

MARET

2021–2022

UPPER SCHOOL CURRICULUM GUIDE

MARET

NOSCERE VIVERE EST  TO LEARN IS TO LIVE

MISSION

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

PHILOSOPHY

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

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

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

CORE VALUES

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

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

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MARET | ESSENTIAL SKILLS

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

Collaboration

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

Communication

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

Creativity and Innovation

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

Cultural and Global Competence

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

Leadership

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

Problem-Solving

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

Technology, Information, and Media Literacy

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

Wellness

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

MARET | UPPER SCHOOL CURRICULUM

INTRODUCTION

Maret's upper school curriculum is challenging and exciting. Upper school students are prepared for college and beyond through a broad curriculum that intentionally incorporates analytical reading and writing, critical thinking, creative problem-solving, lab work, research methodologies, and study skills—as well as artistic and athletic endeavors. Working with faculty advisors, students craft a course of study that is appropriate and engaging.

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

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

- students are respectful of each other and of adults;
- harassing or offensive comments or acts are recognized, addressed, and corrected;
- students are academically honest and understand and avoid plagiarism;
- fair play and sportsmanship are encouraged in athletics;
- open debate and differing points of view are respected;
- creativity is celebrated.

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

SCHEDULE

Ninth grade students take five academic courses: History 9: History of Our Multicentric World, English 9: Literature of Our Multicentric World, Biology 9 or Physics with Algebra, a world language class, and a math class. They also take one course in the arts—either visual art or performing arts. Students are aided in the design of their academic programs; division directors and department chairs work with ninth grade students to build a challenging yet manageable schedule. Students interested in world languages may pursue a double-language option during ninth grade, and postpone their art class requirement. Double-language students have the same credit requirements as other students but may fulfill some of them during different years than their peers.

In tenth and eleventh grades, students take five academic courses and one art or tech/computer science class. Tenth graders typically take English 10, US History, a science class, a world language class, a math class, and one class in either art, music, or tech/computer science. Double-language students postpone US History until the following year. Eleventh grade students take five academic courses, which typically include two humanities electives, a world language class, a science class, and a math class. Faculty members aid students in the crafting of their academic schedules.

Twelfth graders must take at least four academic courses; however, most elect to take five.

REQUIREMENTS

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

Discipline Requirements

Humanities	7 credits (including 4 literature credits and 3 history credits)
Mathematics	Completion of math progression through Precalculus or four years of mathematics
Science	3 credits: at least 1 credit in each discipline of biology, chemistry, and physics
World Languages	3 credits in one language OR 2 credits in each of two languages
The Arts and Tech/Computer Science	2 credits total: 1 credit in either performing arts or visual art, and 1 additional credit in either performing arts, visual art, or tech/computer science
Physical Education/Athletics	11 of 12 seasons, or participation on two Maret team sports per year (no credit)
Wellness	Four years (no credit)
Community Service	30 hours (no credit)

ADVANCED AND ACCELERATED COURSES

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

While no Maret class prepares students fully for an AP exam, with some additional independent work, students in the following courses choose to take the corresponding AP exam: Advanced Calculus, Accelerated Calculus, Advanced Chemistry,

Accelerated Physics C, Advanced Environmental Science, Economics, Accelerated US History, Civil Liberties, Hispanic Cultures, Francophone Culture, and MSON's Chinese V.

INDEPENDENT STUDY

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

SENIOR OPTION

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

CERTIFICATE OF COMPLETION

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

ACADEMIC AND LEADERSHIP AWARDS

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

Students who have attended Maret for at least four semesters in grades 9–12 are eligible to be valedictorian. The valedictorian is selected based on cumulative GPA, rigor of academic course load, and intellectual curiosity.

Maret also recognizes seniors' achievements through the School's annual Core Value Awards.

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

SERVICE LEARNING

Upper school students apply newly acquired academic skills and knowledge in real-life situations that promote awareness of and involvement in the larger community. Service learning projects are conducted collaboratively between the School and community organizations and are designed to meet identified needs of community partners. Students engage in short-term and sustained service learning initiatives with local, regional, national, and global communities. In the classroom, students reflect on, discuss, and write about their experiences. They develop communication skills, educational competence, and a sense of personal and social responsibility.

The ninth grade history course includes a unit on hunger and its relationship to historical and social inequities within DC, as well as in a larger world context. Ninth graders participate in a service retreat, serving in soup kitchens, homeless shelters, and food banks. Upper grades engage in service learning through a variety of projects, clubs and organizations, and elective courses.

CO-CURRICULAR PROGRAMMING

At the beginning of the week, all upper school students gather together at Convocation to share news of the week, athletics results, and other important information.

Longer assembly periods twice a week allow students to appreciate musical performances, hear speakers from outside of school, gather for discussions on issues of current interest, and meet with their academic advisors.

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

INTENSIVE STUDY WEEK (ISW)

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

FATEH LIBRARY AND CENTER FOR INQUIRY

Students develop effective research and inquiry practices through the Center's innovative information-literacy programs. Students cultivate a lifelong love of reading and can use the vast online catalog of books and scholarly databases on their devices.

The librarians at the Center support faculty through the creation of curricular resource programs; train faculty in current research and information-processing techniques; and share with other independent schools current methodologies, ideas, and best institutional and educational practices.



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

MSON COURSES blend synchronous instruction, real-time video conferencing seminars and discussions, with asynchronous instruction—recorded lectures and exercises, which students complete outside of the class. Each course enrolls a maximum of 16 students who participate in the virtual discussion seminar. Courses are delivered in high-definition classroom set-ups that allow students and teachers to see one another, interact throughout class, and form meaningful relationships. Forty-nine courses are offered in the 2021–2022 academic year, spanning the humanities, math, science, computer science, and world languages.

MSON PARTNER SCHOOLS

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

2021–2022 COURSE LISTING

HUMANITIES

Required Courses

English 9: Literature of Our Multicentric World
 History 9: History of Our Multicentric World
 English 10: Literature, Culture, and Identity in the United States
 US History or Accelerated US History: History, Culture, and Identity of the United States

History and Social Science Electives OR Literature Electives

"American" Odyssey 1, fall
 "American" Odyssey 2, spring
 A Nation Divided: The Literature of Civil Rights in the Modern US (MSON), spring
 Bob Dylan's America (MSON), fall
 Communist Cultural Revolutions of 20th Century, fall
 Ensuring Equity: Women in 21st Century American Culture (MSON), spring
 Establishing Equality: The History of Feminisms and Gender, 1792–1992 (MSON), fall
 Humans' Evolving Relationship with the Earth Law, Culture, and Society
 Nuestra America
 The Power of Story
 20th Century Middle Eastern History and Literature, spring

History and Social Science Electives

Advanced Macroeconomics (MSON), fall
 African History: Panoramas, Portraits, Perspectives
 Are We Rome? (MSON), spring
 Building Empathy, Bridging the Divide: Using Dialogue to Help Heal American Democracy (MSON), spring
 Civil Liberties
 Diversity in a Global Comparative Perspective (MSON), fall
 Dynamics of Political Leadership (MSON), fall
 Economics
 Environmental Bioethics—Exploring the Challenges of Local and Global Choices (MSON), spring
 Globalization and the Modern World
 Introduction to Psychological Theories and Research
 Making Ethical Medical Choices in a Diverse World (MSON), fall
 Multiculturalism and Social Justice in the American Musical Theatre
 Political Identity, American Democracy, and Civic Engagement (MSON), fall

Positive Psychology (MSON), fall, spring
 The History of Modern Germany:
 World War I to the Present (MSON), spring
 Think Global, Debate Local, (MSON), fall
 Turbulent Times: History of the First Amendment
 and Dissent During American Wars (MSON), fall

Literature Electives

Comparative Literature
 Contemporary Black Women Writers, spring
 Creative Fiction Writing Workshop, spring
 Creative Nonfiction Writing Workshop, fall
 Creative Writing in the Digital Age (MSON), fall
 Etymology of Scientific Terms (MSON), fall 2020
 Exploration of Ethics through Literature
 Feminism in Film, fall
 Freedom and Identity in LGBTQ Literature (MSON), spring
 Global Voices of Oppression:
 Literature for Social Justice (MSON), fall
 Imagined Worlds: Utopian and Dystopian Visions
 “It Is Better to Speak”: One Hundred Years of
 Women Writing for Change (MSON), spring
 Literature and Theories of Knowledge
 Lovers, Warriors, Poets, and Thinkers
 of the Ancient Mediterranean
 Orwell’s Exigence:
 Writing for an Urgent Moment (MSON), fall
 Philosophy in Pop Culture (MSON), spring
 The Fiction of James Joyce (MSON), spring
 The Question of Evil from Voltaire to Camus (MSON)
 Watching the Watchmen: The Role of Detective
 Narratives in a Carceral Culture (MSON), fall

MATHEMATICS

Geometry
 Advanced Geometry
 Algebra 2 and Trigonometry
 Advanced Algebra 2 and Trigonometry
 Accelerated Algebra 2 and Trigonometry
 Precalculus
 Advanced Precalculus
 Accelerated Precalculus
 Advanced Statistics
 Calculus
 Advanced Calculus
 Accelerated Calculus
 Multivariable Calculus (at Maret and MSON)
 Linear Algebra (MSON), fall
 Math Seminar 1 (MSON), fall
 Math Seminar 2 (MSON), spring

A Mathematical Modeling Approach to Social Justice
 (MSON), spring
 Advanced Applied Math through Finance (MSON), spring
 Vector Calculus (MSON), spring

PERFORMING ARTS

Chorus and Band

Concert Choir
 Concert Band/Strings

Film and Theatre

Film Production
 Performance Studies
 Introduction to Technical Theatre
 Advanced Technical Theatre

PHYSICAL EDUCATION AND ATHLETICS

Interscholastic Program

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

PE and Lifetime Activities

Step Team (student run group), spring
 Strength and Conditioning, all seasons
 Upper School Musical Cast, winter
 Yoga, all seasons

Independent PE

SCIENCE

Biology

Biology 9
 Biology 11/12
 Advanced Biology

Chemistry

Chem Study
 Advanced Chemistry

Physics

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

Science Electives

Advanced Environmental Science
 Advanced Topics in Chemistry (MSON), spring
 Biotechnology: Techniques and Applications, fall
 CSI: MSON Forensic Science (MSON), spring
 Einstein's Relativity and the Evolution of the
 Quantum Model (MSON), fall
 Genetics and Genomics (MSON), fall
 Introduction to Organic Chemistry (MSON), fall
 Lab Research in Biology, spring
 Modern Physics and Space Topics, spring
 Waves, Optics, and Musical Physics, fall

Summer Science Elective

Subtropical Zone Ecology—Puerto Rico

TECH/COMPUTER SCIENCE

Python
 Web Design and Development
 Computer Science: Solving Problems with Computational
 Methods (MSON), spring
 Data Structures and Design Patterns (MSON)
 Independent Study: Special Topics in Computer Science

VISUAL ART**Ceramics**

Ceramics 1.0–1.5
 Ceramics 2.0–2.5

Computer Graphics

Adobe Photoshop and Graphic Design 1.0, fall
 Adobe Photoshop and Graphic Design 2.0, fall
 Adobe Illustrator and Graphic Design 1.0, spring
 Adobe Illustrator and Graphic Design 2.0, spring

Drawing and Painting

Drawing and Painting 1.0–1.5
 Drawing and Painting 2.0–2.5

Mixed Media

Mixed Media 1.0–1.5
 Mixed Media 2.0–2.5

Photography

Photography 1.0–1.5
 Photography 2.0–2.5
 Photojournalism and Documentary 1.0
 Photojournalism and Documentary 2.0

Publication Design

Publication Design 1.0
 Publication Design 2.0

Art Seminars

2D Studio 1.0
 2D Studio 2.0

Advanced Level Art Courses

Art Courses 3.0–4.0

WELLNESS

Wellness 9
 Wellness 10
 Wellness 11
 Wellness 12

WORLD LANGUAGES**CLASSICS**

Intermediate Latin: Heroes and History
 Advanced Latin Literature (MSON), spring
 Advanced Latin: Rhetoric and Epic Literature
 Lovers, Warriors, Poets, and Thinkers of the Ancient
 Mediterranean
 Ancient Greek 1 (MSON)

MODERN LANGUAGES**Arabic**

Arabic 1 (MSON)
 Arabic 2 (MSON)

Chinese

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

French

French 3
 French 4
 Advanced French Grammar

Francophone Cultures
 French Seminar: National Identities (MSON)
 The Question of Evil from Voltaire to Camus (MSON)

Spanish

Spanish 1
 Intensive Spanish
 Spanish 2
 Spanish 3
 Spanish 4
 Spanish in Film
 Topics in Latino Cultures
 Advanced Spanish through Film and Literature (MSON),
 spring
 Survey of Hispanic Literature
 Hispanic Cultures
 Hispanic Literature
 History of the Spanish Language: An Introduction to
 Linguistics and Advanced Grammar (MSON), fall
 Comparative Literature

Summer Language Electives

Maret in Spain
 Maret in France

Humanities

Requirements: 7 credits (4 in English; 3 in history)
Chair: Nicholas Michalopoulos
Reading lists are subject to change.

OVERVIEW

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

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

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

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

REQUIREMENTS

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

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

forms of writing, presentation, and varied depths of research. In certain electives, students conduct lengthier, original research projects and present them as part of Maret's Capstone on the last day of school.

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

REQUIRED COURSES

English 9: Literature of Our Multicentric World

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

Texts:

Danticat, *Dewbreaker*
 Noah, *Born a Crime*
 Shakespeare, *Romeo and Juliet*
 Short Stories by Hughes, Cisneros, Kingston,
 Patel, Al-Shaykh

Students choose one of the following:

Adichie, *Purple Hibiscus*
 Esquivel, *Like Water for Chocolate*
 Ghaffari, *To Keep The Sun Alive*
 Ng, *Everything I Never Told You*

Summer Reading:

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

History 9: History of Our Multicentric World

Multicentric means that no one region of the world has global-predominance. This course begins with the laying out of a late medieval, multicentric world of powerful but fundamentally autonomous regions. Then, we track the emergence of European dominance of a global system. Finally, we turn to the contemporary world, where once again there is no

single, dominant, defining order/region. Instead, there are multiple, now inter-connected global actors. The course mixes a wide range of analytic and creative assessments that build reading, writing, and analytical skills, as well as link historical content to enduring concepts and principles. Additionally, students engage in a significant research project in which they explore modern-day global issues of wealth and poverty that illuminate wider patterns of long-standing historical and social inequities.

English 10: Literature, Culture, and Identity in the United States

Exploring the relationships between literature, culture, and identity, this course introduces a diverse range of stories, voices, perspectives, and experiences throughout the United States. Students examine the techniques, themes, values, and ideas that shape the literary tradition and select from a range of contemporary texts to enhance their understanding. They compare and contrast literary ideas as a means of developing close analysis and evaluation. Students deepen analytical reading skills, work to structure and support complex written arguments, and polish their ability to effectively use vocabulary and grammar by preparing short and long writings. Students cultivate their critical, creative, and communication skills by drafting essays, presenting ideas, and designing narratives through informal and formal media (e.g., presentations, discussions, interviews, reviews, and short films). As a culmination of their core humanities classes, students write a longer research paper that balances historical, literary, and cultural argument and analysis and hones note-taking, bibliography, and revision skills.

Texts:

Akhtar, *Disgraced*
 Baldwin, *The Fire Next Time*
 Rankine, *Citizen*
 Shanley, *Doubt*
 Native American Poetry

Students choose one of the following:

Erdrich, *The Round House*
 Ford, *Crooked Hallelujah*
 Hobson, *Where the Dead Sit Talking*
 Orange, *There There*
 Selection of personal essays

US History or Accelerated US History

Grades 10–11

Students take History, Culture, and Identity of the United States, or with departmental recommendation, they may take the accelerated course instead.

History, Culture, and Identity of the United States

In this course, students explore, interrogate, and analyze the historical impetus for why humans in North America have structured societies to look and operate in various ways. Students are then ready to engage with the open-ended question: how ought we (re)structure how our societies operate after understanding the history of America from the pre-Columbian period to present day? Students explore the tension between individual freedom and majority rule, analyze the causes and consequences of major events and developments, draw parallels between past and current events, and explore multiple perspectives on the construction and meaning of “US history.” In addition, students develop a nuanced understanding of the three branches of government and their interaction. Students are encouraged to challenge their biases and preconceptions and to reach their own conclusions about American history. The course is structured chronologically in the first semester and thematically in the second semester to allow students a more in-depth look at topics in the late nineteenth and twentieth centuries. Students are evaluated through quizzes, tests, papers, group discussions, class projects, and short, informal writing exercises. Themes, skills, and topics in this course complement those in English 10.

Texts:

Foner, *Give Me Liberty*, 6th edition
Foner, *Voices of Freedom*, Volumes 1 and 2
Selected primary source materials

Accelerated History, Culture, and Identity of the United States

Prerequisite: Departmental approval

In addition to the work outlined in History, Culture, and Identity of the United States, this accelerated course places special emphasis on critical reading, essay writing, and increased primary source analysis in order to engage with each unit’s essential questions. This course uses a greater variety of exercises that ask students to take on historical perspectives, in addition to participating in more active historical simulations. Furthermore, the course makes extensive use of

document-based questions as well as other challenging modes of inquiry.

Texts:

Foner, *Give Me Liberty*, 6th edition
Foner, *Voices of Freedom* Volumes 1 and 2, 5th edition

HISTORY AND SOCIAL SCIENCE ELECTIVES OR LITERATURE ELECTIVES

“American” Odyssey 1

Fall; Grades 11–12

May be taken as a history and social science elective or as a literature elective

Homer’s *Odyssey* begins with the following lines:

*Tell me about a complicated man.
Muse, tell me how he wandered and was lost...
and where he went, and who he met, the pain
he suffered in the storms at sea, and how
he worked to save his life and bring his men
back home.*

Odysseus’s mythical journey to self-discovery and heroism, while very male-centered, mirrors the real, lived journey of many different people in twentieth-century North America as they struggled, fought, and strived to achieve individualism, autonomy, and personal freedom in an increasingly volatile society. Through an in-depth analysis of three central texts by Morrison, Erdrich, and Faulkner—and the history which surrounds each of them—students explore the personal journeys that the different protagonists undertake while evaluating the opportunities and obstacles presented by the different parts of the political, social, and economic North American experience that these books inhabit. Through these novels, students experience multilayered, complex texts that open up a gateway into the ever-evolving social experience of Black, Indigenous, and white Americans living in a rapidly transforming twentieth century.

“American” Odyssey 2*Spring; Grades 11–12**Prerequisite: None; students do not need to take “American” Odyssey 1 to enroll in this course.**May be taken as a history and social science elective or as a literature elective*Homer’s *Odyssey* begins with the following lines:

*Tell me about a complicated man.
 Muse, tell me how he wandered and was lost...
 and where he went, and who he met, the pain
 he suffered in the storms at sea, and how
 he worked to save his life and bring his men
 back home.*

Odysseus’s mythical journey to self-discovery and heroism, while very male-centered, mirrors the real, lived journey of many different people in twentieth-century North America as they struggled, fought, and strived to achieve individualism, autonomy, and personal freedom in an increasingly volatile society. Through an in-depth analysis of three central texts by Alvarez, Tan, and Abu-Jaber, each of which focuses on a different immigration experience in America and the history which surrounds it, students explore the personal journeys of a Dominican, Chinese, and Jordanian family while evaluating the opportunities and obstacles presented by the different parts of the political, social, and economic North American experience that these books inhabit. Through these novels, students experience multilayered, complex texts that open up a gateway into the ever-evolving social experience of Latinx, Asian Americans, and Middle Eastern Americans living in a rapidly transforming twentieth century.

A Nation Divided: The Literature of Civil Rights in the Modern US (MSON)*Spring; Grades 11–12**Prerequisite: None**Taught by: St. Andrews Episcopal School**May be taken as a history and social science elective or as a literature elective*

The story of equality in America is a tale of achingly slow but steady progress. From the Civil War to the present day, the path toward equal rights has never been direct or secure. This semester course is designed as an interdisciplinary exploration of the quest for civil rights throughout the nineteenth and twentieth centuries as it relates to African Americans, women, Native Americans, Asian Americans, migrant workers, and the LGBTQ community. Special focus will be given to the indelible role that the deep South played

in the struggle. Students will work with various texts, including Supreme Court Cases, memoir, essays, poetry, short fiction, and primary source documents. Additionally, students will design and implement their own oral history projects as a culmination to the class.

Bob Dylan’s America (MSON)*Fall; Grades 11–12**Prerequisite: Previous or concurrent enrollment in English 10 and US History or Accelerated US History or equivalent**Taught by: University School of Nashville**May be taken as a history and social science elective or as a literature elective*

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

Proceeding chronologically and using Dylan’s masterworks and subsequent official “bootleg” recordings as touchstones, students will consider a variety of texts, including poetry, fiction, and cultural history; biography and autobiography; and popular and documentary film, including Greil Marcus’s *The Old, Weird America: The World of Bob Dylan’s Basement Tapes* (2001), Murray Lerner’s *Festival* (1967), D. A. Pennebaker’s *Don’t Look Back* (1967), Martin Scorsese’s *No Direction Home* (2005), and *Rolling Thunder Review: A Bob Dylan Story* (2015). Access to a music streaming service such as Spotify or Apple Music is required; access to video streaming services such as Netflix and Amazon Prime is strongly recommended.

Communist Cultural Revolutions of the 20th Century*Fall; Grades 11–12**May be taken as a history and social science elective or as a literature elective*

This course begins with understanding the fundamentals of communist and socialist philosophies that lay the foundation for the communist and cultural revolutions of China and Cuba. Students subsequently take deep dives into the revolutions of these two countries, studying the history, literature, art, and societies of these unique cultures whose social upheavals still reverberate deeply in the world in which we live. Ultimately, students question whether

revolutions are an effective means of social change or whether they reproduce the problems of the past in new forms. Required books are a mixture of historical and literary texts.

Ensuring Equity: Women in 21st Century American Culture (MSON)

Spring; Grades 11–12

Prerequisite: US History or Accelerated US History a plus, but not required; MSON’s Establishing Equality strongly suggested, but not required

Taught by: Diane Hotten-Somers

May be taken as a history and social science elective or as a literature elective

At the 2014 VMAs, Beyoncé performed in front of a 20-foot lit sign that read “FEMINISM,” and her performance ignited a flame for intersectional equity that has burned brightly ever since. In this course, not only will we consider, as the course title states, the experience and meaning of women in contemporary American culture, but we will also ask a series of questions to understand these experiences: What aspects of American culture shape the experience of being a woman today? How does focusing on contemporary American women allow us to explore and discover the issues that impact today’s American women? And, how and why is it that a pop culture icon like Beyoncé reignited the flame of feminism in 2014? By reading texts from many disciplines and perspectives (i.e. film, music, sociological theory, fiction, feminist and cultural studies—to name a few) we will look closely at the issues, experiences, and representations that shape American women today. And, while a strict definition of “contemporary” means the here and now, we will take a broader approach to “contemporary” by looking at American women and women’s issues from the past 30 years, making our starting point the beginning of third wave feminism and then coming up to the present. In the end, this course will help us all as a learning community to question, explore, and draw conclusions about the multiple aspects of American culture that give shape and meaning to American women.

Establishing Equality: The History of Feminisms and Gender, 1792–1992 (MSON)

Fall; Grades 11–12

Prerequisite: American history a plus, but not required

Taught by: Derryfield School

May be taken as a history and social science elective or as a literature elective

On January 20, 2021, just over 100 years since women won the right to vote, Ms. Kamala Harris was sworn in as the first female Vice President of the United States of America. What socio-cultural developments occurred to create this historic moment for women? In this course, we will answer this question by focusing on the development of US feminism and feminist theory, the lives and work of American women, and the significance and meaning of ‘sex’ and ‘gender’ at different periods in American history, using the publication date of the first feminist treatise—Mary Wollstonecraft’s *A Vindication of the Rights of Woman*, 1792—as our starting point and ending with the beginning of third wave feminism in 1992. It will explore the intersection of gender with race, ethnicity, sexuality, class, and able-bodiedness by reading essays from scholars of cultural studies, biology, history, philosophy, political theory, literature, and psychology, and viewing films and artwork. Central questions that this course will consider include: Is ‘feminism’ something to believe in or something to do? What is the difference between sex and gender? And, how does gender affect your understanding of who you are as a person? Through the study of historical accounts, theoretical articles, and artistic representations, this course foregrounds gender as a lens through which we can understand our society and ourselves in new and useful ways.

Humans’ Evolving Relationship with the Earth

Grades 11–12

May be taken as a history and social science elective or as a literature elective

Humanity has crossed a critical threshold in the past 70 years whereby the demands we place on the Earth have exceeded the biosphere’s carrying capacity. With increasing awareness of this problem, many people and institutions have begun to wrestle with (and argue over) the question: *How shall we live within the limits that the Earth’s systems impose?* Closely tied to this question are deep concerns about how the progress that has been made toward more equitable access to human rights and opportunities can be advanced or even maintained.

This course applies geographic, scientific, literary, and artistic perspectives to examine critically how

humanity’s answers to the question, *How shall we live?*, affect our lives now and into the future. Global regions of focus include North America, China, Sub-Saharan Africa, and South Asia. Topics include agriculture and food systems, cities, climate, development, industry, health, migration, music, popular culture, technology, trade, and transportation. This course embraces, as much as possible, an emergent curriculum, where students’ interests and concerns inform our individual and collective inquiry.

Law, Culture, and Society

Grades 11–12

May be taken as a history and social science elective or as a literature elective

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

Nuestra America

Grades 11–12

May be taken as a history and social science elective or as a literature elective

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

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

The Power of Story

Grades 11–12

May be taken as a history and social science elective or as a literature elective

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

Summer Reading:

A memoir of student’s choosing

20th Century Middle Eastern History and Literature*Spring; Grades 11–12**May be taken as a history and social science elective or as a literature elective*

Students examine the dissolution of the Ottoman Empire and the resulting formation of the current Middle East and how this geo-political construction laid the foundation for many social changes in the region later in the twentieth century. Subsequently, students study the formation of the State of Israel and the Armenian Genocide, followed by a deep dive into the Iranian revolution of the late 1970s and the Arab Spring of the last decade. These topics are explored using history, literature, and art as ways to further understand the complex societies in which these revolutions occurred. Current issues of the Middle East also are part of course content and ultimately serve as a sound post for answering whether these cultural revolutions effectively changed the societies in which they occurred or reproduced the problems of the past in new forms. The course uses primary source documents, documentaries, poetry, and graphic novels. In addition, students select literature of their choice from a classroom library of Middle Eastern writing to augment their work.

HISTORY AND SOCIAL SCIENCE ELECTIVES

(See also History and Social Science Electives OR Literature Electives on previous pages.)

Advanced Macroeconomics (MSON)*Fall; Grades 11–12*

Prerequisite: Students who have not taken a microeconomics course will need to read some chapters of the text and watch some screencasts prior to the beginning of the class.

Taught by: Severn School

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

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

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

Are We Rome? (MSON)*Spring; Grades 11–12*

Prerequisite or corequisite: US History or Accelerated US History; background in Classics not required

Taught by: Derryfield School

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

We will examine political and social ideologies, privatization, globalization, borders, and exceptionalism. Taking our beginnings from the founding of these two nations, we will discuss the governing practices and bodies, the rhetoric of politics, and the public view of governmental institutions with emphasis on how these progress and change. The course will culminate with analysis of the most recent political and social events in the US and form a final conclusion on our topic. Our class discussions will be centered around primary sources from both Rome and the US. Weekly reading and writing assignments will be required.

Building Empathy, Bridging the Divide: Using Dialogue to Help Heal American Democracy (MSON)

Spring; Grades 10–12

Prerequisite: US History or Accelerated US History, civics, or other relevant history class

Taught by: Waynflete School

Have you ever wondered what it would be like to engage in meaningful conversations with peers from across the political divide? Curious to learn more about how civil and uncivil discourse and actions have shaped the course of US history? Are you willing to challenge your own ideas and beliefs by learning how to listen and speak respectfully with others? Part political philosophy, part US history, and part practical skill building, this class is for anyone interested in a future in law, politics, civil service, or policy. We will use contentious political and social issues to converse with peers from across the country while seeking better understanding of others' perspectives, as well as creating common ground, where possible. Throughout the semester, the class will focus on the following content:

- The origins of western political parties and what they represent today
- The foundations of US democracy from a new perspective, including how moments of civil unrest and civil cohesion have shaped US history
- The implications and consequences of increasingly divisive politics through the lenses of social cohesion, foreign policy, domestic policy, media literacy, economics, and equity
- Whether democracy relies on the notion of “informed citizens” cultivating the habit to respond to something that challenges one’s values or beliefs in a way that invites more information instead of vilifying others, and if so, why this is undervalued in current politics
- Why the political left and political right are so polarized and if there is a way to forge creative solutions to pervasive social issues through dialogue

In confronting these issues, you will hone the skills to engage in dialogue across differences, including self-awareness, perspective-taking and deeper inquiry. You will build your capacity to engage in contentious conversations around issues of politics, religion, social change, etc. and learn how to facilitate and lead these conversations with others. The semester will culminate with a group project in creative collaboration, including proposing possible solutions to pressing issues such as gun control, environmental policy, policing, or any other number of current challenges.

Civil Liberties

Grades 11–12

This course explores the governmental structure, rights, and responsibilities created by the US Constitution and how it is interpreted today. Students apply a critical lens to this document to assess its strengths and weaknesses. Students examine issues of voting, free speech, religion, equal protection, privacy, and criminal procedure to determine the boundaries of safeguarded rights. Students read, listen to, and analyze leading Supreme Court cases and other commentary to develop their conclusions. Current event topics also help to shape the curriculum. Class time centers on student dialogue and debate; all members of the class are expected to contribute actively to discussions. Students participate in local mock trial and moot court competitions and engage in social entrepreneurship projects, identifying social problems and developing ways to effect change. Field trips to the Supreme Court and lower-level courts, as well as a wide range of guest speakers, further enrich students' understanding of the political system. Through the content of the class, students cultivate their analytical, writing, research, oral advocacy, and collaborative skills and become more informed, thoughtful, and engaged individuals.

Text:

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

Summer:

TBD

Diversity in a Global Comparative Perspective (MSON)

Fall; Grades 11–12

Prerequisite: None

Taught by: Canterbury School

This course examines the ways our human family has sought to create, marshal, contest, and maintain identities through culture and relations of power. These identities can be appreciated through lenses of analysis. The course critically engages the traditional “Big Three” lenses of analysis—race, class, and gender—understanding that culture serves as an important backdrop against which these identities emerge. Once students appreciate the important ways the social sciences have engaged with, written about, and debated these three core modes of analysis, the course expands to incorporate other, equally rich, lenses: age, ableism, intellectual diversity, geographic diversity, cognitive and neurological diversity, and the business case for diversity, as well as how to study synergistically intertwined phenomena. Film and critical film studies,

as well as the role colonialism has played in the major conflicts of the last 500 years, each serve to enrich student understandings of diversity.

Dynamics of Political Leadership (MSON)

Fall; Grades 11–12

Prerequisite: None

Taught by: Manlius Pebble Hill School

This course takes an academic approach to understanding great political leaders. While the course will look at leadership across modern history, it will also take a theoretical approach similar to a political science course. The goal is not only to examine the traits and styles of political leaders transcending history, but also to think more critically about the function of leadership in modern society. Essential questions include: How do great political leaders instill a desire in the public to follow them? What are the characteristics of great political leadership? What leadership styles are more effective than others? What personal attributes are required for effective leadership? How do leaders manage crisis situations? And how do the constraints of a political system affect a leader's decisions?

Beginning with a broad examination of leadership qualities and styles, as well as the constraints of political systems, the course then focuses on the contemporary American political system and examines political leadership in “real time.” Using the analytical lenses developed in the first half of the course, students will assess and evaluate political leadership in both the past and the present. The course will culminate with each student conducting a qualitative analysis of a political leader during a crisis.

Economics

Grades 11–12

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

inflation. Upon completion of this course, students should be able to:

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

Students will also use their learning to:

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

Environmental Bioethics—Exploring the Challenges of Local and Global Choices (MSON)

Spring; Grades 11–12

Prerequisite: None

Taught by: Wilmington Friends School

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

Globalization and the Modern World

Grades 11–12

Globalization is very much in the news. After decades of political and economic elites widely agreeing upon globalization's value, those advocates are now on the defensive. But what does globalization actually mean politically, economically, and culturally? How has

it affected societies and individuals—materially, in overall well-being, in the routines of daily life, and in the construction of identities? Through a wide variety of readings, discussions, projects, writing, and activities, students are introduced to and analyze many different aspects of globalization. Through different units, students examine the political economy, how people make culture in the globally connected age, economics and trade, current issues, and they reflect on the impacts of globalization in the USA and the world at large. Students also prepare a case study and research paper on either China’s or India’s globalization. The course uses a variety of assessments, ranging from traditional to unusual.

Introduction to Psychological Theories and Research Grades 11–12

Students learn about how psychological theories help humans make sense of perceptions, understandings, and emotions. The course explores how we interpret and define knowledge, looking particularly at the definitions of epistemology, various psychological movements and theories, and how neuroscience and neurobiology have changed the science of the mind. The ethics of psychological study, as well as the psychology of ethics itself, are considered. Students examine the theories of psychology while also applying these theories to specific cases across human history. They study theoretical frameworks of previous scholars to understand how to interpret psychological phenomena (both that which we now understand and that which remains inexplicable), and they also look at the ways that scientific and technological advancements have changed the understanding of what it means to be human with a conscious mind. In addition, the class covers various psychological research methods and how the goals and methods of psychological studies can frame and bias the results. Students have the opportunity to explore areas of particular interest through project-based assessments and may have the opportunity for original research.

Making Ethical Medical Choices in a Diverse World (MSON)

Fall; Grades 11–12 (occasional 10th, at the recommendation of home school administrator)

Prerequisite: None

Instructors: Wilmington Friends School

The objective of this course is to provide students with the tools and experience necessary to better make difficult, ethical decisions. In order to achieve this, we will study and evaluate critically several different ethical theories including Utilitarianism, Virtue Ethics,

and Deontology. Which framework students choose to use as their guide is up to them, but by the end of this course they should be able to defend their choices and ethical decisions clearly. The course strives to develop a cross conversation between two academic disciplines—philosophy (ethics) and biology (medical research, molecular genetics).

This is a collaborative teaching effort between Joyce Lazier (background in philosophy and ethics) and Ellen Johnson (background in biology and genetics), and an evolution of two previously existing courses. Both teachers will be present for all classes, focusing on the growth that comes from a shared discourse.

Multiculturalism and Social Justice in the American Musical Theatre

Grades 11–12

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

Political Identity, American Democracy, and Civic Engagement (MSON)

Fall; Grades 11–12

Prerequisite: None

Taught by: Waynflete School

Political Identity, American Democracy, and Civic Engagement is a study of our political beliefs and behaviors, the American form of democracy, and what it means to be an engaged citizen. Students will learn how individual citizens form a political identity and how those identities form the foundation of US political culture. We will look at the unique form of government found in the United States and have an opportunity to get involved with contemporary politics in an election year. We will pay particular attention to federalism, the separation of powers, and checks and balances.

The course takes advantage of the broad geographic diversity inherent in the Malone School Online

Network to experience how political ideology and perspectives on democracy differ in various parts of the country. In this course, special emphasis will be placed on engaging in respectful conversation across the political divide.

Positive Psychology (MSON)

*Semester course offered in fall and spring
Grades 10–12*

Prerequisite: None

Taught by: Waynflete School

This course begins by providing a historical context of positive psychology within broader psychological research and helps explain why the field is of particular importance to those in a high school or college setting. Students will be introduced to the primary components and related functions of the brain in order to understand the biological foundation of our emotional experiences. Current research will be used to develop a broader sense of what positive psychology is and is not, and how it can be applied in students' own lives. Additionally, students will gain an understanding of basic research methods and their application to the science of psychology. This course will require substantial reading (sometimes on par with 100 level college courses) and writing. Students will be asked to reflect regularly on their individual experiences in order to integrate course material into their daily lives. One of the key learning outcomes is to have each participant identify his or her own strengths while simultaneously recognizing and respecting the attributes others bring to the course.

The History of Modern Germany: World War I to the Present (MSON)

Spring; Grades 11–12

Prerequisite: None

Taught by: St. Andrew's Episcopal School

Germany has played a major role in the global events of the past century. World War I was fueled by German aggression, and during the interwar period, the failures of the Weimar Republic and the Great Depression led to the rise of Hitler and the Nazi Party. At the end of World War II, a divided Germany became the center of the Cold War that lasted until reunification in 1990. Today, Germany remains at the forefront of many contemporary issues, such as immigration, environmental sustainability, and remembrance culture. In this course, students will investigate the last 100 years of history through a lens of Germany. Students will connect virtually with experts and eyewitnesses while developing a better understanding of the world as they encounter people and ideas that are different from their own.

This course was designed in partnership with the Transatlantic Outreach Program, and students will have access to the most recent scholarship and virtual experiences from within Germany. Founded in 2002, TOP seeks to be the leading provider of curriculum and experiences relevant to contemporary Germany and their partners, include the Foreign Office of the Federal Republic of Germany, The Goethe-Institut, Deutsche Bank, the Robert Bosch Stiftung, and the Siemens Corporation.

Think Global, Debate Local (MSON)

Fall; Grades 10–12

Prerequisite: None

Taught by: Roeper School

Water justice. Gentrification. Housing. Education. Race Relations. Public Safety. Environmental Issues. Is it wrong to shut off water service to households that are delinquent on their water bills? Is access to affordable housing a human right? Should environmental issues take priority over the needs of businesses? Do we have an obligation to help asylum seekers? People all around the world struggle with these and other challenges. In Think Global, Debate Local, we use issues in our own neighborhoods to take deep dives into the facts and philosophies underlying the challenges, values, and perspectives that shape our world on scales ranging from the personal to the global.

The overarching goal of this course is for students to teach each other about important topics in their own neighborhoods, towns, states, and regions, and to use debate as a tool to examine the perspectives surrounding those topics. Other goals include achieving a better understanding of complex issues by taking on and arguing for the viewpoints of various stakeholders, discovering ways to shift from an adversarial to a cooperative relationship when disagreements arise, and understanding the ways different values can be used as filters through which a given issue can be viewed. Please note that this course is geared toward beginning debaters with an emphasis on basic argumentation, not competition, although more experienced debaters are welcome.

Turbulent Times: History of the First Amendment and Dissent During American Wars (MSON)

Fall; Grades 11–12

Prerequisite: Accelerated US History or equivalent suggested

Taught by: Prairie School

Benjamin Franklin once said that “They that can give up essential liberty to obtain a little temporary safety deserve neither safety nor liberty.” An oft-cited

quotation by champions of American civil liberties protections and anti-war activists, Franklin’s passage illustrates how dilemmas regarding the balance between free speech and national security have tested and often perplexed American politicians, courts, and citizens since the inception of the country. During wars, the government reserves the right to draft men into the armed services, confiscate the property of individual citizens, set prices, ration food and fuel, and drastically increase taxes. Viewing them through the prism of the nation’s existential crisis, most citizens accept these compromises on their liberty. Ben Franklin, however, lived in a premodern world devoid of anthrax, drones, Internet communication, and long-range nuclear weapons. The founding fathers could not have foreseen the awesome power nor puissant pressure of commanders-in-chief who, obligated to protect the lives of millions, regularly criticize dissenters. And thus, lines must be drawn between civil liberties and national security—but where?

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

LITERATURE ELECTIVES

(See also History and Social Science Electives OR Literature Electives on previous pages.)

Comparative Literature

Grades 11–12

May also be taken as a Spanish elective

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

Texts:

Camus, *The Plague*
García Márquez, *Crónica de una Muerte Anunciada*
García Márquez, *Ojos de Perro Azul*

Kafka, *The Trial*
Kafka, *The Metamorphosis*
Unamuno, *Abel Sánchez*
Unamuno, *Don Manuel Bueno Mártir*

Viewings:

Abre Los Ojos
Amadeus

Summer Reading:

García Márquez, *Cien Años de Soledad*

Contemporary Black Women Writers

Spring; Grades 11–12

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

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

Texts:

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

Summer Reading:

Evans, *Before You Suffocate Your Own Fool*

Creative Fiction Writing Workshop

Spring; Grades 11–12

This workshop is generative in nature. Students produce short works in response to weekly writing prompts that culminate in an end-of-semester, annotated portfolio. Prompts stem from shared readings by living writers that allow students to approach the modern human experience from a

multitude of perspectives. Topics analyzed to assist writers in their work include, but are not limited to, plot, character, setting, point of view, tone, word choice, style, and voice. Initial workshop sessions are conducted in small groups to share feedback on works-in-progress and later transition to class-wide discussions in which writers receive constructive feedback on completed works.

Creative Nonfiction Writing Workshop

Fall; Grades 11–12

This workshop is generative in nature. Students produce short works in response to weekly writing prompts that culminate in an end-of-semester, annotated portfolio. Students read and respond to shared texts that chart the development of creative nonfiction as a distinct literary genre, beginning with the immersive journalism of the twentieth century and continuing to more recent developments including, but not limited to, confessional writing, speculative nonfiction, personal essay, profiles, criticism, translation, travel writing, and documentary. Topics analyzed to assist writers in their work include, but are not limited to, structure, character, setting, point of view, tone, word choice, style, and voice. Initial workshop sessions are conducted in small groups to share feedback on works-in-progress and later transition to class-wide discussions in which writers receive constructive feedback on completed works.

Creative Writing in the Digital Age (MSON)

Fall; Grades 11–12

Prerequisite: None

Taught by: Severn School

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

audience? The class routine, based around writing, reading, and discussion, will include weekly critiques of student work and required writing, including in some non-traditional, contemporary formats.

Etymology of Scientific Terms (MSON)

Fall; Grades 11–12

Prerequisite: None

Taught by: Winchester Thurston School

The purpose of the course is, to quote the textbook, “By teaching . . . the root elements of medical terminology—the prefixes, suffixes, and combining forms of Greek and Latin . . . not only to teach students modern medical terminology, but to give them the ability to decipher the evolving language of medicine throughout their careers.” This is in many ways a language course and deals with elements that are used to create terms to meet the specific needs of medical scientists. As material is introduced, students will complete practice exercises during each class meeting, as well as complete approximately one quiz per week. Outside of class, students are expected to analyze and define fifty terms each week. Additional material deals with complex etymologies, the history of our understanding of certain aspects of medical science, and relevant material from Greek and Latin texts.

Exploration of Ethics through Literature

Grades 11–12

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

dialogue, creative projects, analytical essays, and facilitating discussions.

Feminism in Film

Fall; Grades 11–12

Students explore various feminisms (i.e. Marxist/capitalist, womanism/Black feminism, eco-feminism, radical feminism), as well as racial identity development, through the study of film. The course is front-loaded with readings that cover racial literacy, feminist theory, and heteropatriarchy, looking at the ways all of these intersect outside of and within people who identify as women. The narrative of “one perspective” is reframed by examining the wide variety of women’s stories within an inclusive gender framework. Essential questions include: How do women directors portray characters across gender in film? What are the differences between movies about women that are written within gender affinity and those written across gender difference? Whose stories are included/excluded? How can social movements like #MeToo and Times Up, as well as inclusion riders, impact the future of movie-making for women? How does diaspora affect storytelling? What role does fantasy play in the construction of worlds for women characters in film? How is film a vehicle for cultural thinking? Students engage in brief analyses (written and verbal) throughout the course. The semester culminates in the creation of an original film treatment that centers gender and race. Some films will be for mature audiences and rated “R”; please discuss any conflicts with the instructor.

Freedom and Identity In LGBTQ Literature (MSON)

Spring; Grades 11–12

Prerequisite: None

Taught by: Severn School

Individualism and liberty are at the heart of American culture. The Declaration of Independence guarantees Americans the right to the pursuit of happiness. And yet the history of LGBTQ people in America has been marked by restriction, discrimination, and even violence. In this course, we will study the rise of queer culture through the twentieth and twenty-first centuries and consider LGBTQ people as a unique embodiment of our nation’s core tenets. What do pride parades have to teach us about what it means to be American? What lessons from the HIV/AIDS epidemic will be important for those living in the wake of the COVID-19 pandemic? We will study pioneers of culture and research, such as Oscar Wilde and Alfred Kinsey, James Baldwin and Lisa Diamond, Audre Lorde and Kimberlé Crenshaw, to discover what it

means to define one’s own identity, even against the demands and expectations of society.

Global Voices of Oppression: Literature for Social Justice (MSON)

Fall; Grades 11–12

Prerequisite: None

Taught by: St. Andrew’s Episcopal School

This semester seminar is designed as a survey of literature that focuses on expressions of oppression. From protest to processing, persecuted populations have created many mechanisms to give voice to their suffering. Books, memoirs, songs, short stories, and documentaries will all be used to discover the power of personal experience. Additionally, the class will explore the ways in which oppressed voices have been instruments in forcing positive social change throughout the twentieth century.

Imagined Worlds: Utopian and Dystopian Visions

Grades 11–12

Is a perfect world possible? What makes a world go wrong? Across the ages, thinkers have grappled with these questions by imagining utopias, ideal societies that lift the human spirit, and dystopias, damaged societies that crush it. Creative artists in our own time have been especially interested in finding answers to these questions because we live in a society that has undergone profound changes stemming from technological and scientific advances, as well as attempts to right long-standing inequities. Students will explore how dystopias and utopias illuminate the promise and peril of our time by examining how their creators use world-building to develop imagined societies and advance their visions. Students will not only analyze these works in critical essays and presentations, they will also work as creators themselves, imagining their own new worlds. Students will craft fictional utopian and dystopian pieces and will bring their visions of a more perfect world to life by designing a social justice campaign. Topics may include utopia within dystopia, technology, bioethics, Afrofuturism, climate, gender, race, sexuality, and class. Possible texts include: *The Dispossessed* by Ursula Le Guin, *Klara and the Sun* or *Never Let Me Go* by Kazuo Ishiguro, *The Fifth Season* by N. K. Jemison, *The Handmaid’s Tale* by Margaret Atwood, *The Power* by Naomi Alderman, *The Parable of the Sower* or *The Parable of the Talents* by Octavia Butler, *Cat’s Cradle* by Kurt Vonnegut, *1984* by George Orwell, the films *Us* and *Black Panther*, and episodes of *Black Mirror*, as well as selected short stories, poems, art works, and videos.

“It Is Better to Speak”: One Hundred Years of Women Writing for Change (MSON)

Spring; Grades 11–12 (occasional 10th, at the recommendation of home school administrator)

Prerequisite: None

Taught by: University School of Nashville

In her poem “A Litany for Survival,” Audre Lorde writes, “when we speak we are afraid / our words will not be heard / nor welcomed / but when we are silent / we are still afraid / so it is better to speak.” In this course, we will read the words of women writing over the last century to highlight the injustices experienced by women in their societies and to envision a world in which women could find a more equitable place. Recognizing the intersectional nature of women’s experience, we will be sure to read work by women from different backgrounds, paying attention to the way that factors such as sexual orientation, economic class, ethnic identity, or religious affiliation may distinguish one woman’s experience from another’s. We will begin with foundational nonfiction texts such as Virginia Woolf’s “A Room of One’s Own” and Alice Walker’s “In Search of Our Mother’s Gardens,” then move on to fiction, poetry, and plays by writers such as Zora Neale Hurston, Tsitsi Dangaremba, Isak Dinesen, Gwendolyn Brooks, Adrienne Rich, Audre Lord, Muriel Rukeyser, Margaret Atwood, Joy Harjo, Carol Ann Duffy, Caryl Churchill, Maxine Hong Kingston, Gish Jen, and Octavia Butler.

In response to their reading, students will have the opportunity to write not only expository essays analyzing the texts that we read, but also personal essays founded in their own experiences. Interested students may also choose to explore the possibilities of creative expression by writing their own poems or short stories.

Literature and Theories of Knowledge

Grades 11–12

In this philosophy-based literature course, students develop a coherent approach to learning and understanding through thoughtful inquiry into different ways of knowing and different types of knowledge. They focus on how reality is perceived with emphasis on Plato’s and Aristotle’s doctrines. Students question their assumptions about reality through diverse philosophical and literary texts and try to answer this seminal question: What level of certainty, if any, can I assign to a given assertion of knowledge? Through diverse readings in various genres, students reflect on their own experiences as learners and discover how different academic disciplines are interconnected. They read literary works that explore

realms of knowledge spanning the arts to mathematics and make connections between and across ways of knowing and areas of knowledge. They read a combination of excerpts from philosophical works and complete works from various literary genres. Studied philosophers include Aristotle, Cantor, Descartes, DuBois, Frege, Gödel, Heidegger, Hume, Kierkegaard, Kant, Leibniz, Locke, Machiavelli, Maimonides, Nietzsche, Pascal, Plato, Rousseau, Russell, Sartre, Wittgenstein, and Zara Yacob.

Texts:

Carroll, *Through The Looking Glass*

Doxiadis, *Logicomix: Epic Search for Truth*

Hesse, *Narcissus and Goldmund*

Kiros, Zara Yacob, *Rationality of the Human Heart*

Mann, *Death in Venice*

Murakami, *Hard-Boiled Wonderland and the End of the World*

Machiavelli, *The Prince*

Summer Viewing:

Andy and Lana Wachowski, *The Matrix*

Nolan, *Inception*

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

May also be taken for a world languages credit

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

Orwell's Exigence: Writing for an Urgent Moment (MSON)

Fall; Grades 11–12

Prerequisite: English 9 and 10, or an equivalent writing class, strongly recommended

Taught by: Brownell Talbot School

“As I write, highly civilized human beings are flying overhead, trying to kill me.” No writer was more effective than George Orwell in transforming a moment of social or existential crisis into an occasion for writing. Most students only encounter Orwell through his deeply allegorical novella *Animal Farm* (1945) or his prescient dystopian novel *1984* (1949), and thus, he often carries the image of an author writing around, but not directly about, his moment in history. Yet, prior to these late-career works for which he is best known, Orwell was first and foremost a chronicler of the conflicts and controversies of the first half of the twentieth century, as both a journalist and an essayist. This class will pose Orwell as the most incisive and insightful writer of prose in the English language by focusing on his short- and long-form nonfiction, including his ethnographies of poverty (*Down and Out in Paris and London*, 1933), exploited labor (*The Road to Wigan Pier*, 1937), and fascism (*Homage to Catalonia*, 1938). Using Orwell as paradigm for writing rooted in lived experience, this course sets its sights on mastering the craft of prose in a variety of forms, including traditional journalism, personal reflection, creative nonfiction, and critical analysis.

Philosophy in Pop Culture (MSON)

Spring; Grades 11–12

Prerequisite: None, but some familiarity/experience with logic helpful

Notes: Netflix subscription required

Taught by: Canterbury School

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

The Fiction of James Joyce (MSON)

Spring; Grades 11–12

Taught by: Porter-Gaud

Prerequisite: English 9 and 10 or the equivalent

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

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

The Question of Evil from Voltaire to Camus (MSON)

Grades 11–12

Prerequisite: Francophone Cultures or equivalent

Taught by: Maret School

May also be taken for a world languages credit

Students explore how Francophone literature represents and makes sense of the manifestation of evil in the modern world. From *Candide*'s satirical treatment of theodicy and optimism to *The Plague*'s absurdist yet hopeful approach, students examine the many facets of evil, how they face it, and its sources. Students also explore in detail the historical events that frame their readings, with a particular emphasis on the impact those events have had on the arts and philosophy. By the end of the year, students will possess the skills to read any literature that might be presented to them in college; to write a cohesive, well-articulated academic paper in French that is linguistically fluid and intellectually inquisitive; to deliver a TED Talk-style presentation on a literary or philosophical topic. Readings include: *La peste* (Camus), *Huis-Clos* (Sartre), *Antigone* (Anouilh), *Le Horla* (Maupassant), *Tous mes amis* (Ndiaye), *Candide* (Voltaire), *Le Petit Prince* (Saint-Exupéry). *This class is conducted entirely in French.*

Watching the Watchmen: The Role of Detective Narratives in a Carceral Culture (MSON)

Fall; Grades 12

Prerequisite: None

Taught by: Manlius Pebble Hill School

Writing about the hard-boiled detective novel he helped to invent, Raymond Chandler wrote, “down these mean streets a man must go who is not himself mean...” This course investigates the cynicism and grittiness of detectives in relation to national incarceration rates. Is this relationship coincidental, or does our national fixation with hero detectives, warrior cops, and batmen suggest something more complex at work? Students in this class will examine portrayals of crime and crime fighting in fiction and film as a way of interrogating our national culture’s understanding of itself in relation to crime and policing.

MATHEMATICS

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

Chair: Dr. Berook Alemayehu

See chart on page 45 for sequence of math courses.

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

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

Geometry

Students learn about the patterns and shapes that form the foundation of the physical world. They explore two- and three-dimensional shapes and participate in inquiry-based activities that require a synthesis of ideas. Students make conjectures and prove theorems using algebra and coordinate geometry. They practice skills while studying patterns, points, lines and angles, triangles, trigonometry, quadrilaterals, polygons, circles, and solids.

Advanced Geometry

Students are challenged with complex problems that require creative thought and a willingness to persevere when solutions are not apparent. They focus on the development of algebraic and geometric problem-solving strategies, and effectively and efficiently communicate through oral presentation of their work.

Algebra 2 and Trigonometry

Students deepen their understanding of functions. They explore several families of functions—including exponential, polynomial, rational, and trigonometric—and observe how these functions behave similarly to one another and how they are unique from one another. The course is designed to foster in students a deep conceptual understanding of functions and their applications.

Advanced Algebra 2 and Trigonometry

Students explore a variety of functions—exponential, quadratic, polynomial, rational, and trigonometric—with a focus on the patterns in function behavior. Students apply their knowledge to unique problems that do not lend themselves to an algorithm. Students examine the applications of functions using labs, videos, and interactive websites. They develop learning strategies, critical-thinking skills, and problem-solving techniques vital in a data-driven world.

Accelerated Algebra 2 and Trigonometry

Students take part in a rigorous, enriched survey of advanced algebra concepts, skills, and applications. They undertake an in-depth study of functions, including exponential, quadratic, polynomial, rational, and trigonometric. Ideas are introduced and reviewed as students progress through discovery activities and grapple with interesting, non-routine problems. Students analyze the graphs of functions as visualizations of mathematical models. They are challenged to stretch their mastery of skills by applying knowledge to novel situations.

Precalculus

Students reinforce and extend their problem-solving and analytical skills. They continue to explore families of functions, focusing on the relationships between functions and their inverses. They study probability and statistical measures. Students explore sequences and series with an emphasis on making connections to function behavior that has already been explored. The course culminates in a survey of the fundamental ideas of calculus.

Advanced Precalculus

Students gain a deep understanding of the fundamental concepts and applications of functions, focusing on the relationships between functions and their inverses. Students build upon their knowledge to creatively incorporate algebraic and geometric concepts when solving novel problems. Students dive into the study of probability and statistics, exploring data displays,

descriptive statistics, and probability theory. The course culminates in a survey of the fundamental ideas of calculus.

Accelerated Precalculus

Students continue to explore families of functions, focusing on the relationships between functions and their inverses. Using a problem-solving format, students work on challenging, multistep problems, using geometry, trigonometry, and algebraic skills. They learn about matrices, parametric equations, and polar coordinates as they explore new ways to convey mathematical ideas. Students engage in lively dialogue and exhibit conceptual understanding. Students dive into the study of probability and statistics, exploring data displays, descriptive statistics, probability distributions, and regression. The course culminates in a survey of the fundamental ideas of calculus.

Advanced Statistics

Prerequisite: Precalculus (prior or concurrent)

Students explore topics in modern statistics including data displays, regression analysis, hypothesis tests, and survey design. Students construct and critique arguments based on empirical evidence, construct data sets of their own, and apply statistical techniques to produce their own research. Students work with Maret lower school students as Math Buddies, reinforcing their own understanding of mathematics concepts by explaining them to young children.

Calculus

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

Advanced Calculus

The ancient Greek philosopher Heraclitus said, “The only constant is change.” Students learn the basic mathematical methods used to analyze phenomena that change. Through the study of limits, derivatives, integrals, and differential equations, students model profit maximization, particle motion, and volume optimization.

Accelerated Calculus

This college-level course is a study in single-variable calculus. Students explore differentiation and its applications, integration techniques and problems using the integral, differential equations, and infinite sequences and series.

Multivariable Calculus

Grades 11–12

Prerequisite: Accelerated Calculus or equivalent

Taught at Maret and offered as an MSON course; MSON section taught by Stanford Online High School

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

Linear Algebra (MSON)

Fall; Grades 11–12

Prerequisite: Accelerated Calculus or equivalent

Taught by: Indian Springs School

A standard treatment of linear algebra as presented to university-level science and engineering majors. Course topics will include row-reduction, matrix equations, linear transformations, matrix operations, invertibility, subspaces of Euclidean space, dimension, rank, determinants (elementary product definition, expansion by minors, and row-reduction), vector spaces, null and column spaces, linear independence, bases, change of basis, eigen-theory, algebraic and geometric multiplicity, diagonalization, inner product, length, orthogonality, orthogonal sets, projections, the Gram-Schmidt process, QR-factorization, and the method least-squares. Basic programming in Python will be introduced and used to reinforce concepts and speed-up some of the more mundane computations characteristic of linear algebra. Regular problem sets will allow the students to practice and master the techniques introduced in class. Topic mastery will be exhibited through written and oral exams and group projects. Prior programming experience is not expected.

Math Seminar 1 (MSON)

Fall; Grades 10–12

Prerequisite: Accelerated Calculus or equivalent; Linear Algebra and/or Multivariable Calculus recommended (prior or concurrent); placement process may be required

Taught by: Hopkins School

This course is designed for those students who have successfully completed Linear Algebra and Multivariable Calculus (in MSON or outside). The college-level topics are chosen according to the interests of the students and the instructor and may include subjects such as differential equations, dynamical systems and chaos, number theory, complex analysis, topology, combinatorics, or the history of mathematics. Faithful to the idea of a seminar, the course requires students to be responsible for much of the mathematical inquiry. They may be expected to write papers, give presentations, create class investigations, solve problem sets, and lead class discussions.

Math Seminar 2 (MSON)

Spring; Grades 10–12

Prerequisite: Math Seminar 1 (Fall)

Taught by: Hopkins School

This course is designed for those students who have successfully completed Linear Algebra and Multivariable Calculus (in MSON or outside). The college-level topics are chosen according to the interests of the students and the instructor and may include subjects such as differential equations, dynamical systems and chaos, number theory, complex analysis, topology, combinatorics, or the history of mathematics. Faithful to the idea of a seminar, the course requires students to be responsible for much of the mathematical inquiry. They may be expected to write papers, give presentations, create class investigations, solve problem sets, and lead class discussions.

A Mathematical Modeling Approach to Social Justice (MSON)

Spring; Grades 11–12

Prerequisite: Precalculus (prior or concurrent)

Taught by: Mounds Park Academy

The main purpose of this course is an introduction to mathematical modeling through graphical, numerical, symbolic, and verbal techniques. We will focus on data from and explore social justice issues such as the wealth gap, achievement gap, climate change and others. We will use elementary functions (polynomial, exponential, logarithmic, etc.) to build models and

address questions with the goal of developing scientific reasoning and problem-solving skills. Students will also use technology in a range of ways to effectively communicate their hypotheses and conclusions.

Advanced Applied Math Through Finance (MSON)

Spring; Grades 11–12

Prerequisite: Algebra 2 (any level)

Taught by: Severn School

This one-semester course will provide students a mathematical and conceptual framework with which to make important personal financial decisions using algebraic tools. Specifically, the class will investigate i) the time value of money (i.e., interest rates, compounding, saving and borrowing) using exponential functions; and ii) the characteristics and risk/reward tradeoff of different financial instruments/investments, such as stocks, bonds, and mutual funds, using algebra, probability, and statistics. Other financial algebra topics selected with student input may include financial accounting, depreciation methods, and foreign currency exchange.

The course will stress use of the TI-83/84 calculator, Excel spreadsheets, and iPad apps. Students should be comfortable with exponential growth models and, preferably, the concept of the number e for continuous compounding. They should be willing to exhibit an interest in mathematical reasoning and display a hefty dose of curiosity about the language and problem-solving nature of personal finance.

Vector Calculus (MSON)

Spring; Grades 11–12

Prerequisite: Accelerated Calculus or equivalent;

Linear Algebra preferred

Taught by: Indian Springs School

An accelerated approach to vector calculus intended for future math, physics, and CS majors. Course topics include generalized vectors, functions of several variables and partial derivatives, the gradient, optimization including gradient descent, potential functions and conservative vector fields, line integrals, double and triple integrals, cylindrical and spherical coordinate systems, surface area, divergence and curl, Greens Theorem and Stokes Theorem, and general change of coordinates. Time-permitting, differential forms will be introduced.

PERFORMING ARTS

Requirements: Grade 9: 1 credit in performing arts or visual art; Grades 10–12: 1 additional credit in performing arts, visual art, or tech/computer science (Exception: double-language students satisfy their two credits during grades 10–12, 1 credit must be in the arts, the other may be in the arts or tech/computer science)

Chair: Charles Owens

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

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

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

All performing arts courses are full year, one credit.

CHORUS AND BAND

Concert Choir

Grades 9–12

Prerequisite: No audition is required; students new to Concert Choir must meet with the teacher for a singing placement to determine their voice part.

Students refine their vocal ability and enhance their sense of style. They study sight-reading, solo singing, and performance techniques while exploring a varied repertoire in accompanied and a cappella works. Students participate in two major on-campus concerts, off-campus performances, and a short tour with the upper school Concert Band/Strings during ISW.

Concert Band/Strings

Grades 9–12

Prerequisite: All students should have two or more years experience playing a standard string, wind, or percussion instrument or departmental approval.

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

FILM AND THEATRE

Film Production

Grades 9–12

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

Performance Studies

Grades 9–12

Open to all students, including those who have previously taken Basic Acting in 9th grade.

In this interdisciplinary class, students examine the greater world through performance. They continue to build acting techniques and explore all aspects of performance, including dance, music, and theatre. Students learn the basics, such as how to analyze a script and dig deeper into character objectives and motivation. The course also provides a lens to reflect on our society and the role performance plays in interpreting and processing deeper meaning. In addition to working with different types of monologues and scenes, students write and create their own performance pieces that explore their individual passions. They perform regularly for the class and finish the year with a group performance in front of a small audience.

Introduction to Technical Theatre

Grades 9–12

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

Advanced Technical Theatre

Grades 10–12

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

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

PHYSICAL EDUCATION/ ATHLETICS

Chair: Liz Hall

OVERVIEW

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

The school year is divided into three athletic seasons. Students partake in a combination of physical education and/or interscholastic team sports 11 of the 12 seasons between Grades 9 and 12. Students who successfully complete 11 seasons may choose a one-season exemption during senior year. An exception is made to this requirement for students who participate in two Maret team sports in one year: these students have the option of taking the third season off.

Interscholastic Team Sports

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

Fall

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

Winter

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

Spring

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

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

Physical Education and Lifetime Activities

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

Fall

Strength and Conditioning
 Yoga

Winter

Strength and Conditioning
 Upper School Musical Cast
 Yoga

Spring

Step Team (student run group)
 Strength and Conditioning
 Yoga

Independent Physical Education

Prerequisites: Department approval

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

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

SCIENCE

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

Chair: *Reyna Pratt*

See chart on page 46 for sequence of science courses.

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

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

Maret has three fully equipped upper school science labs. Most science courses are laboratory-based, and all require critical analysis and the application of mathematics at a level appropriate to the course. Technology is used to enhance data collection and analysis.

BIOLOGY**Biology 9***Grade 9*

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

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

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

Biology 11/12*Grades 11–12*

Using evolution as the unifying theme, students study human biology with a focus on the biological interactions that take place in cells, whole-animal systems, and host-pathogen relationships. The class explores the importance of structure–function relationships of cells, genetics, anatomy, and ecology, with an emphasis on human health and disease. Lab work illustrates key concepts and develops analytical and reasoning skills. Students organize and assimilate large amounts of material into coherent dynamic models that represent human biology at multiple levels of scale from cells to ecosystems.

Advanced Biology*Prerequisite: Chem Study*

Students come to understand biology in the context of evolution and homeostasis from the molecular to the organismal levels, to develop their analytical thinking skills as biologists, and to prepare for introductory college-level biology. Laboratory work supports key concepts throughout the year and helps students sharpen their data interpretation/analytical thinking skills. Six weeks of lab work are devoted to *Drosophila melanogaster* crosses and the interpretation of the results. Advanced Biology is a content-heavy course

that requires both assimilation of core knowledge and an ability to apply that core knowledge to demonstrate an understanding of how the biological world operates. It also heavily promotes independence and personal responsibility for the students to organize their study habits to best comprehend the challenging material.

CHEMISTRY**Chem Study**

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

- Basic stoichiometric relationships
- Gases and their ideal behavior
- The modern atomic model
- The periodic table
- Bonding and molecular structure
- Equilibrium
- Acid-base reactions

Students use laboratory experiments to understand and reinforce principles of chemistry.

Advanced Chemistry*Prerequisites: Chem Study*

Taught at the college level, this course covers topics included in the AP Chemistry Curriculum. Students learn essential lab techniques necessary for college science. They work independently, in small groups, and with lab partners. Lab work constitutes about 30 percent of the course. Topics covered include an in-depth study of equilibrium, thermodynamics, kinetics and bonding, quantum mechanics, acid base chemistry, and electrochemistry. College-level lab experiments involve acid-base titrations, qualitative analysis, gravimetric analysis, redox titrations, spectrophotometry, and other techniques.

PHYSICS**Physics with Algebra**

Students develop a strong understanding of fundamental physics topics and their applications to everyday science through hands-on laboratory exercises and activities, problem-solving using algebra, and group discussions of concepts seen in

the physical world. They delve into many branches of classical physics, including motion and energy; the nature of waves, light, and sound phenomena; and electricity. Students receive ongoing support in note taking and organization, as well as a great deal of practice in solving multistep problems. At the end of the year, students practice additional problem-solving techniques and review chemistry concepts in preparation for Chem Study the following year.

Physics A

Corequisite: Precalculus, Calculus, or Advanced Calculus

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

Advanced Physics B

Corequisite: Advanced Precalculus, Accelerated Precalculus, or Advanced Calculus

Students are exposed to classical mechanics, electrostatics, and circuits on a level similar to that presented in an introductory college physics course. Study of the underlying concepts of physics, multistep problem-solving, and applications to the real world are emphasized. Students will learn to use graphical and algebraic representations of functions to model the physical world, make predictions, and discover patterns. Labs and lecture demonstrations occur throughout the course and involve qualitative and quantitative analysis of experimental results. Topics covered include the graphical description of motion, constant acceleration, two-dimensional motion, forces and Newton's Laws of motion, conservation of energy, electrostatics, and circuits.

Accelerated Physics C: Mechanics

Corequisite: Advanced Calculus or Accelerated Calculus or beyond

This fast-paced, mathematically rigorous college-level introduction to physics is intended for students likely to pursue college science or engineering. Students study classical mechanics, the analysis of motion, Newton's laws, projectiles, momentum, friction, springs, energy, gravity, and rotational motion. Students demonstrate their understanding by making predictions, solving problems, and performing labs. Labs occur every two weeks and emphasize finding and analyzing patterns

in data. Students will apply the concepts of derivatives and integrals where applicable.

ELECTIVES

Advanced Environmental Science

Prerequisites: Biology and Chem Study

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

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

Students achieve a deeper understanding of current environmental issues and improve their ability to rationally judge environmental arguments.

Advanced Topics in Chemistry (MSON)

Spring; Grades 11–12

Prerequisite: Chem Study or equivalent

Taught by: Maret School

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

Throughout the semester, we also explore the history and life events of scientists who discovered the chemical elements and have impacted the history of the world through chemistry. In independent projects, students will explore the periodic table for daily applications and technologies, from cell phones to photovoltaic cells to medical treatments. This course

will be heavy in applications and theory, with less of the traditional problem-solving found in other courses.

Biotechnology: Techniques and Applications

Fall; Grades 11–12

Prerequisites: Biology, Chem Study

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

CSI: MSON—Forensic Science

Spring; Grades 11–12

Prerequisite: Completion or concurrent enrollment in Chem Study or Biology 9 and Algebra 2 or equivalents

Notes: Lab kit required (sent by teacher)

Taught by: Trinity Preparatory Day School

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

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

Fall; Grades 11–12

Prerequisite: Any Maret upper school physics course

Corequisite: Advanced Calculus or equivalents

Taught by: Hopkins School

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

Genetics and Genomics (MSON)

Fall; Grades 11–12

Prerequisites: Chem Study and any Maret upper school biology course or equivalents

Notes: Laptop required

Taught by: Manlius Pebble Hill School

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

Introduction to Organic Chemistry (MSON)

Fall; Grades 11–12

Prerequisite: Chem Study

Taught by: Maret School

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

Lab Research in Biology

Spring; Grades 11–12

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

In this laboratory-based class, students learn the practical implementation of the scientific method as applied to an experiment of their own design. The nematode *Caenorhabditis elegans* is studied as an example of a fundamentally important eukaryotic model system while the fruit fly *Drosophila melanogaster* is used for simple research based experiments later in the term. An introduction to PubMed and the critical reading of primary literature assist the students' developing understanding of the importance of a sound hypothesis. Students discuss several real-world experimental designs before designing an appropriately controlled experiment, preferably using one of the model organisms. They employ the same processes used by working scientists to conduct a valid study. Students produce data that can be quantitatively analyzed for its biological implications rather than a demonstration of a fundamental principle. Students must be self-motivated as daily and active class participation is required.

Modern Physics and Space Topics

Spring; Grades 11–12

Prerequisite: Algebra 2 and Trigonometry

Using Einstein's revolutionary ideas as a framework, students examine mind-boggling topics in modern physics such as special relativity, quantum physics, and general relativity, and how they apply to space science. Examples of these ideas include the Twin Paradox, wave-particle duality, black holes, exoplanets, and the search for extraterrestrial life. Students engage in labs and work on independent projects throughout the semester.

Waves, Optics, and Musical Physics

Fall; Grades 11–12

Prerequisite: Algebra 2 and Trigonometry

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

SUMMER ELECTIVE

Subtropical Zone Ecology

Rising Grades 10–12

Vieques, Puerto Rico

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

Tech/Computer Science

Requirements: Tech/Computer Science courses may be used instead of an additional arts course to fulfill the second arts and techn/computer science requirement.

Director of Academic Tech/Computer Science:

Erika Eason

Courses in the Tech/Computer Science department focus primarily on developing and reinforcing computer science skills. Introductory courses explore the fundamentals of programming; more advanced courses build on those core skills and delve deeper into their applications. Coursework is usually project-based, centering on student demonstration of mastery of computer science skills through completion of varied individual and group projects.

Python

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

Web Design and Development

In this project-based course, students learn HTML, CSS, and JavaScript in order to plan, design, and implement effective webpages. Students enhance webpages with the use of page layout techniques, text formatting, graphics, images, and multimedia, eventually producing a functional, multipage website.

Computer Science: Solving Problems with Computational Methods (MSON)

Spring; Grades 10–12 (Students must have maturity and time management to succeed in a project-based, independent course.)

Prerequisite: None

Notes: Students will need access to a laptop and other devices and equipment, up to about \$100.

Taught by: Waynflete School

This project-based course will teach computational thinking skills through problem-solving in computer science. Students will choose real projects based on their interests in the arts, humanities, STEM, and the world around them and then leverage the power of computer science to approach them. For example, students might design a website to bring attention to an issue in their communities, create a game that addresses a real-world issue, draw on big data to answer an environmental or historical question, compose music through code, or code a 3D scene in virtual reality to convey an emotion.

For each project, students will break down a problem into pieces, build a sequence of steps to solve the problem, and translate those steps into a digital or technological solution. Students will work independently, as well as collaboratively in groups, give one another feedback, and discuss/debate ethical questions related to current topics in computer science and the world. The course is suited for students who wish to gain exposure to computational methods, coding, and other tools of computer science and those who wish to take their skills in these areas to a new level and apply them.

Data Structures and Design Patterns (MSON)

Grades 11–12

Prerequisite: Computer Science and Programming in Java or equivalent experience with the Java programming language

Notes: Laptop required

Taught by: Chadwick School

This course is a yearlong course that will give advanced students the strong foundation needed to build complex applications using object-oriented principles and the skills needed to gain a top-level

internship at a tech firm. This course covers the design and implementation of data structures, including arrays, stacks, queues, linked lists, binary trees, heaps, balanced trees (e.g. AVL-trees), and graphs. The course will also serve as an introduction to software design patterns. Each pattern represents a best practice solution to a software problem in a specific context. The course covers the rationale and benefits of object-oriented software design patterns. Numerous problems will be studied to investigate the implementation of good design patterns. Students will receive assistance in crafting an effective resume and go through sample interview questions.

Independent Study: Special Topics in Computer Science

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

Visual Art

Requirements:

Grade 9: 1 credit in visual art or performing arts;

Grades 10–12: 1 additional credit in visual art, performing arts, or tech/computer science

(Exception: Double-language students satisfy their two credits during grades 10–12, 1 credit must be in the arts, the other may be in the arts or tech/computer science.)

Chair: Cynthia Hutnyan

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

The program instills an appreciation of historical and contemporary art and how artists communicate diverse ideas and experiences. Across all grade levels,

students acquire the vocabulary used for analysis, interpretation, and discussion of art. Students further their understanding of the historical, technical, and aesthetic aspects of artistic expression through visits to the many museums and galleries in the DC area. The critical thinking and creative problem-solving that we nurture in our K–12 students are lifelong skills that are essential to both their artistic growth and personal development.

All art courses, except computer graphic courses, run a full year and are open to all students in Grades 9–12 provided prerequisites are met. Computer graphic courses are for one semester only. Students may take up to four years in a particular area or discipline, advancing from level 1.0–4.0, or select courses from different disciplines. Students are often in classes with mixed levels of experience, providing the opportunity for an exchange of ideas across all levels, as well as exposure to more advanced concepts for the less experienced student. Teaching is differentiated for the various levels within a class, and students are evaluated accordingly.

CERAMICS

1 credit

Ceramics 1.0–1.5

Prerequisite: 0–0.5 credit in ceramics

Students explore the various uses of clay as an art medium. They learn the fundamentals of working with clay within both functional and sculptural approaches. Students are introduced to various clays, glazes, and finishing techniques, using the hands-on techniques of coil, slab, press molds, modeling, and the potter's wheel. They develop a strong sense of design and craftsmanship and the beginnings of a personal direction in clay.

Ceramics 2.0–2.5

Prerequisite: 1.0–1.5 credits in ceramics

Students embark on an in-depth study of the technical and conceptual aspects of clay work. Building on previous skills, students expand their knowledge base and understanding of a variety of clays, glazes, and finishing techniques within both functional and sculptural approaches. This class introduces advanced uses of plaster molds, coil, slab, modeling, extruded, and potters' wheel methods of clay construction as students tackle more challenging assignments. Students

are expected to develop a personal direction in clay, acquire a strong sense of design and craftsmanship, and an understanding and appreciation of the expressive potential of clay.

COMPUTER GRAPHICS

0.5 credit

Two progressive semester courses are offered each year in Adobe Photoshop and Graphic Design and in Illustrator and Graphic Design. Students in both levels will attend class together, and teaching will be differentiated based on prior coursework in this area. Students may opt to take one or both courses.

Adobe Photoshop and Graphic Design 1.0

Fall

This introductory semester course focuses on 2D design, Adobe Photoshop editing, and various graphic design software to manipulate and alter existing images and text. Students are introduced to Adobe Creative Cloud and use this industry-standard software for photo editing and publication. Graphic design software allows students to combine text and images for newsletters, newspapers, logos, and advertising. The class focuses on the creative aspects of developing graphic design and digital images as art projects.

Adobe Photoshop and Graphic Design 2.0

Fall

Prerequisite: 0.5 credit in Adobe Photoshop and Graphic Design

Students continue to create original artwork while building on their previous graphic design skills. Projects focus on advanced uses of graphic design and photo editing software. Student expectations are higher, and assignments are increasingly more complex. This course culminates with the production and printing of a final portfolio demonstrating a high level of skill and content.

Adobe Illustrator and Graphic Design 1.0

Spring

This introductory semester course focuses on graphic design using Adobe Illustrator and 2D design software to create new imagery. Students are introduced to Adobe Creative Cloud and use this industry-standard software for illustration and design. Illustrator allows students to create and design graphic images. Assignments develop drawing and illustration skills within projects that may include cartoons, charts, diagrams, graphs, logos, and illustrations.

Adobe Illustrator and Graphic Design 2.0*Spring**Prerequisite: 0.5 credit in Adobe Illustrator and Graphic Design*

Students explore advanced uses of Adobe Illustrator and 2D design software while completing a series of assignments that expand their graphic skills. Projects focus on developing mastery over the program software tools to create original drawings and illustrations. This course culminates with the production and printing of a final portfolio demonstrating a high level of skill and content.

DRAWING AND PAINTING*1 credit***Drawing and Painting 1.0–1.5***Prerequisite: 0–0.5 credit in Drawing and Painting*

Students build foundational drawing and painting skills, using a variety of techniques and materials, such as graphite, charcoal, pastels, color pencils, acrylic, and watercolor paints. Through a series of assignments, students have the opportunity to work from the life-model, still life, landscape, and abstraction. The fundamentals of drawing from direct observation are an important part of this course. In addition to class assignments, students maintain a sketchbook in which they develop their technical, conceptual, and imaginative skills.

Drawing and Painting 2.0–2.5*Prerequisite: 1.0–1.5 credits in Drawing and Painting*

This course offers continued study of the materials and concepts of drawing and painting to further an awareness of space, image, and color. While drawing remains the basic organizer of thought and composition, a range of materials are explored, as well as representational and non-representational subject matters. Landscape, still life, the figure, and abstraction are sources of visual material for creative personal research. Class critiques enable students to develop the analytical ability to evaluate their work. Students maintain a sketchbook in which they will develop their technical, conceptual, and imaginative skills.

MIXED MEDIA*1 credit***Mixed Media 1.0–1.5***Prerequisite: 0–0.5 credit in Mixed Media*

Students are exposed to the expressive possibilities of a variety of materials and techniques. Classes are devoted to both observational drawing and concept-based projects, using combined media approaches. Student drawings are often used as a springboard to explore and experiment with combinations of materials. Maintaining a sketchbook in which students develop their technical, conceptual, and imaginative skills is a strong component of this course. Class critiques will be ongoing throughout the year and combined with individual instruction and feedback.

Mixed Media 2.0–2.5*Prerequisite: 1.0–1.5 credits in Mixed Media*

In the second year of this course, assignments are more concept based and require students to delve deeper into their ideas, further exploring a wide range of materials, techniques, and mixed media applications. At this level, students are also expected to continue expanding their skillset while forming a personal area of investigation. Class critiques enable students to develop the analytical ability to evaluate their work. Maintaining a sketchbook in which students hone their technical, conceptual, and imaginative skills is a strong component of this course.

PHOTOGRAPHY*1 credit***Photography 1.0–1.5***Prerequisite: 0–0.5 credit in photography**Loaner cameras available for this course*

Students study photography as both an art and a craft and learn to express their creative ideas with imagination and clarity. Using both digital and darkroom-based processes (COVID permitting), they master camera controls, lighting, and composition in their in-depth explorations of portraiture, landscape, and experimental photography. Assignments help students understand and interpret historical and contemporary trends and practices and apply their skills towards developing a personal vision.

Photography 2.0–2.5

Prerequisite: 1.0–1.5 credits in photography

Loaner cameras available for this course

Students further develop their skills and ideas within longer-term projects and short photo series. Continuing to explore both digital and darkroom-based processes (COVID permitting), advanced students move beyond fundamentals of technique towards building a portfolio that demonstrates personal vision and sensibility. Assignments help students improve their ability to develop ideas and make them visual through effective combination of form and content. Assessment expectations will take into consideration students' past experience and growing proficiency.

Photojournalism and Documentary 1.0

Loaner cameras available for this course

Students study photography as a form of powerful communication about people and the world. Using both digital and darkroom-based processes (COVID permitting), they master camera controls, lighting and composition in their in-depth explorations of various subject matter. Students learn about images within the role of media, and the difference between shooting for the needs of editorial publications (photojournalism) and personal, subjective explorations of a topic (documentary). Assignments may include portraits, school/community news, sports, photo essays, and other investigations of real-world subjects that interest the student.

Photojournalism and Documentary 2.0

Prerequisite: Photojournalism and Documentary 1.0

Loaner cameras available for this course

Advanced students develop longer-term projects and photo essays that demonstrate more advanced skills and ideas. Continuing to focus on photography as visual storytelling, students may use digital and darkroom-based processes (COVID permitting) in expressing those ideas with increasing power and control of craft. Students learn to push the boundaries of media photography, whether shooting for an editor (photojournalism) or for themselves (documentary). Assignments help direct the student toward a portfolio that reflects students' growing proficiency, expression, and understanding of visual narrative.

PUBLICATION DESIGN

1 credit

Publication Design 1.0

Students learn to create layouts for print and web that are visually compelling and communicate content through effective design elements and solutions. The interdisciplinary approach focuses on such fundamentals of print design as fonts, color, using images/graphics, visual consistency and flow, etc. Hands-on practical skills include taking, editing, and managing digital photographs; using InDesign for page layouts; art appreciation and critical analysis; and writing/editing captions and other text elements. Students create personal publications, as well as occasional assignments for Maret's yearbook and the *Literary and Visual Arts Magazine*.

Publication Design 2.0

Prerequisite: Publication Design 1.0

Building on their previous skills, second-year students go deeper into advanced visual design concepts and techniques for print and web. The interdisciplinary approach remains—typography, photography, visual content, writing, art appreciation, composition on the page—and students will explore new aspects of InDesign in greater detail. Students will conceive and produce longer, more independent publication projects based on both assignment criteria and their own ideas and interests, as well as contributing to the production of Maret's yearbook and the *Literary and Visual Arts Magazine* where possible. Assessment expectations will take into consideration students' past experience and proficiency.

ART SEMINARS

1 credit

2D Studio 1.0

Prerequisite: 2 or more credits in Drawing and Painting and/or Mixed Media

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

2D Studio 2.0*Prerequisite: 2/D Studio 1.0*

Students complete a more challenging curriculum with an increased focus on conceptual thinking and self-reflection. Emphasis is on creating independent projects and a compelling portfolio of work that demonstrates a high level of skill and thought.

ADVANCED LEVEL ART COURSES*1 credit***Art Courses 3.0–4.0***Prerequisite: 2–3 credits in the same art discipline*

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

Wellness

*One class per week***Wellness**

In this year-long class, upper school students, grouped by grade level, learn about and reflect upon their health and well-being. The curriculum in the class covers, in different balances and in age appropriate ways, the six essential prongs of wellness: identity, human development and sexuality, social-emotional learning, mental health, physical health, and digital citizenship. The class also considers how these prongs intersect with students' academic health and provides ample space to be both preventative and responsive to issues in students' lives and the world.

Taught by Maret's faculty, including counselors and nurses, the class runs 45 minutes, once a week. Although a stand-alone class, Wellness is also taught in conjunction with other elements of Maret's program, including Advising, PE and Athletics, College Counseling, and other co- and extracurricular activities.

World Languages

*Requirements: 3 credits of one language or 2 credits of two languages**Chair: Jaime Estrada**See charts on pages 47–50 for sequence of world language courses.***OVERVIEW**

Language both informs and reflects human experience. Language instruction and culture are therefore intentionally and inextricably intertwined at Maret. Because global competence requires today's learners to understand their own culture as well as those of others, our courses open a unique door to understanding the culture of the people who speak the languages we teach.

Maret requires three language credits for graduation; however, many students study language all four years. Class placement is based on individual learning style, skill development, level of interest, and performance in a current language course (for returning Maret students) or on placement tests and data in the admissions files (for students new to Maret).

CLASSICS

Students in Maret's Classics program not only build their ability to read Latin, but more broadly, they gain an integrated and cohesive interdisciplinary study of Latin and Roman culture within the greater ancient Mediterranean world. To fully acquire and appreciate Latin and Roman history, students must contextualize their studies by having an awareness of Greco-Roman mythology, history, archaeology, architecture, politics, art history, religion, philosophy, and gender studies. At every point in their studies, students think critically about language, literature, and cultural topics, and make connections to the real world.

Intermediate Latin: Heroes and History

Intermediate Latin students expand their knowledge of ancient Roman history and legendary heroes through readings that build their repertoire of vocabulary and grammar. Students explore linguistic and etymological relationships between Latin, English, and Romance languages, and work toward bolstering their familiarity with, and comfort in, using sophisticated derivatives that have a basis in Latin roots. In addition to advancing students' abilities to read with fluency,

apply new vocabulary, and master increasingly complex grammatical structures, students explore the enduring presence of ancient Roman historical and legendary figures from their readings from antiquity into the twenty-first century. Thus, intermediate Latin represents an interdisciplinary approach in which students expand their knowledge of Latin and simultaneously examine the long-standing impact of Greco-Roman myth, Roman history, art, and culture, paying particular attention to classical references within modern advertising, branding, literature, film, and the arts.

Advanced Latin Literature (MSON)

Spring; Grades 11–12; advanced Grade 10 students with permission of instructor

Prerequisite: Advanced Latin: Rhetoric and Epic Literature or equivalent

Taught by: Canterbury School

This course will delve into both the prose and poetry of Roman authors. Students will translate and analyze Latin in the original, with an emphasis placed on morphology, syntax, literary devices, and style, and a contextual study of the literature's deeper meaning. Authors will vary based on student interest but will generally revolve around the core of Catullus, Seneca the Younger, Cicero, Vergil, Ovid, Livy, Sallust, Caesar, and Horace. The instructor is, however, willing to read other authors based on student interest and commitment.

Advanced Latin: Rhetoric and Epic Literature

Advanced Latin students culminate their formal studies of complex Latin grammar and vocabulary via authentic ancient Roman authors of rhetoric and epic—namely, Cicero and Vergil. In addition to syntactical studies, students explore poetic and rhetorical devices, which permeate Latin literature and enhance the effectiveness and drama of Cicero's speeches and the beauty of Vergil's poetry, filled with "word pictures." By building their familiarity with figures of speech, students become more adept at noticing their presence in both ancient and modern literature alike. In application of their learning, students compare modern and ancient oratory in politics and other arenas, as well as the impact of Vergil's works on subsequent ancient Roman writers' works and even on contemporary fiction. Students also gain familiarity with works of art and film that relate to Vergilian themes and exposure to aspects of ancient Roman law and order, Cicero's legacy, and their impact on modern legal policies and international affairs.

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

May also be taken as a literature elective

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

Ancient Greek 1 (MSON)

Grades 11–12

Prerequisite: None

Taught by: Casady School

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

MODERN LANGUAGES

Linguistic fluency and cultural competency are the primary goals of Maret's Modern Languages program. Students learn to adapt resourcefully to new situations and cultural contexts; to build relationships with others based on mutual respect and understanding; and to use their language skills to communicate, persuade, and negotiate. Specifically, students learn to:

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

Advanced-level courses provide an introduction and exploration of literary analysis in a modern language. For students who wish to study abroad, Maret offers summer programs in Spain (Spanish) and France (French). Certain Advanced classes can be claimed as humanities credits or world language credits.

ARABIC

Arabic 1 (MSON)

Grades 9–12 (Juniors receive priority)

Prerequisite: None

Taught by: Hopkins School, Stanford Online High School

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

Arabic 2 (MSON)

Grades 10–12

Prerequisite: Arabic 1

Taught by: Hopkins School

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

CHINESE

Chinese 1: Elementary Chinese

Beginning students are introduced to Mandarin Chinese using the Pinyin system of Romanization and simplified characters. They learn standard Mandarin

pronunciation, tones, and basic grammatical structures through oral/aural and written exercises. Substantial use of audiotapes and internet-based materials are required. Units on Chinese culture and customs complement the language instruction.

Chinese 2: Elementary Chinese

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

Chinese 3: Intermediate Chinese

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

Chinese 4: Advanced Intermediate Chinese

Students continue to study grammar and broaden their vocabulary through intermediate textbook readings and authentic materials—including articles on current social topics, plays, and short stories—of increasing complexity. Students improve their listening comprehension skills and understanding of Chinese culture by watching a Chinese television series. They participate in class discussions and prepare written assignments. Students may have the opportunity to use their language skills by helping recent immigrants from China navigate life in their new community. This course requires a significant time commitment outside of class.

Chinese 5: Chinese Seminar (MSON)

Grades 11–12

Prerequisite: Chinese 4 or honors level; placement test required

Taught by: Hopkins School

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

FRENCH

French 3

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

French 4

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

Advanced French Grammar

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

Francophone Cultures

Grades 11–12

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

French Seminar: National Identities (MSON)

Grades 11–12

Prerequisite: Francophone Cultures or equivalent

Taught by: Hopkins School

This course is designed for students who have successfully completed French level 5. The college

level topics are chosen to prepare students for studying French beyond high school and to provide deeper insight into French and Francophone cultures. Students examine various topics in French language, history, culture, cinema, and literature while interpreting authentic documents. Faithful to the idea of a seminar, the course requires students to be responsible for extensive reading and preparation. Activities including compositions, oral presentations, and discussions enable students to achieve a high level of proficiency in speaking and writing. The literary texts studied are often paired with a film in order to give students an opportunity to gain a deeper understanding of Francophone culture and to improve their listening skills. Each work is also studied with an historical perspective. For example, *La Chanson de Roland* is studied along with the hit comedy *Les Visiteurs* (1993) and an exploration of Charlemagne, the Battle of Hastings, and the crusades. Similarly, *L'Exil et le Royaume* by Albert Camus is studied along with the film *Loin des Hommes* (2014) and an exploration of France at the time of Algerian War (1954–1962). With an eye towards the theme of “national identities,” students are asked to consider how each work helps to reinforce and question an individual’s sense of identity and belonging to a nation and its values. *This class is conducted entirely in French.*

The Question of Evil from Voltaire to Camus (MSON)

Grades 11–12

Prerequisite: Francophone Cultures or equivalent

Taught by: Maret School

May also be taken for a humanities credit

Students explore how Francophone literature represents and makes sense of the manifestation of evil in the modern world. From *Candide*’s satirical treatment of theodicy and optimism to *The Plague*’s absurdist yet hopeful approach, students examine the many facets of evil, how they face it, and its sources. Students also explore in detail the historical events that frame their readings, with a particular emphasis on the impact those events have had on the arts and philosophy. By the end of the year, students will possess the skills to read any literature that might be presented to them in college; to write a cohesive, well-articulated academic paper in French that is linguistically fluid and intellectually inquisitive; to deliver a TED Talk-style presentation on a literary or philosophical topic. Readings include: *La peste* (Camus), *Huis-Clos* (Sartre), *Antigone* (Anouilh), *Le Horla* (Maupassant), *Tous mes amis* (Ndiaye), *Candide* (Voltaire), *Le Petit Prince* (Saint-Exupéry). *This class is conducted entirely in French.*

SPANISH

Spanish 1

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

Intensive Spanish

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

Spanish 2

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

Spanish 3

Students consolidate and integrate high-intermediate second-language skills. They develop significant accuracy in reading, writing, and speaking as they read and discuss short stories, magazine articles, video news clips, and internet sources. Students review grammar intensively and learn about contemporary topics in Latin American culture.

Spanish 4

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

Spanish in Film

Students in this intermediate-level Spanish course develop their listening, speaking, reading, and writing skills by examining cultural and historical issues depicted in Latin American and Spanish films. In

addition to analyzing and discussing films shown in class, students read and write reviews, critiques, and essays.

Topics in Latino Cultures

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

Advanced Spanish Through Film and Literature (MSON)

Spring; Grades 11–12

Prerequisite: Spanish 4 or equivalent

Taught by: Indian Springs School

This course exists to equip students with at least four years of Spanish exposure with the content knowledge, skills, and confidence necessary to communicate at an intermediate or advanced level of proficiency in Spanish (or higher), to enjoy and appreciate the Spanish language and associated cultures, and to continually reflect on how language both shapes and reflects culture. We will watch films and shows and read literary works, all in the Spanish language. We will use the content of the films and readings as fodder for discussion and analysis. As we are not limiting the content to one geographic area nor to a time frame, this will be a random but diverse sampling of film and literature choices. Therefore, we will also focus on creating and then using a list of course 'Essential Questions' whenever approaching a new selection to guide our understanding and discussion.

Survey of Hispanic Literature

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

Hispanic Cultures

Students significantly increase their vocabulary and strengthen their advanced grammar skills. Regular oral presentations and frequent essays help students attain fluency. Readings include newspaper editorials and literary selections. This course emphasizes a better understanding of the civilizations and cultures of the Hispanic world.

Hispanic Literature

Grade 12

Students survey Spanish-speaking world literature from the *Siglo de Oro* to the present, with an emphasis on short stories and poetry. They read such authors as Quevedo, Quiroga, Borges, García Márquez, and others. Students become well versed in literary analysis in a foreign language while they explore Spanish and Latin American narratives.

History of the Spanish Language: An Introduction to Linguistics and Advanced Grammar (MSON)

Fall; Grades 11–12

Prerequisite: Spanish 4 or equivalent

Taught by: Indian Springs School

This course exists to allow students with at least four years of exposure to Spanish to dive deeper into the study of the language itself, including its history, sounds (phonetics and phonology), structure (morphology and syntax), words (lexicon), their meaning (semantics and pragmatics), changes over time in the language, and advanced grammar topics. The instruction will be conducted in English, and the main course text is in English with Spanish and Latin examples.

Comparative Literature

Grades 11–12

May also be taken for a humanities credit

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

Texts:

Camus, *The Plague*

García Márquez, *Crónica de una Muerte Anunciada*

García Márquez, *Ojos de Perro Azul*

Kafka, *The Trial*

Kafka, *The Metamorphosis*

Unamuno, *Abel Sánchez*

Unamuno, *Don Manuel Bueno Mártir*

Viewings:

Abre Los Ojos

Amadeus

Summer Reading:

García Márquez, *Cien Años de Soledad*

SUMMER ELECTIVES

Maret in Spain

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

Maret in France

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

MIDDLE SCHOOL AND UPPER SCHOOL SCIENCE SEQUENCES

Middle School

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

Math and Science 5

Life Science 6

Physical Science 7

Chemistry 8

Physics with Algebra (Grade 9)

Biology 9

Chem Study

Upper School

- SEMESTER ELECTIVES:**
- Adv. Topics in Chemistry (MSON)
 - Biotechnology
 - Einstein’s Relativity and the Evolution of the Quantum Model (MSON)
 - Forensic Science (MSON)
 - Genetics and Genomics (MSON)
 - Intro. to Organic Chemistry (MSON)
 - Lab Research in Biology
 - Modern Physics and Space Topics
 - Waves, Optics, and Musical Physics

- Biology 11/12
- Adv. Biology
- Adv. Chemistry
- Adv. Environmental Science
- Physics A
- Adv. Physics B
- Accelerated Physics C: Mechanics

- Biology 11/12
- Adv. Biology
- Adv. Chemistry
- Adv. Environmental Science
- Physics A
- Adv. Physics B
- Accelerated Physics C: Mechanics

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

**WORLD LANGUAGES
CLASSICS SEQUENCE**

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

Middle School

Latin 7

Latin 8

Upper School

Intermediate Latin:
Heroes and History

Advanced Latin:
Rhetoric and Epic Literature

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

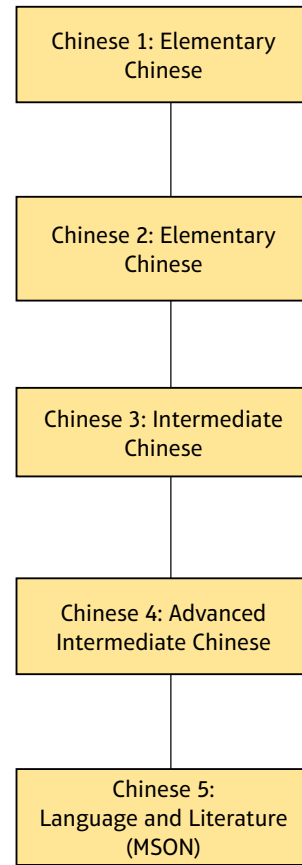
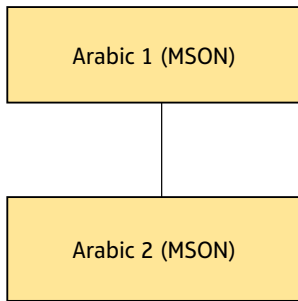
MSON Courses
Ancient Greek I
Advanced Latin Literature
(Prereq: Advanced Latin:
Rhetoric and Epic Literature or equivalent)

**WORLD LANGUAGES
ARABIC SEQUENCE**

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

**WORLD LANGUAGES
CHINESE SEQUENCE**

Upper School



**WORLD LANGUAGES
FRENCH SEQUENCE**

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

Middle School

Sixth Grade French

Seventh Grade French

Eighth Grade French

Upper School

French 3

French 4

Advanced French Grammar

Francophone Cultures

MSON Courses
 French Seminar: National Identities
 (Prereq: Francophone Cultures or equivalent)
 The Question of Evil from Voltaire to Camus
 (Prereq: Francophone Cultures or equivalent)

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

**WORLD LANGUAGES
SPANISH SEQUENCE**

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

Middle School

Fifth Grade Spanish

Sixth Grade Spanish

Seventh Grade Spanish Beginner

Seventh Grade Spanish

Eighth Grade Spanish Beginner

Eighth Grade Spanish

Upper School

Spanish 1

Intensive Spanish

Spanish 2

Spanish 3

Spanish 4

Topics in Latino Culture

Spanish in Film

Survey of Hispanic Literature

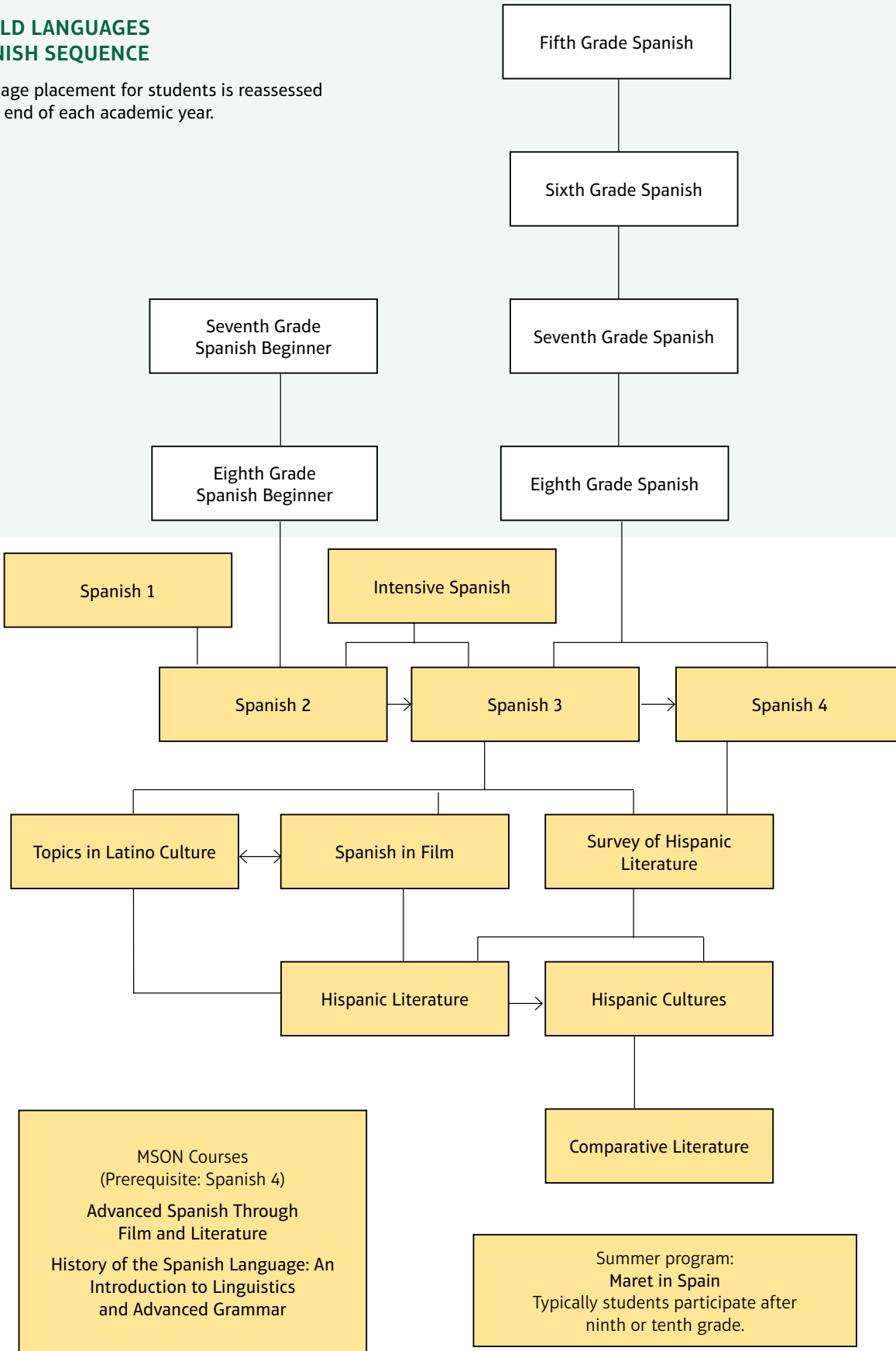
Hispanic Literature

Hispanic Cultures

Comparative Literature

MSON Courses
(Prerequisite: Spanish 4)
Advanced Spanish Through Film and Literature
History of the Spanish Language: An Introduction to Linguistics and Advanced Grammar

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



MARET | STUDENT SUPPORT

Guidelines for Academic Support

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

Our appreciation of individuals helps shape the way we guide the education of our students with learning differences. The Maret faculty understands that all students approach learning in their own unique ways and that some of our children have specific, identified needs. We address those needs with small class settings, a curriculum that offers breadth and choice, and the guidance of our student support team.

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

Targeting Success

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

- Faculty who initiate close and trusting relationships with students
- Small class sizes
- A curriculum that offers breadth and choice
- Classroom strategies that acknowledge different approaches to teaching and learning
- Open communication between teachers, advisors, students, and parents/guardians
- Opportunities for extra help, such as study halls and office hours with teachers
- Limited space in school for work with tutors, hired by parents/guardians
- Parent/guardian-teacher conferences and narrative comments on student progress

Addressing Student Needs

Parents and guardians who expect that accommodations may be necessary for a student to work successfully at Maret are advised to begin conversations with the division director, learning specialist, teacher, and advisor as early as possible.

In the Lower School, accommodations could include:

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

In the Middle and/or Upper School, accommodations could include:

- Opportunity to use another student's notes or teacher's notes when available
- Note-taking on a laptop, provided by the parent
- Enlarged font, to increase readability
- Up to 50% extended time on quizzes, tests, exams
- Use of computer/laptop to take tests and exams
- Testing in an isolated environment for reduced distractions

College Testing Accommodations

The upper school learning specialist will assist parents, guardians, and students with the College Board and ACT process to request accommodations. Students applying for accommodations on the College Board and/or ACT exams must have documentation on file that meets the respective guidelines of the College Board and ACT. Students must have used the requested accommodations on school-based tests for at least four months prior to submitting the application to the College Board or ACT.

Maret does not provide

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

Learning Specialists

There are three learning specialists who support lower, middle, and upper school students, faculty, and parents/guardians. They help interpret and

summarize professional evaluations for teachers, attend conferences, and help plan how to best support students based on identified recommendations. The learning specialists act as a resource for parents/guardians and teachers by making connections to outside educational professionals when appropriate.

Counseling Department

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