Murderous mothers, philandering gods, and avenging furies are just some examples of tensions and conflicts to examine and explore in ancient literature. Students come to comprehend the context of the original pieces of literature, but more importantly also realize that little has changed among mortals in their expressions of horror and fear, love and inspiration, and the fundamental goal to understand the world around them. Works by such prominent male authors as Plato, Euripides, and Vergil and surviving poems by female writers such as Sappho and Sulpicia are covered. Students explore a survey of classical literature from a range of genres (poetry, tragedy, comedy, satire, philosophy). Finally, as classical works have over the last two millennia exerted a consistent and undeniable influence on arts and literature, students appreciate

parallels in modern works of visual arts, contemporary literary adaptations, film, and music. While there are essays and response questions to help guide readings, there also are many opportunities for creative projects—both individually and as groups—in this highly interactive and engaging course. *Students who take this course as a Latin credit read selections of the curriculum in the original Latin.*

Ancient Greek 1 (Language and Literature) (MSON)

Grades: 9–12

Taught by: Hopkins School

This is a beginning course for students who have not studied ancient Greek before or whose background in Greek is not sufficient for more advanced work. Students proceed through a study of grammar and vocabulary to the reading and writing of sentences and short narratives in the language of Athens of the fifth century B.C.E. Selected topics in Greek history and art are also considered.

MODERN LANGUAGES

Students develop effective communicative skills and acquire a general understanding of some of the cultures that speak those languages. Specifically, students learn to:

- Understand the language when spoken at a normal speed on a topic within the range of the student's experience
- Communicate efficiently with a native speaker on a topic within the range of the student's experience
- Write using authentic patterns of the language and appropriate registers of speech
- Read and understand materials on general-interest topics without recourse to translation or dictionary

Advanced-level courses provide an introduction and exploration of literary analysis in a modern language. For students who wish to study abroad, Maret offers summer programs in Spain (Spanish), Taiwan (Chinese), and France (French).

ARABIC

Arabic 1 (MSON)

Grades 9–12 (juniors receive priority)

Section A taught by: Hopkins School; Section B: Stanford Online High School

This course is an introduction to Modern Standard Arabic, the language of formal speech and most printed materials in the Arab-speaking world. Students will learn to read and write the Arabic alphabet and will develop beginning proficiency in the language. Through frequent oral and written drills, students will develop their basic

communication skills.

Arabic 2 (MSON)

Grades 10–12

Prerequisite: Arabic I

Taught by: Hopkins School

This course is a continuation of the introduction to Modern Standard Arabic, the language of formal speech and most printed materials in the Arab-speaking world. Students will learn to read and write the Arabic alphabet and will develop beginning proficiency in the language. Through frequent oral and written drills, students will develop their basic communication skills.

CHINESE

Chinese 1: Elementary Chinese

Beginning students are introduced to Mandarin Chinese using the Pinyin system of Romanization and simplified characters. They learn standard Mandarin pronunciation, tones, and basic grammatical structures through oral/aural and written exercises. Substantial use of audiotapes and internet-based materials are required. Units on Chinese culture and customs complement the language instruction.

Chinese 2: Elementary Chinese

Building on their foundation, students accelerate acquisition of characters. There is further emphasis on Mandarin pronunciation and tones as well as consistent review of grammatical structures. Units on Chinese culture and customs complement the language instruction.

Chinese 3: Intermediate Chinese

Students continue to expand their vocabulary, study and review grammar, and gain increased language fluency through classroom activities and reading and discussing simple texts and articles. Increased emphasis on writing, with frequent, short writing assignments such as reports and correspondence. Readings and assignments based on Chinese history and culture are an integral part of the course.

Chinese 4: Advanced Intermediate Chinese

Students continue to study grammar and broaden their vocabulary through intermediate textbook readings and authentic materials—including articles on current social topics, plays, and short stories—of increasing complexity. Students improve their listening comprehension skills and understanding of Chinese culture by watching a Chinese television series. They participate in class discussions and prepare written assignments. Students may have the opportunity to use their language skills by helping

recent immigrants from China navigate life in their new community. This course requires a significant time commitment outside of class.

Chinese 5 (MSON)

Grades 11–12

Prerequisite: Chinese 4 or honors level

Taught by: Hopkins School

This intermediate level course, conducted entirely in Chinese, involves the reading of authentic texts of modern Chinese society and culture. Students explore current cultural topics through stories, dialogues, and documentaries using multimedia materials ranging from Internet, television, and films to traditional textbooks. Throughout the year, students write papers, critique films, and participate in oral discussion and debates.

FRENCH

French 3

Students consolidate and integrate high-intermediate second-language skills. Students develop significant accuracy in reading, writing, and spoken communication and receive a sound linguistic base for further study of advanced concepts. They discuss short stories, magazine articles, video news clips, and internet sources and engage in an intensive review of grammar. Students are introduced to contemporary topics in French culture with opportunities for enjoyment, creativity, and intellectual stimulation.

French 4

This class anchors advanced French skills. Students study the intricacies of French grammar through extensive oral and written practice to improve accuracy and enhance understanding of French language structure. Students read literary and journalistic texts in French as a basis for literary analysis and as models for writing assignments that demand stylistic skill and sophistication. These assignments include compositions and critical essays.

Advanced French Grammar

Students consolidate and integrate advanced skills. In addition to completing an extensive grammar review, students develop significant accuracy in their reading, writing, speaking, and listening skills. Materials include audio-visual reports, documentaries, and newspaper articles covering current events. Students actively participate in class discussions and prepare a number of special presentations.

Francophone Cultures

Grades 11–12

Students develop high proficiency in speaking, reading, listening, and writing. They improve their ability to understand spoken French in various contexts and express themselves coherently, resourcefully, and with reasonable fluency and accuracy. They develop a sufficiently ample vocabulary for reading newspapers, magazine articles, and literary texts. This course emphasizes a better understanding of the civilizations and cultures of the Francophone world. Successful students are prepared to take the AP French Language and Culture Exam.

The Question of Evil from Voltaire to Camus

May also be taken as a humanities credit

Students explore how French literature represents and makes sense of the manifestation of evil in the modern world. From *Candide*'s satirical treatment of theodicy and optimism to *The Plague*'s absurdist yet hopeful approach, students examine the many facets of evil, how they face it, and its sources. Students also explore in detail the historical events that frame their readings, with a particular emphasis on the impact those events have had on the arts and philosophy. *This class is conducted entirely in French.*

Texts:

Voltaire, *Candide*
Maupassant, *Le Horla*
Sartre, *Huis-Clos*
Anouilh, *Antigone*
Ionesco, *La leçon*
Vian, *Les fourmis*
Sain-Exupéry, *Le Petit-Prince*

Summer Reading:

Camus, *La Peste*

The Invention of Modern-Day Food Writing: Excursions in France's Gastronomic Library from the 18th to the 21st Century (MSON)

Grades 11–12 (juniors receive priority)

Prerequisite: AP French or equivalent or interview with the instructor

Taught by: Chadwick School, Palos

The hunt and consumption of food have preoccupied visual artists since the first paintings were drawn on the walls of caves, approximately 35,000 years ago. Certainly, the same fascination can be seen in literature, from Rabelais's war between sausages and cooks to Proust's madeleine. This constant desire for a visual or literary depiction of the culinary realm begs the following questions: How and why does food operate as a source of artistic inspiration? To what extent do politics boil down to discussions about food? How

does food operate as a metaphor? What is the relationship between memory and food?

As students investigate these questions, there are three objectives of the course: (1) present a survey of French literature in prose (including Zola, Balzac, Proust, and Desbiolles as well as other genres); (2) provide strategies for literary analysis; and (3) teach theoretical approaches to analyzing French culture. Through literature, students will explore the origins of food journalism written in early-19th-

century Paris, and they will examine the evolving perception of the cultural figure of the gourmand, from overweight buffoon to gastronomic dandy. In the end, students will study the extent to which the “foodie” ubiquitous in our culture today descends from the French gourmand. The class will culminate in a focus paper and presentation.

Note:

This class is conducted entirely in French.

SPANISH

Spanish 1

Students focus on fundamental spoken and written Spanish. Intensive classroom discussions are conducted almost exclusively in Spanish. Students use the *Descubre* textbook and multimedia program in conjunction with other audio-visual materials. They read short stories and simple magazine articles, and complete writing exercises on topical subjects.

Intensive Spanish

Students who have had some exposure to Spanish but have not yet reached an elementary level, sharpen and acquire elementary Spanish skills at an accelerated pace. Depending on their development, students are placed in either Spanish 2 or 3 the following year.

Spanish 2

Building on work begun in Spanish 1 or Intensive Spanish, students build their mastery of oral and written language and learn about issues of current interest in the Hispanic world. Reading and writing activities are more complex and sophisticated. Consistent vocabulary and grammar review, verb formation and use, and word building are integral to this course. A comprehensive multimedia program complements the course work.

Spanish 3

Students consolidate and integrate high-intermediate second-language skills. They develop significant accuracy

in reading, writing, and speaking as they read and discuss short stories, magazine articles, video news clips, and internet sources. Students review grammar intensively and learn about contemporary topics in Latin American culture.

Spanish 4

A sound understanding of standard Spanish grammar that facilitates creativity and clarity of expressions helps develop students’ writing skills in Spanish. They achieve extensive vocabulary acquisition and are expected to recall and apply the grammatical rules in context. In addition, students are introduced to Hispanic literature and study the fundamentals of advanced composition.

Spanish in Film

Students in this intermediate-level Spanish course develop their listening, speaking, reading, and writing skills by examining cultural and historical issues depicted in Latin American and Spanish films. In addition to analyzing and discussing films shown in class, students read and write reviews, critiques, and essays.

Topics in Latino Cultures

Students acquire language proficiency through the exploration of Latin American history through historical documents, literary works, films, and visual arts. This intermediate-level Spanish course includes the African, the Indigenous, and the Iberian cultural heritages in Latin American history, and seeks to show how these strands have combined to produce a unique Latin American culture. Students also explore the relationship to Anglo-America, and especially the United States, on a cross-cultural basis.

Survey of Hispanic Literature

Students acquire comfort and fluency at a sophisticated and conceptual level by becoming immersed in a fast-paced, Spanish-speaking environment. Students develop significant accuracy in their reading, writing, speaking, and listening skills through the incorporation of new materials and are evaluated on their spontaneous class participation as well as extensive reading and writing assignments. Students read two novels, write well-constructed essays on abstract topics, and complete an overview of Spanish and Latin American literature.

Hispanic Literature

Grade 12

Students survey Spanish-speaking world literature from the *Siglo de Oro* to the present, with an emphasis on short stories and poetry. They read such authors as Quevedo, Quiroga, Borges, García Márquez, and others. Students

become well versed in literary analysis in a foreign language while they explore Spanish and Latin American narratives.

Hispanic Cultures

Students significantly increase their vocabulary and strengthen their advanced grammar skills. Regular oral presentations and frequent essays help students attain fluency. Readings include newspaper editorials and literary selections. Successful students may take the AP Spanish Language and Culture Exam.

Comparative Literature

Grades 11–12

May also be taken as a humanities credit

Students connect contemporary Spanish-speaking authors with international counterparts through a comparative study of their works that isolates and explores common literary and philosophical concepts. Literary works are grouped by theme and studied concurrently. Selected units explore the topics of tension between individual and society; narrative ambiguity; tension between individual and family; the nature of reality; the role of mathematics in literature; and Cain and Abel's allegory in literature and film. Student papers and class discussions are in Spanish. Spanish works are read in the original Spanish text.

Texts:

Borges, *Ficciones*
 Camus, *The Plague*
 García Márquez, *Crónica de una Muerte Anunciada*
 García Márquez, *Ojos de Perro Azul*
 Kafka, *The Trial*
 Kafka, *The Metamorphosis*
 Unamuno, *Abel Sánchez*
 Unamuno, *Don Manuel Bueno Mártir*

Viewings:

Abre Los Ojos
Amadeus

Summer Reading:

García Márquez, *Cien Años de Soledad*

SUMMER ELECTIVES

Maret in Spain

Students acquire language through linguistic and cultural immersion in this one-month program. Maret students experience a full-immersion environment, learning Spanish in context through daily life, interactive lessons, and cultural experiences. They reside in two renovated farmhouses near Burgos and Granada. The morning and evening lessons interact with the environment and setting. Students also learn the language through activities and field trips, communicating solely in Spanish. Activities include cooking lessons; learning from local cheese makers, potters, and olive growers; hiking and other outdoor activities; and numerous cultural field trips.

Maret in France

During this four-week linguo-cultural immersion experience, students focus on language acquisition. They live together in a rural house in Poitou-Charentes, about two hours from Bordeaux, with the presence of French students and assistant staff. Students participate in numerous day and overnight excursions to interact with local people and explore the history and culture of France from its “Gaulois” roots to modern times.

Maret in Taiwan

Students live with a Chinese host family, study Mandarin, and participate in enrichment activities and excursions during this intensive, four-week language immersion/homestay program based in Taipei. They attend small-group language classes for 20 hours each week. Afternoon excursions to cultural and historical sights in and around Taipei include the National Palace Museum, Longshan Temple, the Chiang Kai-shek and Sun Yat-sen Memorials, Taipei 101, the Confucius Temple, and Yangmingshan. Students enjoy cultural enrichment classes in traditional Chinese arts such as calligraphy, martial arts, painting, paper cutting, music, and cooking. Weekend trips to important sights may include visits to Alishan, Taroko Gorge, and/or Hualien.

MARET | FACULTY

Maret attracts and retains high-performing and diverse faculty who reflect the demographics of our student body and are committed to building authentic and trusting connections as mentors and role models to their students.

Our exceptional faculty and curriculum are responsive and flexible in ways that embrace students' varied interests, learning styles, and goals. Our faculty infuse the curriculum with innovative approaches to teaching, fostering the intellectual, physical, social, and emotional development of every student.

Maret promotes teamwork, cross-discipline teaching, professional development, and lifelong learning among our faculty.

*Achtmeyer, Rob**

Humanities
Union College, B.A. Political Science

Alemayehu, Berook

Chair, Mathematics Department
University of Pittsburgh, Ph.D. Bioengineering
University of Maryland, B.S. Computer Engineering

Aljami, Kalif

Technical Director & Theatre Manager
DePaul University, B.F.A. Scenic Design, Marketing

*Appleby, Christin '80**

Director of Lower School
Maret Fellow 2006
University of Maryland, B.S. Chemistry

*Beizer, Chloe '03**

Humanities; Athletics
Yale University, B.A. American Studies

*Bey, Jah Jah**

Humanities; Technology; Athletics
University of Connecticut, B.A. History

*Bravman, Bill**

Humanities
Stanford University, Ph.D. African History
Stanford University, M.A. British History
Cornell University, B.A. History

Buczek, Megan

Science
University of Toronto, MMst Science Education
Princeton University, B.A. Geosciences

Cahn, Aaron

Middle School Learning Specialist;
Site Director, Horizons at Maret
Chestnut Hill College, M.Ed.
University of Maryland, B.A. Government and Politics

Candia, Nina

Assistant Director of Upper School; Tenth Grade Dean
Georgetown University, M.A. Literature
Barnard College, Columbia University, B.A. English and
Human Rights

*Carbone, Mary**

Science

Johns Hopkins University, M.A.T.

Gettysburg College, B.A. Biology

Castro, Javier

World Languages

Catholic University, Ph.D.

Catholic University, M.A.

St. Tomas Aquinas University, Bogota-Colombia, B.A.

*Cosh, Nigel**

Mathematics; Technology; Eighth Grade Dean

Maret Fellow 2015

Bristol University, B.S. Physics

Cotbran-Fenner, Courtney

Humanities

Brooklyn College, M.A. English

Virginia Commonwealth University, M.F.A.

Creative Writing, Fiction/NonFiction

University of Virginia, B.A. Studies in Women
and Gender

*Crandall, Bill**

Visual Art

American University, Visual Media

Curwin, Alison

Mathematics; Athletics

James Madison University, M.Ed.

James Madison University, B.S. Mathematics

*De Jerusalem, Betina**

World Languages

Universidad de Buenos Aires, Argentina, B.S. Sociology

Del Cid, Marta '11

World Languages

Ohio Wesleyan University, B.A. Fine Arts

Delgado, Erika

World Languages

Farmingham College, M.A.

University of Puerto Rico, B.S.

*Deslich, Jeanne**

Science

Wayne State University, Ph.D. Biochemistry

Northern Michigan University, B.S. Biochemistry

*Diamond, Marie-Elise**

World Languages

New York University, M.A. French

University of Illinois, B.A. Latin

Driesell, Chuck

Physical Education/Athletics

Marymount University, M.S. Education

University of Maryland, B.S.

*Eason, Erika**

Director of Academic Technology

Cornell University, B.A. Spanish

Easterling, LaNaadrian

Director of Counseling

CSSP at Alliant International University, Psy.D.

Clinical Psychology, Emphasis in Multicultural

Community Psychology

CSPP at Alliant International University, M.A.

Clinical Psychology

Loyola Marymount University, B.A. Psychology

Eiff, Catherine

World Languages

University of Strasbourg, M.A.

European Union History and Politics

Smith College, B.A.

*Engelberg, Michael**

Physical Education/Athletics; Technology

Georgia Southern University, B.S.

Sports Management/Business

*Epps, Susan**

Assistant Head of School

Maret Fellow 2018

Georgetown Law Center, J.D.

University of California—Berkeley, M.A.

African Diaspora Studies

Wellesley College, B.A.

African-American Studies, Psychology

Epstein, Rachel

Upper School Learning Specialist; Ninth Grade Dean

American University, M.A.

Special Education: Learning Disabilities

Syracuse University, B.F.A. Advertising Design

*Estrada, Jaime**

Chair, World Languages Department
Maret Fellow 2012
Université Paul Valéry, M.A.
Hispanic Literature/Civilization
Université Paul Valéry, B.A.
Hispanic Literature/Civilization

Fluellen, Jua

Science; Seventh Grade Dean
Temple University, B.A.
Biology and Secondary Education

Fontaine, Jean-Philippe

Director of Information Services and Technology
Pepperdine University
Graduate School of Education and Psychology, M.A.
Learning Technologies
University of Massachusetts, B.A. Community Studies

*Forsyth, Mita**

Science
Carnegie-Mellon University, Ph.D. Physics
Carnegie-Mellon University, M.S. Physics
Bryn Mawr College, A.B. Physics

Galloway, Rajeeni

Director of Libraries and Center for Inquiry
Catholic University, M.L.I.S.
Howard University, B.A. History and Secondary Education

*Gayer, Rachel**

Humanities; Sixth Grade Dean
Stanford University, A.M. Education
Wesleyan University, B.A. English

*Gibson, Andrew**

Athletic Trainer
University of Pittsburgh, M.S. Sports Medicine/Education
James Madison University, B.S. Health Science

Goldsmith, Claire

Executive Director, MSON
Stanford University, M.A. Education
Harvard, A.B. History and Literature

Goldstein, Allison

World Languages
Columbia University, M.A. Secondary Spanish
Barnard College, B.A. Ancient Studies

*Groppe, Jennifer**

Science
Maret Fellow 2011
Pennsylvania State University, M.S. Physics
DePauw University, B.A. Math/Physics

*Hall, Elizabeth**

Chair, Physical Education/Athletics Department
Maret Fellow 2001
Pennsylvania State University, B.S.
Physical Education/Health

Haney, Kali

Visual Art
Maryland Institute College of Art, M.A. Art Education
Maryland Institute College of Art, B.F.A. General Fine Art

*Heilman, Eric**

Mathematics; Director of Institutional Research
University of Chicago, M.A. Economics
Georgetown University, School of Foreign Service, B.S.F.S.
Economics

Herman, Giles

Second Grade
Amsterdamse Hogeschool voor de Kunsten, Amsterdam,
M.A. Classical Singing
McGill University, M.M. Solo Vocal Performance
University of Houston, B.A. Music

*Hester, Carlotta '86**

Visual Art
Maret Fellow 2012
Washington University, B.F.A. Sculpture

*Hughes, Joanna '00**

Performing Arts
Bard College, B.A. Music/Music Education

*Hughes, Tracey**

Humanities
Boston College, J.D.
Georgetown University, M.A. English
Georgetown University, B.A. Government

*Hutnyan, Cynthia**

Chair, Visual Art Department
Maret Fellow 2004
Indiana University of Pennsylvania, M.A. Art
Indiana University of Pennsylvania, B.A. Art

Ingram, Geetha

Science

George Mason University, M.Ed.

Curriculum and Instruction

Cornell University, B.S. Natural Resources, Concentration in Ecology

*Jai, John**

Mathematics; Science

Stanford University, Ph.D. Aeronautical Engineering

Stanford University, M.S. Aeronautical Engineering

University of California—Berkeley, B.S.

Mechanical Engineering

Johnson, Julianne

Humanities

Lindenwood University, M.A.T.

University of Missouri of St. Louis, B.A. English

*Jones, Bryan**

Science; Scheduler

Maret Fellow 2009

Brown University, B.A. Biochemistry

Keller, Meghan

Lower and Middle School Counselor and

Wellness Teacher

University of San Diego, M.A.

Counseling – School Specialization

Iona College New Rochelle, B.A. Psychology

Kling, Kara

Humanities

Harvard University, Ed.M. Teaching and Curriculum

Harvard College, B.A. History and Literature

Krein, Dana

Humanities; Athletics

Harvard University, M.A.

Organizational Leadership and Policy

Harvard University, B.A. Modern European History

Kumar, Sonali

Middle and Upper School Librarian

The University of Nebraska at Kearney, M.S.Ed.

Instructional Technology & School Library

University of Nebraska Omaha, M.A. Theater History

University of Nebraska–Lincoln, B.A.

Performance Studies

*Kyong, Christina**

Director of Middle School

Harvard University, M.Ed. Teaching and Curriculum

Smith College, B.A. History

Lee, Jung

Third Grade

University of Colorado Denver, M.A.

Educational Psychology

Bucknell University, B.S. Elementary Education

Levey, Alexander

Director of College Counseling

University of Michigan, M.A.

Education Leadership and Policy Studies

Wesleyan University, B.A. African American Studies

*Levinson, Lynn**

Assistant Head: Student Life;

Twelfth Grade Dean; Humanities

Maret Fellow 2007

Cornell University, J.D.

University of Pennsylvania, B.A. History

Liddell, Monique

Assistant Director of Athletics;

Director of Davies Program

Morgan State University, B.S. Mathematics

Lilly, Devin

Upper School Humanities Teacher

Ohio Wesleyan University, B.A. Politics & Government

American University, School of Public Affairs, M.A. Applied

Political Science

Link, Joshua

Mathematics

Indiana University, Ph.D. Mathematics

Indiana University, M.A. Mathematics

The College of William and Mary, B.S. Mathematics

Lopez, Maria

Assistant Head: Curriculum Development

Teachers College, Columbia University, M.A.

Private School Leadership

Loyola University of the South, B.S.

Elementary Education

Maldonado, Madi

Physical Education/Athletics

Kenyon College, B.A. Psychology and Spanish

Martín, Gonzalo

World Languages
Universidad de Valladolid, M.A. English Philology
West Virginia University, M.A. Teaching English for Students
of Other Languages (TESOL)

*McBride, Tiffany**

Mathematics; Eleventh Grade Dean
Columbia University, M.A. Organization and Leadership
Claremont McKenna College, B.A. Government and
Economics

McGuinness, Hugh

Science
University of Michigan, M.Sc., Ph.D.
Ecology & Evolutionary Biology
Brown University, Sc.B. Science

*McHugh, Astrid**

Kindergarten
Maret Fellow 2017
Wellesley College, B.A. Psychology

McMahon, Shannon

Fourth Grade
Pace University, M.A. Teaching, Special Education and Early
Childhood Education
Vanderbilt University, B.S. Human and Organizational
Development and French

*Menninger, Henry**

World Languages
Middlebury College, M.A. French
Denison University, B.A. French

Merchant, Krystle

Director of Community Engagement and Partnerships;
Humanities
McGill University, M.A. Education and Society
Duke University, B.A. Arts History

*Michael, Maggie**

Visual Art
American University, M.F.A.
San Francisco State University, M.A.
University of Wisconsin, B.F.A.

Michalopoulos, Nicholas

Chair, Humanities Department
University of Pennsylvania, M.Ed.
Secondary School Urban Education
Cornell University, B.A. English

Miller, Chris

Modern Languages; Athletics
The American University in Cairo, M.A.
University of New Mexico, B.A.

Morris, Beth

Mathematics
Bank Street College, M.S. Education,
Leadership in Mathematics
Columbia University, B.A. Sociology and
Elementary Education

Myers, George

Kindergarten
Oakwood University, B.S.W.

Nieto, Carmen

World Languages
University of Michigan, M.A.
Spanish Language and Literature
Middlebury College, M.A.
French Language and Literature
University of Puerto Rico, B.A.
French Language and Literature

Núñez Aispuro, Ana Lya

World Languages
Universidad Internacional Iberoamericana, M.A.T.

Ortiz, Moraima

Humanities
Bard College, M.A.T.
Bard College, B.A. History and Anthropology

Owens, Charlie

Chair, Performing Arts Department
Webster University, M.A.
Conducting with a focus on middle school choir
Bob Jones University, B.M.

*Ozdeger, Eser**

Director of Theatre & Drama Programs
Maret Fellow 2019
Georgetown University, M.B.A. International Business/
Communications
Northwestern University, B.A. English

Park, Emily

Performing Arts
Eastman School of Music, B.Mus.
Percussion Performance and Music Education

*Patel, Tara**

Mathematics; Science; Fifth Grade Dean
Bryn Mawr College, A.B. Biology

Pratt, Reyna

Chair, Science Department
The George Washington University, M.Phil Physics
Wellesley College, B.A. Mathematics and Physics

Prochilo, Rebecca

Science
Plymouth State University, M. Ed
University of Maine, B.S

Raisler, David

Mathematics
Columbia University, M.A. Mathematics
Columbia University, B.A. History and
Sustainable Development

*Raneses, Tom**

Visual Art
American University, M.F.A. Fine Arts
American University, B.A. Fine Arts

Ravick, Dorie

Associate Director of College Counseling
George Washington University, M.A.
Higher Education Administration
George Washington University, B.A. Political Science
and Judaic Studies

Redd, Dominic

Humanities
The University of North Carolina at Greensboro, B.A.
Communications/Media Studies (Radio, TV & Film)

*Richardson, Kathryn**

Fourth Grade
Maret Fellow 2011
Hamilton Teachers College, New Zealand, Adv. DipT
Waikato University, B.Ed.

Roberts, James

After School Director
University of Maryland, B.S.

Rodgers, Jocelyn

Science
University of Maryland, Ph.D. Chemical Physics
Harvard University, A.B. Chemistry and Physics

Samowitz, Jessica

Lower School Librarian
University of Maryland, College of
Information Studies, M.L.S.
James Madison University, B.S.
Interdisciplinary Liberal Studies

Sanz, Rolando

Performing Arts
Yale University, M.Mus.
The Catholic University of America, B.Mus.

*Saunders, Deirdre**

Visual Art
Oxford University, M.F.A.
University of Cape Town, H.D.E.
Cape Town University, B.F.A.

Schlegel, Roger

Humanities
University of North Carolina at Chapel Hill,
M.A. Public Administration
University of Virginia, M.A. English
University of North Carolina at Chapel Hill,
B.A. History

Sheridan-Potts, Amy

Lower School Reading; Learning Specialist
University of Virginia, M.A. Reading
Hamilton College, B.A. English Literature

Shuman, Amanda

Mathematics
American University, M.A. Ed
Western Michigan University, M.A.
Aquinas College, B.S.

Singleton, Mark

Instructional Technology Coordinator
Full Sail University, M.S. Media Design and Technology
James Madison University, B.M. Music Education

St. Germain, Mark

Physical Education/Athletics
University of Iowa, B.A. American Studies/History

*Stone, Nathaniel**

Third Grade
Pepperdine University, M.A. Education
Colby College, B.A. History

Sudheendran, Meena

First Grade
Peabody College Vanderbilt University, M.Ed.
Rhodes College, B.A. English Literature

*Talbott, Marjo**

Head of School
Harvard University, M.Ed.
Williams College, B.A. History of Ideas

Tates, Donté

Humanities
Colby College, B.A. American Studies

Tejada, Steven

Director of Upper School
Wesleyan University, B.A. Psychology/Sociology

*Tomasi-Carr, Lisa**

First Grade
University of New Mexico, M.S. Multicultural Education
University of New Mexico, B.S. Elementary Education
St. John's College, B.A. Liberal Arts

Utz, Clara

Second Grade
University of Vermont B.S. Early Childhood Education

Wang, Xiaoli

World Languages
Beijing Normal University, Ph.D. Philosophy
University of Albany, M.S.
Library and Information Services
Northwest Normal University, M.A.
Chinese Classical Literature
Northwest Normal University, B.A.
Chinese Language and Literature

Washington, James

Humanities
Haverford College, B.A. Political Science

Weiss, Aaron

World Languages
Boston University, M.A. Spanish
University of New Hampshire, B.A.
Hispanic Language Literatures

*White, Glenn**

Science
Harvard University, Ph.D. Anatomy and Cell Biology
Duke University, B.S. Chemistry

*Williams, Antoine**

Physical Education/Athletics
Catholic University, B.A. Education

Wilson, Brooke

Physical Education/Athletics
The George Washington University, M.A. Education and
Human Development
The George Washington University, B.A. Criminal Justice

Witenstein, Ivan

Visual Art
Yale University School of Art, M.F.A. Sculpture
Corcoran School of Art, B.F.A. Fine Art

Zobay, Stephanie

MSON Registrar; Humanities
Georgia State University, Ph.D. Economics
Georgia State University, M.S. Business Economics
LaGrange College, M.B.A.
Columbus State University, B.S. Nursing
LaGrange College, A.A. Nursing