



2021–2022 Course Catalog



TABLE OF CONTENTS

PHILOSOPHY STATEMENT.....	3
MARIN ACADEMY REQUIREMENTS FOR GRADUATION.....	4
COURSE PLANNING AT MARIN ACADEMY	5
BAY AREA BLENDED CONSORTIUM	7
ENGLISH	12
ETHNIC STUDIES	16
HISTORY	17
HUMAN DEVELOPMENT	21
MATHEMATICS	22
PERFORMING ARTS	26
SCIENCE	30
VISUAL ARTS	35
WORLD LANGUAGES	37
PHYSICAL EDUCATION AND ATHLETICS	42
CO-CURRICULARS.....	43

PHILOSOPHY STATEMENT

Marin Academy is a co-educational high school committed to scholarship and personal development. We see the high school years as a critically important time when students are discovering who they are, what they value, what they enjoy, and where they are headed. We want our students to develop the skills and knowledge that will serve them well both now and in the future, and as such, an MA education is designed to prepare them to lead and thrive in a world where everything is connected and challenges are rarely solved alone or through a single discipline.

We provide a challenging academic program based on experiential education that focuses on the critical and creative thinking our students need to chart their course in the world. We encourage students to explore complex ideas and diverse perspectives, to test their values and judgments, to make their own discoveries, and to make mistakes. We focus our curriculum on problems, projects, and questions that, by design, spur students to think deeply about issues. And we empower students by putting them at the center of their education, requiring them to lean into creative thinking and problem solving as they play an active role in their quest for meaning and purpose.

We have developed a deeply researched understanding of the competencies that students will need to lead and thrive in a rapidly evolving world, and every facet of an MA education is designed to help students develop these five core competencies:

Demonstrated Empathy

Students utilize cross-cultural awareness and emotional intelligence to understand and appreciate difference, privilege, and their connection to others in a global community with integrity and gratitude.

Imaginative Curiosity

Students use their imagination, content knowledge, inquiry skills, and passion to wonder, explore ideas, solve problems, and create.

Intellectual Flexibility

Students work both collaboratively and individually to embrace academic and intellectual challenge, using multiple perspectives and evidence to support, challenge, and refine their arguments. They can persuade—using evidence based on sound research—and they can be persuaded to change their minds.

Compelling Expression

Students effectively articulate their ideas, feelings, and passions through arts and languages, and are proficient in multiple modes of written, oral, artistic, and media communication and presentation.

Strategic Boldness

Students use a growth mindset and reflection to collaborate, courageously engage, and take healthy risks to gain confidence, leadership, and resilience. They are biased toward action, and use their educational and other gifts toward impacting their communities and the world.

In keeping with these competencies, we believe students thrive in a supportive, compassionate environment that promotes friendly, open dialogue based on respect and trust. We encourage students to explore complex ideas and diverse perspectives, to test their values and judgments, to make their own discoveries, and to make mistakes, often their greatest teachers. We ask each individual to recognize our shared responsibility to inspire and foster a purposefully diverse, equitable and just community, where students and adults of varied backgrounds, beliefs, attributes, and abilities relate to one another as individuals worthy of respect. Further, we embrace our responsibility to promote, within and beyond the boundaries of Marin Academy, the values inherent in a democratic society.

MARIN ACADEMY REQUIREMENTS FOR GRADUATION

A total of 20.5 credits are required for graduation. 19 of these credits are required courses or courses elected from among designated departmental offerings; the other two may be chosen from any area.

ENGLISH

Four years of English are required. English I (required in the ninth grade), English II (required in the tenth grade) and English III Honors (required in the eleventh grade) are mandatory. During senior year, two semester-long courses must be taken from the various electives offered as English 300–650.

PHYSICAL EDUCATION

Students must accumulate a minimum of 3.5 physical education “points” by the end of their senior year. Students may earn PE points in a variety of ways including interscholastic team sports, outings, independent study, Minicourse, PE electives, or by a combination of such courses, activities, and MA athletic teams.

HISTORY

Three years of history are required, including Modern World History I, Modern World History II, and United States History. Four years are recommended.

SCIENCE

Three years of laboratory science are required. This includes Biology, Chemistry, and one year of physics (Physics with Algebra and Trig, Advanced Physics with Calc, EECS, or Astrophysics). Physics may be taken in either the junior or senior year. Four years of science are recommended.

HUMAN DEVELOPMENT

Two semesters are required; fall semester in freshman year and spring semester in sophomore year.

ETHNIC STUDIES

One semester, spring semester of freshman year, is required.

VISUAL & PERFORMING ARTS

Two years of fine arts are required. More are encouraged.

MATHEMATICS

Three years of mathematics and the completion of Algebra II are required. Four years and the completion of Precalculus are recommended.

WORLD LANGUAGES

Three years of the same world language regardless of starting point is required. (For example, students who begin in Level I must complete at least Level III, students who begin in Level II must complete at least Level IV, etc.) Four years of languages are recommended.

Marin Academy reserves the right to modify the curriculum, as described in this catalog, including the addition and deletion of courses and the modification of course materials.

COURSE PLANNING AT MARIN ACADEMY

Students, in consultation with parents, advisors, teachers, class deans, and others at Marin Academy, are very much in charge of planning their course of study at MA. While there are a number of graduation requirements and required courses, as you become a junior or senior, you have the opportunity to think carefully and engage thoughtfully in creating a program of study. We encourage you to challenge yourself by trying new things or going into greater depth and at the same time to balance your curricular interests with co-curricular involvement. Below is an explanation of the course planning process and some things to consider while choosing courses.

Course Sign-Ups

In the spring, students meet in class meetings to hear about the course selection process for the following year and the course catalog is published. Recommendations are made by existing teachers for certain classes, such as math or world language, and students have individual meetings with their advisors/academic counselors. Students and parents/guardians then come with a preliminary schedule request form and meet together with advisors. During this scheduling conference, additional guidance is given and, with adult support, students complete a formal course selection.

After the course selection process and necessary forms are turned in, class deans, the academic dean, and (for rising seniors) college counselors review course selections and may reach out to students with questions or concerns.

Course Recommendations

Students' current teachers—in consultation with department chairs—make course recommendations. In order to be recommended for certain honors courses, a student needs to earn excellent grades (the exact grade needed varies by department; please see specific course descriptions) and show a commitment to a challenging course of study. Students may choose to apply to courses they are not recommended for, however, students best poised to do so are those looking for challenge regardless of grade outcomes. The Academic Office and department chairs can give additional information on this process.

Graduation Requirements and the University of California

Please see MA's graduation requirements on the previous page. Note that a student who meets these requirements also meets the minimum course requirements for the University of California and California State University systems as long as the grades earned are C-minus or higher in every required course. Please remember that UC eligibility does not guarantee admission.

Course Load

We encourage students to take the following load of courses each year:

- **Freshmen:** Seven courses all year. These courses are English I, Modern World History I, Biology, a math course, a world languages course, an arts course, Human Development (fall) and Ethnic Studies (spring).
- **Sophomores:** Six courses in the fall and seven in the spring. These courses are English II, Modern World History II, Chemistry, a math course, a world languages course, an arts course, and Human Development (spring).
- **Juniors:** Six courses (seven may be allowed with a course petition form). Juniors typically take English III, United States History, a science course, a math course, a world language class, and an arts course.
- **Seniors:** Six courses (seven may be allowed with a course petition form). In addition to taking a full load of courses, applying to college in the fall will take a significant amount of time. Seniors typically take two semester-long English electives, two semester-long history courses, a science course (must be a physics course if the requirement has not been fulfilled in the junior year), a math course, a world languages course, and an arts course.

Note that for the 2021–2022 school year, due to expected Covid-19 mitigation strategies, all students will be in supervised spaces during any "free blocks." We do not recommend that students choose homework-bearing courses for this. As soon as restrictions can be lifted, students will move from those supervised blocks to "free blocks," where they may mingle with other students more freely.

Keep in Mind

There are many people who can offer advice and guidance, but in the long run the student should think of both the immediate (what classes to take next year) and the long term (overall course of study at MA). What courses work together, what courses challenge you, and what courses expose you to new ideas or new ways of looking at the world?

Course Selection and College Admissions

The high school transcript is a very important part of the college application process. Colleges and universities will look to see both how you have challenged yourself in choosing courses and the grades earned. How your transcript will be viewed will vary widely from school to school.

- The University of California will calculate your grade point average using UC approved courses taken in the sophomore and junior year. However, the application requires that you report your grades in the ninth grade as well as list the courses you plan to complete in the twelfth grade, and all of this information is considered in the admissions process. Please read the course catalog carefully in order to see which courses are UC approved as general electives (versus within a discipline).
- Private colleges and universities will look at your entire four-year program but may choose not to include certain courses when calculating your GPA. Some schools will weight your GPA and some will use an unweighted GPA.

Add/Drop Process for First and Second Semesters

Once school has started each semester, students may add, change and/or drop courses through the first full rotation of classes. During the second rotation of classes, students may no longer add or change courses, but they may drop a course (without the possibility of adding a course to replace that dropped course). An add/drop form may be picked up from the Registrar's Office; it requires a series of conversations and signatures in order to complete it.

BAY AREA BLENDED CONSORTIUM

The Bay Area BlendEd Consortium was founded in 2013 by Marin Academy and The Athenian School, The College Preparatory School, Lick-Wilmerding High School, and The Urban School in order to jointly offer a set of blended classes combining face-to-face and online instruction. Our membership later expanded to include The Branson School and then the San Francisco University High School. Together, we are committed to making the most of online learning, remarkable teacher-student connections, and Bay Area resources.

Bay Area BlendEd Consortium courses are taught by experienced teachers from our Consortium schools who draw upon teaching experience, resources of the Bay Area, and the best practices of highly effective digital and face-to-face learning experiences. In support of rich student-teacher relationships, classes meet regularly via video conference as well as face-to-face between three and five times per term. Courses are rigorous and challenging, requiring students to work actively, creatively, independently, and collaboratively and to take responsibility for their progress and learning.

Before enrolling in a blended course through the Bay Area BlendEd Consortium, you should first assess your readiness for learning in a blended/online format. Your level of agreement with the following statements will help you determine what you need to do in order to succeed in a BlendEd course; the more you affirm these statements, the more prepared you are for this kind of educational experience.

Time & Task Management

- ✓ I am good at setting goals and deadlines for myself, and sticking to them!
- ✓ I understand that BlendEd courses will take up approximately 5-7 hours per week.
- ✓ I do not generally struggle with time management and stay on task without needing reminders.
- ✓ I would describe myself as an independent or self-directed learner who regularly begins assignments before due dates.

Tenacity & Resourcefulness

- ✓ I am comfortable asking others for help when I am challenged.
- ✓ I am comfortable reaching out to teachers and classmates via email.
- ✓ I am technically competent and am able to troubleshoot computer problems on my own when needed.
- ✓ I take risks and accept possible failure as a part of the learning process.

Engagement & Collaboration

- ✓ I am able to find quiet, distraction-free spaces for studying and doing homework.
- ✓ I work well in groups and can provide constructive, concise, and proactive feedback as needed.
- ✓ I enjoy brainstorming and recognizing other's good ideas.
- ✓ I understand that 3-5 face-face sessions are required for my BlendEd course and that these in-person sessions often take place after school or on weekends.



The BlendEd courses can be found in this section of the course catalog and are **only available to rising juniors and seniors**. For additional information about BlendEd or any of the BlendEd courses, please email MA's BlendEd coordinator, Liz Gottlieb, at lgottlieb@ma.org.

Yearlong

Multivariable Calculus

Prerequisite: recommendation of the department and a B or higher in Advanced Calculus Honors

Multivariable Calculus begins by exploring vector geometry and functions in more than one variable. Then, after expanding the concepts of limits and continuity to include multivariate functions, students develop a rich understanding of concepts and methods relating to the main topics of Partial Differentiation and Multiple Integration. After generalizing a number of tools from single-variable to multivariate calculus, we explore topics of optimization and geometric applications in areas including physics, economics, probability, and technology. We expand our fluency with topics to address vector fields and parametric functions, and we will understand applications of Green's and Stokes' Theorems. We employ multidimensional graphing programs to aid in developing a more thorough understanding of the myriad ways for describing and analyzing properties of multivariate functions. At the conclusion of the course, students have the opportunity to further explore applications of and/or concepts relating to topics covered by the course.

Throughout the course, emphasis is placed on students expressing fluency with numerical, algebraic, visual, and verbal interpretations of concepts. Students can expect to collaborate weekly on homework, problem-sets, and projects in small groups and in tutorial with their instructor online; face-to-face sessions may include visits with experts analyzing functions in multiple variables as well as group problem-solving activities and assessments. This course is UC approved "C: Mathematics (honors)."

Fall 2021

Applied AI in Python

Prerequisites: Introduction to Python Programming (B+ and above) or sufficient knowledge of Python.

This semester-long course will give students hands-on experience with artificial intelligence (AI) by applying machine learning models and libraries using the Python programming language. The course will explore the construction of algorithms which can learn from and make predictions on real-world data. Students will firstly recap on Python loops, lists and dictionaries and learn how to manage file input and output. They will then learn how to use the Pandas and Numpy libraries to analyze and interpret data. Students will then be introduced to the Tensorflow and Keras frameworks and build machine learning models to analyze images and text. Students will apply their knowledge to implement and refine machine learning models to a data set of their choice and understand the ethical implications. Finally, students will present their findings to an authentic audience. Emphasis will be placed on the project development life cycle and the importance of testing. Students will be expected to conduct independent research in addition to working collaboratively on projects.

Weekly Zoom sessions will be used for short presentations, Q&A and discussions. In person sessions will be used to present and discuss project progress with the rest of the class and meet with guest experts. At the end of the course, students will have a basic knowledge of machine learning models and libraries and how to use these tools effectively with real-world data. This course is pending UC approval for "G: College Prep Elective (honors)"

Digital Music Production

This class explores music theory, composition, recording, and songwriting through the lens of computer music and MIDI (Music Instrument Digital Interface) technology. The class will incorporate the Digital Audio Workstations (DAW) Ableton Live, as well as Garageband, Bandlab, Audacity, and SoundHack.

Students in this class will learn how music is created and edited in the DAW, but also gain an understanding of basic music theory and songwriting practice. Additionally, students will learn some of the physical properties of acoustics, equalization (EQ), and harmonics from both the scientific and artistic perspectives.

Depending on county health regulations, some possible plans for face-to-face meetings include hosting guest speakers/lecturers from recording studios or local music producers (e.g. N8Beats or The Bay Area Music Collective). In addition, students may attend a concert of avant-garde pieces at the Center for New Music. This course is pending UC approval for "G: College Prep Elective."

Financial Literacy

What financial skills do you need for life? How can you make financial decisions while understanding the impact on yourself and others? What financial decisions are made for us by the institutions and structures that, for better or for worse, exist today? What is our role in creating a more equitable financial world in the future?

This interdisciplinary mathematics, economics, and social science course will be organized around case studies chosen from all walks of life, circumstances, and backgrounds. We will consider the mathematics of budgeting, personal banking, credit & borrowing, renting or owning a home, taxes and insurance while discussing the tough decisions people make along the way. We will keep an eye on the ways in which these discussions are shaped by the particular economic distortions we see in the Bay Area. Students will do weekly readings, engage in regular course discussions, attend field trips to gain real-life experience, and complete collaborative projects and/or presentations for each unit.

We will virtually meet as a class one evening per week via Zoom video conferencing for student discussions, presentations and meetings with guest experts. Proposed field trip/in-person meetings:

- Welcome meeting + team building and group formation
- Visit to local financial institution(s), both traditional and Internet-based
- Guided Q&A with a financial advisor

Students must attend the welcome meeting and 2 out of the 3 other in-person meetings. This course is UC approved "G: College Prep Elective."

Public Health & Vulnerable Populations

The San Francisco Bay Area is rapidly becoming one of the most inequitable places to live in the nation. Taking a casual BART ride can reveal the environmental disparities that exist between places like the affluent suburb of Pleasanton and an industrialized community like West Oakland. The lack of income and environmental equality is obvious, but the disparities run much deeper. A short ride between BART stations can mean an 11-year difference in life expectancy. Folks getting off the train and living in neighborhoods near BART's Walnut Creek station live on average 84 years, while folks that exit at and live near the Oakland City Center station live on average only 73 years. In other words, living just 16 miles apart can mean the difference between living more than a decade longer. Why does such a health disparity exist? This course will dissect the factors that influence this social gradient of health.

There will be three whole-class face-to-face sessions and at least one off-campus face-to-face meeting with a teammate. During our first face-to-face trip on Saturday, September 9th we will be doing a neighborhood health assessment in the Bayview-Hunters Point Neighborhood of San Francisco. On Saturday, October 17th we will volunteer in the native plant nursery at the Literacy for Environmental Justice in the Candlestick Point State Park Recreational Area from 9:45am–1:30pm. Our final whole-class face-to-face trip will be to the Social Emergency Medicine Department at Highland Hospital in Oakland. The exact day of this trip has yet to be determined, but it will likely be from 3:45pm– 6:30pm on a weekday between the dates of Tuesday, December 2nd through Wednesday, December 9th. Additionally, students will be expected to collaborate with a team on the Just Video Project outside of school hours at a time and location that is convenient for the team between Tuesday, October 27th through Monday, November 16th. Students will also be expected to attend one virtual meeting roughly every other week on either Tuesday or Wednesday for one hour. This course is pending UC approval for "G: General Elective."

Social Psychology

From the rise of fascism to modern fashion trends, why do humans conform? How do prejudices arise? How do people persuade others? Where do behaviors come from?

Social Psychology is a course that will explore these questions, and the nature of human relations as a whole, through four key areas of study—social thinking, social influence, social relations, and applications of social psychology in the real world. Social thinking is how an individual's thoughts and perceptions are affected by those around them. Within different social situations, people interpret the behavior of others by assessing both perceived intention and emotion in order to appropriately respond. Social influence is the behaviors that are acted upon in response to social thinking. Social influence reveals itself in various ways, and can be seen through

conformity, peer pressure, and leadership. Social relations can be described as the development of relationships between two or more people. These relationships occur over time after multiple social interactions, which can evolve into shared behaviors or power dynamics within a group. In this course, students will apply social psychology in the real world in a variety of settings, engage in discussion, conduct research, and write reports/papers. This course is pending UC approval for "G: General Elective (honors)"

Spring 2022

Bay Area Cinema & Filmmaking

Film, animation and alternative film and video has been a stalwart of Bay Area culture from Muybridge to Silent Film and from Pixar to the Prelinger Archive. In this course we will explore the history of the moving image and its cultural impact in the San Francisco Bay Area as well as create our own imaginative responses to the ideas and concepts in the course. Students will get a chance to study films, technologies, philosophies and ideas related to the manipulation of time as well as create their own art, videos and visual journal entries. Topics will include a wide variety of cinematic genres and motion picture technologies. Students will learn interdisciplinary skills related to their own independent filmmaking in tandem with film and cultural studies. Students will be expected to make connections with larger social, political and cultural forces and be interested in independently creating artworks, visual journal entries and film and animation.

Online meetings with the whole class will take place every other week to discuss projects and share presentations. Students will sometimes be paired together or in small groups during our online meeting time or may occasionally arrange their own meeting times for collaborative activities and projects.

During our 4-5 face-to-face sessions we may be meeting filmmakers, exploring museums, cinemas, archives, film festivals and places of cinematic industry in the prolific bay area arts culture. Tea and discussion will follow. Students will need access to a digital still camera and be able to upload images to the web. Students will need to have some knowledge of video editing and have access to basic video editing software, a digital video camera/tripod combination and will need access to basic art supplies. (Some supplies will be provided.) This course is UC approved "G: College Prep Elective."

Citizen Science, Outside Experiences

Were you that kid who played outside all day long? Do you miss being outside and losing track of time? Do you hear the call of a red-tailed hawk and wonder what the heck is going on up above?

This course will get you OUTSIDE. In fact, students should expect to spend 3 hours a week outdoors immersed in the Bay Area as they learn about ecology, wildlife, plant communities, land use, natural and

cultural history, citizen science, tools for collaborative conservation, and environmental advocacy. Students will meet local experts and scholars and learn tricks of the trade from invited guests from a wide variety of backgrounds. The course will culminate with students showing off their naturalist skills and interpreting the world around them through interpretive talks and making meaning for themselves and others.

The goal of this course is to develop and support a cohort of naturalists and citizen scientists. Other course objectives include:

- Understand what it means to be a naturalist.
- Practice and apply the skill of interpretation in the field.
- Understand the abiotic, biotic and cultural factors that make up the unique natural, cultural and ecological histories of the Bay Area.
- Demonstrate skills in making and recording natural history observations in a field journal and on iNaturalist.
- Participate in local service learning.
- Participate in citizen science and contribute to an iNaturalist project throughout the term.
- Effectively communicate meaning about the natural world by identifying methods to gather accurate information about topics related to the local environment.
- Conduct an effective interpretive talk that helps the audience connect emotionally and intellectually with your topic.
- Apply knowledge of Bay Area ecology and ecosystems to local and global environmental issues.

This course is pending UC approval for "G: General Elective."

Food: A History

Apple pie, California roll, fortune cookies, cioppino, enchilada and chicken bog. Momo, pasta, empanada and pierogi. The food we eat is the story of religion, culture, race and identity. It is the story of the agricultural revolution, the Silk Road, Columbian Exchange, economic hardships, imperialism, immigration... and Instagram and YouTube.

In this course, we will tackle the topic of food by studying its history, by reading works from chefs, food historians and food critics, and by diving into the world of food television and documentaries. Finally, we will explore our own histories with food and how food has affected our lives and our families' stories.

Face-to-face sessions include a group meal at a Bay Area restaurant, visit(s) to a local farm, ranch and/or dairy, and an end-of-semester potluck featuring beloved family dishes. The course will culminate in a research project based on a historical menu from a wide selection of time periods and geographical locations. This course is pending UC approval for "A: History/Social Science (honors)"

Gender Studies

In this course, students will investigate, explore, challenge and develop an understanding of the role gender plays in both history and our modern society. Using an interdisciplinary approach students will examine ideas

related to gender through an intersectional lens that includes historical, feminist, queer, ethnic, sociological, and cultural perspectives. Using specific case studies, we will take deep dives into historical moments or events using scholarly texts, primary sources, and popular media with the goal of developing a critical perspective on the role of gender in society. Students will then have an opportunity to develop their own research topic, using the skills we have practiced as a class.

The capstone project will allow students to pursue their own research interest connected to gender studies in a format of their choosing (traditional research paper, blog, podcast, oral histories, art, etc.) and share their research with their classmates and peers. Collaboration with other students on projects will be encouraged.

Pending COVID restrictions, we will meet in-person three times throughout the semester to connect with guest presenters, visit local area organizations or museums, and work on collaborative projects. Weekly virtual classes may include guest speakers, class discussions, virtual field trips, and small group research check-ins. This course is pending UC approval for "G: General Elective."

Machine Learning

Co-requisite: Precalculus

Curious about machine learning (ML)? It's everywhere... health care, social media, virtual personal assistants, fraud detection, self-driving cars, to name just a few! Excited to learn about the Math and the computing tools that are used in this field? This is the course for you! We will study concepts from Math that are used in ML to build a strong foundation: selected topics from matrix decompositions, vector fields, probability distributions, and optimization. We will use software tools to familiarize ourselves with some common architectures and techniques that are used in this field. We will interact with professionals who do this for a living. The course will end with a final project that applies and showcases your learning from the semester. This course is pending UC approval "G: College Prep Elective."

San Francisco History and Art

This course is a field study of San Francisco history and art. Organized by theme, the course requires substantial time "in the field" examining the rich historical and artistic life of the San Francisco Bay Area including public art, murals, and architecture. The themes/units that have been covered in the past include: Sacred San Francisco, Green SF, The "Cultured" City, A City on the Move, and Sex and the City. Students will be expected to maintain a written journal of their observational and analytical work in the field, serve as a unit leader, and complete a midterm and final project. Unlike other traditional courses, this field study rethinks both the role of the classroom and the use of class time and requires students to be teachers of the material as much as learners.

Meeting requirements (pending COVID restrictions):

- We will have summative face to face meetings at the end of each unit.
- Two mandatory all-class field trips will take place in early January and early May.
- Students can expect to conduct field research independently or as part of their group at least once every two weeks.
- Weekly virtual classes will either be full class discussions or time for individual project check-ins.

This course is pending UC approval "G: College Prep Elective."

Social History of Disease

In his existentialist novel, *The Plague*, Albert Camus wrote, "All I maintain is that on this earth there are pestilences and there are victims, and it's up to us, so far as possible, not to join forces with the pestilences." Despite good intentions and the best efforts of governments and public health authorities, actions taken in order to stem the spread of a disease can actually exacerbate its dissemination—with deadly consequences for vulnerable populations. Viewing history through the lens of disease thus provides not only a unique approach to a familiar discipline, but also a way to better understand both the larger demographic turning points of world history and examine the ways in which societies break down along the lines of social class, gender, religion, and sexual orientation (among other things) in response to epidemics.

This course will center on a series of case studies, beginning with the bubonic plague, proceeding through cholera, tuberculosis, and AIDS, and finally ending with a consideration of contemporary epidemics like the Ebola, Zika, and Coronaviruses, and the opportunity for students to pursue their own research. Students will also consider how understandings of contagion and the progress of medical science have evolved over time. Lastly, though many of these diseases have been mostly eradicated in the Western world (with some notable exceptions), students will look at the areas of the world in which these diseases persist and consider the reasons why. We'll draw upon a variety of sources—historical, literary, and visual, among others—in order to enhance our collective understanding, as well as have the opportunity to hear from medical professionals, epidemiologists, and activists who have been on the front lines of epidemic diseases in recent memory. This course is pending UC approval "B: History and Social Science" with an honors designation.

ENGLISH

The first three years of English at Marin Academy are intensive writing and reading courses, centered on effective critical thinking and writing—analytical, personal, and reflective. Students practice the fundamentals of the paragraph and essay and study the conventional and evolving uses of language. Students also practice close reading skills, examining and interrogating an author's purpose through careful analysis of syntax, diction, tone, and figurative language. These core English courses foster the habits of mind that lead to mastery of critical thinking and writing skills: collaboration, intellectual risk-taking, creative approaches to problems, and honoring difference and multiple perspectives.

English I (ENG 100)

English 1 is a portfolio-based class formed around MA's five school-wide competencies: Demonstrated Empathy, Imaginative Curiosity, Compelling Expression, Intellectual Flexibility, and Strategic Boldness. The first-year course provides a foundation of reading and writing skills, while fostering the spirit of inquiry and the practice of independent literary analysis that are the core of Marin Academy's English curriculum. Thematically, the course addresses essential questions about identity and conflict: What factors inform our identity? What does it mean to be marginalized or to feel like "the other" in a society? How do we build a healthy, safe community? How do we find joy and meaning? Students will build awareness and understanding about their own identities and those of other people; engage in meaningful inquiry through discussion, research, and debate; and communicate their ideas with precision and purpose. English 1 also fosters an environment designed to encourage students' growth mindset. We'll build writing skills focused on the processes of analytical analysis, creative writing, and personal reflection.

English II (ENG 200)

Writing compellingly, imagining new ideas, and approaching different perspectives with curiosity and empathy form the core of this year-long course. Building on the analytical language and writing skills developed in English I, English II explores fiction, nonfiction, and poetry from around the globe, including classic and contemporary works. Students will explore how identity factors and social constructs interact not only in the texts they read and discuss but also in their own lives and writings. As they build awareness and empathy for the characters and authors they encounter, they will reflect on their own identity and social systems. Finally, students will be asked to demonstrate their understanding of these concepts through a variety of writing modes: the analytical essay, the personal essay, creative prompts, and journal writing.

English III: "American Dreams & Realities" – Honors (ENG 301)

Building on the foundation of skills and content provided in the freshman and sophomore years, this course studies

American Literature from the mid-19th century through the 21st century. Core texts include novels, poems, and essays presented in conversation with a range of documentary films, articles, and short stories. Students explore these texts through lenses like gender, race, class, and religion; and come to understand the American experience by way of themes like freedom, power, love, and belonging. Students will respond to the texts they read through different modes of writing, including analytical paragraphs and essays; creative pieces; and personal essays and reflections. Activities, discussions, and assignments will ask students to work individually and collaboratively to interpret the meaning and significance of the works we study. English III is a course meant to strengthen each student's ability to communicate effectively, write purposefully, and ask meaningful questions that provoke further inquiry. The course studies a wide range of authors in order to understand how American writers have explored complex and often competing ideas about American identity.

Junior and Senior Electives

Students are required to take two senior electives, which are designed to enable students to explore areas of specialty in the field of English. While individual course requirements may vary, all courses will demand consistent practice of advanced writing and will sustain a rigorous reading load. Specifically, all electives—regardless of content—will require students to produce analytical, personal, and/or creative writing and engage in scholarly reading. Student-led discussions, research using secondary sources, and student-designed projects are also components of our elective courses. As with our core English courses, students continue to develop skills for thoughtful and original self-expression in our English electives. **In addition, with a focus on interdisciplinary studies, some electives are marked "Humanities." These courses may be taken for either English or history credit, and you must note on your scheduling form which credit you are seeking.** *Please note: All English electives are semester-long courses that may be offered either or both semester(s)—and will only be offered if there is sufficient enrollment.*

Asian American Literature – Honors (ENG 448)

"...The inscrutable, wily Chinese detective with his taped eyelids and wispy moustache. The childlike, indolent Filipino houseboy. Always giggling. Bowing and scraping. Eager to please, but untrustworthy. The sexless, hairless Asian male. The servile, oversexed female..." Slanted stereotypes such as these named by Filipina author, Jessica Hagedorn, continue to impact the landscape of American culture, as defined by non-Asian artists. This course explores Asian America's response to the experience of being othered in the U.S. We will explore the interaction of history, race, class, and culture in the creation of a literature that speaks to, about, and for a vastly diverse amalgam of Asian people in America.

We will examine the diverse cultural, religious, and philosophical lenses through which we can see, perceive, or even distort Asian American literature. To augment our literary study, we will also read philosophy, cultural criticism, history, and view film and theatre. Authors may include Maxine Hong Kingston, Chang-Rae Lee, Lois Anne Yamanaka, Frank Chin, Ronald Takaki, and David Henry Hwang. We will listen to many voices and seek out our own. Assignments include creative and analytical projects and writing.

Belief: Religious Practice, Text, and Tradition – Honors (HIST 370 or ENG 370)

Belief profoundly shapes the daily lives of billions of people around the world. In this course, we will study the philosophical frameworks that shape people's perception and experience of reality. By investigating the practices, sacred texts, and basic tenets of the world's major religious traditions, we will focus on the multiplicity inherent to each religion and as well as trace how religions have changed over time. Together we will examine how a western perspective impacts our understanding of our own traditions as well as the traditions of others. Throughout this course, students will actively connect course material to their own lives while developing a clear awareness of how their own religious, cultural, and ethical systems impact their experience of the world. This course will conclude with a culminating research project in which students will explore a belief structure of their choosing. As the three strands of academic, experiential, and reflective learning intertwine, students will leave this course with grounding in the history of religion, a lens through which to understand their own and others' belief systems, and a capacity to communicate comfortably and fluently about religion and spirituality. This is a rigorous seminar that will include close reading, active discussion, analytical writing, group projects, and individual reflection.

Dream Songs: The Art of Poetry – Honors (ENG 510)

"Poetry is a vocal, bodily, art...[it is] physical, intimate, and individual," writes Poet Laureate Robert Pinsky. Focusing on the musical possibilities of language, we will experience how sound, rhythm, and line activate the deepest parts of our imaginations. This course is equal parts analysis and creative writing, but its overarching goal is to enhance the pleasure you find in reading or hearing poems. Using the works of masters both ancient and contemporary, you will discover what sound and word combinations you love, build your technique and eventually fashion your own style. You will write multiple analytical essays as a part of this process, reading closely and applying new terminology and literary lenses. The course employs a writing workshop approach to composition and you will keep an active portfolio, which will be assessed periodically. You will also keep an anthology of the poems, lines, and song lyrics that speak to your felt experience. Finally, you will commit to memory at least two complete poems, which you will "perform" for the class.

Frames, Metaphors, and Media: Creating Narratives to Change the World – Honors (ENG 401)

"The universe is made of stories, not of atoms."

– poet Muriel Rukeyser

Every aspect of our understanding of the pressing issues of the day—and all discussion of causes, solutions, and complexities; personal, political, social, and scientific—are communicated through stories. Our ability to define and debate these issues and work towards solutions requires the ability to craft compelling narratives about them, which means mastering the myriad competencies of storytelling in a digital age. Stories, whether fictional or documentary, comprise the sum and total way in which humans attempt to understand, define, and shape their world. As cognitive linguist and philosopher George Lakoff posits: "...the mind works by frames and metaphors, the challenge is to use such a mind to accurately characterize how the world works."

While studies show we average seven to eight hours a day consuming visual media, this course provides tools and training to harness and activate this potentially revolutionary technology. Smartphones and laptops offer us immensely powerful and ubiquitous visual storytelling tools - how can we use them to effectively communicate the crucial information necessary to spur understanding, empathy, organization, and action?

Beginning with an immersion into stories in the form of narrative and documentary film, podcasts, graphic novels, and more, the class will build a foundation in narrative theory and storytelling techniques. Next, partnering with organizations like the California Film Institute and the Community Media Center of Marin, we will develop proficiency with the technical tools necessary for creating and producing our own stories. In the final phase of the course, students will develop a polished story in a medium of their choice to advocate for progress on issues relevant to their (and our) immediate world.

Freedom, Choice, and Obligation – Honors (Humanities offering: ENG 443 or HIST 443)

This is an interdisciplinary course that blends history and English. Enrolled students can choose whether to receive an English or history credit.

Imagine you are a BART conductor and the computer malfunctions, leaving the train careening down the track. Ahead of you are two maintenance workers oblivious to impending danger. There is a button that redirects you down a sidetrack where there is only one worker who will be harmed. You have only two choices and both will spell the doom of railroad workers. Easy choice? Perhaps it's not as simple as it appears. This course is an introduction to Western ethical philosophy, the study of moral choices. While analyzing the writings of Western ethical writers and thinkers, such as Plato, Kant, and Hume, you will be asked to develop your own answers to essential human questions: How should we live? To whom are we beholden? Who deserves what? You will apply philosophical ideas you encounter to personal dilemmas regarding happiness, loyalty, or self-preservation, as well as political and judicial decisions, such as what behaviors should be illegal. This course may

challenge long-held beliefs and will encourage you to clarify your values. Writing assignments will include textual analysis, personal response journals, argumentation, and creative hypotheticals.

Gender in America: Past and Present – Honors (HIST 580 or Eng 580)

This is an interdisciplinary course that blends history and English. Enrolled students can choose whether to receive an English or history credit.

In the words of writer and editor Marie Shear, “Feminism is the radical notion that women are people.” In this course, we will pursue that “radical notion” as we honor the roots of Gender Studies, as a contemporary discipline, in the quest by second-wave feminists for recognition and equality, while also expanding beyond some of the limitations of early scholars’ perspectives. We will acknowledge the contributions by—and erasure of—people of diverse gender identities throughout the historical record. We will examine the social construction of gender at various junctures in United States history between the 15th century and the present with careful consideration of the way power intersects with gender along lines of race, class, sexual orientation, and other identities. We’ll also explore the fluidity of the gender spectrum and consider the historical impacts of femininity and masculinity. This course is, by definition, interdisciplinary and intersectional. We will consider a wide variety of sources — foundational feminist texts, both classic and contemporary, personal narratives, literature and poetry, as well as artifacts of popular culture and the media. In execution, this course will employ a social-justice pedagogy in hopes of creating a genuinely student-centered framework; participants will have the opportunity to shape their experience in the class.

The Golden Gate – Honors (Humanities offering: ENG 613 or HIST 613)

This is an interdisciplinary course that blends history and English. Enrolled students can choose whether to receive an English or history credit.

This is an interdisciplinary humanities course that blends history and English. Enrolled students can choose whether to receive an English or history credit. Did you know that with the publication of Allen Ginsberg’s *Howl* in the 1950’s, the City Lights Bookstore in San Francisco sparked a poetic and political revolution that became the Beat Movement? Do you know about the ‘60’s free speech and civil rights movement that took place on the steps of Sproul Plaza at U.C. Berkeley? Do you know why the Black Panther Party began in Oakland? Or that poet, writer and activist, Maya Angelou—a champion of racial and gender equality—became San Francisco’s first black female cable car conductor? Did you know that Pulitzer-winning writer and Stanford professor Wallace Stegner wrote a “Wilderness Letter” that inspired conservationists to preserve much of the extraordinary greenspace that surrounds us today? Or that San Francisco-born photographer Ansel Adams’ work was instrumental in galvanizing awareness and activism to expand our national

parks, just as Dorothea Lange’s work was in exposing the injustice of Bay Area Japanese Americans’ internment? What do you know of Janis Joplin and The Grateful Dead’s impact on the Summer of Love and Haight-Ashbury or poet Cathy Arellano and politician Harvey Milk’s impact on the LGBTQ community and the Castro-Mission Districts? Profoundly, Bay Area writers, artists and activists have long served as important catalysts for awareness and change locally and across America. This course will explore these individuals, questions and much more as we read novels, poetry, short stories, and essays; view and listen to words, music, and art; and discover the history and impact of such changemakers and activist in the Bay Area. We will consider the ways in which artists and their work have created and defined a counterculture and activist-spirit that continue to thrive today. Guest speakers and outings around the Bay will help to enrich our understanding of this unique place and its residents. We will have opportunities for personal, creative and analytical writing, as well as community engagement and activism as you develop an independent project of interest, perhaps even one tied to your Senior Capstone Project. Come explore the literature, art and change that’s been inspired near the Golden Gate. Or come be part of the change you see!

Human Beings and the Problem of Being Human – Honors (Humanities offering: ENG 618 or HIST 618)

“Nobody can stay in the Garden of Eden,” James Baldwin writes, telegraphing the truth of what it means to confront the world free of innocence and self-delusion, no matter how strongly we cling to them. But what lies outside the garden? That is the question we will explore in this course, as we examine how some writers have imagined the place and experience of the human being in the world. We will begin by looking at the end of John Milton’s epic poem, *Paradise Lost*, in which Adam and Eve, forced out of the garden, stand hand-in-hand as they contemplate the new reality of having to go on their “solitary way.” That “solitary way”—almost too shrewdly described—will then be considered in the following works: *How Should a Person Be?* (Heti), *Human Acts* (Kang), *Thérèse Raquin* (Zola), *Giovanni’s Room* (Baldwin), and *Mrs. Dalloway* (Woolf). We will conclude with Sartre’s indispensable play, *No Exit*. “The world was all before them,” Milton tells us, but just where did those humans go?

Image and Word: Graphic Narrative – Honors (ENG 535)

Although they have always been widely read, graphic narratives (i.e. comics) were once virtually ignored by literary critics, “serious” authors, and (sadly) English teachers. However, while these authorities’ attention was elsewhere, graphic narratives became one of the most important media for contemporary storytellers, who have used this complex form to tackle new and ever more difficult subjects, while developing increasingly sophisticated techniques (both literary and visual) for relating the human experience. We have now reached the point where one cannot fully participate in or understand contemporary culture (especially popular culture) without a basic knowledge of comics. Moreover, recent technological and

cultural shifts have made comics one of the most exciting venues for new literary voices to emerge, especially minority voices underrepresented in other media and in past comics. This course will use your prior experience with graphic novels (such as *Maus* and *Persepolis*) as a foundation for exploring more fully the scope and form of graphic narrative, for tracing some of the genre's major innovations and movements, and for engaging and analyzing comics in deeper, more complex, and more rewarding ways.

Sci Fi and the Politics of Imagination – Honors (ENG 495)

What cyber enhancement might better society? When will artificial intelligence become smart enough to exist solely without human intervention? How might the advancements of today turn dystopic for our future? For decades, science fiction authors have explored both humanity's wildest dreams and greatest fears surrounding technology and where it might lead. This class focuses on the analysis of classic and modern science fiction texts to examine how the often overlooked genre helps readers re-imagine their present lives, their relationship to the past, and the possibilities available in the future. We'll examine various movements and themes within science fiction while always looking to the genre's consistency in delving into issues of human rights and inequities. We will examine how SF represents societal hopes and fears while taking into consideration how science impacts the imagination. Be prepared to explore a genre where science, philosophy, ethics, and social justice combine with fiction's greatest strength: the power to create.

Social History of Disease – Honors (Humanities offering: HIST 517 or ENG 517)

This is an interdisciplinary course that blends history and English. Enrolled students can choose whether to receive an English or history credit.

In his existentialist novel, *The Plague*, Albert Camus wrote, "All I maintain is that on this earth there are pestilences and there are victims, and it's up to us, so far as possible, not to join forces with the pestilences." Despite good intentions and the best efforts of governments and public health authorities, actions taken in order to stem the spread of a disease can actually exacerbate its dissemination—with deadly consequences for vulnerable populations. Viewing history through the lens of disease thus provides not only a unique approach to a familiar discipline, but also a way to better understand both the larger demographic turning points of world history and examine the ways in which societies break down along the lines of social class, gender, religion, and sexual orientation (among other things) in response to epidemics. This course will center on a series of case studies, beginning with a comparison of bubonic plague and COVID-19, proceeding through cholera, tuberculosis, syphilis, and AIDS, and concluding with the opportunity for students to pursue their own research on an epidemic disease of their choice. Students will also consider how scientific understandings of contagion and the progress of medical science have evolved over time. Lastly, though

many of these diseases have been mostly eradicated in the Western world (with some notable exceptions), students will look at the areas of the world in which these diseases persist and consider the reasons why. We'll draw upon a variety of sources—historical, literary, and visual, among others—in order to enhance our collective understanding, as well as have the opportunity to hear from medical professionals, epidemiologists, and activists who have been on the front lines of epidemic diseases in recent memory.

Transdisciplinary Leadership

The Future of Cities: Civic Tech and Data Science – Honors (ENG 601)

This course is only available to—and is required for—students enrolled in the Transdisciplinary Leadership Program. TLP students must choose the course they've been accepted into as their fall English credit. TLP students must also enroll in the Civic Tech and Data Science (MATH 601) course.

By 2030, 125 billion connected devices are expected to be part of our daily lives. By 2050, more than 60% of the world's population is expected to live in urban environments. Around the globe, hundreds of new cities are being built from the ground up to meet these changing demands. More and more, city planners and stakeholders are examining how to gather and use data and technology to improve infrastructure, liveability, and sustainability in our rapidly growing and changing urban centers—our future cities. With this comes many questions: What are our future cities' greatest needs and challenges? What kind of data and technology is most helpful to the city and its citizens? What data should be publicly open to increase idea generation and innovation? How is data privacy and security ensured? Is equitable access for all citizens achievable? Focusing on applied statistics, data science, and English skills, you'll dive into data analysis and statistics, city planning and design, and theory and ethics around future-based visioning. Learning from case studies, speakers, history, literature, and more, you will gain a deeper understanding of both the wonder and complicated interplay between humans and technology, government, and the people. In the second half of the class, you will apply your skills and knowledge while working in partnership with the City of San Rafael to design, prototype, iterate, and eventually present a proposal to city officials that responds to the needs and challenges they have presented.

ETHNIC STUDIES

Introduction to Ethnic Studies (ES 100)

Introduction to Ethnic Studies challenges students to frame their individual identity, their family history, and their community history through the lenses of race, ethnicity, gender performance, nationality, and culture. Throughout this required ninth-grade course, students will learn about, and practice using, the philosophical and intellectual tools provided by an Ethnic Studies education to begin to conceptualize the racialized and gendered power relationships in their society. Students will examine local and global case studies that identify problems and analyze causes of systemic inequality through historical and contemporary contexts. This course will also focus on developing the reading, writing, note taking, and dialogue skills necessary to create and present well-organized arguments. By the end of this course, students should be able to begin to imagine what it means to accept the responsibility posed by education in a democratic society.

HISTORY

Required Courses

Modern World History I: Becoming a Historian (HIST 100)

Required in the freshman year

How do historians think about and study the past? In this course, students explore world history across regions and eras in order to develop the skills and techniques that historians use to understand and interpret the past. Beginning with the state of world empires in 1450, we will look at the emergence of a world that is more interconnected and on its way to becoming the world we see today. Our topics will include an examination of the Columbian Extraction, the Haitian Revolution, and an exploration of industrial capitalism and nationalism to conclude our year with World War I. We will examine historical events through multiple perspectives to offer students a chance to contemplate the complexities of human interactions, power and privilege, and their own identities. We emphasize bringing the past to life through honing historical empathy in hands-on activities. Additionally, as an introduction to high school, this course lays the foundation for historical studies at Marin Academy by focusing on the skills of close reading, analytical writing, and critical thinking. Students will encounter a variety of historical sources including written documents, illustrations, and material culture; in learning to interrogate these sources, they will build their capacity to understand many cultures and assess which voices are missing or have been silenced from the historical record. As a result, students will understand history as a series of evolving interpretations and feel empowered to make their own claims and arguments about evidence from the past as well as to see connections between past and present.

Modern World History II: Establishment of a New World Order – (HIST 350)

Required in the sophomore year

Building on the foundational skills from Modern World History I, this course will take a deeper dive into the twentieth century starting with the aftermath of World War I. Questions that will drive our study include: How is this history being told? Whose history is being told? Whose history is not being told and why? The twentieth century is framed as a time of global conflict and global connection; not only will students explore the decolonization of Africa and Asia, but they will also see the Cold War in a global context. Throughout this full-year course, we will examine the complex forces that shaped this tumultuous period: the ideological clash between capitalism and communism, the struggle for human rights, and the balance between economic growth and environmental sustainability. Students will end the year researching a topic of their choosing related to the historical roots of a contemporary global issue. Our texts include historical documents, film, memoirs, and current events. We also focus on further

developing the skills of a historian: close reading, note-taking, and analyzing a compelling and relevant argument in response to an essential question.

United States History – Honors (HIST 500)

Required in the junior year

Our 11th-grade history course centers discussion on a host of issues concerning competing versions of the American past, American ideals, an American national identity, and even our own identities as individuals in the United States today. The course begins by exploring the founding creed of the United States and how it informed political, legal, economic, and social practice. Then, we investigate the ways in which that struggle between the creed of equality—from the Declaration of Independence—and the promise of opportunity—enshrined in the founding mythology—played out, from the ratification of the Constitution to the Civil War, to foreign policy decisions and relationships, to civil rights movements that persist today. Across the timespan, we consider how the forces of settler-colonialism and white supremacy shaped and continue to inform American life and how Americans have resisted these forces since their inception. Students will continue to sharpen the skills of a historian that they have developed in MWH I and II. Assessments include written essays, debates and discussions, research, and presentations. All students complete significant research projects during each semester.

Junior and Senior Electives

Please note: With a focus on interdisciplinary studies, some history electives are marked “Humanities.” These courses may be taken for either English or history credit, and you must note on your scheduling form which credit you need. Also, unless noted, all history electives are semester-long courses that may be offered either or both semester(s)—and will only be offered if there is sufficient enrollment.

American Government and Politics – Honors (HIST 575)

This course will empower students to engage in the political process through an exploration of how change occurs both inside and outside traditional structures of government and with particular attention to youth activism. At the start of the semester, students will scrutinize their sense of moral reasoning as they ask questions of political philosophy such as, what is our collective responsibility in repairing social inequities? And, what does democracy look like in our current context? Next, students will gain an understanding of the structures and functions of American government, with the goal of facilitating their engagement in the political process. Students will also encounter nontraditional forms of political change, including social movements for liberation. Finally, students will apply what they learn through advocacy for a particular cause or issue. After engaging in a student-designed civic action students will reflect on the process through writing. Students will be able to shape the

course to suit their particular interests and passions. We will regularly read and analyze the news and engage with course material through group projects, active discussion, and reflective writing.

Belief: Religious Practice, Text, and Tradition – Honors (HIST 370 or ENG 370)

Belief profoundly shapes the daily lives of billions of people around the world. In this course, we will study the philosophical frameworks that shape people's perception and experience of reality. By investigating the practices, sacred texts, and basic tenets of the world's major religious traditions, we will focus on the multiplicity inherent to each religion and as well as trace how religions have changed over time. Together we will examine how a western perspective impacts our understanding of our own traditions as well as the traditions of others. Throughout this course, students will actively connect course material to their own lives while developing a clear awareness of how their own religious, cultural, and ethical systems impact their experience of the world. This course will conclude with a culminating research project in which students will explore a belief structure of their choosing. As the three strands of academic, experiential, and reflective learning intertwine, students will leave this course with grounding in the history of religion, a lens through which to understand their own and others' belief systems, and a capacity to communicate comfortably and fluently about religion and spirituality. This is a rigorous seminar that will include close reading, active discussion, analytical writing, group projects, and individual reflection.

Freedom, Choice, and Obligation – Honors (Humanities offering: ENG 443 or HIST 443)

This is an interdisciplinary course that blends history and English. Enrolled students can choose whether to receive an English or history credit.

Imagine you are a BART conductor and the computer malfunctions, leaving the train careening down the track. Ahead of you are two maintenance workers oblivious to impending danger. There is a button that redirects you down a sidetrack where there is only one worker who will be harmed. You have only two choices and both will spell the doom of railroad workers. Easy choice? Perhaps it's not as simple as it appears. This course is an introduction to Western ethical philosophy, the study of moral choices. While analyzing the writings of Western ethical writers and thinkers, such as Plato, Kant, and Hume, you will be asked to develop your own answers to essential human questions: How should we live? To whom are we beholden? Who deserves what? You will apply philosophical ideas you encounter to personal dilemmas regarding happiness, loyalty, or self-preservation, as well as political and judicial decisions, such as what behaviors should be illegal. This course may challenge long-held beliefs and will encourage you to clarify your values. Writing assignments will include textual analysis, personal response journals, argumentation, and creative hypotheticals.

Gender in America: Past and Present – Honors (HIST 580 or Eng 580)

This is an interdisciplinary course that blends history and English. Enrolled students can choose whether to receive an English or history credit.

In the words of writer and editor Marie Shear, "Feminism is the radical notion that women are people." In this course, we will pursue that "radical notion" as we honor the roots of Gender Studies, as a contemporary discipline, in the quest by second-wave feminists for recognition and equality, while also expanding beyond some of the limitations of early scholars' perspectives. We will acknowledge the contributions by—and erasure of—people of diverse gender identities throughout the historical record. We will examine the social construction of gender at various junctures in United States history between the 15th century and the present with careful consideration of the way power intersects with gender along lines of race, class, sexual orientation, and other identities. We'll also explore the fluidity of the gender spectrum and consider the historical impacts of femininity and masculinity. This course is, by definition, interdisciplinary and intersectional. We will consider a wide variety of sources — foundational feminist texts, both classic and contemporary, personal narratives, literature and poetry, as well as artifacts of popular culture and the media. In execution, this course will employ a social-justice pedagogy in hopes of creating a genuinely student-centered framework; participants will have the opportunity to shape their experience in the class.

The Golden Gate – Honors (Humanities offering: HIST 613 or ENG 613)

This is an interdisciplinary course that blends history and English. Enrolled students can choose whether to receive an English or history credit.

This is an interdisciplinary humanities course that blends history and English. Enrolled students can choose whether to receive an English or history credit. Did you know that with the publication of Allen Ginsberg's *Howl* in the 1950's, the City Lights Bookstore in San Francisco sparked a poetic and political revolution that became the Beat Movement? Do you know about the '60's free speech and civil rights movement that took place on the steps of Sproul Plaza at U.C. Berkeley? Do you know why the Black Panther Party began in Oakland? Or that poet, writer and activist, Maya Angelou—a champion of racial and gender equality—became San Francisco's first black female cable car conductor? Did you know that Pulitzer-winning writer and Stanford professor Wallace Stegner wrote a "Wilderness Letter" that inspired conservationists to preserve much of the extraordinary greenspace that surrounds us today? Or that San Francisco-born photographer Ansel Adams' work was instrumental in galvanizing awareness and activism to expand our national parks, just as Dorothea Lange's work was in exposing the injustice of Bay Area Japanese Americans' internment? What do you know of Janis Joplin and The Grateful Dead's impact on the Summer of Love and Haight-Ashbury or poet Cathy Arellano and politician Harvey Milk's impact on the LGBTQ community and the Castro-Mission Districts? Profoundly, Bay Area writers, artists and

activists have long served as important catalysts for awareness and change locally and across America. This course will explore these individuals, questions and much more as we read novels, poetry, short stories, and essays; view and listen to words, music, and art; and discover the history and impact of such changemakers and activists in the Bay Area. We will consider the ways in which artists and their work have created and defined a counterculture and activist-spirit that continue to thrive today. Guest speakers and outings around the Bay will help to enrich our understanding of this unique place and its residents. We will have opportunities for personal, creative and analytical writing, as well as community engagement and activism as you develop an independent project of interest, perhaps even one tied to your Senior Capstone Project. Come explore the literature, art and change that's been inspired near the Golden Gate. Or come be part of the change you see!

Human Beings and the Problem of Being Human – Honors (Humanities offering: ENG 618 or HIST 618)

"Nobody can stay in the Garden of Eden," James Baldwin writes, telegraphing the truth of what it means to confront the world free of innocence and self-delusion, no matter how strongly we cling to them. But what lies outside the garden? That is the question we will explore in this course, as we examine how some writers have imagined the place and experience of the human being in the world. We will begin by looking at the end of John Milton's epic poem, *Paradise Lost*, in which Adam and Eve, forced out of the garden, stand hand-in-hand as they contemplate the new reality of having to go on their "solitary way." That "solitary way"—almost too shrewdly described—will then be considered in the following works: *How Should a Person Be?* (Hetu), *Human Acts* (Kang), *Thérèse Raquin* (Zola), *Giovanni's Room* (Baldwin), and *Mrs. Dalloway* (Woolf). We will conclude with Sartre's indispensable play, *No Exit*. "The world was all before them," Milton tells us, but just where did those humans go?

Interdisciplinary World Empires – Honors (HIST 585)

"Everything has beauty, but not everyone sees it."

– Confucius

"There is nothing new in the world except the history you do not know."

– Harry S. Truman

Inspired by these two quotes, this interdisciplinary course seeks to integrate the distinct subjects of history, art history, and studio art, thereby allowing students to develop a multifaceted, nuanced appreciation for the complexities of three different empires (and units) representing ancient, medieval, and modern realms. For each of these three units, students will 1) write a research paper about an empire they have selected; 2) give an oral presentation on one particular work of art from that empire; 3) create an original map that explains elements of the empire's political, economic, social, environmental, or cultural richness; and 4) create an original piece of art that honors the empire's cultural significance. Much of this work will be completed asynchronously, meaning that students

will be able to work at their own pace: students will decide for themselves how much homework to complete on a given night or over a given weekend. In addition, students will decide for themselves the order in which they would like to complete each assignment for each unit. Hence, the course seeks to empower students to take charge of their own intellectual and artistic growth while learning about the world's both horrifying and wondrous past. *Note: Students completing this course are welcome to take either one or two semesters.*

International Relations: Theory and Conflict – Honors (HIST 443) Fall Semester only

Why is it so difficult to solve international conflicts?

Have you ever asked yourself, "How do I make sense of all that's happening in the world? Why does it seem so complicated? Where do I start?" This course will introduce students to contemporary global politics with a focus on IR theory and the strategies used to analyze and solve the complex issues and crises in the world today. Through readings, research, discussions, films, and current events, we will examine key theoretical concepts in IR: Why has the state traditionally been the main actor in IR and how does this limit our understanding of global politics? What is diplomacy and why is it an essential tool in IR? How do IR theories use various lenses to help us to make sense of the world around us? And significantly, how does this inform our own actions and views of the world as citizens in a democratic society? We will examine the traditional theoretical approaches used in the study of International Relations, analyze how these might be outdated today, and explore how to take a more global approach. Next, we will explore the tools available to foreign policy decision-makers, including the president and national security team. Finally, we will apply the theories to the United States' foreign policy. *Note: Students completing this course are welcome to take its companion course in the spring semester but that is NOT required.*

International Relations: International Organizations and Sustainable Development – Honors (HIST 444)

Spring Semester only

Climate change. Economic inequality. Global pandemics. Lack of clean water and food insecurity. Many of the world's most intractable problems do not recognize our national borders, so how can various global actors work together to address them? This course will introduce students to the role of international organizations and how they are utilized in sustainable development. We will seek to understand the causes of and search for the solutions to some of these pressing global challenges today, by asking, whose responsibility is it to take care of these problems? How has foreign aid failed? Whose work is making a difference and why? We will begin with a close look at the United Nations and other international organizations, examining their role in both policy and crisis. Next, we will look to deepen our understanding of the complex interplay of economic, social, and environmental

change in the 21st century as we explore how the world has committed to the Sustainable Development Goals to end poverty, protect the planet, and ensure prosperity for all *Note: Completion of IR: Theory and Conflict is NOT a requirement to enroll in IR: International Organizations and Sustainable Development. These courses may be taken independently.*

Justice in America – Honors (HIST 445)

For most of us, the only contact we have with the issues of crime and punishment is through the media. Bombarded with images of violence, police misconduct and overcrowded prisons, we often grow numb to the realities of criminal justice in the United States. This course will get you to think about these important issues through an in-depth exploration of how an individual experiences each phase of the justice system. There are many questions for us to explore. What is the relationship between the law and justice? What rights do teenagers have and how do minors fare in a system designed for adults? How does crime affect our community? How do we balance the rights of accused persons with those of victims? How effective is our current system of sentencing, incarceration and capital punishment in deterring crime? What roles do race and socioeconomic status play in our criminal justice system? Students will read from a variety of sources, listen to podcasts, watch films, and be able to explore their particular interest through a culminating research project. There is a possibility that the class will once again sponsor a session at the Conference on Democracy.

Social History of Disease – Honors (Humanities offering: HIST 517 or ENG 517)

This is an interdisciplinary course that blends history and English. Enrolled students can choose whether to receive an English or history credit.

In his existentialist novel, *The Plague*, Albert Camus wrote, "All I maintain is that on this earth there are pestilences and there are victims, and it's up to us, so far as possible, not to join forces with the pestilences." Despite good intentions and the best efforts of governments and public health authorities, actions taken in order to stem the spread of a disease can actually exacerbate its dissemination--with deadly consequences for vulnerable populations. Viewing history through the lens of disease thus provides not only a unique approach to a familiar discipline, but also a way to better understand both the larger demographic turning points of world history and examine the ways in which societies break down along the lines of social class, gender, religion, and sexual orientation (among other things) in response to epidemics. This course will center on a series of case studies, beginning with a comparison of bubonic plague and COVID-19, proceeding through cholera, tuberculosis, syphilis, and AIDS, and concluding with the opportunity for students to pursue their own research on an epidemic disease of their choice. Students will also consider how scientific understandings of contagion and the progress

of medical science have evolved over time. Lastly, though many of these diseases have been mostly eradicated in the Western world (with some notable exceptions), students will look at the areas of the world in which these diseases persist and consider the reasons why. We'll draw upon a variety of sources--historical, literary, and visual, among others--in order to enhance our collective understanding, as well as have the opportunity to hear from medical professionals, epidemiologists, and activists who have been on the front lines of epidemic diseases in recent memory.

HUMAN DEVELOPMENT

Human Development I (HUD 100)

Required for all ninth-grade students in the fall semester
The ninth grade Human Development classroom serves as an arena where students become acclimated to Marin Academy life. The class allows space for students to question themselves and each other about developmental aspects of identity formation, adolescence, and relationships. Social media, film, guest speakers, and current events serve as a backdrop for class discussion to enhance and heighten self and social awareness. Introspective writing and interactive activities are used to assess and evaluate students' contributions and understanding of the topics addressed.

Human Development II (HUD 200)

Required for all tenth-grade students in the spring semester
The sophomore human development class builds on the skills introduced in the freshman curriculum. Students discuss a wide range of topics including healthy relationships, gender socialization, the gender spectrum, mental health, substance use and addiction, sexual literacy and consent, and reproductive rights. Throughout the course, students are asked to develop an understanding of the influence of social institutions; clarify their values and communicate them to others; understand the impact of their actions on self and others; and practice the tools necessary to support healthy relationships and make decisions that align with their ethical framework. Ultimately, class activities and discussions are meant to strengthen students self-awareness, communication techniques, and healthy decision making skills.

The Hum Dev TA Program (HUDTA 310/320)

An integral part of the Human Development curriculum is peer-to-peer education. Juniors and seniors apply and are selected to serve as Teaching Assistants. In this role, they facilitate discussions, lead activities, and help keep discussions relevant and meaningful. The TA program creates an important opportunity for leadership on campus. It requires rigorous training, regular meetings, and giving up a free block. This is generally a two-year commitment that starts during junior year. In addition to their in-class work, TAs also represent the Human Development program at open houses, Back to School Night, Welcome Day, and other events held throughout the year.

MATHEMATICS

Yearlong Courses

Advanced Algebra I (MATH 101)

Prerequisite: Approval of the department

This course is designed for students who have had some experience with algebra in eighth grade, but need to complete the coursework and/or gain proficiency in problem solving and algebraic techniques. This course emphasizes the use of mathematical modeling, recognizing patterns, making conjectures and communicating results. A deep understanding of algebraic techniques and relationships will be developed through problem solving and/or data analysis. Students will use the tools of solving and graphing linear equations; systems of equations and inequalities; ratio and proportions; quadratic equations and relationships; and polynomials in their work. Students will increase their ability to work cooperatively, communicate their understanding of mathematics through oral and written work, and gain confidence in applying algebraic techniques to solve real world problems. Graphing calculators and online tools will be used to further explore topics and deepen understanding.

Geometry (MATH 200)

Prerequisite: recommendation of the department and Algebra I

Students in Geometry will develop their inductive and deductive reasoning skills through the analysis of the characteristics and properties of triangles, quadrilaterals, polygons, circles, and solids. Students will use symmetry and rigid transformations in order to notice relationships, describe patterns, and make conjectures from a lens of congruence and/or similarity. Right triangle trigonometry is introduced in the second semester. Additionally, this course will continue to build students' use of algebraic techniques through coordinate Geometry, problem-solving, real-world applications, and mathematical modeling.

Geometry – Honors (MATH 201)

Prerequisite: recommendation of the department; an A or higher in Advanced Algebra I; an A- or higher on the semester exam; and a desire for a deeper level of mathematical challenge

Students in Geometry Honors develop inductive and deductive reasoning skills while working to share and support their ideas and ask specific and direct questions. Proof, framed as a compelling and supported argument, is introduced early and is emphasized throughout the course. The course includes several long-term projects. Topics for the long-term projects regularly include, but are not limited to, network connectivity, Bulgarian solitaire, David Hilbert's axiomatic development, geometric constructions (compass or double ruler), circular inversion and the nine-point circle. Tackling these challenging problems in

project form develops exploratory and cooperative skills and requires exact mathematical justification in written and oral reports. These projects complement and build on other key skills and content in the course. The ability to pick up new concepts quickly, the discipline to practice skills independently, the curiosity to explore applying concepts in novel contexts, and persistence when faced with challenges are necessary for success in this course.

Algebra II (MATH 300)

Prerequisite: Geometry

Algebra II reviews and extends the skills from Algebra I and uses the discipline and logic from Geometry to develop students' understanding of relations, functions, and mathematical modeling through problem solving and data analysis. Students work in a collaborative environment on problems that allow them to extend their understanding of mathematics and enhance their algebraic, graphical, and communication skills. Using in-depth analysis of the behavior of linear and quadratic functions, students will extend their understanding of how functions behave through the idea of parent functions and their transformations. Students will apply this understanding to their study of piecewise, square root, exponential, logarithmic, and rational functions. Through modeling, applications, solving equations and systems of equations, the students will develop their algebraic skills as well as a deep understanding of these families of functions.

Algebra II – Honors (MATH 301)

Prerequisite: recommendation of the department; a B or higher in Geometry Honors or A or higher in Geometry; an A- or higher on the semester exam; and a desire for a deeper level of mathematical challenge

An extension of skills mastered in Algebra I and Geometry, this course covers the properties of relations and functions: linear, quadratic, exponential, logarithmic, radical, and rational functions; inverses of functions; conic sections; systems of equations; irrational and complex numbers; and an introduction to matrix theory. Through a variety of problems and modeling tasks, students will gain a deeper understanding of functions and their applications. There will be an emphasis on the process of problem-solving in this course; students will develop a repertoire of strategies for solving novel problems and build fluency with communication of mathematical ideas both informally and in writing. The ability to pick up new concepts quickly, the discipline to practice skills independently, and the curiosity to explore applying concepts in novel contexts are necessary for success in this course.

Precalculus (MATH 400)

Prerequisite: recommendation of the department and a B or higher in Algebra II

This course is designed for students who have been successful in Algebra II and wish to prepare

themselves further for college majors that may require calculus. The first semester of this course focuses on using analytic geometry in order to study trigonometric functions and their applications. The second semester focuses on an in-depth study of functions, their properties and their applications to the real world, emphasizing skills and ideas that are important in the study of Calculus. Throughout the course curve sketching and graphical analysis are used to analyze the properties of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students will utilize graphing calculators as a tool to deepen their analysis of functions. Students will also develop an understanding of the properties of functions, including inverse, reciprocal and composite functions. Other topics, such as sequences and series, are introduced as time permits.

Precalculus – Honors (MATH 401)

Prerequisite: recommendation of the department; a B or higher in Algebra II Honors or A or higher in Algebra II; an A- or higher on the semester exam; and a desire for a deeper level of mathematical challenge

The first semester of this course is an intensive study of trigonometry, combining knowledge from both geometry and algebra. Students will analyze real-life phenomena through the study of trigonometric functions and their behavior, including their application to vectors and polar coordinates. A study of analytic trigonometry will allow students to gain an understanding of various trigonometric relationships, and to further their understanding of analytical proof. The second semester allows the students to deepen their understanding of a variety of functions including polynomial, rational, radical, exponential, and logarithmic. The course focuses on the applications of these functions to modeling and functional analysis, and concludes with a study of sequences and series. The ability to pick up new concepts quickly, the discipline to practice skills independently, and the curiosity to explore applying concepts in novel contexts are necessary for success in this course.

Statistics (MATH 420)

Prerequisite: recommendation of the department and successful completion of Precalculus or a B- or higher in Algebra II

Students will use graphical and numerical techniques to study patterns and departures from patterns in data, learn how to develop a plan for data collection, use probability to anticipate expected distributions, develop statistical models, use inferential techniques for testing hypotheses or estimating with confidence, and make statements about the reasonableness of their conclusions. This course will focus on genuine research studies, active learning, and the effective use of technology. In particular, simulation and randomization tests will be used to introduce statistical inference, yielding a strong conceptual foundation before the introduction of theory-based inference approaches. A major focus of this course is on the written communication

of results, both in the analysis of experimental results and through projects and reports. The course culminates in a self-directed project aimed at improving the MA campus and student experience using concepts and techniques borrowed from the field of behavioral economics.

Applied Math (MATH 430)

Prerequisite: recommendation of the department and successful completion of Algebra II. Note: Students interested in taking both Applied Math and Discrete Math while at Marin Academy should discuss this choice with their college counselor.

Applied Math is a hands-on course for students who wish to explore the practical uses of mathematics in personal finance. The course will cover banking and how to determine the best checking and savings options; consumer loans including mortgages and credit cards; student loans; buying and maintaining a car, including car loans and insurance; federal and state income taxes; how health insurance works and the associated costs; various retirement savings options; the stock market and investments; and creating a realistic budget. Current events, societal factors, and impacts will be discussed in the context of each topic throughout the course. Theoretical ideas, algebraic and computational skills (including programming spreadsheets), real world applications, projects, debates, and outside speakers are used in this course with the overarching goal of increasing financial literacy.

Discrete Math: Logic, Codes, and Networks (Math 450)

Prerequisite: recommendation of the department and successful completion of Algebra II. Note: Students interested in taking both Applied Math and Discrete Math while at Marin Academy should discuss this choice with their college counselor.

What role do prime numbers play in keeping online communications private? How are networks and graph theory used to rank search results or help recommend the next TV show for you to watch? And how can an understanding of mathematical logic—and its limits—help us navigate truth and make an argument? Discrete Math: Logic, Codes, and Networks is a course that will allow students to explore several different mathematical topics not often taught in high school while diving into their applications and relevance in today's world. Units of study will include cryptography, logic, graph theory, and games and puzzles (with the opportunity to do some probability). The course will be centered around several different texts and at the end of each unit, students will dig deeper into one area of learning or application and design their own multimedia project in the form of a presentation, article, graphic zine, animated video, etc. The desired outcome from these projects is for students to learn how to take complex mathematical ideas and communicate them in compelling and clear ways to a target audience.

Calculus – Honors (MATH 510)

Prerequisite: recommendation of the department and B or higher in Precalculus

This course gives a solid overview of differential and integral Calculus, while also incorporating numerous explorations of the subject to allow students to apply Calculus techniques to various situations. The desired outcome is a deep understanding of the applications of differentiation and integration, with the ability to apply this knowledge to interpret equations and graphs. The first semester will focus on polynomial functions to develop the theory and application of differentiation. Techniques will then be further developed and applied to trigonometric, exponential, and logarithmic functions. During the second semester techniques and applications of integration will be introduced and utilized.

Advanced Calculus – Honors (MATH 513)

Prerequisite: recommendation of the department; a B or higher in Precalculus Honors or A or higher in Precalculus; an A- or higher on the semester exam; and a desire for a deeper level of mathematical challenge

This course gives a solid overview of differential and integral Calculus, while also incorporating numerous explorations of the subject to allow students to apply Calculus techniques to various situations. Students will be regularly asked to share and support their ideas while continuing to build their capacity to show persistence in the face of challenge. The desired outcome is a deep understanding of differentiation and integration, with the ability to apply this knowledge to a variety of challenges. The ability to pick up new concepts quickly, the discipline to practice skills independently, and the curiosity to explore applying concepts in novel contexts are necessary for success in this course.

Multivariable Calculus – Honors (MATH 800)

This is a BlendEd Consortium course that combines online synchronous and asynchronous meetings, required Face-to-Face meetings (F2F), and significant independent work. See the BlendEd section of this catalog to learn more.

Prerequisite: recommendation of the department and a B or higher in Advanced Calculus Honors Prerequisite: recommendation of the department and a B or higher in Advanced Calculus Honors

Multivariable Calculus begins by exploring vector geometry and functions in more than one variable. Then, after expanding the concepts of limits and continuity to include multivariate functions, students develop a rich understanding of concepts and methods relating to the main topics of Partial Differentiation and Multiple Integration. After generalizing a number of tools from single-variable to multivariate calculus, we explore topics of optimization and geometric applications in areas including physics, economics, probability, and technology. We expand our fluency with topics to address vector fields and parametric functions, and we will understand applications of Green's and Stokes' Theorems. We employ

multidimensional graphing programs to aid in developing a more thorough understanding of the myriad ways for describing and analyzing properties of multivariate functions. At the conclusion of the course, students have the opportunity to further explore applications of and/or concepts relating to topics covered by the course.

Throughout the course, emphasis is placed on students expressing fluency with numerical, algebraic, visual, and verbal interpretations of concepts. Students can expect to collaborate weekly on homework, problem-sets, and projects in small groups and in tutorial with their instructor online; face-to-face sessions may include visits with experts analyzing functions in multiple variables as well as group problem-solving activities and assessments.

Semester Electives

Like all courses, these semester electives may not be offered if there is not sufficient enrollment. Courses run concurrently (CPS 200 and CPS 300 meet at the same time).

Transdisciplinary Leadership Program The Future of Cities: Civic Tech and Data Science – (MATH 710)

This course is only available to—and is required for—students enrolled in the Transdisciplinary Leadership Program (TLP). They must also enroll in The Future of Cities: Civic Tech and Data Science (ENG 710).

By 2030, 125 billion connected devices are expected to be part of our daily lives. By 2050, more than 60% of the world's population is expected to live in urban environments. Around the globe, hundreds of new cities are being built from the ground up to meet these changing demands. More and more, city planners and stakeholders are examining how to gather and use data and technology to improve infrastructure, liveability, and sustainability in our rapidly growing and changing urban centers—our future cities. With this comes many questions: What are our future cities' greatest needs and challenges? What kind of data and technology is most helpful to the city and its citizens? What data should be publicly open to increase idea generation and innovation? How is data privacy and security ensured? Is equitable access for all citizens achievable? Focusing on applied statistics, data science, and English skills, you'll dive into data analysis and statistics, city planning and design, and theory and ethics around future-based visioning. Learning from case studies, speakers, history, literature, and more, you will gain a deeper understanding of both the wonder and complicated interplay between humans and technology, government, and the people. In the second half of the class, you will apply your skills and knowledge while working in partnership with the City of San Rafael to design, prototype, iterate, and eventually present a proposal to city officials that responds to the needs and challenges they have presented.

Computer Science I: Introduction to Computer Programming (CPS200)

Offered fall and spring semesters if there is sufficient enrollment. There is no prerequisite for this course.

Computer science combines math, engineering and even some aspects of natural science and offers the opportunity to learn a new set of skills and techniques for problem solving. Throughout this course students will learn to write computer code in Python 3, a high-level language. As students explore the syntax and structure of Python 3 they will also learn some of the history of computing and computational thinking as well as the social relationships between humans and computers. The focus of this course is on the creation of graphics and interactive games and will conclude with a collaborative group project. Students will learn the foundational vocabulary and problem-solving skills to prepare them for more advanced work in computer programming.

Computer Science II: Data Structures & Object-Oriented Programming (CPS 300)

Offered both fall and spring semesters if there is enough enrollment. Prerequisite: Either CS I course or previous experience with variables, conditionals, iteration, user input, writing methods or functions, arithmetic expressions, logical and comparison operators. Algebra familiarity is expected (equations, functions, inequalities, matrices) and previous coding experience in Java, Javascript, Python, or C++ required.

This course presents intermediate programming in Python that picks up with String processing, one- and two-dimensional arrays, nested loops, ArrayLists, and journeys into class design, object-oriented program design, inheritance, and polymorphism. Significant ability to work and problem-solve independently is expected, and, depending on students and their projects, alternative blended teaching and learning (with more independent time and less structured class time) may come into play.

PERFORMING ARTS

Note for 2021-22: When safety and health guidelines allow in-person performances in the theater, most performing arts students will be required to participate in some aspect of a production, such as ushering or assisting backstage.

Interdisciplinary Performing Arts

Stagecraft (VPTH 501/502)

The Stagecraft course introduces students to the basics of stagecraft and design for all areas of performance. Students will get hands-on experience with the performing arts department's construction tools, high-end lighting and audio systems, and the theater environment. Students will practice construction and rigging techniques, signal flow for audio and lighting systems, as well as programming and operation of a digital lighting console, audio console, and projection systems with relevant software. Students will learn to interpret texts for the purposes of generating design concepts, and practice the techniques required to implement those concepts. The Marin Academy Performing Arts Center with its numerous dance, theater, and music events will be the living classroom for the course. Seminars with guest teachers—drawn from MA's faculty and our roster of professional performing arts designers—will be conducted in their individual areas of expertise. History, theory, and hands-on experience will provide students multiple perspectives from which to explore the realm of technical theater. *Note: Some after-school and evening times may be required, commensurate with the school's event schedule.*

DANCE

The goals of the Marin Academy Dance Program are to expand appreciation of dance as art, to expand movement skills, to gain confidence through self-expression and collaboration, and to encourage awareness that dance is inclusive: all bodies can dance. Dance at MA emphasizes the elements of dance—time, space, energy, musicality, rhythm, history and culture—as foundations for training in technique, choreography, and live performance. From peer feedback to co-choreography, students learn to work collaboratively, developing skills transferable beyond the school environment. Junior and Senior dancers act as mentors to incoming students, facilitating an open, supportive, experiential environment where dancers share in the challenge to physical and creative skillsets. In addition to faculty and guest choreography, the dance program emphasizes student choreography and student driven productions, including fall and spring dance assemblies, and an annual evening spring concert. Students are cultivated to be “thinking dancers” by using critical and analytical skills and vocabulary developed through a system of consistent peer feedback and by writing and speaking about dance.

Students enjoy master classes presented throughout the year, featuring guest artists from the professional dance world, offering alternative and traditional views on dance.

- All dance courses have a choreographic element
- All dance courses feature a field trip to a professional venue
- All dance courses can be taken for athletic or arts credit

Taiko Ensemble (VPDC 101/201)

Offered fall, 2021 only

This introductory course to taiko, Japanese drumming, offers a structured approach to this performing art. Taiko is a physically rigorous form that fuses rhythmic percussion with highly stylized movement, emphasizing physical precision, and ensemble work. We will learn a combination of traditional and modern repertoire, as well as compose and choreograph an original piece to be performed at the end of each semester. This course explores the multiple intercultural meanings and history of taiko and the cultural customs associated with the art form. This multi-disciplinary course, combining percussion and movement, is great for students with an interest in either music or dance.

Dance I/II: Dance Company (VPDC 100/202)

Placement in Dance Company I/II is determined by audition; demonstrated commitment to dance; demonstrated prior experience/training that may include MA semester dance courses.

Marin Academy Dance Company I/II (MADCO I/II) is an intermediate level, yearlong course for students of dance at all grade levels who have a background in dance but are new to the study of composition and creation of their own choreography. MADCO I/II provides rigorous training with an emphasis on choreographic process and performance; students are expected to push themselves both technically and creatively, and to develop a deeper awareness of dance technique as a tool for artistic expression. Through the study of contemporary techniques, composition and the practice of making dances, students begin to define their artistic voice and develop as an ensemble. Training individually and collaboratively, each student will bring their own movement and ideas to the group, giving each year's ensemble its own character. Performances at MA and participation in the annual Bay Area High School Dance Festival offer hands-on experience in the creative process, through original student, faculty and guest choreography. MADCO I/II will also participate in the winter and spring dance assemblies and concert along with the MADCO III/IV group. Required field trips to view professional dance companies from around the globe help students to expand horizons, to think, question and analyze in order to form critical responses, and to broaden and develop individual aesthetic viewpoints. Each semester, guest teachers from various dance backgrounds provide broader perspectives of the

field through master classes, workshops and choreography. Students will also broaden and deepen their knowledge of technical theater practices through backstage work on MA's main stage productions. Some after school and weekend rehearsals are necessary leading up to performances.

After completing two years of MADCO I/II, students are well prepared for the complexity and rigor of MADCO III/IV. Depending on the student's readiness and the teacher's assessment, some students may be placed in the III/IV group after one year of MADCO I/II.

Dance III/IV: Dance Company (VPDC 300/VPDC 400)

Prerequisite: 1-2 years in MADCO I/II

Marin Academy Dance Company III/IV (MADCO III/IV) is an advanced course for dancers with significant prior experience in technique, choreography and performance. The course provides rigorous training with an emphasis on choreographic process and performance. Students are expected to push themselves both technically and creatively, and to develop a deeper awareness of dance technique as a tool for artistic expression. Through the study of contemporary technique and by the practice of making dances, students begin to define their artistic voice and develop as an ensemble. Training individually and collaboratively, each student will bring movement and ideas to the group, giving each year's ensemble its own character. Yearly performances at the Hamlin School and participation in the annual Bay Area High School Dance Festival offer hands-on experience in the creative process, through original student, faculty and guest choreography. MADCO III/IV will also participate in the winter and spring dance assemblies and the spring evening dance concert along with the I/II group. Required field trips to view professional dance companies from around the globe help students to expand horizons, to think, question and analyze in order to form critical responses, and to broaden and develop individual aesthetic viewpoints. Each semester, guest teachers from various dance backgrounds provide broader perspectives of the field through master classes, workshops and choreography. Students will also broaden and deepen their knowledge of technical theater practices through backstage work on MA's main stage productions. Because MADCO is an ensemble class and participation is key, performances are a mandatory part of the curriculum and represent a significant portion of the grade. Full participation in performances AND tech/dress rehearsals is required, which will include some weekend and after school hours. Full tech and performance schedules for both semesters will be presented at the beginning of the school year. Exceptions will only be made in extreme cases of illness or emergency.

MUSIC

The Marin Academy Music program challenges each student to engage in the processes of becoming a better

musician. The curriculum is designed to empower each student to take ownership of those processes in order to develop a unique and powerful musical voice. The ensemble-based class format leverages the dynamics of a rock band to create a student-driven learning environment centered around personal musicianship development and interpersonal project management skills. Students are asked to set a variety of goals, design targeted practice routines, create and perform an impactful set of music with their bandmates, and to reflect on the entire process before starting over again. The guiding principle is that the capacity for musical growth is limitless, and by studying music with deliberate focus and clear intentions, everyone has the ability to shape and refine their own musical voice. All courses begin with a phase of thorough goal-setting, include several individual performance projects, and culminate in a series of performances. After every project and performance, there are structured reflections and critiques that are designed to synthesize and reinforce the lessons gained from the process. Additionally, every student in every music class is required to complete a "competency project," where individual musical interests are pursued and progress is documented in a portfolio-style collection of musical artifacts and evidence of the processes of becoming a better musician. Some areas of independent study include songwriting, digital music production, building guitars and effects, and learning a new instrument. Compiling evidence of musical growth in a portfolio is at the heart of the competency-based assessment system that is currently being developed in the Marin Academy Music program. Through MA's Performing Arts Tech Program students learn how to implement set, light, and costume designs and how to manage live performances, including stage managing, running crew, and operating light and sound consoles. All courses are yearlong.

Foundations of Music Performance (VPMU 120)

Most students entering the music program—both players and singers—will first take this course.

The goal of this class is to establish a common language, develop solid practice habits, learn how to be an effective band-leader and bandmate, understand the fundamentals of western harmony, and to jumpstart engagement in the process of becoming a better musician. Students work in several different ensemble configurations throughout the course of the year, culminating in a performance at the end of the school year. Some of the topics covered include diatonic harmony, common song forms, ear training and interval identification, transcription, reading and writing basic standard notation, and developing skills as an effective improviser. While all students are expected to specialize in an instrument, there are some opportunities to learn basic skills on all of the rock band instruments in this class. The fundamental practices and principles of effective rhythm sections and horn sections are explored and studied through the student-selected repertoire, and all students are expected to leave this class with a deep understanding of the interconnectivity of highly powerful and impactful bands. While all instruments and ability

levels are encouraged to apply to the program, there is typically more interest in the program than there are available spaces, completing the questionnaire and sharing a sample on placement day are a required first step in the process. The performance opening for the Advanced Bands concert typically scheduled in late April or early May, is a required part of the curriculum. The concert and tech rehearsals comprise a substantial part of the student's final grade. There is no way to "make up" this work. Exceptions will be made in cases of illness or emergency. Evening tech rehearsals during the week of the concert are required. Full details of the schedule will be available in the fall.

Musicianship: Rhythm & Groove (VPMU 140)

Prerequisite: Consent of the instructor. Most students—both players and singers—will first take Foundations of Music Performance.

This intermediate level music course builds upon the skills and concepts covered in the Foundations of Music Performance class. Placement is based on instrumentation needs for the individual ensembles in the class, as well as demonstrated passion and proficiency for musical growth and collaboration. This section uses the lens of Rhythm & Groove to explore a multitude of musicianship skills, and draws upon many different musical traditions and styles throughout the course work. Students are placed in an ensemble for the entire year, and work together to select material, develop a cohesive sound, and put together a live performance for a final concert series at the end of each semester.

Musicianship: Harmony (VPMU 230)

Prerequisite: Consent of the instructor. Most students—both players and singers—will first take Foundations of Music Performance.

This intermediate level music course builds upon the skills and concepts covered in the Foundations of Music Performance class. Placement is based on instrumentation needs for the individual ensembles in the class, as well as demonstrated passion and proficiency for musical growth and collaboration. This section uses the lens of Western Harmony to explore a multitude of musicianship skills, and draws upon many different musical traditions and styles throughout the course work. Students are placed in an ensemble for the entire year, and work together to select material, develop a cohesive sound, and put together a live performance for a final concert series at the end of each semester.

Advanced Bands (2 sections VPMU 220 and VPMU 215)

Prerequisite: Consent of the instructor. Most students—both players and singers—will have successfully completed at least two years of MA performing ensembles.

This is the culminating class of the music program sequence and requires completion of intermediate level music classes and consent of the music faculty. Students are placed in an ensemble for the entire year, and work together to select material, develop a cohesive sound, and put together a live performance for a final concert series at the end of each

semester. Furthermore, students learn the fundamental principles of arrangement, reharmonization, and digital music production in order to personalize the material that they select to highlight and sharpen their individual musical voices. Songwriting, composing, and producing original music are also a part of the course work.

THEATER

The Theater Program emphasizes the process of making theater and provides a variety of settings for performance. Theater I: Improvisation and Theater II: Text concentrate on physical and vocal exercises, improvisation, theater games, scene study, acting techniques, text interpretation and analysis. For advanced students, Theater III/IV: Company explores, in depth, styles of theatrical expression within the context of a small theater company. Independent study provides an opportunity for advanced students to focus on a particular aspect of theater. Marin Academy presents three theater productions each year. Auditions for the fall and winter productions are open to all MA students; rehearsals take place after school with additional evening and weekend rehearsals two weeks before the performance. Students are expected to have Tuesday–Thursday free of conflicts for the duration of the rehearsal process. The spring Black Box production features the advanced theater students and is the culmination of their classwork. During the course of a student's years at Marin Academy, there will be opportunities to participate in a variety of productions—including classics, modern, contemporary, and new and original works—and the ways in which students can participate go beyond the stage. Productions often incorporate live music, with the spring show featuring student composers. Students periodically direct their own productions, such as the One-Act Play Festival or independent studies or senior projects. Students also help run the technical aspects of all productions, as they learn, through MA's Tech Program, how to implement set, light, and costume designs and how to manage live performances (including stage managing, running crew, and operating light and sound consoles).

Theater I: Improvisation (VPTH 100)

As a course for all students entering the Theater Program at Marin Academy, Theater I: Improvisation is designed to introduce and develop the basic tools of acting, including the imagination, physical and vocal expression, and the capacity to listen, respond and interpret authentically. Based on Keith Johnstone's approach to theater and creativity, the theater games and improvisation techniques emphasize spontaneity, status, narrative skills, character analysis, and mask work. Through this process students will learn to make bold and specific aesthetic choices and will develop a vocabulary which will serve as a strong foundation for their future work in theater at MA. Students will broaden and deepen their knowledge of technical theater practices through backstage work on MA's performing arts productions. Required field trips further expand the students' appreciation of various theatrical forms.

Theater II: Text (VPTH 200)

Prerequisite: Theater I: Improvisation

This course expands, deepens, and builds on the basic acting skills developed in the Theater I: Improvisation course. Alternating between group and individual work, students will learn the fundamentals of script interpretation and the complex process of bringing work from the page to the stage. Careful reading and analysis of plays from different periods, as well as selections in theater history and performance theory open up the vast variety of forms and methods available in the medium of theater. The first semester is focused on early western theater forms including: ancient Greek theater, Shakespearean verse, expressionism and naturalism. The second semester explores non-naturalistic and modern theatrical forms including: masks and commedia dell' arte, the plays of Samuel Beckett, and contemporary avant-garde theater. Scenes from each play are rehearsed and performed in class as students are exposed to and gain experience in a variety of acting techniques and styles of theater. Rehearsal outside of class is expected. Students learn basic practices of technical theater through back-stage work on MA's performing arts productions. Required field trips further expand the students' appreciation of and exposure to various theatrical forms.

Theater III/IV: Company (VPTH 313)

Prerequisite: Theater I: Improvisation; Theater II: Text, and consultation with/permission of the instructors.

This course is organized as a theater company with company members training, rehearsing, and performing together and collaborating in the design of the "season." This is an advanced course for the serious student of theater. Under the guidance of the theater director(s), company members will train in a variety of theatrical styles or approaches to theater—such as commedia dell' arte and mask styles—then rehearse and perform in each style. Company members may also act as directors, designers, and technicians in support of the company's work. Students will present their work at performances at the end of both semesters. The MA spring theater production will serve as the Theater Company's "living classroom." The spring production will feature as its core the Theater Company ensemble and the class will include additional meetings during after-school rehearsal times. Required field trips further enhance our learning. Students wishing to continue on to a fourth year of theater study may re-enroll in Theater Company in their Senior year. The group will change every year, and the course of study will change according to the composition of each different company.

Theater: Independent Study (VPTH 700)

Prerequisite: Theater I: Improvisation, Theater II: Text (for Independent Studies in Technical Theater only); Theater III/IV: Company (for Independent Studies in Acting or Directing, etc.); and participation in at least three Marin Academy productions, working behind the scenes in at least

one, and permission of the instructors. Proposals are due in spring of the preceding school year.

Advanced students who have demonstrated a capacity for independent exploration may propose to continue their theater studies with an intense focus on a specific discipline such as: directing, acting, technical direction (lighting, set construction, sound), visual design (set design, costumes make up), or dramaturgy (theater history, dramatic criticism, playwriting). The theater director(s) will oversee the projects, making assignments as needed. An independent study in acting might include building a repertoire of monologues appropriate to auditions for professional companies and/or university/college/conservatory programs. An independent study in directing might include the producing and directing of a student production. All independent study students will have an active involvement in Main Stage productions throughout the year. A contract is drawn up between the student and advisor regarding goals, schedule, and standards for successful completion of the course.

SCIENCE

Required Courses

Biology (SCI 100)

This course is required for freshmen.

This course emphasizes scientific inquiry and literacy through major themes in biology, including biodiversity, interdependence in nature, and change over time. Using a project-based, hands-on approach, there is an extensive laboratory component to this course. Within this approach, in addition to increasing their knowledge of the content of biology, students work both individually and as part of teams to practice the process of science and cultivate valuable skills such as problem solving, collaboration and communication. Students are introduced to biological issues with personal, environmental, and social implications, enabling them to make informed decisions pertaining to their health and the future of our planet. The year usually culminates with the annual MA Science Symposium in which students design and run self-chosen experiments to deepen their understanding of a concept presented during the year. Simultaneously, they learn how to perform background research, formulate questions, construct hypotheses, gather data, and communicate well-considered evaluations based upon evidence. The content, process and challenging nature of this course ensure that students are well prepared for their exciting years in MA science that lay ahead.

Chemistry (SCI 200)

Prerequisite: Biology. This course is required for sophomores.

This course is geared toward building an understanding of the world of chemistry and the nature of matter, with an emphasis on how the world works on a molecular level. Topics include the language of chemistry, atomic and molecular structure, energy and energy transfers, light and the quantum model of the atom, chemical reactions, stoichiometry, oxidation-reduction reactions, gases, solutions, and acid-base chemistry. Laboratory experiences are used on a regular basis to explore or reinforce topics. Students will develop skills of chemical inquiry, analytical thinking, problem-solving, scientific writing, communication, and collaboration. An emphasis on quantitative aspects, such as dimensional analysis, builds a foundation for future physical science courses at MA. Measurement techniques and modern unit systems are integrated throughout.

Physics (SCI 400, SCI 415, SCI 461, or SCI 470)

A physics elective (Physics, Advanced Physics, Astrophysics, or Electrical Engineering and Computer Science) must be taken in the junior or senior year. Please look to the elective course descriptions for depth of rigor, math, and other skill sets. Consider the individual strengths of the student, success in previous courses, level of math, and willingness to embrace challenges when choosing courses. See course descriptions for more detail.

Semester Electives

Like all electives, these courses will only be offered if there is sufficient enrollment.

MARC Elective: Exploring Experimental Design (SCI 600)

Fall offering. This course is considered a "D: Laboratory Science Elective" by the University of California Exploring Experimental Design is a semester-long introductory course that focuses on research design, hypothesis testing, and basic laboratory and field skills. The instructional component of the course will focus on research methods and practices including, but not limited to literature reviews; research question and hypothesis generation; experimental design; data analysis; and scientific writing. This course is designed to allow you to work with your peers as you develop the skills and mindset to solve novel problems. The class may include visits by research scientists and field trips to local universities and research facilities. Students will be exposed to a wide range of research fields (e.g., engineering and computer sciences, physical sciences, life sciences, social sciences, psychology) and have the opportunity to conduct "hands-on" research in our own MARC Research Lab in the Science and Innovation Center. If you are considering applying to the MARC program, this course will give you an insight into the skills, process, challenges, and rewards involved in scientific research.

Junior and Senior Electives

Please note: Most science electives are yearlong courses and will only be offered if there is sufficient enrollment.

Advanced Biology – Honors (SCI 420)

Prerequisite: Biology and Chemistry.

Advanced Biology Honors is modeled after the most current and innovative biology courses offered at the introductory collegiate level. The course offers students opportunities to explore the major themes of biology in depth. The course focuses on both the content and current laboratory techniques, and the major content areas covered include: 1) Evolution 2) Organismal Biology 3) Ecology; 4) Cell and molecular biology; 5) Genetics and Biotechnology. Though each year is unique in terms of the content and lab work, recent courses have done pglø bacterial transformations, antimicrobial studies, mutagenicity experiments, Drosophila propagation, and extensive microscopy. In addition to the online textbook, Advanced Biology will ask students to read and engage in discussion from nonfiction books, such as Lab Girl or The Gene. The course requires that students apply the knowledge gained in freshman Biology and sophomore Chemistry, and it expands their skills to think analytically, critically, and creatively in the context of science.

Students taking this course will be asked to be facile with experimental design, experimental procedures, and data analysis. They will be faced with navigating an extensive amount of concepts and terms. This course represents the highest level of rigor in Life Science.

Advanced Chemistry – Honors (SCI 451)

Prerequisites: Biology, Chemistry, and Algebra II

Chemistry is called the central science because it touches all other fields of science, including medicine, engineering, and newer disciplines such as materials science. Advanced Chemistry is an academically challenging course at the college-level where we delve deeply into principles that help us make sense of our world. The extensive integrated lab component gives students the autonomy to design and conduct their own experiments and troubleshoot collaboratively while also learning advanced-level experimental techniques. Topics may include quantum and nuclear chemistry, organic chemistry, reaction spontaneity, equilibrium, and applications such as electrochemistry and acid-base reactions. Techniques include spectroscopy, titrations, quantitative and qualitative analysis. This course will contribute to the development of each student's ability to question and define problems, model explanations, investigate through inquiry, and interpret data. Students will effectively express their data, models, and ideas through a variety of different communication media to meet the needs of their audience. This course represents the highest level of rigor in Chemistry. Students should have a solid math background, be fluent in problem-solving using skills such as dimensional analysis and algebra, and be ready to apply the concepts of sophomore chemistry.

Advanced Physics with Calculus – Honors (SCI 461)

Prerequisites: Biology, Chemistry; co-requisite Adv. Calculus H

Advanced Physics with Calculus is an academically and laboratory intensive introductory course in college-level physics. It is designed to meet the needs of students with strong analytical skills who are potentially interested in studying science, engineering, mathematics or other quantitative fields as undergraduates. This course introduces mathematical concepts from calculus, linear algebra, and statistics in the context of real-world problems. Students will apply these concepts, along with all techniques developed in Algebra II and Precalculus, in solving complex physics problems. Topics covered include Newtonian mechanics, thermodynamics, electricity and magnetism, optics and the nature of light, quantum mechanics, and contemporary topics in physics. Laboratory research, problem-solving, and hands-on projects will comprise a significant amount of the work in this course, and students are expected to complete a great deal of independent work outside of the classroom. Additionally, students are exposed to many aspects of the practical use of computers for scientists, such as statistical analysis with spreadsheets and computer-based mathematical modeling, as well as many computer-based simulations of complex phenomena. A strong emphasis is placed on preparing students for the transition to university-level science, mathematics and engineering courses.

Students are expected to engage in significant independent inquiry, participate in numerous project-based assessments and collaborate often with their peers. Students should feel confident applying all

techniques developed in Algebra II and Precalculus Honors. This course represents the highest level of rigor in Physics.

Astrophysics – Honors (SCI 415)

Prerequisites: Biology, Chemistry, and Algebra II.

Astronomy is one of the oldest scientific practices of humanity. This course is an overview of modern astronomy and an introduction to the concepts of classical and quantum physics through the lens of the modern astronomer. We begin with studying the basic motions of the sky and finish with studying how the Universe began and how it might end. In this course you will learn how to tell time via the sky, understand the orbital mechanics of our solar system, precisely measure the temperature and chemical composition of a star by analyzing its color, learn photographic techniques and analyze digital images like professional astronomer, measure the redshift of galaxies to demonstrate the expansion of the universe, and most importantly how there are still so many questions that we can't yet answer. We will read the following books throughout the school year: *Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time* and *The Glass Universe: How the Ladies of the Harvard Observatory Took the Measure of the Stars*, both by Dava Sobel, *The Birth and Death of the Sun* by George Gamow, and *The First Three Minutes: A Modern View of the Origin of the Universe* by Steven Weinberg. Activities may include night observations, overnight Outings, in-class experiments, and extended research projects. Additionally, you will learn many aspects of the practical use of computers by astronomers and other scientists, such as statistical analysis methods with spreadsheets, digital image analysis techniques, photographic methods, and computer-based mathematical modeling. This course is intended as an introduction to future studies in science or engineering-related fields. Students are expected to engage in significant independent inquiry, participate in numerous project-based assessments and collaborate often with their peers.

Electrical Engineering and Computer Science – Honors (SCI 470)

Prerequisites: Biology, Chemistry, and Algebra II

This course is an introduction to engineering principles and applied science. Students will explore electronic devices that have been developed during the past 150 years and gain an understanding of—and appreciation for—how scientists, engineers, and inventors have applied the fundamental physics of electricity and magnetism to trigger major societal changes. Students will learn the physics underlying the operation of the plethora of electronic devices that permeate our daily lives, gain experience studying, constructing and designing such devices, and learn how fundamental and applied physics is used for the storage, transmission, and manipulation of information. Students in “EECS” will be provided with a rigorous entry into the essential machinery of the information age. The three main focuses of study are transistors and analog electronics, integrated circuits and digital electronics, and the interface between software and hardware. Much of this course will emphasize the

successful construction of circuits, and students will develop many analytical techniques and skills for troubleshooting and systems analysis. This is NOT a programming or coding course; while coding is involved, this course is intended to introduce the fundamentals of computer architecture and how we interface software with hardware. No coding experience is needed, and students will learn the basics of coding within the Arduino environment. Students are expected to engage in significant independent inquiry, participate in numerous project-based assessments and collaborate often with their peers.

Environmental Science – Honors (SCI 446)

Prerequisite: Biology and Chemistry.

This course is focused on three major goals: to use science to come to an understanding of relationships and systems in the natural world; to identify and analyze environmental problems—both natural and anthropogenic; and to examine measures for resolving and/or preventing these problems. Environmental Science takes an interdisciplinary approach to understanding the environment and the ways in which humans affect it. Sample topics include ecology, land, air and water resources, the study of population, environmental history, climate change, threats to species diversity, and the politics of the environment. The course spends a significant amount of time examining our place, the Bay Area. After gaining a foundation in the processes at work in the ecosphere, students will focus on how problems arise and examine potential solutions. The format of the class will include lectures, discussions, fieldwork, group work, time in the MA garden, collaboration with outside organizations and labs. Students are expected to be self-motivated, able to comprehend and analyze scientific papers, collaborate on numerous project-based assignments and complete a significant amount of independent work outside of the classroom. The ability to commit to field trips, lunchtime presentations, and fieldwork are required for this course. *Note: This course will not prepare you for the Environmental Science AP exam.*

Human Anatomy and Physiology – Honors (SCI 411)

Prerequisite: Biology and Chemistry

This course focuses on how your body is structured, how it works, how to best care for it, and ways that it can go wrong. Throughout this in-depth examination of the design and workings of the human body, we will explore how the cellular basis of organ systems relates to their functioning. Body systems include: integumentary (skin), skeletal, articular (joints), muscular, nervous, respiratory, cardiovascular, and immunity. We will examine the changes that occur within our bodies due to factors such as stress, exercise, gender, age, and the environment. The laboratory activities, experiments, guest speakers, articles, and projects will provide an opportunity to explore in detail some of the ideas presented in the text and discussions. Although there are several dissections throughout the course, there are always alternative options available for students. Students taking this course will be asked to extrapolate understanding from large volumes of text and to memorize a plethora of concepts and terms.

Neuroscience - Honors (SCI 480)

Prerequisites: Biology and Chemistry

Where do memories get stored, and why do patients with Alzheimer's have difficulties making new ones, and what is amnesia? Why was Phineas Gage able to talk, walk, and be free of pain just minutes after a three-foot-long metal rod pierced through his head, destroying most of the left front side of his brain? Do we really only use 10-20% of our brain? What is the best way to study for a test? How is a mindfulness practice beneficial and does it really create changes in the brain? One of the most challenging and interesting problems in biology is solving the puzzle of the brain: how we think, feel, remember, and learn. Neurobiology is the study of the nervous system and their constitutive parts—nerve cells and neural circuits—and the way in which these structures interact with the environment to mediate behavior. In this year-long course, we will explore the structure and function of the nervous system—from the microscopic inner workings of a single nerve cell, to the transmission of signals within a network of neurons, to the staggering complexity of the brain. The course emphasizes critical thinking, scientific processes, and interrelationships among disciplines. Students are expected to be self-motivated, able to comprehend and analyze scientific papers, collaborate on numerous project-based assignments, and complete a significant amount of independent work outside of the classroom. *Note: This is not a psychology course and, therefore, will focus more heavily on the physiology of neurons and will rely on your previous understanding of the biology of cells.*

Physics – Honors (SCI 400)

Prerequisites: Biology, Chemistry, Algebra II

When a bowling ball and a coin are dropped from the same height, why do they hit the ground at the same time? What is light really made of? Based on Einstein's theory of relativity, is time travel possible? Physics is the science that explores the nature of matter and energy from the smallest of scales--atoms and molecules--to the largest--black holes and galaxies. Students will collaborate on numerous projects, such as engineering a rocket to safely launch and land cargo or constructing a solar cell that produces electricity. Tied to an emphasis on hands-on experiences is a focus on how physics intersects with society and discussion on the role gender and race play in science. Students will acquire a foundation in kinematics and mechanics (the study of motion) that will permit further study into such topics as fluids, waves, optics (study of light), electricity, magnetism, relativity, and modern physics. Lab investigations will require students to become familiar with data analysis techniques in order to produce meaningful results, using graphs and equations to describe events. Using guided inquiry, students will make and test predictions in order to develop and modify models of physical phenomena. Students are expected to engage in significant independent inquiry, participate in numerous project-based assessments and collaborate often with their peers.

Marin Academy Research Collaborative

The Marin Academy Research Collaborative (MARC) Program is specifically designed to engage a diverse group of students in cutting-edge science and engineering research. This multidisciplinary program provides the opportunity for interested students to identify their particular skills and interests, partner with the larger scientific community to pursue a research project of their own design, and complete a rigorous college prep curriculum. Throughout this process students will:

- Connect with the local scientific community
- Develop mastery in a chosen field
- Think critically
- Communicate effectively
- Develop professional skills necessary for a successful scientific career
- Use innovative technology
- Take academic risks
- Make new discoveries

Program Goals: Students will be able to demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view. Students will learn to think critically, using analytical, qualitative and quantitative reasoning, and to apply previously learned concepts to new situations, complex challenges and everyday problems. Students will be able to communicate clearly, effectively, and persuasively, both orally and in writing. Students will learn how to work effectively as a team member or leader to achieve a broad variety of goals.

How it works: MARC students have the unique opportunity to delve deeply into an aspect of science that particularly fascinates them. MARC students are challenged to complete original and independent research that is characteristic of college-level courses. Students generate a research question, conduct a literature review, collaborate with content-area experts, develop hypotheses, collect and analyze data, and learn how to publicly present as well as publish their work. This two-year program offers students the chance to perform novel research and participate in the scientific community as they work closely with faculty and an outside mentor, typically a professional scientist.

Students begin the MARC program in the fall of 11th grade and finish in the spring of 12th grade. There are no textbooks or traditional tests for this course; rather students set their own path and create their own curriculum. They spend the first semester of 11th grade identifying their topic of research and conducting an extensive review of the scientific literature on that topic. This process gives students the opportunity to develop and dissect a very specific question or set of questions in depth. Students may choose a topic from engineering and computer sciences, physical sciences, life sciences, social sciences, or psychology that they wish to research during the next 1.5 years and identify an outside mentor

with the guidance and support of the MARC coordinators. Students conduct research whereby they create testable hypotheses, perform experiments, analyze the results, and provide conclusions from their work.

Students are encouraged to spend time working in the lab of their outside mentor during the school year or taking part in a summer science research internship program. In their twelfth-grade year, students will create a final paper and presentation that documents the entire experience. Students also have the option of entering local, state, and national science competitions. Throughout the MARC program, students share their ongoing research with each other and mentor students new to the program. Classes are held during the week and the teacher meets with each student for one hour every two weeks to discuss hypotheses, goals, and objectives.

Eligibility Requirements: Due to the unique demands of the MARC program, only a limited number of students can be admitted. Students must be entering 11th grade and be in good academic standing, have taken Biology and Chemistry, and be concurrently enrolled in Physics during 11th or 12th grade to be eligible to apply. Applicants are required to submit an essay, two letters of recommendation from teachers, and have the approval of their academic counselor. While not required, previous enrollment in the 9th Grade MARC Minicourse and the optional MARC Elective: Exploring Experimental Design are highly recommended. Concurrent enrollment in a science course related to area of interest during 11th grade and Statistics during 12th grade also are recommended.

List of Courses:

Please note that courses will only be offered if there is sufficient enrollment.

- MARC Elective: Exploring Experimental Design (pg. 32)
- MARC Elective: Independent Research I
- MARC Elective: Independent Research II

MARC Yearlong Electives

Please note that students must be enrolled in the MARC program to sign-up for these courses.

MARC Elective: Independent Research I - Honors (SCI 610)

Open to juniors enrolled in the MARC program; Prerequisites: Biology, Chemistry, MARC application; Recommended: Additional science course related to the area of interest, Exploring Experimental Design. Note: This course is offered pass/fail and therefore does not receive A–G designation by the University of California. This year-long elective will focus on advanced research design, data collection, and research ethics. The hands-on component will be geared toward the design and execution of a project idea for investigation by the student, and hopefully, lead to an “Intel level” research project. Time will also be spent on the establishment of connections between students and professional

mentors who will assist in the guidance of students as they perform their research. Students are expected to be self-motivated and collaborate with scientists on long-term projects. This elective provides the students with an individualized opportunity to pursue the research question of their choosing. Ideally, students will have both a Marin Academy science teacher and an outside mentor advising them during the school year. Students are encouraged to spend time working in the lab of their outside mentor during the school year or taking part in a summer science research internship program. Enrollment in this course is a two-year commitment and will continue through senior year.

MARC Elective: Independent Research II - Honors (SCI 620)

Open to seniors enrolled in the MARC program; Prerequisites: Biology, Chemistry, Independent Research I; Recommended: Statistics. Note: This course is offered pass/fail and therefore does not receive A–G designation by the University of California.

This year-long elective will focus on advanced research skills, data analysis, mentoring skills, and scientific communication. During senior year, students will complete the research projects they began in Independent Research I. In addition, they will take on mentorship roles for those students just entering the program. The culmination of this program will require that students write their own research papers and prepare presentation materials. Students may enter the senior level contests appropriate to their area of study, such as the Siemens Competition or the Intel Science Talent Search or they may present at appropriate conferences or science fairs. Students will also present their findings during the MA Science Symposium. Students are expected to be self-motivated and collaborate with scientists on long-term projects.

VISUAL ARTS

YEARLONG ELECTIVES

Visual Arts I (VPDP 100)

The Visual Arts I course offers a structured approach to the fundamentals of art making with emphasis placed on learning the ELEMENTS and PRINCIPLES of art. This universal body of art knowledge is the foundation of study regardless of media and is therefore the basis for an introduction into art. The class also introduces students to skill building in a variety of media, with an emphasis on drawing, painting, and ceramics. Students learn how to create the illusion of space and form in their drawings and painting and how to build in three-dimensions using clay. Most importantly, the student's ability to "see" is developed in projects that expand awareness of our visual environment. The technical skill building that occurs in this course provides the basis for work that is covered in subsequent visual arts electives. Students should be prepared to work independently in class, continue to work on and improve class projects, and to spend a few hours each semester working outside of class completing projects.

Visual Arts II: Ceramics (VPCR 200)

Prerequisite: Visual Arts I

This studio course is designed to widen the student's scope and knowledge of Ceramics learned in Visual Arts I. As an exploratory course, students will focus on methods and techniques of hand building (coil, slab, and pinch), wheel throwing, and substitution casting. Projects include a sculptural box form, Greek vessel, Majolica glazed plate as well as basic throwing skills developed on the potter's wheel. Students will also expand their knowledge of glaze decoration and surface treatments to include traditional glazing, burnishing, and slip application. Kiln loading and firing techniques will be explored with both oxidation and reduction firing processes. Students will develop an awareness and skill level in creating three-dimensional composition and design through sketchbook drawings and paper prototypes that will serve to enhance problem solving techniques and conceptual skills. Historical and contemporary ceramics are introduced through lectures, slides and field trips, and are interwoven into the curriculum. Ongoing critiques enable students to develop an aesthetic vocabulary for critically evaluating each other's work.

Visual Arts III: Ceramics (VPCR 310)

Prerequisite: B+ or higher in Visual Arts II: Ceramics

This ceramics course further enhances each student's skill level and technical mastery on the pottery wheel and through sculptural hand building. By exploring advanced methods of throwing, hand building, and surface treatment, students will work more independently to build

a strong body of work suitable for a portfolio. Risk taking and critical thinking are applied to design and construction techniques, with form and process emphasized. Each semester the student works with the instructor to establish that semester's goals as they relate to the development of the student's portfolio. Class critiques are ongoing and students are required to visit specific galleries and museums displaying ceramic art.

Visual Arts II: Beginning Drawing and Painting (VPDP200)

Prerequisite: Visual Arts I or permission of the instructor, with a strong portfolio in 2-D drawing)

Through structured assignments, students develop their ability to see and expand their awareness of observational drawing and painting. Students also continue to expand their knowledge of the formal elements and principles of art and design. Drawing and painting is intertwined through the course. Assignments in different techniques and mediums include understanding the dynamics of light and shadow, proportion, mark making, composition, and color theory. Techniques and materials covered may include pencil, oil pastel, scratchboard, and charcoal, oil painting. Understanding the historical significance of painting and drawing via writing, analysis of art pieces, and the viewing of images and video is an integral part of the course. Students learn how to keep a sketchbook and develop a language to discuss and critique each other's work effectively. Weekly homework assignments are given to develop hand/eye coordination.

Visual Arts III: Drawing and Painting (VPDP300)

Prerequisite: A- or higher in Visual Arts II: Beginning Drawing and Painting

In this course, students hone their technique and observation skills in drawing and painting. Learning how to draw the human face, students explore the dynamics of light and shadow and the medium of their choice in a self-portrait/identity project. In the Spring, students work in a variety of painting techniques, which could include glazing, impasto and grisaille. Students continue to create paintings using their own ideas around themes. Students learn how to make the "viewer" respond to their work using a variety of strategies. Understanding the historical significance of painting and drawing via writing, analysis of art pieces, and the viewing of images and video is part of the course. Students keep a sketchbook and develop a language to discuss and critique each other's work effectively throughout the course. There is a homework element to this class of sketchbook work on a regular basis.

Visual Art IV: Drawing and Painting (VPDP 400)

Prerequisite: A- or higher in Visual Arts III: Drawing and Painting

Students are given greater responsibility to pursue their individual strengths in drawing and painting with assignments that could include concepts such as: Art as social message, Portraits at a unique perspective,

Metamorphosis, Interior/Exterior and a personal concentration in a singular theme and technique. Within these assignments, students are expected to explore their personal vision while strengthening and refining technique. For the second semester, students take a deep dive into a personal art project with a series of work that explore a theme. Students are expected to work independently and take risks in their work. Analysis of art pieces and the viewing of images and video is part of the course. Students keep a sketchbook and develop a language to discuss and critique their work effectively is an essential throughout the course.

Visual Arts II: Photography (VPPH 200)

Prerequisite: Visual Arts I or permission of the instructor

Students will learn how to use 35-mm SLR film cameras and Digital SLR cameras in assignments that heighten awareness of their visual environments. They will become thoroughly proficient in all aspects of darkroom work from processing film to the presentation of their final prints. Skills in digital imaging and manipulation will be covered in detail. Image making will be approached from a fine art perspective. In addition, students will study the role of photography in popular culture, ethics in photojournalism, and tools for visual literacy. The use of basic lighting and other photographic techniques will be explored. Understanding the science of photography, the historical significance of the medium, and the importance of photography in the contemporary art world are key parts of the curriculum. Students are expected to acquire a strong vocabulary for discussing and writing about the work of others as well as their own. Please note: It is not necessary for students to own a camera to take this course. Cameras are available to be checked out for student use.

Visual Arts III: Photography (VPPH 300)

Prerequisite: B+ or higher in Visual Arts II: Photography

Advanced technical aspects of the medium are covered that will enable students to give form to more challenging content in their imagery. Photography's potential as an expressive medium is further explored through assignments that place emphasis on the conceptual concerns that underlie the students' images. Students will increase their skills in digital photography by learning how to use more advanced techniques in Photoshop, incorporating text and image, and making use of studio lighting. Commercial applications of photography will be covered in the areas of advertising and portraiture. Issues in contemporary photography will also be discussed. Students will learn studio lighting skills and what it means to be creative collaborators during a studio portraiture unit. Regular critiques, informal with peers and formal as a class, will help students continue to grow as artists and discerning viewers.

Visual Arts IV: Photography (VPPH 401)

Prerequisite: B+ or higher in Visual Arts III: Photography, and permission of the instructor

Students are given greater latitude and responsibility in this course to pursue their individual photographic interests with the goal of creating a personal portfolio of images. The assignments given at this level place an emphasis on individual style and vision while strengthening the students' technical skills in the traditional and digital darkroom environments. The year culminates in a self-determined project, complete with an artist's statement and exhibition. Willingness to take risks in one's imagery and the ability to work independently are key components at this advanced level of study.

SEMESTER ELECTIVE

Like all courses, this semester elective may not be offered if there is not sufficient enrollment.

Three-Dimensional Thinking (VP3D200)

Prerequisite for 10th through 12th grades: Visual Art 1 [can be taken concurrently]; seniors can take the course without the prerequisite. Course may be taken fall semester, spring semester, or both semesters.

This hands-on interdisciplinary course merges visual art, design, technology, and making. Students are shown how to observe, analyze, interpret, and respond to solving problems three-dimensionally. Students learn how to develop their ideas for individual and group projects using methods including collaboration, experimentation, design thinking, creative use of technology and the critique process. Experimentation and critical thinking are applied to design and construction techniques, and process is presented as important as product. Students will gain a historical understanding of three-dimensional forms in contemporary art and design. Fall semester is focused on additive sculpture processes including woodworking and assembly, laser cutter, and 3D printing. Spring semester is focused on subtractive sculpture processes including carving and assemblage. No prior knowledge of construction techniques is required—just a willingness to try new things and learn from successes as well as failures in completing class projects.

WORLD LANGUAGES

The World Language Department requires students to take at least three years of the same language regardless of starting point. Students must meet prerequisites to qualify for Honors sections (see requirements for each course). If students want to depart from their recommendation (either to move up or down from the recommendation), they are required to move through a petition process.

Chinese I (WLMN 100)

The focus of Chinese I is to create a solid foundation in Mandarin Chinese across the five goal areas outlined in *The World-Readiness Standards for Learning Languages* (Communication, Cultures, Connections, Comparisons, and Communities). Students will be able to successfully manage some communicative tasks in straightforward social situations and present such information in writing and speaking. The course covers very familiar daily topics such as greetings, family, friends, daily routines, school work, and hobbies. Students will develop intercultural competency through hands-on learning activities, authentic materials, and films. Students learn the Pinyin Romanization system along with the simplified Chinese writing system. Students frequently work collaboratively in project-based learning. The course is mostly taught in Chinese and students are expected to participate actively in Mandarin Chinese.

Chinese II (WLMN 200)

Prerequisite: C-minus or higher in the second semester of Chinese I, or a score of 75% or higher on the departmental placement exam

In Chinese II, students develop higher proficiency in Mandarin Chinese across the five goal areas outlined in *The World-Readiness Standards for Learning Languages* (Communication, Cultures, Connections, Comparisons, and Communities). The course covers topics such as food, weather, clothing, shopping, home, geography and holiday celebration. Students develop communicative skills as they discuss everyday topics. They construct their learning through completing authentic tasks in the real world scenarios. Students are constantly challenged to compare and contrast between Chinese culture and their own. Authentic materials of various media, such as posters, menus, Internet ads, podcast, films are introduced to students to help them develop language proficiency and intercultural competency. This course is taught in Chinese and students are expected to speak only Chinese.

Chinese III – Honors (WLMN 310)

Prerequisite: Students new to MA can demonstrate proficiency level of Intermediate High on the department placement test according to ACTFL's Proficiency Guidelines.

In the Chinese III-Honors course students demonstrate their level of Chinese proficiency across three communicative modes—Interpersonal (interactive

communication), Interpretive (receptive communication), and Presentational (productive communication) — and the five goal areas outlined in *The World-Readiness Standards for Learning Languages* (Communication, Cultures, Connections, Comparisons, and Communities). Students actively participate in extended oral and written discourse, using complex grammatical structures and appropriate vocabulary to provide information coherently and fluently. Students narrate, describe, and predict events within context. They develop critiquing skills. Students explore options in a given situation and handle demanding tasks and unexpected events. They also learn to initiate and sustain a conversation, discussion, or debate.

Chinese IV/V – Honors (WLMN 410/430)

Prerequisite: B or higher in the second semester of Chinese III-Honors and recommendation from department

In Chinese IV/V Honors, students continue to advance their Chinese proficiency across three communicative modes—Interpersonal (interactive communication), Interpretive (receptive communication), and Presentational (productive communication)—and the five goal areas outlined in *The World-Readiness Standards for Learning Languages* (Communication, Cultures, Connections, Comparisons, and Communities). Students will acquire information from authentic sources in Chinese intended for native speakers: documentaries, films, podcasts, recordings, biographies, essays, literary texts, magazines, newspapers, websites, etc. in a variety of settings, types of discourse, styles, topics and registers. As the year progresses, students' oral and written Chinese is expected to reflect complex grammatical structures and an ever-expanding, precise and eloquent vocabulary. Course content will cover classic and contemporary Chinese culture. Students will analyze the influential and iconic cultural components of the past and the current issues that face China today.

French I (WLFR 100)

In French I, students work on acquiring the foundation of the language. The course objectives are: to develop listening, reading, writing, speaking, and grammar skills, encourage creativity through imaginative and expressive use of the language, develop social interaction and mastery of self-expression through small group work, and explore Francophone cultures and develop cross-cultural awareness.

Students are immediately immersed in the language and encouraged to use French during class. We use the material "D'accord 1" (Vista Higher Learning). It provides a solid foundation for beginning language learners based on the "Five Cs for language learning": Communication, Cultures, Connections, Comparisons, and Communities. This material includes interactive and engaging activities: short movies, listening practice (with authentic accents from speakers of the Francophone world), cultural readings, and fun group games. The Supersite, a robust, online resource available to each student, supplements and supports the learning outside of the classroom. Students learn foundational vocabulary (everyday life, greetings, school, family and friends, food, hobbies

and sports, weather, and clothing) and grammar concepts (present, immediate future, and past tenses, negative and interrogative structures, adjective agreement, numbers, date, time, and weather.) The curriculum includes hands-on projects on family, food, and the francophone culture worldwide. This course prepares students with a solid foundation for the level II class.

French II (WLFR 200)

Prerequisite: C-minus or higher in the second semester of French I or a score of 75% or higher on the departmental placement exam

In French II, students expand the foundation of the language learned previously and continue the exploration of French and Francophone cultures. The course follows the World Readiness Standards for Learning languages (Communication, Cultures, Connections, Comparisons, and Communities.) Students learn through practice and assessment of interpretive, presentational, and interpersonal communication tasks, as well as through intercultural engagement. The classes are conducted in French and students are expected to communicate in the target language. The course begins with an extensive review of significant grammatical structures covered in French I. Students learn the vocabulary and grammar through daily reading, speaking, and writing activities, as well as cultural exploration and intercultural practices. The vocabulary consists in: school, travel, home, household chores, food, health and daily routine, technology, city life. The grammar concepts consists in: the present tense of regular and irregular verbs, the imperative, the passé composé vs imparfait, savoir/connaître, the recent past, the comparative, the double object pronouns, y-en, and the reflexive verbs (present and past tenses). The students learn to communicate and interact thanks to authentic resources and through various interactive and engaging activities: games, short movies, auditory practice (from authentic accents and speakers from the Francophone world), discussions, readings of authentic cultural material. The students have access to an online site for additional language practice. The students' progress is assessed through quizzes and tests, collaborative and individual presentations and projects, as well as written compositions.

French III – Honors (WLFR 301)

Prerequisite: B-minus or higher in the second semester of French II and recommendation from the department. At pre-enrollment, grades from the first three quarters will be considered and must average B-minus. For incoming 9th grade students, 75% or higher on the language placement exam. This course is the highest level an incoming 9th grader can place into when taking the placement exam. This course focuses on developing new skills and competencies and asking students to sharpen their curiosity and awareness of the Francophone world. French III-H is a turning point in the students' journey in their French studies, as they challenge their critical thinking by seeing from the lens of the Francophone World. In this

process, students learn how to reflect upon their own identity, language, culture, and values.

Students revisit grammatical concepts taught in the previous two years and learn new material: irregular verbs in the present tense, reflexive verbs, regular and irregular adjectives, adverbs, "passé composé vs. imparfait," plus-perfect, object pronouns, future, conditional tenses, and subjunctive. The vocabulary connects to societal issues such as personal relationships, urban living, media influence, ethics and values, technology and progress, and work environment. This course is conducted entirely in French, and students are expected to communicate in French. The material used is D'Accord 3 (Vista Higher Learning). Students learn through interactive and engaging activities: short and feature movies, listening and understanding native speakers, class discussions and debates, cultural and literary readings. The Supersite is an online resource available to each student to practice outside of the classroom. Assessments include completing daily homework, quizzes and tests, individual and group projects, group/class discussions, research, presentations, and essays.

French IV – Honors: Contemporary Issues in the Francophone World (WLFR 410)

Prerequisite: B or higher in the second semester of French III-Honors and recommendation of the department. Rising 10th, 11th, and 12th graders can register for this course. This course is the equivalent of an intermediate-level university course. French IV-H course challenges students to see language as a tool to communicate and represent diverse experiences while embracing a growth mindset and persistence to develop language proficiency and cultural competency beyond their comfort zone.

Mastery in applying previously learned grammatical concepts and tackling nuanced and sophisticated syntax and vocabulary are practiced daily and skillfully. Looking at current issues of the Francophone world engage our students to think, question, and debate on essential cultural conversations—both verbally and written—with diverse audiences. Finally, this course invites our learners to demonstrate their cross-cultural understanding, ability to see multiple perspectives, appreciate difference, privilege, and global connections to others. Students will use *Thèmes* and *Face-à-Face* (Vista Higher Learning). Students read various texts (essays, blogs, short stories, poems, and articles), write analytical papers, watch and discuss short and feature films from worldwide francophone directors. French IV-H course catalyzes students' competencies to analyze and synthesize information from across disciplines to form their arguments and opinions and offer solutions to local and global issues. Field trips to current exhibits and language expert speakers are part of the curriculum (in the past two years: Rodin exhibit at the Legion of Honor, Gauguin exhibition at the De Young Museum). This course is conducted entirely in French.

French V / VI – Honors: Past and Present French and Francophone Cultural History Through Film and Literature (WLFR 511/601)

Prerequisite: Successful completion of French IV Honors or French V Honors and recommendation of the department.

Note: Juniors currently taking French V-Honors are encouraged to enroll in this class because the curriculum alternates. If the student takes this course again the subsequent year, the class will be named French VI-Honors on their transcript. In addition, for the 2021–2022 school year, this course will be offered as a group independent study course, meeting with the teacher once a week.

This course is designed to be the equivalent of an introductory university course in French Literature and Current events. Through classical and Francophone literature, as well as current events and historical documents, this course encourages students to develop a more sophisticated understanding of the connection between France and the rest of the Francophonie, Histories and Cultures. Each unit starts with the study of the historical, political, and socio-economic background of the work studied. Students explore major socio-political events that range from the 17th to the beginning of the 21st centuries. Students learn to understand and analyze literature through an introduction to major literary genres of representative works, as well as some literary movements of the studied eras. Students will also watch movies and media related to literary pieces and historical periods, and will read and analyze newspaper articles. Students will learn the skills of literary analysis and critical writing in French through a variety of assessments including essays (la dissertation) as well as text and movie analysis (le commentaire de texte) and debates. The students will write, discuss literary and historical texts in class, as well as present diverse themes around the studied literary works. Finally, students engage in collaborative and individual project-based learning. In the past, classes have presented a session during Marin Academy's Lit Fest (La littérature fantastique française). The course is conducted entirely in French and students are expected to only speak French.

Spanish I (WLSP 100)

The Spanish I course gives students the foundation, tools, and confidence to understand and communicate in California's second language. Class time is dedicated to all five skill areas – listening, speaking, reading, writing, and culture – with emphasis on interpretive, presentational and interpersonal communication, as well as intercultural communication. The class is conducted primarily in Spanish. Students frequently collaborate while practicing the vocabulary and grammar during speaking activities, conducting interviews, writing, or improvising dialogues. The textbook, *Descubre 1* (Vista Higher Learning) and additional authentic resources are designed for beginning language learners and based on the World Readiness Standards for Learning languages (Communication, Cultures, Connections, Comparisons, and Communities.) The Level I text has comprehensive units that allow students to consolidate and revisit the material. The audio

and video exercise students complete are contextualized and pertain to each chapter's themes and cultural lessons. The Supersite, a robust, online resource available to each student, supplements the textbook. Themes studied include school, family, time, date, and weather expressions, sports and hobbies, vacations, daily routine, clothing, and food. The cultural themes include: school, greetings in the USA and the Spanish world, sports and leisures, the family structure, and culinary art in the Spanish speaking countries. The students' progress is assessed through quizzes and tests, collaborative projects, group and individual presentations, as well as written compositions.

Spanish II (WLSP 200)

Prerequisite: C-minus or higher in the second semester of Spanish I or a score of 75% or higher on the departmental placement exam. At the end of this course, students will be recommended for either Spanish III or Spanish III Honors, depending on their ability in all areas of language study. Spanish II builds upon the foundation in all four skill areas (listening, speaking, reading and writing) created in Spanish I. As well as developing listening skills; students practice the target language in pairs and groups during guided conversations, dialogues, and skits that are contextualized around vocabulary. New vocabulary studied includes health, personal finances, the environment, careers, and technology. Students also discuss short readings, general topics, and Hispanic culture. Auditory exercises, a video series, and short film clips pertain to chapter themes and cultural lessons. The Supersite, a robust, online resource available to each student, supplements the textbook. The course's cultural lessons include topics such as healthcare, technology, public transportation and museums in Latin America and Spain. A student's foundation in the language is expected to be strong, as this course moves quickly and covers the major grammar points that are the basis for the study of Spanish. The Spanish II textbook is *Descubre 2* (Vista Higher Learning). The course starts with a review of basic grammatical structures and vocabulary taught in the previous year. Students then study all forms of the preterite and imperfect tenses, the uses of "por" and "para," comparatives and superlatives, subject and object pronouns, formal and informal commands, the present subjunctive in noun clauses, the present perfect, future, and conditional tenses. The course is taught entirely in Spanish. At the end of the year, students watch and analyze the film *La misma luna* (2007), which explores the Latino immigrant experience.

Spanish III (WLSP 300)

Prerequisite: C-minus or higher in the second semester of Spanish II (at pre-enrollment, grades from the first three quarters will be considered) and recommendation from the department, or 75% or higher on the departmental placement exam. This is the second highest level an incoming freshman can place into when taking the placement exam.

Spanish III focuses on developing students' communication proficiency in a context of cultural immersion. In this class, we initiate the process of abstract and critical thinking on topics related to the Spanish-speaking world. Students engage in conversations on a variety of subjects such as careers, environmental sustainability, health, and digital citizenship. Through presentations, dialogues and essays, students refine their oral and written expression. Students view and discuss video blogs and the documentary *Pelotero*, which deals with the experience of Dominican teenagers attempting to be drafted for Major League Baseball. Moreover, they learn to read and analyze literary texts in Spanish. Students engage in formative and summative assessments in various modalities (for example, interpretive, presentational, interpersonal). This course is designed to continue to deepen students' understanding of the relationships between the Spanish-speaking world and the United States, as well as to continue to learn about the Latinx experience in the U.S. There is an emphasis on interculturality and self-reflection. We build on grammar and vocabulary foundations learned in previous levels, and we focus on the following grammar points: preterite versus imperfect, present perfect, future, subjunctive with wishes and recommendations, conditional sentences, subjunctive with indefinite antecedents, and possessive pronouns. This course is conducted entirely in Spanish.

Spanish III – Honors (WLSP 301)

Prerequisite: A-minus or higher in the second semester of Spanish II and recommendation from the department. At pre-enrollment, grades from the quarters leading up to the course selection time must average an A-. Incoming 9th grade students may take this class if they earn a 90% or higher on the departmental placement exam. This is the highest level an incoming freshman can place into when taking the placement exam.

Students in III Honors work at an accelerated pace in a setting of high expectations. In this class we initiate the process of abstract and critical thinking on topics related to the Spanish-speaking world. Students engage in conversations on a variety of subjects such as careers, environmental sustainability, health, and digital citizenship. Through presentations, dialogues and essays, students refine their oral and written expression. Students view and discuss video blogs and a feature film as well as they learn to analyze literary texts in Spanish. Students engage in formative and summative assessments in various modalities (for example, interpretive, presentational, interpersonal). This course is designed to continue to deepen students' understanding of the relationships between the Spanish-speaking world and the United States, as well as to continue to learn about the Latinx experience in the U.S. There is an emphasis in interculturality and self-reflection. We build on grammar and vocabulary foundations learned in previous levels, and we focus on the following grammar points: preterite versus imperfect, the present and imperfect subjunctive in noun, adjective and adverb clauses, the future and conditional tenses, and "If" clauses. This course is conducted entirely in Spanish.

Spanish IV: Film, Culture and Political History of The Americas and Spain (WLSP 401)

Prerequisite: C or higher in the second semester of Spanish III and recommendation of the department

This course is designed to be the equivalent of an intermediate university course. The year is dedicated to film in the Spanish world. Students will watch and analyze short films in Spanish while reviewing the grammatical and vocabulary foundations learned in previous levels; students learn and refine new compound tenses and acquire vocabulary at a more sophisticated level. The course aims to develop students' ability to express themselves coherently, resourcefully, and with fluency and accuracy, both orally and in writing. Students deepen their studies and understand the relationships between the Spanish-speaking world (Hispanic America, Spain) and the USA. Students read a wide variety of literary works from Spanish-speaking authors such as Benedetti, Borges, Denevi, Galeano, García Márquez, Monterroso, Neruda, Paz, Poniatowska, Quiroga, and Santos. The course covers literary movements such as magical realism and fantastic literature and topics such as subcultures and current events.

This course offers multiple occasions for students to voice their opinions and to bring in their personal experiences. The course and activities emphasize all modes of communication, including intercultural communication. Students master their writing skills by creating a portfolio of their work (*Bitácora*), including poetry, short essays, and fictional work. By researching art and/or music, students learn about the importance and contributions of artists of Latin America, Spain, and the world. Students improve their Spanish proficiency while becoming lifelong learners and global citizens. Students conclude the academic year by doing in-depth research and fieldwork emphasizing social justice: The Coffee Project.

The competencies covered in this course are Effective Communication (Interpersonal, Presentational, Interpretive); Cultural Communication and Awareness; and Resilient Adaptability and Connections.

Spanish IV – Honors: Contemporary Issues in the Spanish-Speaking World (WLSP410)

Prerequisite: B+ or higher in all aspects of the language in second semester Spanish III-Honors and recommendation of the department. Grade of A in second semester Spanish III and recommendation of the department. Students from Spanish III must also complete the work assigned by the level III H teacher before entering IV (H)

This course is designed to be the equivalent of an intermediate level university course. At this level, students are expected to have mastered the grammatical concepts learned up to Level III. The students will review complex grammatical concepts (such as past subjunctive, compound tenses) and enrich their vocabulary using personal vocabulary lists. This course emphasizes lively conversations and student presentations relating to current events and culture. They learn about indigenous peoples from a variety of countries in the Spanish speaking world, about the richness of their cultures and the challenges they faced in times of colonization and today.

Students refine their skills to express ideas at concrete and abstract levels, very much like an English/History elective, but in Spanish. The material used is from authentic sources including news and academic articles, documentaries, short stories, podcasts, music and also from the course textbook, *Temas*. The students write essays, analyze film, conduct research for their own research paper and complete a video project while incorporating advanced grammatical constructs and academic vocabulary. Students are expected to contribute to discussions, read aloud and comment on each other's presentations. The fun and engaging material will help stretch the students to think, question and create in a positive environment. This advanced course is entirely conducted in Spanish.

Spanish V: Latin America and Spain Through Contemporary Film and Literature (WLSP 501)

Prerequisite: C or higher in second semester Spanish IV and recommendation of the department

This course is designed to be the equivalent of a university level course. The goal of this course is to further expose students to a variety of writings and movies from Latin America and Spain and improve their analytical skills in discussing literature and film. In this course students read, analyze, and discuss selected works written by Spanish and Latin American authors in the following genres: drama, poetry and short story. Students write essays and develop projects which analyze the works in terms of style and content. In addition, students study authors' lives and historical context in relation to his/her work and identify and discuss themes, style, rhetorical devices and the author's purpose in writing. They learn to analyze poetry for style, technique and content. Students will also read current articles about issues relevant to the texts and films. Students are expected to consistently improve their ability to write and speak in Spanish, and to that end are asked to incorporate the instructor's suggestions about their writing and speech into further assignments. In order to help students improve in these areas, we will review major grammar topics, including: the subjunctive, the preterite / imperfect, "ser / estar", and compound tenses are incorporated into the course work. Assessment is based on written exams, analytical in-class essays, presentations, projects, daily preparation and group discussions. Students will create and give presentations on various topics. The course is conducted entirely in Spanish.

Spanish V / VI – Honors: Modern Latin American and Spain: Power, Family and Identity in Film and Literature (WLSP 512) (WLSP 601)

Prerequisite: A in second semester Spanish IV and recommendation of the department, B or higher in all aspects of the language in second semester Spanish IV-Honors, B-minus or higher in second semester Spanish V.

This course is designed to be the equivalent of a university level course that presents cultural topics from Spain and Latin America through the lens of literature and film. It enables advanced students to develop a more sophisticated understanding of the language, history and cultures of the Spanish-speaking world. Students will build

on the skills acquired in previous years of study in order to analyze literature more in depth. In addition, students will improve their skills of literary analysis and critical writing in Spanish through different assessments, such as essays and discussions. Students will develop the ability to think and read critically, honing their intellectual inquiry in Spanish. This course is organized in a thematic way, so as to explore topics in depth while exposing students to a variety of texts and films. Each unit begins with the research of the historical and socio-economic background of the works and authors studied, thus providing the student with context for the readings. In addition, students will continue to listen attentively and speak accurately during discussions and debates on various subjects linked to the literary works, enabling a connection to their own experiences with the literature. At times, conversations about the texts and films will be moderated and conducted entirely by the students; a high level of performance is expected during all discussions. Assessment methods include essays, discussions, and presentations. Student projects and presentations include: the historical context of an author or a movie, musical genres and creating and executing a lesson plan for a story by a noted author. Students are expected to consistently improve their ability to write and speak in Spanish, and to that end are asked to incorporate the instructor's suggestions about their writing and speech into further assignments. The course is conducted entirely in Spanish. *Note: Juniors currently taking Spanish V-Honors are encouraged to enroll in this class, because the curriculum alternates. The class will be named Spanish VI-Honors on their transcript.*

PHYSICAL EDUCATION

To complete their physical education requirement, students must accumulate a minimum of three and a half (3.5) physical education "points" by the end of their senior year. Students accumulate points based on the following physical education offerings:

- Participation on any in interscholastic sports team. Each season earns two points.
- Participation on an outing (point designation as determined by the Outings Program Director).
- Participation on a Minicourse with Athletic designation (as determined by the Athletic Department in conjunction with the Minicourse Program) can earn up to a half point.
- Completion and documentation of an approved Independent Study earns points based on hours completed. Must be in 20-hour (.5 PE credit point) increments to receive credit. *
- One semester of a Dance Elective (eg. VPDC 110 or VPDC 203) earns one point. **
- One full year of Dance Company (eg. VPDC 100 or VPDC 300) earns two points. **

Students can earn their PE points through any combination of the above or by focusing on specific areas. After completing their 3.5 PE points, students have completed their PE graduation requirement.

** Students may complete a PE Independent Study program, for a maximum of one point, in the summer. They may only do so once during their time at MA.*

*** Students must designate if they are taking dance to fulfill their art requirement or if it is being taken to earn PE points. It cannot fulfill both.*

Independent Study

PE Independent Study credit is intended for students who wish to undertake specialized physical activities outside of those offered at MA. The amount of time required for an independent PE activity may not be less than 20 hours per academic year to earn one half (.5) PE point, and students may not receive PE points in increments smaller than one half (.5) point. Students must work with a sponsor (other than a parent) who will verify with a signature that the hours being petitioned for have been completed and keep a written record that documents those hours. Other signatures required to complete the Independent Study form are: one parent/guardian, the student's Advisor, the student's Class Dean, and the Assistant Athletic Director. In order to receive credit for independent study, students must apply for credit within one quarter of the completion of the activity. PE Independent Study cannot be undertaken prior to a student's 9th-grade year. Forms are available from the Athletics Office, the Registrar's Office and online at the MA Athletics webpage under "Forms."

ATHLETICS

Marin Academy's interscholastic athletic program provides opportunities for students to develop and coordinate their physical, mental, and emotional skills in a team environment under the direction of qualified coaches. Students who choose to participate in athletics must understand the commitment it entails: consistent attendance at daily practices and games (for sports offered during the winter and spring seasons this includes attendance over some school breaks); respect for teammates, coaches, and officials; and acting with integrity. Teams represent Marin Academy in the Bay Counties League - West.

In addition to an individual's athletic development and team experience, the Marin Academy Athletic Program is committed to character development and good sportsmanship. Sportsmanship and fair play are critical components of the program. Coaches and athletes are expected to represent MA in a manner that is respectful to others both on and off the field of play. This model deportment is expected of our community, e.g. our fan base, as well. Our objective is to develop and maintain the highest standards of courtesy, emotional discipline, and good sportsmanship. Simply put, to borrow the adage from Stanford's Positive Coaching Alliance of which Marin Academy is a long-time partner, "We Honor the Game Here."

SPECIAL CURRICULAR & CO-CURRICULAR PROGRAMS

Honors Courses

All of the departments in the school (except for the Visual Arts Department) provide an opportunity for students who are interested in and capable of accelerating to special courses and thereby earning honors credit. In the English Department, all senior electives receive honors credit. In the History Department, Modern World History II (HIST 350), U.S. History (HIST 500), and all elective courses receive honors credit. Students interested in undertaking honors level work are directed to the description of such courses in each department.

Independent Study

In most departments students may undertake independent study. Such study is usually reserved for students who have exhausted the course offerings in a department and wish to continue specialized study. Such students must have a faculty advisor in the subject area they are studying, demonstrate the ability to conduct intensive, independent work and file a written course plan (forms available from the registrar) during normal registration. Students must begin making plans for an independent study proposal during the spring semester for a program to be undertaken in the following fall. Permission to pursue the program will depend on the approval of the chair of the appropriate department, appropriate class dean, and the Academic Dean.

Theater Productions

Marin Academy presents three theater productions each year. Auditions for the fall and winter productions are open to all MA students; rehearsals take place after school with additional evening and weekend rehearsals two weeks before the performance. Students are expected to have Tuesday-Thursday free of conflicts for the duration of the rehearsal process. The spring Black Box production features the advanced theater students and is the culmination of their classwork.

During the course of a student's years at Marin Academy, there will be opportunities to participate in a variety of productions—including classics, modern, contemporary, and new and original works—and the ways in which students can participate go beyond the stage. Productions often incorporate live music, with the spring show featuring student composers. Students periodically direct their own productions, such as the One-Act Play Festival or independent studies or senior projects. Students also help run the technical aspects of all productions, as they learn, through MA's Tech Program, how to implement set, light, and costume designs and how to manage live performances (including stage managing, running crew, and operating light and sound consoles).

Minicourse

Each year, in late winter or early spring, the school devotes one week to Minicourse. Minicourses help fulfill an integral part of Marin Academy's philosophy, which calls for a challenging and experiential education that helps develop inquiry and healthy risk taking as modes of learning. The minicourse catalog comes out in November and contains 15 to 25 offerings each year; past courses have included such experiences as Exploring Marin, Living on the Land, Woodworking 101, Songwriting by the Sea, and Delving into Death Valley. Leaders and teachers are faculty members, outside professionals, parents, and alumni. Minicourse is required each year for all students.

Outings Program

The Outings Program is one of the most widely supported and creative aspects of life in the school. Because outdoor experiences are an important integral part of the educational philosophy of the school, many weekends during the school year sees faculty and students participating in various activities such as backpacking, snow camping, scuba diving, kayaking, surfing, and skiing.

Trips vary in length, from afternoon and day-long outings, to four day backpacking trips. These trips, structured and guided by faculty members and other adults in the community, not only give the participants the opportunity to explore the wonder and beauty of nature, but also give them the chance to know and live harmoniously with each other, sometimes under primitive conditions. It is hoped that each student will become comfortable in the outdoors, as they learn to navigate the wilderness in their time at MA.

Senior Project

Senior Projects are an opportunity for students to model independence in their learning process as they demonstrate their mastery of MA's five core competencies. During this time, students are asked to apply the talents they've developed throughout their time at MA in a novel setting, expanding both their skill set and their reach. These projects are a chance to pursue goals, activities, or interests that normally would not fall within the four-year high school course of study. As well, senior projects provide an opportunity for students to engage in academic work that goes beyond themselves. Seniors do this, with adult mentorship, during the last weeks of the regular school year. Students tackle this requirement by working a minimum of 35 hours a week on a pre-approved project in one (or more) of four categories: community service, internship, apprenticeship, or scientific experimentation. Projects culminate with presentations; a scaffolded process leads up to the actual project including helping students create viable project proposals of interest, research, ongoing record keeping, and reflection.