

COURSE DESCRIPTIONS

2020-2021

Marshall School

**Marshall School
2020-2021 Course Descriptions**

MARSHALL SCHOOL MISSION STATEMENT

The mission of Marshall School is to educate students to become global citizens who demonstrate strong academic habits, respect, compassion, integrity, self-discipline, and intellectual curiosity.

MARSHALL SCHOOL STATEMENT OF COMMUNITY

The Marshall School community accepts responsibility for the safety, inclusion, and well-being of all members.

We nurture and protect an environment that is affirming and empowering of individual voices, life experiences, and perspectives.

We commit to learning and growing through our daily actions and interactions.

We seek always to value, respect, and uplift those around us.

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MIDDLE SCHOOL

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MIDDLE SCHOOL CURRICULUM AT A GLANCE

4th Grade

English 4
Math 4
Science 4
SS 4: US History
Physical Ed/Health 4
World Language
Art
Music
GAIN/Expedition (Skills-based
reinforcement and enrichment)

5th Grade

English 5
Math 5
Science 5
SS 5: The Americas
Physical Ed/Health 5
World Language
Art
Music or Strings
GAIN/Expedition (Skills-based
reinforcement and enrichment)

6th Grade

English 6
Math 6 *
Science 6
SS 6: Minnesota Studies
Physical Ed/Health 6
World Language
Art
Band, Strings, or Choir
GAIN/Expedition (Skills-based
reinforcement and enrichment)

7th Grade

English 7
Humanities 7
Pre-Algebra *
Life Science 7
Social Studies 7
Physical Ed/Health 7
World Language:
French IA
Spanish IA
Fine Arts:
Art 7/8
Band 7/8
Choir 7/8
String Orchestra 7/8

8th Grade

English 8
Humanities 8
Math *
Math 8
Algebra I
Honors Algebra
Earth Science 8
Geography
Physical Ed/Health 8
World Language:
French IB
Spanish IB
Fine Arts:
Art 7/8
Band 7/8
Choir 7/8
String Orchestra 7/8

All course offerings and sections are based on likely enrollment. Sections may be canceled or added based on enrollment.

* Based on criteria established by the Math Department that includes a review of standardized test scores and previous academic performance, students in grades 6-8 are placed in the math course that best meets their mathematical abilities.

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FINE ARTS

Mission and Vision: The Fine Arts Program at Marshall School provides a creative environment with opportunities for students through music, visual art, and theater. The curriculum instills life-long appreciation for the fine arts, cultivates discipline, fosters enduring character traits, and equips students with skills of creativity, critical thinking, communication, and collaboration.

Philosophy: The Fine Arts Program at Marshall School provides a creative environment with hands-on opportunities for students through music, visual art, and theater. The curriculum is designed to develop fundamental skills within the fine arts, fostering creativity and curiosity through problem solving, critical thinking, and creative responses to complex themes. The Fine Arts faculty maintain active, artistic lives and bring real-world experience into the classroom. They also strive to provide opportunities through enriched fine arts experiences with local and international artists. Students are guided to become independent learners, lifelong participants, and appreciative patrons of fine arts.

VISUAL ARTS

4th, 5th, and 6th Grade Art

This class introduces students to a studio-based art experience. Students will practice responsible studio habits and procedures through various mediums, including drawing, painting, sculpting, printmaking, and more. They will explore multiple solutions to creative problems and apply learned concepts and techniques with student directed projects. Themes include color theory, tempera and watercolor techniques, ceramic pinch pots and slab building, movements in art history, Native American art, wire, paper mache, and recycled sculptures, and digital art including stop-motion video. Students are asked to let their curiosity lead them to explore, experiment, and dive into what interests them most in art with a positive attitude and an open mind.

Art 7/8

Course number: 1078

This studio class is a more in-depth art experience than previous classes. The classroom is seen as a studio to explore the media that most interests the student - painting, drawing, printmaking, ceramics, collage, sculpture, etc. are all available. Students learn and build on specific skills in a medium before embarking on a project developed by their personal interest. This might look like practiced perspective drawing as a class followed by a student's choice to use recycled materials to create a 3D landscape. Both contemporary and art history topics will be discussed and used to delve into deeper artistic expression. The year culminates in a presentation of artwork that details new experiences and shows personal growth.

MUSIC

4th and 5th Grade Music

Twice weekly, students explore music through singing, moving, listening, creating, rhythm instruments, and playing recorders. Classes incorporate lessons on composers, opera, music theory, singing with solfege, and cultural and multi-

cultural music to broaden the student's' perspective. Students perform in 2 major concerts per year.

6th Grade Choir

Twice weekly, students explore music through singing choral literature appropriate to this age level, primarily the unchanged voice. Along with developing healthy and correct singing mechanics, classes include lessons on solfege, reading music, and music theory, as well as helping students develop an appreciation for various music styles, forms, and composers. Students perform in 2 major concerts per year.

7th/8th Grade Choir

Course number: 1087

Students sing and participate in a large group ensemble. The repertoire includes choral literature (mixed voices/changing voice) that teaches the mechanics of vocal production, harmony, rhythm, and develops confidence with singing both individually and with others. To further improve vocal technique, students practice daily warm-ups, physical stretches, sight singing (solfege), and music theory. The choir performs in three major concerts per year, as well as school chapels and a middle school choir festival.

5th Grade String Orchestra

The goal of the 5th grade strings program is to develop each student's musicianship at the beginning level. Students are instructed in note reading, general music terms, rhythm, instrument posture and technique, and instrument care. Students meet twice a week as a group to work on developing their skills. Students perform in two major concerts per year.

6th Grade String Orchestra

6th grade strings continues to emphasize musicianship at the advanced-beginner level. Beginning students are also welcome since there is a review period of what was learned in 5th grade. Students meet twice per week as a large ensemble. Students continue to develop note reading, general music terms, rhythm, proper instrument posture, and instrument care. Technology is incorporated to develop their music skills and to promote creativity. Students perform in two major concerts per year.

7th/8th Grade String Orchestra

Course number: 1088

7th and 8th grade strings students work to improve their musical skills on string instruments at the advanced beginner/intermediate level. They also learn basic music theory and history, and develop their listening skills. Literature includes a variety of music from classical to contemporary with varying levels to engage all students. The ensemble performs in three major concerts per year and has other opportunities to perform at various events during the school year.

6th Grade Band

The goal of 6th grade band is to introduce beginning wind and percussion players to the joys and challenges of ensemble playing. Materials covered include good tone production, finger/sticking technique, articulation, intonation, blend, breathing, rhythm, expression, and music theory, as well as instrument care and maintenance. It is recommended that

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students, if possible, take some beginning lessons prior to entering 6th grade. The 6th grade band meets twice weekly and performs two major concerts per year. Students also participate at various chapel and community meetings.

7th/8th Grade Band

Course number: 1089

The goal of the 7th/8th Grade Band is to continue the musical development of second and third year instrumentalists. Although most students begin their band experience in 6th grade, students can elect to begin band in 7th or 8th grade. It is recommended that these beginning students take lessons during the summer prior to the start of school. The full band performs in three major concerts each year. Students also have the opportunity to perform at various school events. Literature includes a balance of standard young band compositions and lighter popular tunes.

ENGLISH

The Middle School Humanities Department employs various methods to develop an appreciation for both the learning process and the subject matter. Teachers challenge students to think analytically, critically, and creatively as they explore new concepts and gain a broad knowledge base designed to enhance their understanding of an increasingly interdependent global society. Teachers choose course material that exposes students to a wide range of perspectives and experiences, striving to impart many of the values associated with being a global citizen, including ongoing development of social, political, ethical, and ecological consciousness. The department believes frequent and deep reading, writing, and discussion, scaffolded by both teacher and peers, are essential to accomplish these aims. Furthermore, students practice academic, fiction, and creative nonfiction writing and read a variety of genres to develop both a passion for literature and an understanding of literary analysis.

English 4

Course number: 3040

In Module One students begin the year by a close reading of the novel *Love That Dog* by Sharon Creech. Students follow the main character, Jack, as he learns about poetry and begins to write his own. Students closely read and analyze poems Jack reads, including “The Red Wheelbarrow” by William Carlos Williams and “Stopping by Woods on a Snowing Evening” by Robert Frost. Throughout this unit, students track what Jack is learning about poetry alongside their own learning through these close readings.

In Module Two students will read, write, and speak about the topic of voting rights and responsibilities. In the first two units, students will read informational texts that focus on the women’s suffrage movement and the leadership of New Yorker Susan B. Anthony. Specifically, they will read firsthand and secondhand accounts of her arrest and trial for voting in a time when women were outlawed from doing so. Students then read *The Hope Chest* by Karen Schwabach, a historical fiction novel set in the weeks leading up to the passage of the 19th Amendment. They will continue to examine the idea of leaders of change and explore the theme “making a difference” by collecting evidence on how selected characters make a difference for others. After completing the

novel, students will analyze this theme in selected passages of the novel and write an essay using evidence from the text to support their analysis. The 4th grade English curriculum is closely linked to the 4th grade Social Studies curriculum.

English 5

Course number: 3050

The grade 5 English Language Arts Common Core curriculum guides students through modules during their 5th grade year. Modules have a common goal of improving student’s overall fluency as a reader, becoming a close reader focused on key details, improving their writing and grammar skills, and developing a deeper understanding of the content. Students explore a variety of different literature such as informational texts (*The Most Beautiful Roof in the World* by Kathryn Lasky & *The Inuit Thought of It: Amazing Arctic Innovations* by Alootook Ipelli), historical documents (*The Universal Declaration of Human Rights*), historical fiction (*Esperanza Rising* by Pam Munoz Ryan). Students shift from learning how to read to using reading as a tool to learn during their 5th grade English experience.

English 6

Course number: 3060

The English 6 curriculum focuses on literature about adolescents who struggle with a variety of challenges. Students develop sensitivity for and a deeper understanding of issues regarding race, gender, and culture through exploration of literature. Through a year-long emphasis on writing using the 6-Trait guidelines, students become familiar with the composition process from note taking and drafting to editing, proofreading, and recopying. Students study roots, prefixes, and suffixes to better comprehend vocabulary words and use the Orton-Gillingham method to guide the spelling and reading instruction. Students also use composition notebooks to keep track of reading strategies and their daily planners to keep track of outside reading on a daily basis. The reading list includes, but is not limited to, *Because of Mr. Terupt* (Buyea), *Out of My Mind* (Draper), *Counting by 7s* (Goldberg Sloan), *Petey* (Mikaelsen), *Wonder* (Palacio) and *Freak the Mighty* (Philbrick). Texts include *The Middle School Handbook* (Holt, Rinehart and Winston) and *Creating Writers Through 6-Trait Writing* (Pearson).

English 7

Course number: 3070

English 7 asks students to explore themselves and the world around them through the lens of literature. Therefore, independent reading will play a foundational role in the class; students are free to choose books from a diverse class library or bring them from home. Beyond independent reading, students will read texts as a class, which may include *Romeo and Juliet* and *The Giver*. Students will also participate in several Literature Circles, choosing from a set of books focusing on a central idea, like “Personal Struggle” or “Dystopian Fiction.” Throughout the year, students will write extensively and broadly, focusing on the process as much as the final product. Students should leave English 7 as readers, writers, and critical thinkers.

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Humanities 7

Course number: 3071

Humanities 7 enriches the English and Social Studies curriculums. Students will complete project-based units that develop and support core writing skills, as well as other skills vital to success academically, socially, and emotionally. Projects may include creating PSAs, writing a children's book, creating a 7th-grade literary journal, performing speeches and performing in English Out Loud.

English 8

Course number: 3080

Students study a wide variety of novels, short stories, poems, plays, and essays to help them develop as readers, writers, speakers, and listeners. Units are thematically arranged so students may sample a diversity of writers and genres on the topics of the idea of story, coming of age, heroism, individuality, creativity, and the individual's role in the community, which further broadens students' perspectives. Comprehension of these texts arises from a combination of analytical and personal understanding to develop literary skills and personal relevance. Students grow as writers and practice various writing formulas and techniques endeavoring to use writing as a means to explore both themselves and the world around them. Assignments and projects lead students from concrete, literal thinking toward higher-order, abstract skills. Vocabulary and spelling are taught within the context of the literature, and literary terms and verbal strategies are studied. Students research, interpret, polish, and perform a published or student-created literary piece to a large audience in a formal setting. Text include *A Midsummer Night's Dream* (Shakespeare 1998), short stories, student-selected novels and a selection of multicultural text including *All But My Life* (Klein 1998), *Samurai's Garden* (Tsukiyama 1996), *The Joy Luck Club* (Tan 1995), *Red Scarf Girl* (Jiang 1997), *My Ántonia* (Cather 1918), *Life of Pi* (Martel 2003), *Hotel on the Corner of Bitter and Sweet* (Ford 2009), *The Hate U Give* (Thomas 2017) *The Elements of Style* (Strunk and White), *The Middle School Handbook* (Holt, Rinehart, and Winston), and various contemporary short pieces.

Humanities 8

Course number: 3081

Humanities 8 enriches the English and Social Studies curriculums. Students will focus on project-based units that develop and support core writing skills, as well as other skills vital to success academically, socially, and emotionally. Projects may include Pandemic, a large game that asks students to explore current events; Genius Hour; multimedia journaling; and English Out Loud

WORLD LANGUAGES

Vision: The Marshall School World Languages Department fosters the development of global citizens equipping them with communication and critical thinking skills, cross-cultural competencies, and global awareness in today's pluralistic society. Through the study of languages and cultures, and by our support of co-curricular and international learning opportunities, students are encouraged to become ambassadors locally and globally.

Philosophy: The Marshall School World Languages department is committed to expanding students' worldviews and providing students with the knowledge, skills, and cultural awareness necessary to communicate and engage in a meaningful way with people around the globe.

World Language 4

Course number: 4051

Students learn basic pronunciation, conversation and culture in Spanish by exploring Spanish-speaking countries through music, storybooks, dance, games, maps, iPad activities, and other material. Through culture and *Exploratory Spanish*, students learn the alphabet, colors, numbers, greetings, family members, body parts, food and drink, and other basic conversation skills. They create a Passport Journal that will document their "travels" through Spanish-speaking countries.

World Language 5

Course number: 4050

This year-long exploratory course in French allows students to gain an understanding of both French language and culture. Students "travel" virtually around the different French speaking countries of the world, exploring the geography, flag, music, food, traditional dress, and customs from each region. Through projects and dialogues, the students learn greetings in French, the alphabet, colors, numbers, animals, family members, body parts, classroom objects, food and drink, sports, places in town, weather expressions, and other fun vocabulary.

Intro to Spanish (6th grade)

Students in Intro to Spanish will be introduced to the basics of the Spanish language and cultures through interactive games, activities and instruction. They will become familiar with the fundamental structures, vocabulary and practical use of the Spanish language. Students will build competency in all four language skills: listening, speaking, reading and writing, in addition to learning about the various cultures of the Spanish-speaking world. Lessons are built around thematic units that cover related vocabulary sets, grammar concepts and cultural topics.

Intro to French (6th grade)

Students in Intro to French will be introduced to the basics of the French language and cultures through interactive games, activities and instruction. They will become familiar with the fundamental structures, vocabulary and practical use of the French language. Students will build competency in all four language skills: listening, speaking, reading and writing, in addition to learning about the various cultures of the French-speaking world. Lessons are built around thematic units that cover related vocabulary sets, grammar concepts and cultural topics.

French IA

Course number: 4062/4070

French 1A is the first half of French 1. In this 7th grade full year course, students are introduced to the four basic language-learning skills: speaking, reading, writing, and listening. There is an emphasis on helping students to feel comfortable with the idea of communicating in a foreign language even though they may not fully understand the written and spoken words around them. The main focus of

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the course will be vocabulary-based. Students will also begin studying basic grammatical structures including present tense regular and irregular verbs. In addition, we will begin our exploration of the various French regions as well as French-speaking cultures around the world.

French IB

Course number: 4080

This 8th grade course is the second half of French 1. French 1B expands on the present tense regular and irregular verbs as well as vocabulary, idioms, and structure and introduces the passé composé. Celebrations of French holidays and a sampling of French cuisine, art, architecture, customs and music are important aspects of classroom learning.

Students may be able to take the National French Exam for the first time for enrichment and review.

Spanish IA

Course number: 4061/4071

The Spanish IA course explores and expands upon basic structures, vocabulary, and practical use of the Spanish language. Through interactive activities and instruction, students will build competency in all four language skills: listening, speaking, reading and writing. Students will study basic grammar, rules of agreement, sentence structure, and word order, allowing for basic communicative proficiency and comprehension. Students' studies will revolve around thematic units that cover related vocabulary sets, grammar concepts, and cultural topics.

Spanish IB (8th Grade)

Course number: 4081

The Spanish 1B course builds upon the basic skills and practical use of the language introduced in Spanish 1A. Through interactive activities and instruction, students will build competency in all four language skills: listening, speaking, reading and writing. This course will reinforce and expand upon basic grammar, rules of agreement, sentence structure, and word order covered in Spanish 1A, allowing for increased communicative proficiency and comprehension. Students' studies will revolve around thematic units that cover related vocabulary sets, grammar concepts, and cultural topics. Students will review the present tense and begin learning the preterit tenses, allowing them to communicate about present, past, and future events. To make the language come alive, we will be using what we have learned at Concordia Language Village weekend immersion camp!

MATHEMATICS

In following the Marshall School mission statement, it is the belief of the math department that a solid education in mathematics is key to a student's success in life. It is the philosophy of the mathematics department at Marshall School that all students are capable of experiencing success in middle and upper school mathematics given that the student has a thorough knowledge and understanding of basic mathematical concepts. The math department strives to challenge students to become independent life-long learners and analytical thinkers. Students should be able to communicate effectively about and through mathematics, orally and in

writing, understanding and explaining the processes rather than simply being able to find answers.

Providing a good math education means providing opportunities for hands-on exploration of mathematical concepts wherever it is possible. It is very important that students are accepted at whatever stage they may be at in their mathematical career. This acceptance must come from instructors, peers and parents alike. Students are encouraged to get extra help when they have fallen behind or are preparing for an upcoming test, and they are more likely to do so when they feel this acceptance.

Math 4

Course number: 5040

The fourth grade mathematics program provides students with a rigorous approach to learning, balancing the acquisition of basic skills with reasoning and inquiry. The curriculum covers whole numbers and operations, multiplication and division facts, time/temperature/data, multiplying and dividing 1 and 2 digit numbers, fractions/decimals, geometry, and measurement/probability. Problem-solving strategies and mathematical habits of mind are explored and practiced throughout the year to encourage critical thinking and reasoning. Many lessons use cooperative groups, games, and manipulatives to support students in exploring math concepts. Focus is placed on building verbal and visual models and written expressions of mathematical ideas.

Math 5

Course number: 5050

The fifth grade mathematics program provides students with a rigorous approach to learning, balancing the acquisition of basic skills with reasoning and inquiry. The curriculum covers the use of whole numbers, decimal and fraction operations, number theory, data/graphing, ratios/percent, geometry, and pre-algebra. Problem-solving strategies and mathematical habits of mind are explored and practiced throughout the year to encourage critical thinking and reasoning. Many lessons use cooperative groups, games, and manipulatives to support students in exploring math concepts. Focus is placed on building verbal and visual models and written expressions of mathematical ideas.

Math 6

Course number: 5060

The sixth grade mathematics program provides students with a rigorous approach to learning, balancing the acquisition of basic skills with reasoning and inquiry. The curriculum covers operations with whole numbers, integers, and rational numbers, data analysis, probability and statistics, expressions and equations, ratio and proportion, percent applications, geometry and measurement, coordinate graphing and number theory. Problem-solving strategies and mathematical habits of mind are explored and practiced throughout the year to encourage critical thinking and reasoning. Focus is placed on building verbal and written expression of mathematical ideas, as well as giving students many experiences with abstract and logical reasoning to prepare them for pre-algebra.

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Pre-Algebra

Course number: 5070

This course sets the foundation for higher mathematics studies by introducing students to abstract reasoning. This course reinforces basic algebraic skills while teaching students about variables and what they represent. By completing a comprehensive study of integers, rational and irrational numbers, equations and inequalities, percents, 2-D and 3-D shapes, and probability, students will understand how the different areas of math connect and how to apply their knowledge in the real world. Students work in cooperative groups, individually, and use technology to express their learning.

Math 8

Course number: 5080

Math 8 is designed to help prepare students for Algebra. Students review their basic math skills including rational and irrational numbers and solving equations and inequalities. This course places a major emphasis on graphing linear equations, including slope intercept, point slope form, and standard form. Students apply their mathematical reasoning to solving systems of equations and deriving equations.

Algebra I

Course number: 5081

Prerequisite: Department recommendation

This course expands students' knowledge of the concepts of variables, expressions, solving equations, and graphing on the coordinate plane. Students become proficient working with the symbolic nature of mathematics such as operating on polynomial expressions, factoring, and translating words into symbols. Special emphasis is placed on problem solving. Topics include algebraic fractions, graphing linear functions, systems of linear equations, and work with quadratic expressions, exponents and roots.

Honors Algebra I

Course number: 5082

Prerequisite: Department recommendation

This eighth grade honors course is designed for students who have demonstrated a high level of mathematical ability as well as the motivation and maturity necessary to handle the high expectations inherent in an honors course. Students have more homework than in a traditional Algebra I class, due to the broader scope of material studied. Students are presented a variety of problems demanding that they integrate their knowledge of topics from general math, geometry, and algebra, and demonstrate excellent problem solving skills. Problems involving discrete math topics such as probability and statistics, matrices and determinants are interspersed with the more traditional algebra problems, making the course more interesting and challenging. Students who do well in this course have an excellent preparation for future math courses and are eligible to take additional honors courses in mathematics.

PHYSICAL EDUCATION/HEALTH

The Marshall School Physical Education and Health Department is committed to providing students with the knowledge and

skills necessary to link Health and Physical Education to the foundation of a healthy, productive, and fulfilling life.

Physical Education and Health 4

Course number: 6040

This class focuses on cooperative and adventure games, practice of manipulative and loco-motor skills in game settings and basic understanding of team games. An emphasis is put on problem solving, appropriate social behavior/sportspersonship and teamwork. Students will also follow the Fitness Gram module while recording fitness scores. Health units include, bus safety, nutrition, personal hygiene and the importance of physical fitness.

Physical Education and Health 5

Course number: 6050

The fifth grade physical education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, individual and team sports, and physical fitness activities. The main goal of the program is to emphasize the motor and skill development that is needed to have satisfying experiences. The program promotes the spirit of cooperation, leadership, fair play, teamwork, and friendly competition. Mini health units include bus safety, personal hygiene, the growing body and the physical and emotional changes that occur, physical fitness, nutrition, and brain awareness.

Physical Education and Health 6

Course number: 6060

This multifaceted class has two components: physical education and health. Physical Education focuses on equipping students to make responsible decisions, learning to work with others on a team, sportspersonship, and the importance of incorporating healthy physical activities into daily living. Students will continue to work on manipulative and loco-motor skills in various game settings. Students will also follow the Fitness Gram module while recording fitness scores. The health curriculum includes units on nutrition, backpack awareness and posture, bus safety, brain and spinal cord care, puberty, and physical fitness.

Physical Education and Health 7

Course number: 6070

Students are exposed to a variety of activities as an individual, partner, or team member. Seventh graders focus on basic skill development and learning basic rules and strategies. Students learn the importance of keeping fit by performing life-long fitness activities that ensure a healthy lifestyle. Students will also use their iPad along with the Daily Fit Log program to record and analyze fitness scores throughout the year. This course also includes a health component covering topics on physical fitness, nutrition, human sexuality, first aid, and tobacco.

Physical Education and Health 8

Course number: 6080

Health 8 will promote awareness of physical, mental, emotional and social developmental needs for optimal health throughout one's life by understanding that health is multidimensional and the elements of health are interconnected. Health topics include components of health (emotional, social, intellectual, environmental, spiritual,

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intellectual), vaping, emotional and mental health, sexual health, and addiction. Physical education 8 is designed to promote lifelong wellness through social and physical activity. Students will be empowered to develop positive behaviors through participation in a variety of group activities, team sports and personal fitness in a supportive environment that encourages them to lead healthy lives, make positive choices, respect themselves and others, work hard and gain confidence.

SCIENCE

The Marshall School Science Department strives to inspire creativity and wonder; promote critical thinking and analysis; encourage thoughtful interaction and communication; and engage students in an active learning environment. The Department utilizes the outdoor classroom, cutting-edge teaching techniques, and hands-on experiences to encourage scientific inquiry and discovery and to instill life-long ideals which promote a student's scientific curiosity and knowledge.

Science 4

Course number: 8040

Fourth grade scientists have the opportunity to experience many of the disciplines involved in the scientific world. Students learn about the scientific process, the design process, plants and animals, ecosystems, Earth's resources, Earth and space, matter, energy and heat, electricity, magnetism, and motion. Students will be exposed to a variety of labs and other hands-on experiences that reinforce classroom discussions and give students the foundation needed for understanding. The course offers an in-depth learning experience through hands-on labs, direct instruction, online lesson activities, group-based projects, and exploration of real-world scientific events.

Science 5

Course number: 8050

Scientists in fifth grade are given the opportunity to explore a wide variety of topics such as: inquiry and technology, design and function, classification, growth and survival, the human body, ecosystems, the water cycle and weather, Earth's surface, Earth and space, matter, forces and motion, and forms of energy. 5th grade scientists are exposed to a variety of labs and other hands-on experiences that reinforce classroom discussions and give students the foundation needed for understanding. The course offers an in-depth learning experience through hands-on labs, direct instruction, online lesson activities, group-based projects (fungi collection/identification using taxonomy), and exploration of real-world scientific events. Science is all about being intellectually curious and trying to find answers to the vast mysteries of everything around us.

Science 6

Course number: 8060

The sixth grade science curriculum starts with an intensive study of the structure of the atom, the properties of the elements, and how elements combine and mix to form the world around us. Understanding the building blocks of our world then leads to units of inquiry on compounds, mixtures, wave energy, heat transfer and other physical science concepts. Utilizing hands-on projects, students investigate

the laws of motion, the properties of light and sound, simple machines, energy, states of matter, and electricity. In each unit, students construct projects, design presentations, gather data, make inferences and use creative ways to share what they have learned.

Life Science 7

Course Number: 8070

Life Science is an introductory level course designed to enable students to explore basic biological concepts through hands-on activities. Students study concepts that are shared by all living things such as cell structure and inheritance as they learn about the local plants and animals with an emphasis on what is pertinent at that time of the year. Students use nature journals to record their observations of nature at school and at home.

Earth Science 8

Course number: 8080

Students pursue a comprehensive study of the Earth, its place in the universe, the origin and transformation of its land surfaces and how its atmosphere produces the weather and climate in which we live. Real-time monitoring exercises (seismic, meteorological, and solar) are emphasized through internet applications and first person observations. Elements of chemistry and biology are introduced in preparation for biology. A wide variety of lab exercises are carried out each year. Field trips to Soudan Underground Mine and Gooseberry Falls State Park are highlights of the year.

SOCIAL STUDIES

The Middle School Humanities Department employs various methods to develop an appreciation for both the learning process and the subject matter. Teachers challenge students to think analytically, critically, and creatively as they explore new concepts and gain a broad knowledge base designed to enhance their understanding of an increasingly interdependent global society. Teachers choose course material that exposes students to a wide range of perspectives and experiences, striving to impart many of the values associated with being a global citizen, including ongoing development of social, political, ethical, and ecological consciousness. The department believes frequent and deep reading, writing, and discussion, scaffolded by both teacher and peers, are essential to accomplish these aims. Furthermore, students practice academic, fiction, and creative nonfiction writing and read a variety of genres to develop both a passion for literature and an understanding of literary analysis.

SS 4: US History

Course number: 9040

In the first part of the year students study map reading and map making skills. Students make maps by hand and with the use of ARC GIS StoryMap making applications. Students then use their map making skills to develop a story map to document people, places and events in their study of Colonial America. Next students explore perspectives in the American Revolution. Students study reasons why the 13 American colonies decided to declare independence, how colonists' opinions differed on this decision, and how the perspectives of free and enslaved blacks were both similar and different from the perspective of the white colonists.

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Students will then read the historical fiction play, *Divided Loyalties*, to deepen their understanding of the Patriot and Loyalist perspectives. Drawing on their background knowledge about the Revolutionary War (from Unit 1), students will read the text closely, focusing on how one's perspective influences one's opinion as well as how one's perspective can change over time. The 4th grade Social Studies curriculum is closely linked to the 4th grade English curriculum.

SS 5: The Americas

Course number: 9050

The fifth grade social studies curriculum extends students understanding of the Western Hemisphere. Students have the opportunity of exploring geographical features found on Earth, types of maps and uses, and the historical, cultural and geographical significance of Canada, The United States, and Latin America. Students learn about native cultures in the region, the formation of The United States, Canada, and Latin America and how each area of the hemisphere gained their independence from European control. Students also study states, capitals, provinces, territories, and Latin countries found throughout the Western Hemisphere. Strong emphasis is placed on developing a better understanding of the Great Lakes Region. An overview of the Great Lakes Compact as well as current and proposed diversions is one project students work on during 5th grade social studies.

SS 6: Minnesota Studies

Course number: 9060

The sixth-grade social studies curriculum focuses on Minnesota history from the ice age to present-day Minnesota. Students engage in historical inquiry and study events, issues and individuals significant to Minnesota history, beginning with the early indigenous people of the upper Mississippi River region to the present day. Students examine the relationship between levels of government, and how the concept of sovereignty affects the exercise of treaty rights. Students also analyze how the state's physical features and location of resources affected settlement patterns and the growth of cities.

Social Studies 7

Course number: 9070

This course is designed to "help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (NCSS, 2011). Students develop critical thinking skills through research using the Modern Language Association (MLA) method of documentation. This method of research is used at Marshall in grades 7-12 in all disciplines. Research projects include individual and group projects in a variety of presentation methods: documented papers, primary research, booth presentation, posters for display, examining controversial issues, and politically cooperative urban design. Content includes introduction into eight disciplines of social sciences (psychology, sociology, anthropology, geography, history, economics, political science, and futures). Concepts and skills of the various disciplines are incorporated and examined.

World Geography 8

Course number: 9080

World Geography begins with an introduction to geographic concepts and map making/use during the first quarter. For the rest of the year students examine the history, cultures and spatial relationships countries have in Europe, the Middle East, South Asia, East Asia and Africa. Through reading, projects, presentations, Google Earth, and class discussion students explore the differences and similarities that we have with the people living in each region. More importantly they also discover new ways of looking at the world as they develop a new sense of the Earth's global village. Students will gain an appreciation for the richness and variety of the histories and cultures that make up our planet through the examination of the people, places and events that have guided human history on our unique planet.

OTHER LEARNING OPPORTUNITIES

Fryberger Outdoor Experience (formerly MORE Program)

A program that is designed to promote teamwork, leadership skills, and the Marshall core values of compassion, integrity, intellectual curiosity, and self-discipline, the purpose of the Fryberger Outdoor Experience Program is to improve student interest in the environment of Northern Minnesota and provide a link from classroom experiences to the global world. The program emphasizes experiences that are educational, instructional, and helpful to the total development of the Marshall student.

Advisory Program

The Marshall Advisory program aims to promote a sense of connectedness and belonging among students and teachers. Advising is one way we strive to remain true to our mission: "to educate students to become global citizens who demonstrate strong academic habits, respect, compassion, integrity, self-discipline, and intellectual curiosity." Students meet daily with a faculty advisor to explore topics important in the life of adolescents. The faculty advisor serves as a mentor and advocate for students in the group, providing an effective and friendly way to provide academic support. Advisors lead students in conversations about character development and actualization.

UPPER SCHOOL

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UPPER SCHOOL COURSE REQUIREMENTS

9th Grade

English 9 (or Honors).....	1 credit
Mathematics *	1 credit
Biology (or Honors).....	1 credit
World Religions.....	½ credit
Civics.....	½ credit
Health and Physical Education (A) and (B)	1 credit (may be taken in 10 th grade)

10th Grade

American Literature (or Honors)	1 credit
Mathematics *	1 credit
Chemistry (or Honors)	1 credit
U.S. History 10 (or Hon U.S. History 10)	1 credit
Ethics	½ credit
Health and Physical Education (A) and (B)	1 credit (if not taken in 9 th grade)

11th Grade

English Electives (or Honors British Literature)	1 credit
Mathematics *	1 credit
Science *	1 credit
World History (or AP World History)	1 credit

12th Grade

English Electives (or AP English)	1 credit
Mathematics *	1 credit
Science *	1 credit
U.S. History 12 (or Hon U.S. History 12)	1 credit

To Be Completed Before Graduation

World Language	2 credits (must be 2 credits of same language in upper school)
Fine Arts.....	1 credit (including ½ credit visual arts)
Computer Science.....	½ credit
Marshall Community Service Hours	10 hours/year

*Level determined by department

All students must successfully complete 5.5 credits yearly, a total of 22 credits in grades 9-12, in order to graduate. Classes that are not scheduled as part of a regular class period may not be counted as part of the 5.5 credits. Ordinarily, students may not retake prior courses for part of the 5.5 yearly credits. Please review the course offerings for specific departmental requirements.

Students enrolled in AP courses are expected to take the AP exam for that course in May. There is a nominal fee associated with taking each AP exam, usually around \$55 per exam. Exact fees are determined each fall, are the responsibility of the student's family, and are automatically added to the student's billing account.

All course offerings and sections are based on likely enrollment. Sections may be canceled or added based on enrollment. The School reserves the right to change student schedules when section enrollment or staffing needs warrant such.

Requirements for Graduation

English	4 credits
World Language.....	2 credits (must be 2 credits of same language in upper school)
Mathematics (including Geometry and Algebra 2).....	3 credits
Social, Religious, & Ethical Studies	4½ credits
Science.....	3 credits
Fine Arts	1 credit (including ½ credit in visual arts)
Health and Physical Education	1 credit
Computer Science	½ credit (or pass technology portfolio for Classes 2021, 2022, or 2023)
Electives.....	3 credits
Community Service.....	10 hours/year

Community Service Requirement

The Community Service Requirement is an extra-curricular service requirement for all Upper School students. Its purpose is to provide experiences that will enable students to learn the inherent value of our society's highest ideals: serving others and the community. This concept is put into practice through organizational participation or individual initiative. Service must be pre-approved by the student's Class Dean or take place at a Marshall pre-approved location. Employment for pay and helping family members or relatives are not included, nor is any service that is part of an organized course, extracurricular activity, or club. Students are required to complete a Community Service Verification Form, with a supervisor's signature, for each service project they complete.

- Students must complete at least 10 hours of service for each year of attendance at Marshall School. Candidates for the National Honor Society (NHS) are required to submit 25 hours total in the year of induction. Please see the NHS advisor for more information.
- Student service projects must engage students in activities that meet the needs of others in some discernible way.
- The student is personally responsible for keeping track of and reporting the completion of required hours to his/her class dean by published and announced due dates. The official service hour verification form must be filled out completely by the student (including signatures) for hours to be credited.
- A maximum of half of a student's hours may come from service done directly with the school. The other half must come from off-campus opportunities at pre-approved non-profit organizations.
- Students completing more than 100 hours of service in one school year (including the summer before) qualify for the Centurion Award. This prestigious award recognizes students who complete a significant amount of service within a single school year. Service hours to be applied to the Centurion Award must be verified by the student's class dean by the last Thursday in April each year.

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FINE ARTS

Mission and Vision: The Fine Arts Program at Marshall School provides a creative environment with opportunities for students through music, visual art, and theater. The curriculum instills life-long appreciation for the fine arts, cultivates discipline, fosters enduring character traits, and equips students with skills of creativity, critical thinking, communication, and collaboration.

Philosophy: The Fine Arts Program at Marshall School provides a creative environment with hands-on opportunities for students through music, visual art, and theater. The curriculum is designed to develop fundamental skills within the fine arts, fostering creativity and curiosity through problem solving, critical thinking, and creative responses to complex themes. Fine Arts faculty maintain active artistic lives and bring real-world experience into the classroom. They also strive to provide opportunities through enriched fine arts experiences with local and international artists. Students are guided to become independent learners, lifelong participants, and appreciative patrons of the fine arts.

VISUAL ARTS

All studio art courses emphasize hands-on art making activities but also include slide presentation and discussion of cultural or historical art as context. Aesthetics and art criticism are studied and practiced as part of each art course. Certain art courses will integrate technology using a variety of computer software programs enhancing visual literacy and building technological fluency.

Visual Arts Requirements

One credit of Fine Arts, ½ of which must be in visual arts, is required for graduation.

Drawing and Painting I/II

Course number: 152/153

Credit: ½ credit

Grade level: 9-12 Elective

Students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and art production leading to the creation of a portfolio of quality artworks. Students create drawings and paintings from real objects using observational techniques with the intention of creating realism. Level I utilizes processes such as sketching, rendering, contour, gesture, and perspective drawing. Media used includes, but are not limited to pencils, charcoal, colored pencils, watercolor/guache and acrylic paint and canvas. Students in level II begin to develop a personal voice in their work. Media used include, but are not limited to, oils, acrylics, watercolor, pastels, and collage.

Honors Drawing and Painting III/IV

Course number: 165/175

Credit: ½ credit

Grade level: 10-12 Elective

Prerequisite: Drawing and Painting II and recommendation

Students in Honors Drawing and Painting III will select a medium as their primary focus for the term. Students will build a portfolio encompassing a large body of work

demonstrating mastery in the media of their choice: drawing: ink, charcoal, pencil, marker, etc., painting: acrylics, ink, oil, watercolor, etc. An AP Portfolio can be created through the duration of this course.

Ceramics I /II

Course number: 154/164

Credit: ½ credit

Grade level: 9-12 Elective

Students in Ceramics I engage in sequential learning experiences that encompass art history, criticism, design, and aesthetics through the medium of clay. Ceramics I focuses on various hand-building techniques, while Ceramics II fuses alternative methods of firing, hand building sculptural forms, and throwing on the wheel.

Honors Ceramics III/IV/V

Course number: 185/186/187

Credit: ½ credit

Grade level: 9-12 Elective

Prerequisite: Ceramics II and recommendation

Students in Ceramics III continue their engagement with clay through sequential learning that further explores art history, criticism, design, and aesthetics of clay. This course fuses alternative methods of firing, hand building sculptural forms, and throwing on the wheel. Students will investigate texture and form through various types of clay including stoneware, stoneware with ochre and porcelain.

Videography I/II

Course number: 180/181

Credit: ½ credit

Grade level: 9-12 Elective

Students in Videography learn to use elements and tools of current and emerging technologies (iMovie, Photoshop, Final Cut Pro, etc.) to create works that express their ideas. They engage in sequential learning experiences that encompass film history, film & art criticism, and short film production leading to the creation of a portfolio of quality works. Students are challenged to appreciate, analyze and create works through the moving image, stop-motion animation, sound, photography, digital arts and interactive media. This includes making digital art for websites, blogs, newsletters, and events. Students will learn to use digital video cameras, lighting, equipment, staging techniques and software applications. Media used will include, but not be limited to, animation, GIF, title sequencing, short film, advertisements, and media arts.

Honors Videography III/IV

Course number: 182/183

Credit: 1/2 credit

Grade level: 9-12 Elective

Prerequisite: Videography II and recommendation

Students in Honors Videography will select a film style/medium as their primary focus for the term. Students will build a portfolio encompassing a large body of work demonstrating mastery in the media of their choice, i.e. documentary film, animation, advertisement, short film.

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Photography I/II

Course number: 159/168

Credit: ½ credit

Grade level: 9-12 Elective

Students in Photography I create photographs using a variety of tools and processes. Students will explore basic photography, including 35mm camera and computer techniques, composition, history, and ways of interpreting a variety of subject matter. NOTE: Students will be expected to purchase supplies for this course. Specific information concerning camera requirement is available from the instructor.

Honors Photography III/IV

Course number: 169/170

Credit: ½ credit

Grade level: 9-12 Elective

Prerequisite: Photography II and recommendation

Students in Honors Photography III create photos, films, and videos using a variety of photographic techniques. Emphasis on digital photography and technical work as well as alternative processes and image manipulation will be the focus. NOTE: Students will be expected to purchase supplies for this course. Specific information concerning camera requirement is available from the instructor. An AP Portfolio can be created through the duration of this course.

Graphic Design I/II

Course number: 176/177

Credit: ½ credit

Grade level: 9-12 Elective

Students in Graphic Design engage in understanding visual literacy, art history, contemporary design and aesthetics. Students explore typography, logo design, illustration, video, and photography to create innovative ways to communicate through art and graphic design. Class includes hand building projects and utilizing computer software such as Photoshop, Illustrator, Bridge, iMovie, etc.

Honors Graphic Design III/IV

Course number: 178/179

Credit: ½ credit

Grade level: 10-12 Elective

Prerequisite: Graphic Design II and recommendation

Students in Graphic Design engage in sequential learning experiences that encompass art history, criticism, design, and aesthetics. Students continue to learn skills of commercial design including 2-dimensional and 3-dimensional design practices. An AP Portfolio can be created through the duration of this course.

AP Studio Art

Course number: 100

Credit: 1 credit (requires full year commitment)

Grade level: 11-12 Elective

Prior to recommendation for enrollment, student must have taken at least one honors art class, 3 art classes, and /or demonstrate, the spring prior, a comprehensive portfolio. Student must be knowledgeable in visual processes and principles and be able to work independently to build a portfolio for submission to the Advanced Placement board.

MUSIC

The music program at Marshall includes band, choir, orchestra, jazz band, chamber singers, and chamber strings. The overall focus is to promote musicianship and foster a deeper understanding and appreciation of music. Students are encouraged to develop strong independent practice habits, respect each other's varied talents and abilities, and learn the value of music in culture and daily life.

Concert Choir

Course number: 106

Credit: 1 credit

Grade level: 9-12 Elective

Concert Choir is open to students who enjoy singing and have an appreciation for learning choral music literature of various styles, cultures, and languages. Expectations include concert attendance, daily participation, continued progress in vocal technique and development through voice lessons, and attendance at outside arts events. Students participate by singing in a large group ensemble. Singers develop correct vocal techniques by incorporating vocal warm-ups, physical stretches, solfege, sight singing, and music theory into daily rehearsals. The repertoire includes choral literature that teaches the mechanics of vocal production, builds musicianship, and develops an ability to blend and sing in harmony, which demonstrates the aesthetics of music. The choir participates in three major concerts throughout the year, school chapel services, community events, and the MSHSL Large Group Music Contest.

Honors Concert Choir

Course number: 105

Credit: 1 credit

Grade level: 10-12 Elective

Prerequisite: Director's recommendation

Honors Choir students are members of the Concert Choir. These advanced singers have reached an outstanding level of musicianship and serve in leadership roles. These students study individually using advanced solo literature to be performed at the MSHSL music contest.

Chamber Singers

Course number: 147

Credit: ½ credit per year

Grade level: 10-12

Prerequisite: Concert choir member; audition

Chamber Singers are a small balanced group of vocal singers selected by audition, usually selected from the Concert Choir. Rehearsal times occur during the school day but special practices may be called outside of the school day if needed, so a high degree of commitment is expected. The Chamber Singers perform for school events, chapels, concerts, community events, sporting events, and the MSHSL Music Contest.

Concert Orchestra

Course number: 117

Credit: 1 credit

Grade level: 9-12 Elective

This course has students perform daily in large group and small ensembles. Students work on improving their musical

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skills for string instruments by playing a variety of musical styles, improvising, composing, music listening, and incorporating music theory and music history. The orchestra participates in three major concerts throughout the year, school events, community events and the MSHSL Large Group music contest. Advanced students in orchestra have the opportunity to also participate in Chamber Strings.

Honors Concert Orchestra

Course number: 118

Credit: 1 credit

Grade level: 10-12 Elective

Prerequisite: Recommendation of director

Honors Orchestra students are members of the Concert Orchestra. They are selected by audition. These advanced strings students have reached an outstanding level of musicianship and serve in leadership roles in their respective sections. These students fulfill all the requirements of Concert Orchestra and also participate in Chamber Strings as part of the requirement of this honors course. These students study privately and are also required to perform a solo at the MSHSL music contest.

Concert Band

Course number: 126

Credit: 1 credit

Grade level: 9-12 Elective

Concert Band's focus is the continued development of each student's musicianship and musical knowledge. All Concert Band students are exposed to the study of serious concert music and lighter popular arrangements as well as elements of pep band, marching band, and solo/ensemble contest. They are also offered the opportunity to participate in the Minnesota Music Listening Contest and Jazz Band. The band performs regularly at concerts, athletic events, assemblies, parades, ceremonies, and chapel services.

Honors Concert Band

Course number: 127

Credit: 1 credit

Grade level: 10-12 Elective

Prerequisite: Recommendation of director

In addition to the requirements of Concert Band, students enrolled in Honors Concert Band must maintain a very high level of musicianship, engage in additional practice hours, and perform a solo at the solo/ensemble contest. They must also take a leadership role in the band and design at least one major project under the supervision of the director.

Jazz Band

Course number: 136

Credit: ½ credit per year

Grade level: 9-12 Elective

Prerequisite: Audition or approval of director (open to saxes, trombones, trumpets, piano, guitar, bass, and percussion)

Jazz Band meets on an arranged schedule both inside and outside of the school day. Music is selected and performed with variety of style and improvisation in mind. The Jazz Band performs at each of the three concerts during the year as well as for solo/ensemble contest and various other events.

COMPUTER SCIENCE

Students may satisfy the Computer Science graduation requirement either by passing a Computer Science course or by successfully completing the Technology Proficiency Portfolio. If a student does not demonstrate technology proficiency prior to fall semester of the senior year, the student will be required to enroll in a Computer Science class. Beginning with the Class of 2024, students must pass a Computer Science course, as the Technology Proficiency Portfolio will no longer be an option.

Technology Proficiency Portfolio

Course Number: 224

Credit: No credit awarded

Grade level: 10-11 (not available for Class of 2024 or after)

Students may demonstrate their technology proficiency through a portfolio-based system using a modified version of the [ISTE-NETS](#). With the help of an advisor, students complete a narrative linking current and past course work to the technology standards in the areas of creativity, communication, critical thinking and problem solving, innovation, research literacy, digital citizenship, and technology troubleshooting.

Introduction to Computer Science

Course number: 217

Credits: ½ credit

Grade level: 9-12 Elective

Prerequisite: Algebra 2 (concurrent or completed)

Intro to Computer Science is designed to offer a hands-on introduction to computer science and how it impacts our everyday lives. Students learn fundamental concepts of how software works and how to apply those concepts to solve real problems. The course will cover topics like creating computer programs, building games, and discussing technology's influence in today's world.

AP Computer Science Principles (offered next in 2021-22)

Course number: 220

Credits: 1 credit

Grade level: 10-12 Elective

Prerequisite: Algebra 1 (10th grade students require instructor approval)

AP Computer Science Principles is a rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. The curriculum assumes no prior knowledge of computing, is written to support students who are new to the discipline, and is accessible to all students, especially those in groups typically underrepresented in computing.

AP Computer Science A (offered next in 2020-21)

Course number: 223

Credits: 1 credit

Grade level: 10-12 Elective

Prerequisite: Algebra 1 (10th grade students require instructor approval)

This course is designed as a first course in programming with the Java language, with the assumption that students have done some programming in another language before taking

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the course. The focus is on programming theory and fundamentals, as well as the mastery of the basics of the Java language. By the end of the course, students will be able to write useful programs in Java, using good style, design and debugging approaches, and problem-solving methods.

ENGLISH

The English Department strives to challenge its students to solve problems; to think critically and creatively; to write comprehensively, accurately, and succinctly; to listen carefully; to speak passionately and persuasively; to read widely, broadly, and deeply; and to examine themselves and their place in the world.

Elective options, offered in alternating years, aim to offer students more curricular choice while also working to master research, writing, speaking, interpretation, and discussion skills.

English Requirements

Four credits are required for graduation, including the following courses:

- English 9 or Honors English 9, and
- American Literature or Honors American Literature

English 9/Honors English 9

Course number: 331/332 (Honors)

Credit: 1 credit

Grade level: 9 Required

Students will explore *identity* by reading and discussing short-stories, poetry, a memoir, an autobiography, fiction, and a play. Longer works may include *First Sightings: Contemporary Stories of American Youth* (Loughery), *Night* (Wiesel), *Black Boy* (Wright), *The Absolute True Diary of a Part-time Indian* (Alexie), and *Macbeth* (Shakespeare). Students will hone critical-thinking and communication skills by engaging in student-led discussions. They connect ideas in literature to the world at large and their own experiences. They will think critically, and write and speak persuasively. Students will pursue topics of personal interest through multiple projects. By the end of the year, students will have a firm grasp of core literary terms, literary conventions, discussion tactics, writing techniques, research skills, presentation skills, and peer collaboration. Students seeking honors credit will complete additional advanced coursework.

American Literature

Course number: 341

Credit: 1 credit

Grade level: 10 Required (if not taking Hon. Am. Lit.)

Prerequisite: English 9

The primary focus of this course is American Literature through literary analysis, close reading, collaboration, and critical thinking. Students explore the various facets of writing, of analysis, of creativity, and frequently work together to create unique and insightful projects, which may include a Horror Story Audio Drama, a website, videos, infographics, and traditional literary analysis essays. Students frequently pursue topics of individual interest and are encouraged to strike out on their own on nearly every project. This is also a language arts class, so students will

work on their writing mechanics, improve their logic, practice their research and citing skills, and hone their media literacy skills. Students read a variety of works, which may include *Slaughterhouse Five* (Vonnegut), *Of Mice and Men* (Steinbeck), *The Road* (McCarthy), *A Raisin in the Sun* (Hansberry), *The Color Purple* (Walker), and *Catcher in the Rye* (Salinger); short stories, with selections by Flannery O'Connor, Zora Neale Hurston, Stephen Crane, Ernest Hemingway, Joyce Carol Oates, William Faulkner, and others; and non-fiction, plays, poems, and essays.

Honors American Literature

Course number: 364

Credit: 1 credit

Grade level: 10 Required (if not taking Am. Lit.)

Prerequisite: English 9, department recommendation, and summer assignment.

The primary focus of this course is American Literature through literary analysis, close reading, collaboration, and critical thinking. Students explore the various facets of writing, of analysis, of creativity, and frequently work together to create unique and insightful projects, which may include a Horror Story Audio Drama, a Poetry Out Loud unit, an "American Masters" Website, videos, infographics, and traditional literary analysis essays. Students frequently pursue topics of individual interest and are encouraged to strike out on their own on nearly every project. Students will read a variety of works, which may include *Of Mice and Men* (Steinbeck), *The Old Man and the Sea* (Hemingway), *Slaughterhouse Five* (Vonnegut), *The Color Purple* (Walker), *The Road* (McCarthy), and *A Raisin in the Sun* (Hansberry); short stories, with selections by Flannery O'Connor, Zora Neale Hurston, James Baldwin, Stephen Crane, Ernest Hemingway, Joyce Carol Oates, William Faulkner, and others; and non-fiction, plays, poems, and essays.

English: Literature of War (offered next in 2020-21)

Course number: 381

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: American Literature (or Honors)

Students will examine the effects and after-effects of war on writers who fought in and survived major conflicts. Texts may include but not be limited to *The Things They Carried* by Tim O'Brien, [a novel by a Vietnamese writer TBA], *In Our Time* by Ernest Hemingway, selected short fiction and poems by various writers. Besides analyzing the features of literature focused on war, students will also research the historical context of the works they read, including conflicts about the wars themselves. Students will think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

English: Mystery Fiction & True Crime (offered next in 2020-21)

Course number: 382

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: American Literature (or Honors)

Students will explore the mystery genre in fiction, film/TV series, and podcasts, beginning with a few Sherlock Holmes stories and popular adaptations of them, and ending with the current fascination with true crime podcasts. In between

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those starting and ending points, students will explore how writing that falls under the mystery umbrella has familiarized the public with issues of race, sex, and class. Texts may include, but not be limited to, *If Beale Street Could Talk* by James Baldwin, *The Lovely Bones* by Alice Sebold, *The Talented Mr Ripley* by Patricia Highsmith, and *Shawshank Redemption* by Stephen King. Parental permission slips may be required and access to a film-streaming account will be helpful. Students will think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

English: Mythology, Fairy Tales, & Fantasy (offered next in 2021-22)

Course number: 335

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: American Literature (or Honors)

Students will explore common themes and topics in fairy tales and myths from around the world and analyze how they have provided a foundation for works of literature and film in the fantasy genre. Bruno Bettelheim's *The Uses of Enchantment* and the work of Joseph Campbell on the Hero's Journey will provide a starting point for analysis. Texts may include, but not be limited to, poems and short fiction by Margaret Atwood, Anne Sexton, Angela Carter. Units on Native American Literature [maybe *Flight*], Scandinavian Literature, and Disney films may also be included. Students will think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

English: Science Fiction (offered next in 2020-21)

Course number: 384

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: American Literature (or Honors)

Students will explore the origins, the variety, and the beauty and excitement of science fiction and find out what we can learn about ourselves and our world while reading stories about worlds that don't exist or don't yet exist. Texts may include *Cat's Cradle* by Kurt Vonnegut, *Handmaid's Tale* by Margaret Atwood, *The Left Hand of Darkness* by Ursula K. LeGuin, and *The Martian Chronicles* by Ray Bradbury, and short stories from numerous writers. Students will think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

English: Horror (offered next in 2020-21)

Course number: 359

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: American Literature (or Honors)

Students will explore stories meant to scare us. What makes something scary and why do we love to be scared so much? What can we learn about ourselves and our world through horror stories? Texts may include *I Am Legend* by Richard Matheson, *We Have Always Lived at the Castle* by Shirley Jackson, *Infidel* by Pornsak Pichetshote, *The Ballad of Black Tom* by Victor Lavelle, as well as short stories, drama, and poetry by H.P. Lovecraft, Edgar Allan Poe, Stephen King, Neil

Gaiman, Robert W. Chambers, Joyce Carol Oates, Harlon Ellison, Emily Carrol, and many others. Students will think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

English: Poetry (offered next in 2021-22)

Course number: 336

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: American Literature (or Honors)

Students will survey a broad range of poetic forms and styles--everything from Haiku to Spoken Word--and become acquainted with poets from many backgrounds and historical periods. Students will learn to analyze poems and also experiment with writing their own poetry from time to time. Individual and group projects will provide students with opportunities to perform and perhaps publish their own work. Students will think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

English: Drama and The Bard (offered next in 2021-22)

Course number: 362

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: American Literature (or Honors)

Students will read and analyze various dramas and film adaptations with the goal of comparing and contrasting them with a single play by Shakespeare. Along the way, students will engage in small-group reader's theater, compose their own adaptations, and also perform short scenes around the school. Students will think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

English: Film Studies (offered next in 2020-21)

Course number: 383

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: American Literature (or Honors)

Students will explore various topics, genres, and filmmakers. Alfred Hitchcock and the origins of the thriller, for example, will be a common offering. Students will read classic texts in the film studies canon, learn to do in-depth analyses of films, and experiment with making their own short films. Parental permission slips may be required and access to a film-streaming account will be helpful. Students will think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

English: Contemporary Writing and Persuasion (offered next in 2021-22)

Course number: 360

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: American Literature (or Honors)

Students will explore contemporary writing (speeches, essays, videos, podcasts, etc.) with a focus on persuasion. Students will practice persuasive techniques, learn how to identify faults and fallacies in argumentation, and become experts in

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discerning reality from spin, lies, and exaggeration. Texts may include *The Tao of Pooh* by Benjamin Hoff, *Dear Ijeawele, or A Feminist Manifesto in Fifteen Suggestions* by Chimamanda Ngozi Adichie, and *Blink* by Malcolm Gladwell, and various essays, articles, poems, podcasts, videos, and speeches by many others. Students will think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

English: Contemporary Fiction (offered next in 2020-21)

Course number: 356

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: American Literature (or Honors)

Students will explore the issues, concerns, joys, and realities of present-day life. Students will examine their world as it is reflected in literature and gain a deeper understanding of the pressures, impacts, and consequences of our modern world. Texts may include *Exit West* by Mohsin Hamid, *The Refugees* by Viet Thanh Nguyen, *There, There* by Tommy Orange, *The Kite Runner* by Khaled Hosseini, and *The Curious Incident of the Dog in the Nighttime* by Mark Haddon. Students will think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

English: The Teenage Experience (offered next in 2021-22)

Course number: 342

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: American Literature (or Honors)

Students will explore their own lives and identities, reading a diverse set of texts where teenagers and young adults play prominent roles. Expect to regularly make connections between literature and your life and also discuss a range of teenage experiences. Texts may include *The House on Mango Street* by Sandra Cisneros, *The Catcher in the Rye* by J.D. Salinger and *Salvage the Bones* by Jesmyn Ward. Students will think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

English: World Literature (offered next in 2021-22)

Course number: 365

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: American Literature (or Honors)

Students will explore literature from a global perspective, reading texts representative of cultures and experiences from around our world. Expect to examine the concept of culture and use this foundation to understand the broader human experience, preparing you for our ever more interconnected world. Texts may include *Things Fall Apart* by Chinua Achebe, *Chronicle of a Death Foretold* by Gabriel Garcia Marquez, and *A Doll's House* by Henrik Ibsen. Students will think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

Honors British Literature

Course number: 373

Credit: 1 credit

Grade level: 11 Elective

Prerequisite: American Literature (or Honors), department recommendation, and summer assignment

This course focuses on honing critical thinking and close reading skills and developing sophisticated reading and writing habits while exploring British literature. Students read many major English writers, such as William Shakespeare, Jane Austen, Virginia Woolf, George Orwell, and others. In addition to practicing and improving their critical thinking and interpretive skills, students will also learn about literary periods, about the politics and cultures of those periods, and about the authors themselves. Students will also continue their study of grammar, punctuation, writing mechanics, research, public speaking, and vocabulary skills and knowledge. There will also be numerous opportunities for students to be creative, self-guided, and collaborative.

AP English Literature and Composition

Course number: 377

Credit: 1 credit

Grade level: 12 Elective

Prerequisite: Honors British Literature, department recommendation, and summer assignment

The goal of this course is to develop critical reading and writing skills, in preparation for the Advanced Placement Examination in Literature and Composition and for college English courses, by offering qualified seniors the opportunity to do college-level coursework. Students admitted to this advanced course are expected to demonstrate a special interest in literature, to work hard and consistently to develop independence of thought and mature habits of critical thinking. Classroom discussion and active participation, as well as frequent writing assignments (including in-class essays), are crucial means to this end. Students write formal and informal papers, make presentations (including memorizing and reciting a poem for Poetry Out Loud), do a creative project each semester, and take ownership of a blog in which they showcase independent work. Major texts include *Frankenstein* (Shelley), *Jane Eyre* (Brontë), *Wide Sargasso Sea* (Rhys), *Othello* (Shakespeare), *A Doll's House* (Ibsen), World War I poetry, *The Things They Carried* (O'Brien), and *They Say/I Say* (Graff & Birkenstein).

College Prep English 1/College Prep English 2

Course number: 399/398

Credit: 1 credit

Grade level: 9-12

This college preparatory English course is a blended course designed for international students for whom English is a foreign language. Students often experience a discrepancy between their content knowledge and the academic language they need to express this content. This is why students, depending on their English proficiency, can enter into CPE 1 or CPE 2. In addition to providing additional time and instruction for work in other classes, students work to improve reading, writing, listening and speaking skills, as well as vocabulary building with the support of Middlebury Interactive, a learning program specifically designed to support English Language Learners with project-based learning. Differentiation allows for students to continue working on their English language skills for up to three years.

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Advanced College Prep English**Course number: 397****Credit: 1 credit****Grade level: 9-12**

This course is designed for International students at Marshall School for whom English is not their native language. After one or two years of immersion, English language learners' conversational English typically improves whereas their ability to write and think critically, and with accuracy, often still requires further focus. In this course, students work on understanding the conventions of writing and grammar and how it specifically applies to the revision process. They learn how to state a thesis, support it with research, and to correctly cite their sources. They investigate the research process itself by developing strategies on how to consume information and apply critical thinking in the research process. Some of these strategies include learning note-taking skills to avoid plagiarism, with specific attention to processing information and linking information to a source with the use of NoodleTools and other methods. Students prepare for college by writing academic essays such as a personal narrative, a research paper, an argumentative essay, and so on. Students also learn how Latin roots help them decode a vast academic vocabulary, and they prepare for proficiency exams such as the TOEFL, ACT, and SAT.

WORLD LANGUAGES

The main goal of the Marshall School World Languages Department is to ensure that each student becomes proficient in at least one world language. World Languages Department courses endeavor to increase students' cultural awareness and mastery of grammar while developing all four language skills: listening, speaking, reading, and writing. Communicative proficiency is emphasized at all levels.

World Languages Requirements

The minimum graduation requirement is the completion of two years in one language taken in grades 9-12. Students are encouraged to pursue their language studies throughout their career at the school and to explore the possibility of studying a second non-English language while still in high school. Students must earn a teacher recommendation in order to continue in the Upper School language courses at Level III and above.

German I**Course number: 431****Grade level 9-12****Credit: 1 credit Elective**

This course is an introduction to the language and cultures of German-speaking countries. Students will learn to have simple, meaningful conversations with speakers of German. They will study European news and explore geography, history and culture. They will play German games and cook and eat German food. Students will learn pronouns, conjugating verbs, genders, possessive adjectives, the accusative case, stem-changing verbs, separable-prefix verbs, modals, command forms, conjunctions, and the conversational past tense. They will complete a geographical project in a medium of their choice, such as an essay, power point presentation, collage, or movie. In the second semester, they will read and enact a German fairy tale.

German III/Honors German III**Course number: 433/476 (Honors)****Credit: 1 credit****Grade level: 9-12 Elective****Prerequisite: German II and department recommendation.**

German III/Honors German III is an inspiring course for intermediate speakers of German. Students will integrate their interpersonal, interpretive and presentational communication skills and deepen their understanding of cultures in German-speaking countries. Students work with authentic materials including prose or poetry from selected authors, articles from online news magazines such as Deutsche Welle and Spiegel-TV, video clips, feature movies, songs, and podcasts. Students will learn reading strategies to help them identify and decode key vocabulary and comprehend the context. They learn the grammatical structures subjunctive II, past perfect, future perfect, passive voice, infinitive and relative clauses. Students will complete a history project in a medium of their choice, study the classical German author Johann Wolfgang von Goethe, and re-enact one of his works.

Honors German IV and AP German Language**Course number: 477/479****Credit: 1 credit each****Grade level: 9-12 Elective****Prerequisite: Department recommendation.**

Honors German IV and AP German Language are embedded classes taught with a two-year rotating curriculum. These challenging courses are for students who are transitioning to being advanced speakers of German. Students work with authentic materials and learn advanced grammatical structures, including indirect speech, masculine-n nouns, and pragmatic expressions. Student will complete a literature project in a medium of their choice and study the Nibelungenlied or in alternate years the works of Franz Kafka. Students design projects that reflect their personal interests in music, theater, creating an online content, and writing and publishing a children's book. They study business German and write a cover letter and resume as well as conduct mock interviews. Students become thoroughly familiar with the AP German Language and Culture Exam to be well prepared when they take it in May of their second year.

French II**Course number: 412****Credit: 1 credit****Grade level: 9-12 Elective****Prerequisite: French I and department recommendation.**

French II is a continuation of the French I curriculum and emphasizes communication skills. In order to communicate in the language, students continue to develop four skills: listening, speaking, reading and writing. A greater emphasis is also placed on grammar. The teacher uses primarily French in class to promote oral and listening proficiency. English is used for in-depth explanations when needed. Topics studied emphasize the everyday life of adolescents in French-speaking cultures to promote students' cultural understanding and appreciation as well as language development. French II students use the most current materials to learn to communicate confidently in the modern francophone world. The program includes a multimedia eBook, a workbook, readings, eVisuals, digital flash cards,

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games and more that allow learners to experience the French language and francophone culture and treats them as social actors with digital resources.

French III/Honors French III
Course number: 413/472 (Honors)
Credit: 1 credit
Grade level: 9-12 Elective

Prerequisite: French II and department recommendation. College Preparatory French III is an engaging course for intermediate learners of French, while Honors French III is a fast-paced and challenging course for intermediate learners of French who intend to continue with French throughout their time in the Upper School. Students continue to communicate using a variety of new verb tenses: imperfect, future, conditional, etc. They engage with and explore other Francophone cultures through authentic materials including literature, films, online news programs, magazines and newspapers, and podcasts. French III students continue to hone their reading skills by reading *Le Voyage Perdu* during the second semester travel unit which is designed to help students “get by” while traveling in a French-speaking country. Honors III students begin their exploration of French literature by reading and discussing *Le Petit Prince*. Students in Honors III take the National French Exam in March, while students in French III have an option to take the test.

Honors French IV and AP French Language
Course number: 474/478
Credit: 1 credit each
Grade level: 11-12 Elective

Prerequisite: Department recommendation. Honors French IV and AP French Language are embedded classes taught with a two-year rotating curriculum. These challenging courses are for students who are transitioning to being advanced speakers of French. These thought-provoking courses emphasizes the use of language for active communication and are centered on the following AP themes: Public & Personal Identities, Science & Technology, Global Challenges, Contemporary Life, Families & Communities, and Beauty & Aesthetics. Students work with authentic written and audio sources and demonstrate their understanding through lively discussions, persuasive essays, and by completing projects and presentations. Students review the essential skills required for the AP Exam, and they continue actively communicating with their peers and members of the Francophone community. Students take the National French Exam in March, and AP French students take the AP French Exam in May.

Spanish I
Course number: 401
Grade level: 9-11
Credit: 1 credit Elective

The Spanish I course is an introduction the basic structure, vocabulary, and practical use of the language. Listening and speaking skills are practiced daily with question-and-answer work, directed-pairs work and role playing. Authentic reading and writing practice revolves around thematic vocabulary units or topics related to the cultures, traditions, and geography of the Spanish-speaking world. Students study structures that allow them to communicate about present, past, and future events.

Spanish II
Course number: 402
Credit: 1 credit
Grade level: 9-12 Elective
Prerequisite: Spanish I and department recommendation. In Spanish II, students further their proficiency in reading, writing, speaking and understanding spoken Spanish as well as increasing their knowledge of cultures of the Spanish-speaking world. Reading and writing revolves around thematic vocabulary groups and cultural topics relatable to students’ lives. Listening and speaking skills are emphasized through daily oral participation in class, interaction with the teacher and peers in Spanish, regular oral assessments, and listening comprehension work with authentic audio and video materials. Materials include prose, poetry, articles, video clips, original feature movies, songs, games, visuals and other online resources.

Spanish III/Honors Spanish III
Course number: 404/471 (Honors)
Credit: 1 credit
Grade level: 9-12 Elective

Prerequisite: Spanish II and department recommendation. In Honors Spanish III, students continue to develop proficiency in reading, writing, speaking, and understanding spoken Spanish. Listening and speaking skills are emphasized through daily oral participation in class, interaction with the teacher and peers in Spanish, regular oral assessments, and listening comprehension work with authentic audio and video materials. In addition to studying language and its structures, students further their study of the cultures of the Spanish-speaking world. Short stories and articles are used to introduce cultural concepts less familiar to students. Students practice their informal writing skills needed for composing emails and letters and begin to develop more formal styles of writing when making cultural comparisons. More advanced grammar and vocabulary are introduced through authentic sources such as poetry, articles, video clips, songs, and other online resources. Students review past grammar topics and learn correct usage of the preterit and imperfect, future, conditional, present perfect, and pluperfect tenses as well as the distinction between *por* vs. *para*.

Honors Spanish IV and AP Spanish Language
Course number: 473/484
Credit: 1 credit each
Grade level: 11-12 Elective

Prerequisite: Department recommendation. Honors Spanish IV and AP Spanish Language are embedded classes taught with a two-year rotating curriculum. These courses focus on the study of history, cultures, contemporary issues, and literature of the Spanish-speaking world. Regular class discussions require students to work towards greater oral spontaneity and fluency while discussing, analyzing, and integrating information from authentic stories, articles, news clips, podcasts, short documentaries, and poetry. Written work includes extensive practice developing formal persuasive essays, as well as formal and informal written communications a native speaker would be required to write in a wide variety of everyday situations. Students also read and discuss one novel, during the third or fourth quarter. Grammar is taught and reviewed based on the needs of individuals and the class as a whole. All students enrolled in

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this course will take the AP Spanish Language and Culture Exam in May. This course is taught entirely in Spanish.

MATHEMATICS

In following the Marshall School mission statement, it is the belief of the math department that a solid education in mathematics is key to a student's success in life. It is the philosophy of the mathematics department at Marshall School that all students are capable of experiencing success in middle and upper school mathematics given that the student has a thorough knowledge and understanding of basic mathematical concepts. The math department strives to challenge students to become independent life-long learners and analytical thinkers. Students should be able to communicate effectively about and through mathematics, orally and in writing, understanding and explaining the processes rather than simply being able to find answers.

Providing a good math education means providing opportunities for hands-on exploration of mathematical concepts wherever it is possible. It is very important that students are accepted at whatever stage they may be at in their mathematical career. This acceptance must come from instructors, peers and parents alike. Students are encouraged to get extra help when they have fallen behind or are preparing for an upcoming test, and they are more likely to do so when they feel this acceptance.

Mathematics Requirements

Students are required to pass Algebra, Geometry, and Algebra II for graduation. In each of these classes there are honors and non-honors options and each student is encouraged to take the path that fits best. A graphing calculator is required for all math classes above Algebra 1.

Algebra I

Course number: 533

Credit: 1 credit

Grades: 9 Required

Prerequisite: Math 8 or department recommendation.

Students reinforce their basic algebraic knowledge of the number system equations, and inequalities. Students then work with exponents and roots, polynomials, factoring, quadratics, and rational expressions. Special emphasis is placed on problem solving and using math in a real world setting, and students use technology to help them efficiently evaluate solutions.

Geometry

Course number: 541

Credit: 1 credit

Grade level: 10-12 Required

Prerequisite: Algebra I or Honors Algebra I

Geometry deals with the study of shapes. In this class we will work together to develop and apply a variety of formulas which are used to measure lengths, areas and volumes of geometric figures. The study of geometry is rooted in logic and we will spend time working on proving theorems in a two-column format and in paragraph proof form. The use of straight edges and compasses will be used in construction proofs.

Honors Geometry

Course number: 572

Credit: 1 credit

Grade level: 10-12 Required (if not taking Geometry)

Prerequisite: Honors Algebra I and department recommendation.

Honors Geometry will cover topics similar to the geometry course, but at a faster pace and in greater depth. Students will spend much of the first semester mastering two-column proofs and learning definitions of a wide variety of geometric terms. The second semester is primarily involved with developing and applying formulas to calculate lengths, areas and volumes of geometric figures. Group work is a big part of this course and students are encouraged to learn geometric truths through cooperative learning and discovery methods.

Algebra II

Course number: 552

Credit: 1 credit

Grade level: 9-11 Required

Prerequisite: Algebra I and Geometry

Algebra II topics covered include: linear functions, matrices, polynomial functions with an emphasis on quadratic functions, algebraic manipulation and simplification, exponential and logarithmic equations, solving equations, counting and probability, and sequences and series. If time allows, the instructor will select additional topics to supplement the course. A very high level of competence in the material covered in this course is required for departmental approval for Honors Precalculus.

Honors Algebra II

Course number: 573

Credit: 1 credit

Grade level: 9-11 Required (if not taking Algebra II)

Prerequisite: Honors Algebra I and Honors Geometry; department recommendation.

Algebra I skills are built upon and new Algebra II topics are explored in greater scope and depth. Technology is used in the form of both graphing calculators and computers. A high level of competence in the material covered in this course is required for departmental approval for Honors Precalculus. Topics covered include: linear functions, quadratic functions, rational functions, polynomial functions and their graphs, systems of equations, complex numbers, rational expressions, exponential and logarithmic equations, sequences and series, and probability.

Finite Math

Course number: 555

Credit: 1/2 credit

Grade level: 11-12 Elective

Prerequisite: Algebra II and Geometry

Finite Math is a course designed to better prepare a student for Precalculus or provide additional work on Algebra skills before entering college. Finite math reviews many algebra concepts and utilizes technology to bolster understanding. Topics covered will include, but are not limited to, graphing of polynomials, trigonometry, matrix operations, functions, conics, and statistics. Class size for this course is usually small, so the course will in part be designed around the students' areas of need.

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Discrete Math with Applications

Course Number: 556

Credit: ½ credit

Grade level: 11-12 Elective

Prerequisite: Algebra II and Geometry

This course will use sophisticated mathematics to enable our students to better understand basic economic concepts and how to apply them to their personal finances. We will be using algebra, probability, statistics and geometry to solve financial problems that occur in everyday life. The real world problems we will face in this course include investing, credit, banking, auto insurance, mortgages, income taxes, budgets and retirement planning. We will be working hands-on with technology and real-world mathematical modeling to further our understanding of how money works.

Pre-Calculus

Course number: 554

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisite: Finite Math or Algebra II and Geometry; department recommendation.

This course will prepare students for Calculus and will study in-depth the following topics: functions, trigonometry, probability, sequences and series, exponents and logarithms, and matrices. Students planning on taking AP Calculus should enroll in the Honors Pre-Calculus course.

Honors Pre-Calculus

Course number: 577

Credit: 1 credit

Grade level: 10-12 Elective

Prerequisite: Honors Algebra II and Honors Geometry or Finite Math and department recommendation.

Topics covered include functions, probability, algebraic simplification, polynomials, rational functions, conics, limits, vectors, matrices and trigonometry. The study of trigonometry is extensive and will constitute a large part of the curriculum. If time permits additional topics will include polar coordinates, sequences and series. Unit tests in this course are often given in two parts - one with calculators and one without. Students are expected to use technology to help with their understanding, but not rely on it solely.

Calculus

Course number: 582

Credit: 1 credit

Grade level: 12 Elective

Prerequisite: Finite Math or Honors Pre-Calculus and department recommendation.

Calculus is designed as a beginning calculus course for students planning on studying business, management, economics or social and life sciences. The objective is to provide a mastery of basic calculus topics. Group work will constitute a large part of class time and students are expected to be active participants. Topics covered include a brief Precalculus review, limits, continuity, derivatives and rules for differentiation, integration and numerous techniques for taking integrals.

AP Calculus AB

Course number: 574

Credit: 1 credit

Grade level: 10-12 Elective

Prerequisite: Honors Pre-Calculus and department recommendation.

It is assumed that the students entering this course have a near mastery of topics covered in Honors Precalculus, as there is no review at the beginning of the year. Calculus is a mathematical tool for studying problems that involve motion and changing rates. It is widely used in many different fields of study including mathematics, engineering, physics, biology, chemistry and economics. In this course, students study limits, derivatives, applications of derivatives, differentials, integrals, analytic geometry and applications of integrals.

AP Calculus BC

Course number: 580

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisite: High A in Honors Pre-Calculus or AP Calculus AB and department recommendation.

It is assumed that the students entering this course have a near mastery of topics covered in Honors Precalculus, as there is no review at the beginning of the year. This course moves twice as fast as other math classes. It covers everything in AP Calculus AB in semester one and then moves into topics of a college level Calculus II course in semester two. In this course, students study limits, derivatives, applications of derivatives, differentials, integrals, analytic geometry, applications of integrals, infinite series, parametric equations, polar coordinates, and vectors.

AP Statistics

Course number: 575

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisite: Pre-Calculus and department recommendation.

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The four main themes of the course are exploring data, sampling and experimentation, anticipating patterns, and statistical inference. During the course, students will plan and execute a statistical study of their own choosing. Students taking this course are expected to take the AP Statistics exam in the spring.

PHYSICAL EDUCATION/HEALTH

The Marshall School Physical Education and Health Department is committed to providing students with the knowledge and skills necessary to link Health and Physical Education to the foundation of a healthy, productive, and fulfilling life.

Physical Education/Health Requirements

One credit of Health and Physical Education is required.

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Health and Physical Education A/B

Course number: 609/621

Credit: ½ credit each

Grade level: 9-10 Required

The health course is designed to promote awareness of physical, psychological, and social developmental needs for optimal health. We will think globally about health issues. Health topics include health equality, psychological health, vaping, sleep, drug/alcohol education, sexual health and environmental health. This PE course will educate students to become independent decision makers capable of planning for a lifetime of fitness and physical activity while at the same time achieving personal fitness goals by creating a personal fitness portfolio. Students will be empowered to develop positive behaviors through participation in a variety of group activities, team sports, and personal fitness in a supportive environment that encourages them to lead healthy lives, make positive choices, respect themselves and others, work hard and gain confidence.

Fitness and Team Sports

Course number: 653

Credit: ½ credit

Grade level: 10-12 Elective

The goal of this course is to promote lifetime physical fitness through a variety of activities and sports units. Team and individual sports and lifetime activities will be the focus. Skill development, teamwork, and knowledge of the sport/activity will be a priority. Fitness activities will include team activities such as cricket, curling, volleyball, etc. Strength training, cardiovascular endurance, yoga, hiking, snowshoeing and other group exercise will also be included. The course will include classroom sessions on sports education, nutrition, personal training, and fitness components.

SCIENCE

The Marshall School Science Department strives to inspire creativity and wonder; promote critical thinking and analysis; encourage thoughtful interaction and communication; and engage students in an active learning environment. The Department utilizes the outdoor classroom, cutting-edge teaching techniques, and hands-on experiences to encourage scientific inquiry and discovery and to instill life-long ideals which promote a student's scientific curiosity and knowledge.

Science Requirements

Students must complete three credits of science for graduation, including courses in Biology and Chemistry.

Biology/Honors Biology (offered yearly)

Course number: 840/841

Credit: 1 credit

Grade level: 9 or 10 Required

The Biology courses are designed to provide a strong background in the discipline of biology with a focus on the core themes of cells, genetics, evolution, and ecology. Specific topics to be covered include: biochemistry, cell structure and function, respiration and photosynthesis, inheritance patterns, bacteria and viruses, populations, and the environment. The use of scientific methods, current research, and critical thinking skills are integrated throughout the year. Course coverage includes independent

research, collaborative projects and presentations, case study discussions and innovative approaches to scientific topics. Biology and Honors Biology will be taught concurrently. Students seeking honors credit will be required to complete additional independent course work.

Human Anatomy & Physiology (offered next in 2020-21)

Course number: 853

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisite: Biology

Human Anatomy and Physiology covers the names and functions of the body systems and their associated organs. The course will enable students to expand and explore their knowledge of the human body while applying that understanding to their own health and the issue of health in our society. This course is for students interested in a career in health related fields, as well as those curious about their own bodies work. This course will involve memorization of organs, body parts, and some basic medical terminology; it will also include the dissection of a fetal pig.

Environmental Science (offered next in 2021-22)

Course number: 850

Credit: 1 credit

Grade level: 11-12

Prerequisite: Biology Elective

Environmental Science covers current events, trends, and controversies involving human interaction with the environment. Topics discussed will include ethical decision making based in all scientific backgrounds: geology, biology, ecology, chemistry, & environmental studies. There is a focus on class discussion and learning the steps to making your own informed decisions about the events around you.

AP Biology (offered next in 2021-22)

Course number: 874

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisite: Honors Biology, summer coursework.

AP Biology is structured around four big ideas (Evolution, Energy Processes, Information, and Interactions) which encompass the core scientific principles, theories, and processes governing living organisms and biological systems. Students will experience science as a process with an emphasis on labs and application of core concepts. Students will become knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives. Upon completion of this course, all students are required to take the AP Biology Exam.

Chemistry (offered yearly)

Course number: 856

Credit: 1 credit

Grade level: 10-11 Required (if not taking Hon Chem)

Prerequisite: Algebra I

Chemistry is designed to provide strong background knowledge in the discipline of chemistry with an emphasis on the core themes of matter, energy, atomic theory, chemical reactions and bonding, solution stoichiometry, gas laws, and acid-base concepts. Chemistry will focus on utilization of the laboratory for experimentation and investigation, developing

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critical thinking, analyzing and compiling data, and collaborative projects and presentations.

Honors Chemistry (offered yearly)

Course number: 872

Credit: 1 credit

Grade level: 10-11 Required (if not taking Chemistry)

Prerequisite: Algebra II (completed or concurrent), department recommendation, summer coursework.

Honors Chemistry is a laboratory science course designed to investigate a variety of topics, including the properties of matter, energy, atomic theory, chemical reaction types, chemical bonding, solution stoichiometry, thermochemistry, gas laws, acid-base concepts, and chemical equilibrium. Emphasis is on concept development and the utilization of the laboratory for experimentation, knowledge acquisition, and development of critical thinking skills. Students should have strong math skills including a working knowledge of dimensional analysis, graphing, and algebra. Due to the rigorous pace and depth of the material covered in Honors Chemistry, students are expected to be highly motivated and come to class prepared for discussion and laboratory. This course is designed to provide a strong introduction to chemistry and builds a foundation for advanced studies in chemistry.

AP Chemistry (offered next in 2020-21)

Course number: 882

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisite: Honors Chemistry, department recommendation, and summer coursework.

Equivalent to one year of college chemistry, AP Chemistry expands on concepts learned in honors chemistry with an in-depth study of topics such as atomic structure, chemical bonding, molecular geometry, states of matter, kinetics, equilibrium thermodynamics, electrochemistry, nuclear chemistry, and organic chemistry. Students will further apply the scientific method to chemical problems, analyze and interpret data logically and effectively, and physically manipulate laboratory equipment and apparatus in order to observe and record data.

Engineering Design (offered next in 2021-22)

Course number: 867

Credit: 1 credit

Grade level: 11-12 Elective

Engineering Design is for students interested in designing solutions to needs and problems. Students learn about practices, concepts, and core ideas by working towards understanding and solving current and historical problems in engineering. Students develop need-based “innovation projects” throughout the year and present them to key stakeholders including students, mentors, and professionals. Students learn skills in Computer Aided Design (CAD), rapid prototyping, and simulation while being introduced to manufacturing, civil, and mechanical engineering fields.

Physics (offered yearly)

Course number: 866

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisites: Algebra II (completed or concurrent)

Physics is a natural science in which students learn about laws that govern motion, gravity, forces, energy, waves, sound, light, and electronics. Students learn physics through a combination of mathematical, graphical, and laboratory problem-solving techniques.

AP Physics C: Mechanics (offered yearly)

Course number: 883

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisite: AP Calculus (completed or concurrent), department recommendation, and summer coursework.

AP Physics is a rigorous and fast-paced calculus-based physics course that is the equivalent of a college semester course in mechanics. Topics covered include kinematics, Newton’s laws of motion, work, energy, power, linear momentum, circular motion, rotation, oscillations, and gravitation. This course is intended for students who are interested in science majors in college. Students must independently learn calculus over the summer, and successful completion of summer homework and assessment of calculus knowledge at the beginning of the course are required for continued enrollment.

Independent Research (offered yearly)

Course number: 899

Credit: 0.25 per semester

Grade level: 11-12 Elective

Prerequisite: Teacher Recommendation/Approval

Students will investigate a scientific topic and report their findings using several media formats. The course is intended to expose the participant to all phases of independent research through an apprenticeship with a teacher-mentor. This is an advanced class meant to prepare students for future scientific training at an industrial or university level. A mutually agreed upon topic will be investigated throughout the course and is limited only by the resources available and the expertise of the teacher-mentor. Additionally, students will teach a topic related to their field to an appropriate audience (i.e., a class at Marshall). The course is open to students who have demonstrated an intense interest in a field of study.

SOCIAL STUDIES & RELIGIOUS AND ETHICAL STUDIES

The vision of the Social, Religious and Ethical Studies Department at Marshall rests in providing an understanding of the subject matter so students may see the interconnectedness of human existence and developing the skills to do so. The mission of the department is to provide students with authentic experiences that attempt to replicate how historians, geographers, ethicists, and scholars of religion work. To achieve this, students will learn to do the following:

- understand the present by studying its causal relationship to the past;
- discover how human beings relate to each other socially, spatially and chronologically;
- explore the impact of religion upon the pursuit of meaning;
- frame moral decisions by a sound understanding of moral theory; and
- use skills of analysis and synthesis to interpret primary and secondary sources.

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SOCIAL STUDIES

Social Studies Requirements

3½ credits of Social Studies coursework must be completed before graduation.

Civics

Course number: 931

Credit: ½ credit

Grade level: 9 Required

Students in this course will be introduced to what it means to be a citizen. Given Marshall's unique, global focus, students will identify what being a global citizen is as well as a citizen of a particular country. The course will discuss the questions surrounding what our responsibilities are as citizens of the world. It will be built on four main units. The first three units will be about local citizenship, national citizenship, and global citizenship. The final unit will be crafted by the teacher based on the specific circumstances of the global/national climate. As ever, course work will be crafted around real-world experiences and applications. By the end of the course, students should be able to describe their roles in society both locally and globally.

World History

Course number: 950

Credit: 1 credit

Grade level: 11 Required

This is a survey course beginning in 1500 C.E. culminating in present day. It focuses more on non-Western regions of the globe, but includes European history. The course is designed to provide students with factual knowledge and analytical skills in order to read and assess evidence and to draw their own interpretations and conclusions. Textbook reading is supplemented with primary and secondary source readings, and videos and films. In-class activities include simulations, role play, research, and group presentations.

AP World History

Course number: 938

Credit: 1 credit

Grade level: 11 Required (if not taking World History)

This college level course begins in 8000 B.C.E. and culminates in present day. It focuses more on non-Western regions of the globe, but includes European history. The course moves at a very fast pace; student responsibility for learning is highly emphasized. Historical thinking and recurring themes in world history are emphasized. Students read primary and secondary source materials to develop historical thinking skills of analysis, synthesis, and evaluation, while learning world history content. In-class activities and videos add additional depth of understanding that goes beyond the textbook. Students will take the Advanced Placement Exam in May. Summer work is required.

U.S. History 10/U.S. History 12

Course number: 943 (10th grade)/979 (12th grade)

Credit: 1 credit

Grade level: 10 or 12 Required

This course offers a survey of United States history starting in the sixteenth century. The course is fast paced and focuses on the turning points throughout U.S. History and is designed

to provide students with factual knowledge and analytical skills in order to read and assess evidence and to draw their own interpretations and conclusions. Textbook reading is supplemented with primary and secondary source readings, and videos and films. In-class activities include simulations, role play, research, and group presentations.

Honors U.S. History 10/Honors U.S. History 12

Course number: 944 (10th grade)/978 (12th grade)

Credit: 1 credit

Grade level: 10 or 12 Required (if not taking U.S. History)

This course offers an intense and comprehensive survey of United States History. It is designed to provide students with factual knowledge and analytical skills in order to assess evidence, read critically, and draw their own historical interpretations and conclusions. Students read both secondary and primary source materials. In-class activities and videos add additional depth of understanding that goes beyond the textbook. The course moves at a fast pace, thus student responsibility for learning is highly emphasized. The course includes an advanced research component.

RELIGIOUS AND ETHICAL STUDIES

Religious and Ethical Studies Requirements

One credit of Religious and Ethical Studies coursework is required.

World Religions

Course number: 742

Credit: ½ credit

Grade Level: 9 Required

This is a semester-long course in which students are introduced to the academic study of religion. Students generally take the course in the ninth grade. The purpose of this course is for students to gain the skills necessary to consider the subject of religion from a social scientific perspective. Students work to hone five skills: critical reading, critical writing, ethnography, scholarly internet research and critical visual media analysis. Through the process of learning these skills the students examine six major religious traditions: Indigenous Religions, Hinduism, Judaism, Buddhism, Christianity and Islam. Students who successfully complete this course develop the rudimentary elements of a scholarly perspective on the topic of religion to deepen their sense of being part of our global community.

Ethics

Course number: 743

Credit: ½ credit

Grade Level: 10-12 Elective

In this class, students explore ways to construct ethical responses to their ethical problems. This course explores what ethics are through immersion in the classic schools of ethical thought. Reading, writing, short research exercises, live issue discussions, media interpretation, Internet research, and a culminating research project are used to guide the student's mastery of the topics.

Politics and Perspective

Course Number: 744

Credit: ½ credit

Grade level: 10-12 Elective

Marshall School 2020-2021 Course Descriptions

In this course, students will examine the resources human beings can draw upon to approach politics in a fruitful and meaningful way: among them, intellectual, philosophical, and spiritual resources. A sub-title of the course could be, "Tending the Political Heart: Values which Inform a Politics of Depth". The point will not be to direct students to take particular political stands or to support particular candidates. Rather, students will focus on two paths. First, they will learn to analyze and construct political arguments in ways that are mindful of their truthfulness and validity. Second, they will consider the role the following values may have in the political choice people make: compassion; freedom; love; community; respect; justice; integrity; discipline; curiosity; reconciliation; civility and mindfulness.

Critical Thinking and Current Events

Course number: 745

Credit: ½ credit

Grade level: 10-12

Prerequisite: Ethics Elective

This course teaches students to use the arts of sound argumentation and civil discourse to interpret contemporary events. Students will study how to construct and analyze arguments in order to test their soundness and validity. Students will learn to identify and avoid the major fallacies often used in the construction of arguments. Students will practice how to navigate discourse when there is conflict, when the emotions are strong and the stakes are high. These skills will be applied to the research and discussion of selected local, national, and international events that arise over the time of the semester. The prerequisite for this class is the course in ethics.

Economics

Course number: 976

Credit: ½ credit

Grade level: 11-12 Elective

Students will be introduced to both micro and macroeconomics concepts and principles. Using a variety of hands on lessons, students will better understand today's complex economic policies and systems and their impact on individuals, communities, and nations. Students can expect to investigate real world dilemmas using their economics skills and knowledge.

OTHER LEARNING OPPORTUNITIES

Fryberger Outdoor Experience (formerly MORE Program)

A program that is designed to promote teamwork, leadership skills, and the Marshall core values of compassion, integrity, intellectual curiosity, and self-discipline, the purpose of the Fryberger Outdoor Experience Program is to improve student interest in the environment of Northern Minnesota and provide a link from classroom experiences to the global world. The program emphasizes experiences that are educational, instructional, and helpful to the total development of the Marshall student.

Advisory

The Marshall Advisory program aims to promote a sense of connectedness and belonging among students and teachers. Advising is one way we strive to remain true to our mission. Students meet with a faculty advisor to explore topics

important in the life of adolescents, make connections to the mission, and achieve the qualities outlined in the Portrait of a Hilltopper. The faculty advisor serves as a mentor, guide, and advocate for their advisees, providing an effective and friendly way to address problems with student schedules, questions about graduation requirements, and transitions for new students. In addition to academic support, advisors lead students in conversations about character development and actualization.

Post-Secondary Educational Options (PSEO)

Marshall School reserves the right to approve courses for academic credit. Students who are interested in pursuing PSEO opportunities should begin conversations with the Director of College Counseling. Local PSEO programs often have deadlines for PSEO enrollment in early April and early December. Discussions well in advance of these dates are encouraged.

Virtual High School

The mission of Virtual High School is to develop and deliver standards-based, student-centered online courses to expand students' educational opportunities and 21st century skills.

VHS believes that student-centered online courses can be designed and delivered to students to promote a high quality collaborative learning environment in which student exchange and interaction is a valued component of the instructional process.

VHS offers over 200 full semester courses in Arts, Business, English, Language Arts, World Language, Life Skills, Mathematics, Science, Social Studies, and Technology. In addition, VHS offers full year Advanced Placement (AP) courses.

For more information, please visit www.govhs.org. Students interested in registering for a VHS course should see the Associate Head of School.

Guidelines for VHS Enrollment

- Eligible students must have a 3.00 or higher cumulative grade point average.
- In almost all cases, VHS courses will be included in your 7 credits per semester course load. This means VHS courses should not be viewed as an 8th course in your class schedule.
- In almost all cases, VHS courses will not replace a required course for graduation.
- You will be required to get a teacher's endorsement in the form of a signature from a teacher in the same discipline as the VHS course (i.e., if you're interested in taking a creative writing course, you'll need an English teacher to sign the endorsement form).
- You will also need approval (in the form of a signature) from your parent and the Director of College Counseling, Upper School Principal, or the Associate Head of School.
- In almost all cases, you will be allowed to take no more than one VHS course per semester.
- Because Marshall is a VHS member school, courses taken through VHS are included on the Marshall School transcript.