

# MARET

2021–2022  
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.

# Contents

<b>ESSENTIAL SKILLS</b> .....	<b>2</b>	<b>MIDDLE AND UPPER SCHOOL ACADEMIC SEQUENCE CHARTS</b> .....	<b>25</b>
Community Engagement and Partnerships .....	3	Mathematics.....	26
<b>LOWER SCHOOL CURRICULUM</b> .....	<b>3</b>	Science .....	27
Language Arts.....	4	Classics.....	28
Library.....	6	Arabic.....	29
Mathematics.....	7	Chinese.....	29
Performing Arts .....	8	French .....	30
Physical Education .....	9	Spanish.....	31
Science .....	9	<b>UPPER SCHOOL CURRICULUM</b> .....	<b>32</b>
Social Studies.....	10	2021–2022 Course Listing .....	35
Technology/Computer Science .....	11	Humanities .....	38
Visual Art.....	11	Mathematics.....	54
Wellness .....	12	Performing Arts .....	57
World Languages: Spanish .....	14	Physical Education/Athletics.....	58
<b>MIDDLE SCHOOL CURRICULUM</b> .....	<b>15</b>	Science .....	59
Community Engagement and Partnerships .....	16	Technology/Computer Science.....	63
Humanities .....	17	Visual Art.....	64
Library Studies .....	19	Wellness .....	68
Mathematics.....	19	World Languages .....	68
Performing Arts .....	20	<b>STUDENT SUPPORT</b> .....	<b>74</b>
Physical Education/ Athletics .....	21		
Science .....	21		
Technology/Computer Science .....	22		
Visual Art.....	22		
Wellness .....	23		
World Languages .....	23		

# 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 | LOWER SCHOOL CURRICULUM

## THE JOY OF LEARNING

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

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

Lower school students benefit from the full range of Maret's K–12 campus facilities, including a playground, two libraries (one designated for the Lower School), two fully equipped gymnasiums, a theater, a movement studio, a lower school makerspace, and a cafeteria. Teachers take advantage of Maret's location in Washington, DC, by planning field trips throughout this historically significant and culturally diverse city, as well as to surrounding locations in Maryland and Virginia, to enhance students' learning experience.

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

## LOWER SCHOOL CELEBRATIONS AND EVENTS

Children develop confidence and deepen connections through the Lower School's many special events and activities. These include annual traditions, demonstrations of academic or artistic achievement, or activities focused on community service. Some celebrations are class-specific while others span several

grades or include parents, grandparents, and special friends. Some of our recent lower school special events include:

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

## COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Lower school children engage with the wider community in a variety of ways to develop the skills and passion necessary for a lifetime of community-based action. Each grade level is working to develop a partnership with an organization in which the work is age-appropriate and connected to the curriculum.

All lower school families are invited to participate in the second-grade partnership with McKenna's Wagon (a mission of Martha's Table) by bringing in a "veggie of the month." The students chop the vegetables for a dish to serve to the hungry, as part of their study of hunger, food insecurity, and community gardens.

In partnership with the Anacostia Watershed Society and Upper School science students, first graders raise and release shad into the Anacostia River. This project helps increase the population of shad, an important species in the Chesapeake Bay food web, and

connects to the first grade’s exploration of life cycles in science.

During the year, lower school students also participate in a variety of service activities. For example, to commemorate Veterans Day, they bring in Halloween Candy to send with letters they have written to troops overseas through Operation Gratitude.

## LANGUAGE ARTS

### READING

*Kindergarten–Grade 4 meet daily in homeroom.*

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

- A teacher-led mini-lesson that teaches a reading skill, comprehension strategy, or habit of proficient reading.
- Independent reading time for students to practice and apply what they have learned to a book of choice that matches their reading level.
- Individual reading conferences that provide targeted instruction to support each child’s reading development.
- Partner shares when students think and talk together about a text and support one another’s reading goals.
- Book/research clubs when students have conversations about their reading/research, listen to each other, and grow new ideas that may not have come up had they not had the conversation.

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

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

### Kindergarten

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

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

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

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

### First Grade

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

**Unit 2:** Children learn strategies for comprehending nonfiction.

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

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

### Second Grade

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

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

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

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

### Third Grade

**Unit 1:** Third graders develop comprehension checks for following a story’s thread. They tackle multisyllabic

words and figurative language and learn to envision and predict a story’s evolution.

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

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

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

#### Fourth Grade

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

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

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

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

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

#### WRITING

*Kindergarten–Grade 4 meet daily in homeroom.*

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

Kindergarten and first grade teachers use Foundations, a multisensory language program, to teach phonological/phonemic awareness, phonics, spelling, and handwriting. Foundations provides systematic and explicit instruction to Maret’s youngest learners in critical foundational skills. Grades 2–4 use Words Their Way for spelling instruction. This developmental spelling, phonics, and vocabulary program teaches students to examine words in order to discover patterns that can be applied to the reading and spelling of many words. The program emphasizes gaining word knowledge over the memorization of specific words. Through assessments, teachers determine each student’s spelling stage and provide instruction based on individual needs. In addition to this program, students master high-frequency words to build accuracy and automaticity of words that do not follow patterns.

#### Kindergarten

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

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

**Unit 3:** Children write how-to books that teach the procedures for activities from their daily lives. They continue this non-fiction unit focused on one topic of their choosing.

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

**First Grade**

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

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

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

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

**Second Grade**

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

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

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

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

**Third Grade**

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

*Unit 2:* Students craft nonfiction chapter books about familiar topics. They incorporate main topics and subtopics.

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

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

**Fourth Grade**

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

*Unit 2:* Children are introduced to a structure for writing essays called “boxes and bullets.” They use this format to organize ideas and provide evidence on topics they know well. They then use this format to write opinion essays.

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

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

**LIBRARY**

*Kindergarten meets once weekly for 30 minutes; half class.*

*Grade 1 meets once weekly for 30 minutes; whole class. Grades 2 and 3 meet once weekly for 40 minutes; whole class.*

*Grade 4 meets once weekly for 45 minutes; half class.*

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

**Kindergarten**

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

**First Grade**

First graders build on skills gained in kindergarten library classes by reviewing library procedures and learning to locate library books independently. They access particular online resources independently, including the library catalog and Sora ebooks. Students

listen to and discuss stories related to classroom curriculum, including personal narratives (Reader’s Workshop), communities, and empathy. Students are also introduced to the research process. They are encouraged to select a mix of personal choice and “just right” books that are appropriate for their reading levels.

### Second Grade

In second grade, students are introduced to the Fabulous 5 Research Model (used in grades 2–4), which teaches them to wonder, investigate, create, express, and reflect upon their work. Children learn to independently use nonfiction resources in both print and online formats, including dictionaries, thesauruses, encyclopedias, and specialized databases. They listen to and discuss stories related to classroom curriculum, including cultural heritage, states, persuasive writing, and picture/chapter series.

### Third Grade

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

### Fourth Grade

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

## MATHEMATICS

*Kindergarten–Grade 4 meet daily in homeroom.*

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

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

### Kindergarten

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

### First Grade

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

### Second Grade

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

### Third Grade

With an initial focus on addition and subtraction, students demonstrate mastery of facts and learn to use various methods (trade-first, borrowing, counting up, etc.) to find solutions to problems with multi-digit numbers. Students are introduced to single-digit multiplication and division. They are encouraged to illustrate their work in multiple ways and use manipulatives to practice grouping. Students explain their thinking, present their work, and double-check their computations. Students learn to solve for area and perimeter and apply them to real-life scenarios. They explore fractions as parts of wholes and parts of a group.

### Fourth Grade

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

## PERFORMING ARTS

### MUSIC

*Kindergarten meets twice weekly for 30 minutes; half class.*

*Grade 1 meets twice weekly for 30 minutes; whole class. Grades 2–4 meet twice weekly for 40 minutes; whole class.*

Inspired by the Kodaly, Orff-Schulwerk, and Gordon philosophies, the music curriculum encourages a love of musical expression and performance. Children develop their voices as they learn tone production and range extension. Works from around the globe are used as the backdrop and foundation for singing, playing instruments, and movement. Folk music, multicultural choral works, traditional rounds, musical theater tunes, and other popular pieces expand their exposure and enhance their experience of music. The learning experience connects with themes studied in other lower school subjects.

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

### Kindergarten

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

### First Grade

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

**Second Grade**

Second graders experience two-part singing through rounds and partner songs. Students begin to play instrumental music of greater complexity with varied rhythms and hand patterns. They learn to appreciate the world's rich musical traditions by studying music from different time periods and cultures.

**Third Grade**

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

**Fourth Grade**

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

**Second Grade**

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

**Third Grade**

Students continue to build and develop both locomotor- and object-control skills as well as an understanding of basic fitness concepts. Sport-specific skills are also introduced with an emphasis on learning and developing the skills rather than playing full-length games. Responsibility, participation, and cooperation are underscored.

**Fourth Grade**

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

## PHYSICAL EDUCATION

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

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

**Kindergarten**

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

**First Grade**

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

## SCIENCE

*Kindergarten meets twice weekly for 30 minutes; half class.*

*Grades 1–3 meet twice weekly for 45 minutes*

*Grade 4 meets twice weekly for 45 minutes; half class.*

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

**Kindergarten**

Children study colors and rainbows in connection with a larger unit on light and the sense of sight. Students also explore sound and how to manipulate it. An integrated sink and float unit allows students to explore buoyancy. In connection with the homeroom backyard habitats unit, students learn about the ecological benefits of earthworms.

**First Grade**

First graders study life cycles. They watch plants sprout from seeds, caterpillars change into butterflies, and chicks hatch from eggs. Students also learn about

the parts of a flower, pollination, and the life cycle of honeybees.

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

### Second Grade

Second graders explore interactions ranging from physical connections with circuits to environmental connections such as patterns in nature. They examine food chains and webs, particularly pertaining to birds and have the opportunity to dissect owl pellets. The bird unit includes embryology and the hatching of chicks in the class incubator.

### Third Grade

Third graders collaborate to solve problems. In small groups, they are challenged to identify an unknown substance using basic lab equipment with limited teacher guidance. Building on a study of simple machines, contraptions and transfer of energy, they learn and apply teamwork strategies as they engineer a Rube Goldberg contraption. They then take time to reflect on this experience.

### Fourth Grade

Fourth graders investigate and seek answers. They begin the year as forensic scientists, testing evidence to solve a mystery. They also investigate nutrition and the systems of the human body. Later in the year, students design and build their own wooden cars, generate hypotheses about how the cars will perform, then conduct experimental trials to test their hypotheses. This experimentation requires them to collect, analyze, and graph data, as well as draw conclusions from their results.

## SOCIAL STUDIES

*Taught in homeroom; topics may be integrated with other disciplines and field trips.*

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

### Kindergarten

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

### First Grade

First graders explore the concepts of identity, community, and environment. Beginning with the personal and broadening to the individual's role in society, the identity curriculum spans seven units: All About Me, Colors of Us, Names, Everyone's a Helper, Community, Empathy, and Social Justice/Activism. Through parent presentations that focus on careers, personal heroes, and personal identity, students examine the diversity and interconnectedness of the roles of individuals in the community. This progression of lessons enables students to move from self-care and awareness to gaining empathy for others to developing an appreciation for our greater community.

### Second Grade

Students gain a basic understanding of how to use and interpret maps. Teachers use Hispanic Heritage Month, Black History Month, and Women's History Month as springboards for discussing America's cultural diversity and various ongoing struggles for civil rights. Picture books, nonfiction texts, photographs, and videos bring important chapters of American history

to life. Regular reading of Scholastic News prompts discussion of current events. Building on their service learning experiences with Martha’s Table, students also learn how food insecurity and food inequity impact members of the Washington, DC, community.

### Third Grade

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

### Fourth Grade

Students begin their study of ancient civilizations through archaeological exploration. During their study of ancient Egypt and Greece, students engage in research projects that use their library, writing, technological, and presentation skills. They pose research questions, pursue independent interests, and communicate their learning in creative ways. Students read the children’s version of the *Iliad* and the *Odyssey* in the Greek mythology unit. The unit culminates in the Greek Musical in which every student participates as an actor, singer, and dancer.

## TECHNOLOGY/ COMPUTER SCIENCE

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

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

### Kindergarten

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

### First Grade

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

### Second Grade

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

### Third Grade

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

### Fourth Grade

The fourth grade Computer Science curriculum is closely coordinated with the library curriculum, supporting and complementing the students’ language arts and social studies classes. Digital citizenship and the responsible use of technology are emphasized; students receive access to their Google Drive accounts and use the GSuite applications to build their writing and presentation skills. Other topics studied include digital storytelling and stop-motion animation. Students develop more advanced coding skills through online platforms like code.org and through the controlling of miniature robots.

## VISUAL ART

*Kindergarten and Grade 4 meet twice weekly for 45 minutes; half class.  
Grades 1–3 meet twice weekly for 45 minutes; whole class.*

The lower school art program is studio based and artist centered. Children express themselves creatively as they explore a variety of approaches to making art. They engage in drawing, painting, collage, printmaking, and sculpting activities. Elements of art and principles of

design are integrated within each project to encourage visual literacy. Creative expression, experimentation, and exploration are encouraged. Students discuss their own work, as well as the experiences, subject matter, and distinct styles of various artists.

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

### Kindergarten

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

### First Grade

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

### Second Grade

Second grade artists experiment with a variety of media and learn about different art genres. Students begin to examine the intentional use of the elements of art and principles of design to achieve desired results. They create work based in folk art traditions, like those of the Ndebele women of South Africa; are influenced by the work of diverse artists, such as Henri Matisse and Faith Ringgold; and apply research to help accurately build three-dimensional forms.

### Third Grade

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

### Fourth Grade

Fourth grade artists create increasingly sophisticated works. They produce drawings and paintings that

demonstrate their understanding of visual space and display an illusion of depth on a two-dimensional plane. They create mixed-media works that help them explore different materials and processes. They take inspiration from contemporary artists and illustrators to create work that reflects their personal experiences, favorite pastimes, and cultural identities. Fourth graders also hone their observational drawing skills through a series of detailed still life drawings and paintings.

## WELLNESS

*Kindergarten meets once weekly for 20-minutes; whole class.*

*Grades 1–2 meet once weekly for 30-minutes; whole class.*

*Grades 3–4 meet once weekly for 40-minutes; whole class.*

*Classes are taught by the school counselor with participation from the homeroom teacher, and strategies are practiced throughout the week. Additional curriculum is introduced outside of the wellness classes.*

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

The lower school wellness curriculum builds students’ capacity in five main areas: social awareness, relationship skills, personal decision making, self-management, and self-awareness. These competencies are at the core of each wellness lesson, which is designed to meet students at their developmental levels. Throughout Lower School, the curriculum spirals through these main areas, providing students with opportunities to revisit topics and address age-appropriate challenges. The wellness curriculum is responsive; it allows the flexibility to address particular issues or social dynamics that arise within a class or grade.

Wellness classes meet weekly and are taught by the lower school counselor with participation from the

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

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

### Kindergarten

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

### First Grade

Students learn how to identify the way others might be feeling by looking at their face, body, and the situation. They use these valuable skills to practice empathy, kindness, and compassion towards others. First grade students develop conflict resolution skills with the goals of relying less on adult intervention and becoming independent problem solvers. First graders grow their understanding of STOP. Students practice the skills they learn in the classroom through games, stories, and role play. Students explore the concept of identity by learning the definition of "stereotypes" and how they relate to Halloween costumes. They learn the difference between a situation being "unfair" and "discriminatory" through the story of civil rights activist Ruby Bridges.

### Second Grade

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

### Third Grade

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

### Fourth Grade

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

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

## WORLD LANGUAGES: SPANISH

*Kindergarten meets once weekly for 30 minutes; whole class.*

*Grades 1–3 meet three times weekly for 30 minutes; whole class.*

*Grade 4 meets four times a week for 30 minutes; whole class.*

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

### Kindergarten

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

### First Grade

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

### Second Grade

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

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

### Third Grade

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

### Fourth Grade

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

# MARET | MIDDLE SCHOOL CURRICULUM

## BUILDING COMMUNITY

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

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

The middle school course of study includes: community engagement and partnerships, English, history, Latin, library/research skills, mathematics, performing arts, physical education, science, Spanish or French, technology/computer science, visual arts, and wellness. The curriculum emphasizes broad exposure to each subject while systematically providing the basic skills for forthcoming upper school study. Teachers use a variety of approaches in the classroom that encourage creativity, collaboration, and problem solving.

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

The middle school curriculum incorporates activities that foster a positive social and emotional growth in students and Maret's core values: Respect, Integrity, the Individual, Creativity, Excellence, Connectedness, and

Joy. Grade-level meetings and smaller advisor group gatherings help students gain a greater understanding of these values and how to live them authentically. In addition, classes and group discussions on human development and social issues are interwoven throughout the middle school program to help adolescents deal with concerns facing them in today's society.

## CONVOCATION

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

## MIDDLE SCHOOL HOUSES

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

## COMMUNITY-BUILDING EXCURSIONS

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

## COMMITTEES AND CIRCLES

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

- Environmental Service Committee
- Hospitality Committee
- Itty Bitty Committee
- Technology Committee
- Arts Circle
- Anime/Manga Circle
- Cooking Circle
- Dance Circle
- Frisbee Circle
- Knitting Circle
- Outdoor Games Circle
- Strategy Board Games Circle
- Strings and Drumming Circle
- Theatre Games Circle
- Yoga Circle

## INTENSIVE STUDY WEEK

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

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

## ADVISORS

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

## COMMUNICATION WITH PARENTS

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

## COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Maret's Middle School has traditionally had a robust community engagement program with meaningful partnerships. However, because of COVID and a new schedule, our partnerships for the upcoming school year are still pending.

### Community Engagement and Partnerships 5

In past years, the fifth grade community engagement and partnership program has centered around the Earth science curriculum. Students learned about the chemical properties of water, indoor and outdoor water consumption, and methods to conserve and purify water. They spent time examining their water usage and reflected on how to be responsible global citizens. While working with a global partnering school, fifth-graders communicated through videos on a shared project about water purification. Maret students collaborated with their global partners to create aquifers and filters to be used in the partnering school's community.

### Community Engagement and Partnerships 6

In past years, sixth grade advisory groups have paired together with a focus on homelessness and poverty. Each student traveled off campus six times throughout the year. A Wider Circle, the primary service location, is an organization which, among other things, organizes and prepares household goods in dignity-condition for individuals and families transitioning out of homelessness. There, students helped check donated items and prepare them for the showroom floor where clients can choose items for their new homes. The rotations were capped by introduction and reflection classes during which students discuss the structural conditions which create the need for these organizations in our city.

### Community Engagement and Partnerships 7

In past years, the seventh grade program was taught in partnership with the National Park Service (NPS) and Rock Creek Conservancy (RCC). This program combined hands-on work with classroom content. This “Creek to Bay” class taught how caring for Rock Creek can have wide-reaching effects on the health of the local watershed and the Chesapeake Bay. Each week, students were divided into four different pods, taught by a different teacher and focused on a unique but related topic. Students rotated through the pods, experiencing all four pods every four weeks. The three on-campus pods are Chesapeake Choices: Watersheds and Keystone Species, Power of Words: Using Writing to Inform and Advocate, and In the Lab: Water Quality and Creek Ecology. The Stream Team pod took students off campus to pick up trash in Rock Creek or remove invasive species from the surrounding area. Students also heard from guest speakers and participated in related field trips.

### Community Engagement and Partnerships 8

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

## HUMANITIES

### Humanities 5

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

#### *Texts include:*

*Social Studies Alive! America’s Past*  
Carbone, *Blood on the River*  
Entrada Kelly, *Hello Universe*  
Philbrick, *Freak the Mighty*  
Schmidt, *Lizzie Bright and the Buckminster Boy*  
St. George, *The Duel*

### English 6

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

#### *Texts include:*

Creech, *Walk Two Moons*  
Goodrich and Hackett, *The Diary of Anne Frank* (play)  
Lowry, *The Giver*  
Nagai, *Dust of Eden*  
Taylor, *Roll of Thunder, Hear my Cry*  
Various Poetry

### History 6

Sixth graders continue to explore the theme of “identity” as well as the theme of “the journey.” They read fiction and biographies about migrating/traveling characters, set against the backdrop of America’s

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

**Texts include:**

Fleischman, *Bull Run*

Khan, *This is Our Constitution*

**English 7**

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

**Texts include:**

Lee, *To Kill a Mockingbird*

Lai, *Butterfly Yellow*

Shakespeare, *Taming of the Shrew*

Wiesel, *Night*

Woodson, *Brown Girl Dreaming*

Various dystopian short stories

**Summer Reading (Select one):**

Grande, *The Distance Between Us*, Young Readers Edition

Senzai, *Shooting Kabul*

Warga, *Other Words for Home*

Zephaniah, *Refugee Boy*

**History 7**

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

**Summer Reading:**

Gratz, *Refugee*

**Humanities 8**

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

**English 8**

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

**Texts include:**

Arni, *Sita’s Ramayana*

Bendis, *Miles Morales*

Homer, *The Iliad* (excerpts)

Kang, *Hong Gildong*

Malcom X, *The Autobiography of Malcolm X*

Miller, *The Song of Achilles*

Okorafor-Mbachu, *Binti*  
 Wilson, *Ms. Marvel*  
 Yang and Liew, *The Shadow Hero*

**Film:**

*Princess Mononoke*

**History 8**

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

## LIBRARY STUDIES

**Library 5**

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

**Library 6**

Students focus on information literacy, building upon work in their classes to practice using, selecting, and differentiating between different types of information sources; asking and answering research questions; and organizing and presenting their findings. They explore various genres and formats and discuss books through the lens of mirrors, windows, and sliding glass doors.

**Grades 7 and 8**

In seventh and eighth grades, library skills and content are integrated into interdisciplinary learning experiences across the curriculum.

## MATHEMATICS

**Math and Science 5**

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

**Math 6**

Students become confident, competent problem solvers, exploring new ideas and strengthening their fundamental mathematical skills while addressing interesting problems. Students work independently and within groups and present their work regularly in a variety of ways. Mathematical vocabulary and communication skills are developed. Topics include numbers and operations, proportional relationships, measurement, geometry, data analysis, and introductory algebra skills. Unit projects let students delve deeply into how various topics can be applied outside of the classroom and in everyday life.

**Math 7 and Advanced Math 7**

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

**Math 7**

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

skills and strategies in novel, interesting contexts. Seventh graders continue their study of operations with fractions, decimals, and percentages; probability; algebraic expressions, equations, and inequalities; functions and graphs; and two- and three-dimensional geometry.

### Advanced Math 7

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

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

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

### Algebra 1

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

### Advanced Algebra 1

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

### Advanced Math Topics 8

#### *Prerequisite: Advanced Math 7*

Students continue to study algebra and concurrently explore complex geometric principles and relationships. Students develop creative and analytical problem-solving skills and are challenged to apply those skills to interesting problems that help them grow as mathematical thinkers.

## PERFORMING ARTS

### Performing Arts 5

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

### Performing Arts 6

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

### Performing Arts 7 and 8

Students choose a full-year performing arts course: Middle School Chorus 7/8, Middle School Band 7/8, Drama 7, Drama 8, or Technical Theatre 8.

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

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

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

**Middle School Band:** Music for this ensemble, featuring wind, percussion, and string instruments, is selected from the standard instrumental repertoire, combined with additional compositions arranged especially for the group.

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

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

## PHYSICAL EDUCATION/ ATHLETICS

### P.E. 5

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

### P.E. 6

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

### Athletics 7 and 8

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

Participation is emphasized and all team members are guaranteed playing time. Some sports field an A and a B team, which are divided by skill level. Cuts may be made on some teams depending on the number of students trying out and the skill level. The A teams play 8–10 games per season; B teams play 4–8 games per season. Middle school sports are practiced during the school day; game time extends beyond the end of the school day. All students in the seventh and eighth grades must participate in the program. There is not an independent physical education option in middle school.

A noncompetitive activity is offered if enough students choose not to compete on a team. This general physical education class offers a variety of team and individual activities that allow students to develop a wide range of physical, emotional, and cognitive skills. By learning the principles of health and fitness, students develop a positive attitude for lifetime physical activity.

## SCIENCE

### Math and Science 5

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

### Life Science 6

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

### Physical Science 7

Students explore conceptual physics with an emphasis on problem solving through controlled experimentation and practical engineering. Using basic physics concepts, students build musical instruments, roller coasters, and more. They learn proper documentation of the experimental process: identifying variables, creating graphs to analyze data, and supporting statements with evidence. Students build Lego robots and program them to perform a set of tasks for the Robotics Challenge and also apply their engineering skills to build a Rube Goldberg machine.

**Chemistry 8**

Students study the fundamentals of chemistry, including physical and chemical properties, chemical bonding, the periodic table, and chemical reactions and equations. They also explore connections between chemistry and the environment. Students build upon their skills of investigation by keeping a lab notebook of the collection, organization, and analysis of their own data. They complete an extensive climate change project in which they research causes and impacts of climate change as well as strategies to mitigate and adapt to climate change. Students use this knowledge to act as representatives of a variety of countries, NGOs, and businesses at the annual Climate Change Conference, during which they publicly present their research and build consensus on climate change proposals.

## TECHNOLOGY/ COMPUTER SCIENCE

**Technology/Computer Science 5**

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

**Technology/Computer Science 6**

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

**Technology/Computer Science 7 and 8**

In seventh and eighth grades, tech/computer science is taught using an interdisciplinary approach; content and skills are integrated into students' academic subjects in humanities, math, science, and world languages.

**Design Thinking 7**

Students who opt out of Latin in seventh grade may take Design Thinking 7; it meets twice a week all year.

Students apply the iterative design-thinking process of exploring and empathizing, defining problems, ideating, prototyping, and testing to projects that are connected to content and concepts taught in other seventh grade courses. Through these projects, students develop and deepen their technological and fabrication skills.

## VISUAL ART

**Visual Art 5**

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

**Visual Art 6**

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

**Visual Art 7**

Students explore progressively more complex techniques and concepts while completing three projects and rotating between teachers and studios equipped specifically for each process. These projects include three-dimensional relief, reduction block printing, and mosaic mural. Emphasis is on building fundamental skills while investigating design, composition, color, theory, scale, figure-ground relationships, and site-specific public art.

**Visual Art 8**

Continuing to build on previous skills and art understandings, eighth-graders rotate through three-different projects that explore more advanced concepts and skills, including three-dimensional modeling, painting, and drawing. These projects seek to develop improved observational skills and eye-hand coordination, awareness of the formal considerations

of three-dimensional mass and volume, and the ability to effectively use color and value to create visually compelling artwork.

## WELLNESS

### Wellness 5

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

### Wellness 6

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

### Wellness 7

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

### Wellness 8

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

## WORLD LANGUAGES

At Maret, language instruction and culture are intentionally and inextricably intertwined.

### CLASSICS

#### Latin 7

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

#### Latin 8

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

**MODERN LANGUAGES****Spanish 5**

*All fifth grade students take Spanish.*

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

**French 6**

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

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

**Spanish 6**

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

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

**French 7 and Spanish 7**

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

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

**French 8**

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

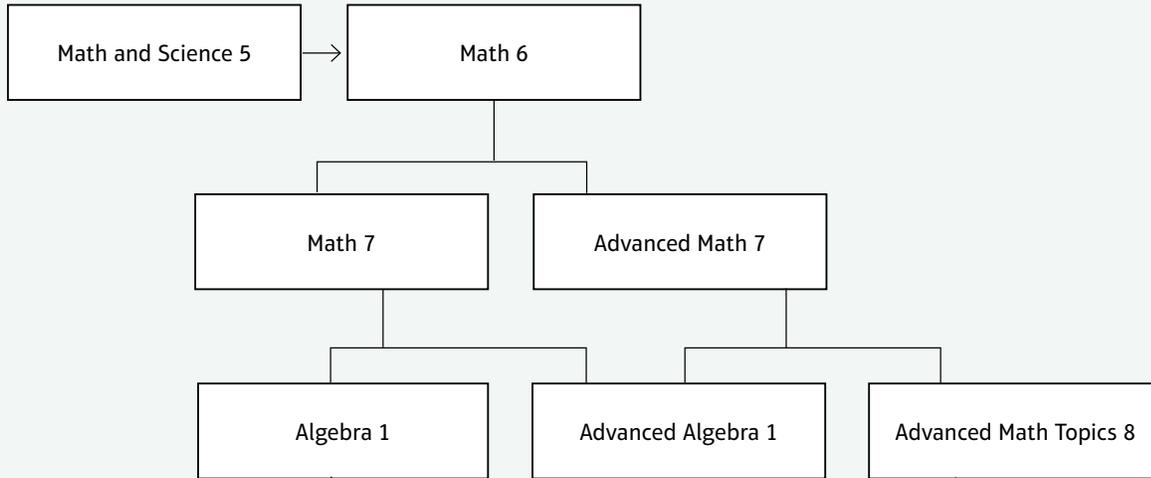
**Spanish 8**

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

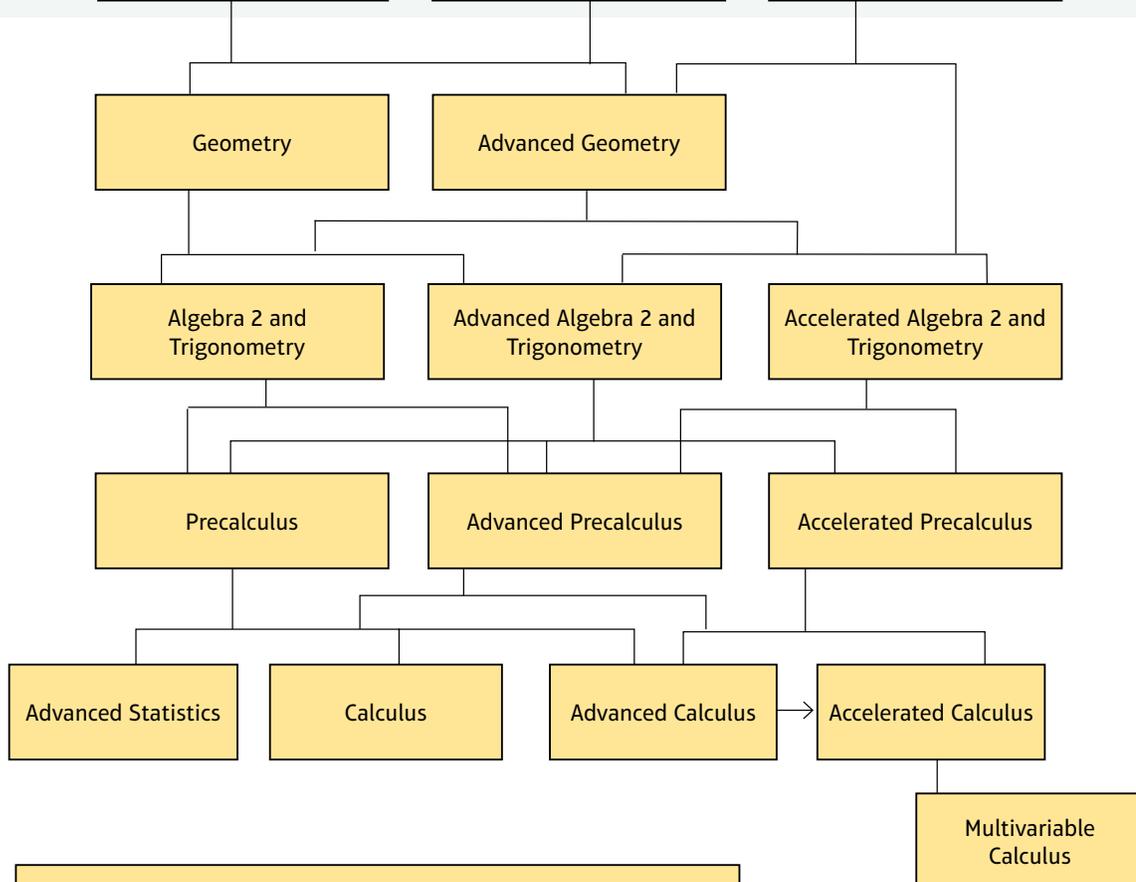
# MARET | MIDDLE AND UPPER SCHOOL ACADEMIC SEQUENCE CHARTS

# MATHEMATICS

Middle School



Upper School



**MSON Offerings:**  
 Multivariable Calculus (also offered at Maret), Linear Algebra,  
 Math Seminar 1, Math Seminar 2,  
 A Mathematical Modeling Approach to Social Justice,  
 Advanced Applied Math through Finance, Vector Calculus

# SCIENCE

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

# CLASSICS

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

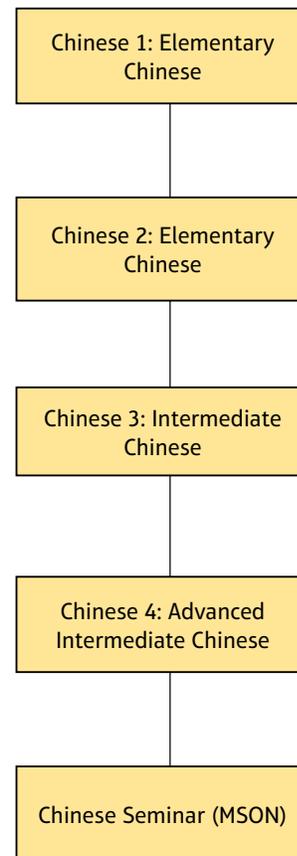
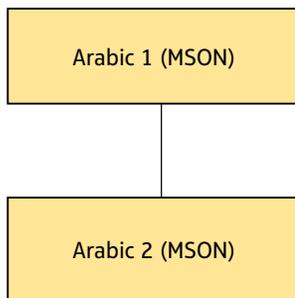
MSON Courses  
Ancient Greek I  
Advanced Latin Literature  
(Prereq: Advanced Latin:  
Rhetoric and Epic Literature or equivalent)

# ARABIC

# CHINESE

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

Upper School



# FRENCH

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

Middle School

French 6

French 7

French 8

Upper School

French 3

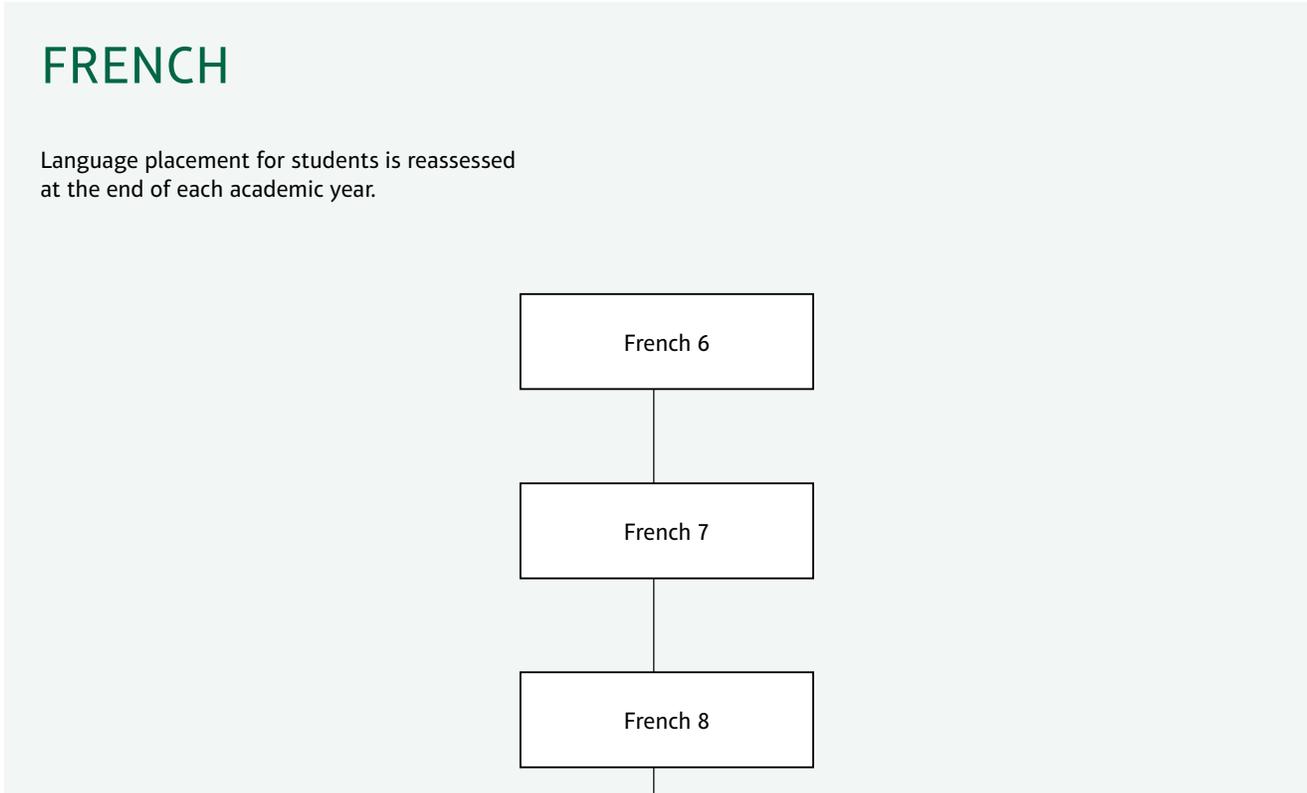
French 4

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)

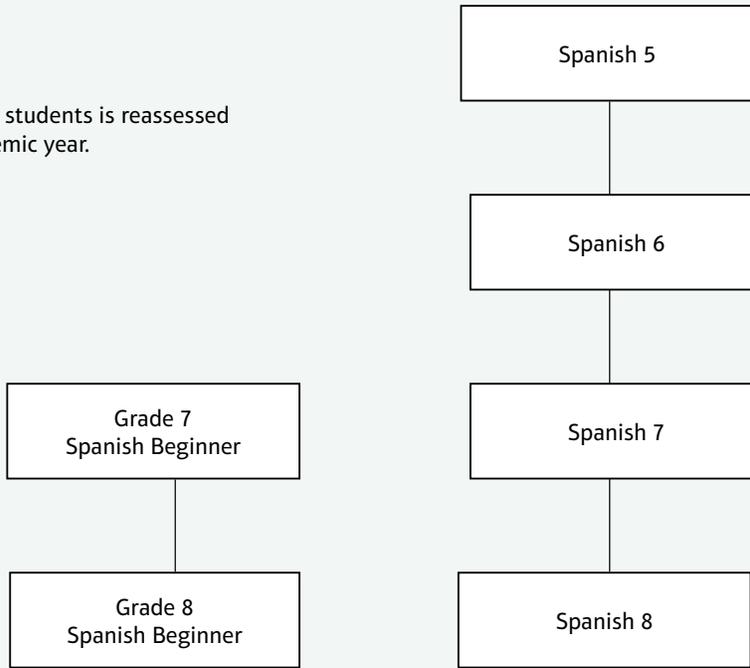
Summer program:  
 Maret in France  
 Typically students participate after ninth or tenth grade.



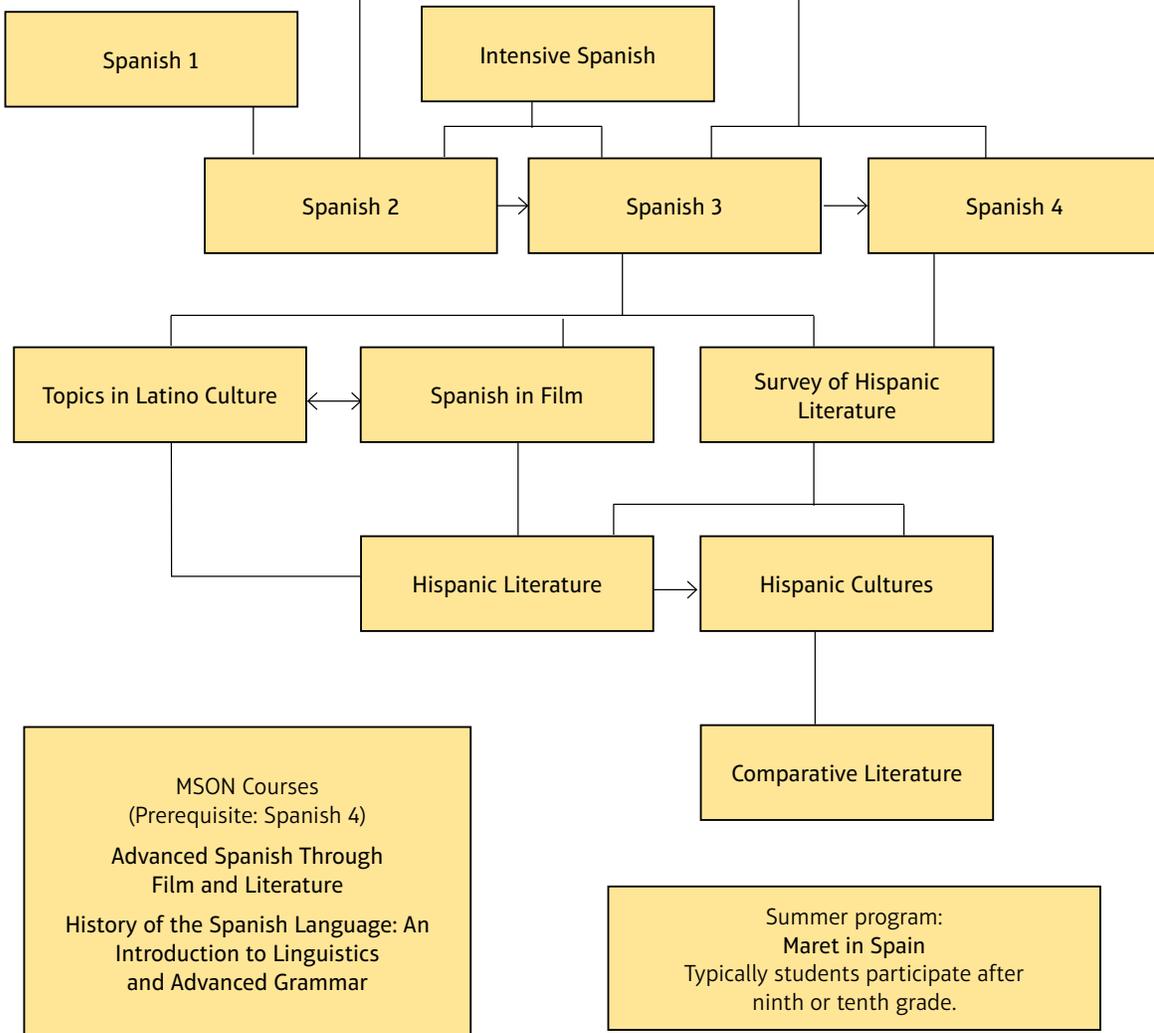
# SPANISH

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

Middle School



Upper School



# 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. Maret classes offer a strong foundation for the AP exam, and 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 Seminar.

### 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, exercises, and projects which students complete outside of the class. Each course enrolls a minimum of six and a maximum of 16 students. 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. Between 45 and 50 courses are offered yearly, spanning the humanities, social sciences, STEM, and world languages. Fall, spring and year-long classes are offered.

### MSON PARTNER SCHOOLS

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

## 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, fall
Basketball, winter	Lacrosse, spring	Golf, fall
Club Ice Hockey, winter	Soccer, fall	Swimming, winter
Football, fall	Softball, spring	Track and Field, spring
Lacrosse, spring	Tennis, fall	Ultimate Frisbee, spring
Soccer, fall	Volleyball, fall	
Tennis, 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 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.

## TECHNOLOGY/ 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 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.

# 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.