

COURSE DESCRIPTIONS

2022-2023

Marshall School

**Marshall School
2022-2023 Course Descriptions**

MARSHALL SCHOOL MISSION STATEMENT
INSPIRING LIFELONG LEARNERS to EMBRACE CHALLENGE and CREATE POSITIVE CHANGE.

MARSHALL SCHOOL STATEMENT OF COMMUNITY
The Marshall School community accepts responsibility
for the safety, inclusion, and well-being of all members.
We nurture and protect an environment that is
affirming and empowering
of individual voices, life experiences, and perspectives.
We commit to learning and growing
through our daily actions and interactions.
We seek always to value, respect, and uplift those around us.

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MIDDLE SCHOOL

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MIDDLE SCHOOL CURRICULUM AT A GLANCE

GRADE 5

English 5
Math 5
Science 5
SS 5: The Americas
Health/PE
World Language: French
Art
Band/Choir/Strings (students select one)

GRADE 6

English 6
Math 6
Science 6
SS 6: Minnesota Studies
Health/PE
World Language: Spanish
Art
Band/Choir/Strings (students select one)

GRADE 7

English 7
Pre-Algebra*
Life Science
Social Studies 7
Health/PE 7
French 1A or Spanish 1A (students select one)
Art/Band/Choir/Strings (students select one)

GRADE 8

English 8
Algebra 1A or Algebra 1*
Earth Science
World Geography
Health/PE 8
French 1B or Spanish 1B (students select one)
Art/Band/Choir/Strings (students select one)

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

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

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FINE ARTS

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

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

VISUAL ARTS

5th and 6th Grade Art

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

Art 7/8

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

MUSIC

5th and 6th Grade Band

The goal of 5th and 6th grade band is to introduce beginning wind and percussion players to the joys and challenges of ensemble playing. Materials covered include good tone production, finger/sticking technique, articulation, intonation, blend, breathing, rhythm, expression, and music theory, as well as instrument care and maintenance. Students need to choose an instrument and learn a few notes before they can play together. To this end, it is recommended that students, if possible, take some beginning lessons prior to entering 5th grade.

5th and 6th Grade Choir

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

5th and 6th Grade String Orchestra

5th and 6th Grade Strings entails basic introduction to string instrument playing, more advanced instruction for non-beginners, music note reading and understanding, and ensemble playing skills. The course focuses on making music together in a fun, encouraging and musically enriching atmosphere using many varied music styles such as classical, pop and rock. All levels of playing ability are respected and each student is expected to play to the best of their ability in order to contribute to a musical and responsive ensemble.

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Band 7/8

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

Choir 7/8

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

Strings 7/8

Strings 7/8 focuses on elevating the ensemble from a beginner string playing level to more challenging literature. Depending on the student's previous playing experience, this course works on advancement of string playing skills, proficient note reading and rhythms, learning ensemble skills and developing musicality. The course focuses on making music together in a fun, encouraging and musically enriching atmosphere using many varied music styles such as classical, pop and rock. All levels of playing ability are respected and each student is expected to play to the best of their ability in order to contribute to a musical and responsive ensemble.

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ENGLISH

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

English 5

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

English 6

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

English 7

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

English 8

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

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The Elements of Style (Strunk and White), *The Middle School Handbook* (Holt, Rinehart, and Winston), and various contemporary short pieces.

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WORLD LANGUAGES

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

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

World Language 5

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

Intro to Spanish (6th grade)

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

Intro to French (6th grade)

Students are introduced to the four basic language-learning skills: speaking, reading, writing, and listening. There is an emphasis on helping students to feel comfortable with the idea of communicating in a foreign language even though they may not fully understand the written and spoken words around them. The main focus of the course is vocabulary-based. Students also begin studying basic grammatical structures including present tense regular and irregular verbs. In addition, we begin our exploration of the various French-speaking cultures around the world.

French IA

French 1A expands on the present tense regular and irregular verbs as well as vocabulary, idioms, and structure and introduces the passé composé. After reviewing and practicing previously learned vocabulary and grammar, students continue studies of the French-speaking world, students are given the chance to explore cross-curricular ideas through the French language with an emphasis on exploratory learning through research and community action projects.

French IB

French 1B expands on the present tense regular and irregular verbs as well as vocabulary, idioms, and structure and introduces the passé composé. Celebrations of French holidays and a sampling of French cuisine, art, architecture, customs and music are important aspects of classroom learning. Students may be able to take the National French Exam for the first time for enrichment and review.

Spanish IA

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

Spanish IB

The Spanish 1B course builds upon the basic skills and practical use of the language introduced in Spanish 1A. Through interactive activities and instruction, students build competency in all four language skills: listening, speaking, reading and writing. This course reinforces and expands upon basic grammar, rules of agreement, sentence structure, and word order covered in Spanish 1A, allowing for increased communicative proficiency and comprehension. Students' studies

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revolve around thematic units that cover related vocabulary sets, grammar concepts, and cultural topics. Students review the present tense and begin learning the preterit tenses, allowing them to communicate about present, past, and future events.

Spanish I

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

MATHEMATICS

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

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

Math 5

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

Math 6

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

Pre-Algebra

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

Algebra 1A

Prerequisite: Department recommendation

The course expands students' knowledge of the concepts of variables, expressions, solving equations and inequalities, and graphing on the coordinate plane. Students become proficient working with the symbolic nature of mathematics, and special emphasis is placed on problem solving. Topics include solving linear equations, graphing and writing equations, solving linear inequalities, and solving systems of linear equations. This course covers one half of the algebra curriculum and must be followed with a course in Algebra 1B.

Algebra 1

Prerequisite: Department recommendation

Students reinforce their basic algebraic knowledge of the number system equations and inequalities. Topics include linear equations and inequalities, solving systems of equations, linear and exponential function, polynomials and factoring, graphing quadratic equations, square root functions, and rational equations and functions. The entire algebra curriculum is included in this fast-paced, one-year class.

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HEALTH/PHYSICAL EDUCATION

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

Health and Physical Education 5

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

Health and Physical Education 6

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

Health and Physical Education 7

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

Health and Physical Education 8

Health 8 promotes awareness of physical, mental, emotional and social developmental needs for optimal health throughout one's life by understanding that health is multidimensional and the elements of health are interconnected. Health topics include components of health (emotional, social, intellectual, environmental, spiritual, intellectual), vaping, emotional and mental health, sexual health, and addiction. Physical Education 8 is designed to promote lifelong wellness through social and physical activity. Students are empowered to develop positive behaviors through participation in a variety of group activities, team sports and personal fitness in a supportive environment that encourages them to lead healthy lives, make positive choices, respect themselves and others, work hard and gain confidence.

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SCIENCE

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

Science 5

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

Science 6

The sixth grade science curriculum starts with an intensive study of the structure of the atom, the properties of the elements, and how elements combine and mix to form the world around us. Understanding the building blocks of our world then leads to units of inquiry on compounds, mixtures, wave energy, heat transfer and other physical science concepts. Utilizing hands-on projects, students investigate the laws of motion, the properties of light and sound, simple machines, energy, states of matter, and electricity. In each unit, students construct projects, design presentations, gather data, make inferences and use creative ways to share what they have learned.

Life Science 7

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

Earth Science 8

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

SOCIAL STUDIES

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

SS 5: The Americas

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

SS 6: Minnesota Studies

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

Social Studies 7

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

World Geography 8

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

OTHER LEARNING OPPORTUNITIES

Fryberger Outdoor Experience (formerly MORE Program)

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

Crew (formerly Advisory)

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

UPPER SCHOOL

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UPPER SCHOOL COURSE REQUIREMENTS

9th Grade

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

10th Grade

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

11th Grade

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

12th Grade

English Electives (or AP English).....	1 credit
Mathematics *.....	1 credit
Science *.....	1 credit
Social Studies Electives (or AP US Government).....	1 credit

To Be Completed Before Graduation

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

***Level determined by department**

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

Students enrolled in AP courses are expected to take the AP exam for that course in May. There is a nominal fee associated with taking each AP exam, usually around \$60 per exam. Exact fees are determined each fall, are the responsibility of the student's family.

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

Requirements for Graduation

English.....	4 credits
World Language.....	2 credits (must be 2 credits of same language in upper school)
Mathematics (including Geometry and Algebra 2)....	3 credits
Social, Religious, & Ethical Studies.....	4½ credits
Science.....	3 credits
Fine Arts.....	1 credit (including ½ credit in visual arts)
Health and Physical Education (both required).....	1 credit
Computer Science.....	½ credit (for Class of 2024 and beyond)
Electives.....	3 credits
Community Service.....	10 hours/year

Community Service Requirement

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

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

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FINE ARTS

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

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

VISUAL ARTS

Studio art courses emphasize hands-on activities, including presentations, documentation, discussion, criticism, and reflection of historical and contemporary art. Aesthetics and art criticism are studied and practiced in all art courses. Technology is used to document progress, and reflection is used in developing portfolios. A variety of software programs are incorporated to enhance visual literacy while building technological fluency to create a broad understanding of communicating creativity that encompasses all of us. All students must provide their own sketchbook. Visual arts courses may be taken multiple times due to the individualized and differentiated instruction.

Drawing and Painting

Course number: 161

Credit: ½ credit

Grade level: 9-12 Elective

Drawing and Painting focuses on deconstructing a variety of drawing and painting techniques in order to practice, make mistakes, and refine artworks towards a finished result. The foundations of drawing in a variety of media and painting in watercolor and acrylic are practiced throughout the semester. Art history, personal and group reflection, and presentation will also be part of the class. Emphasis is put on practicing the drawing and painting process with secondary emphasis on the final product.

Honors Drawing and Painting

Course number: 162

Credit: ½ credit

Grade level: 9-12 Elective

Prerequisite: Drawing and Painting and recommendation

In Honors Drawing and Painting, students build on the variety of techniques and skills they acquired in Drawing and Painting in order to discover the develop their own artistic style and voice. Students choose specific drawing and painting media and techniques that best fit their artistic goals. Students then focus on refining the process leading up to a completed artwork. Contemporary and traditional artists, alternative techniques, and unique materials are utilized throughout the semester.

Ceramics

Course number: 155

Credit: ½ credit

Grade level: 9-12 Elective

Students in Ceramics learn how to manipulate clay through various hand-building techniques. Students build a foundation utilizing ceramics material through hands-on activities. Students learn about different types of clay and glazing techniques.

Honors Ceramics

Course number: 156

Credit: ½ credit

Grade level: 9-12 Elective

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Prerequisite: Ceramics and recommendation

Honors Ceramics further develops students' investigation into clay by utilizing their base knowledge from Ceramics to further their fluency in 3-D art and design. More advanced techniques such as wheel throwing and sculpture are incorporated. Students are expected to document their work and process, which can be used to develop portfolios in the future.

Videography

Course number: 196

Credit: ½ credit

Grade level: 9-12 Elective

Students in Videography develop their foundation of contemporary digital tools (iMovie, Photoshop, Final Cut Pro, etc.) and demonstrate a variety of filming techniques to create unique work that expresses their vision. Students build upon their knowledge throughout the semester. Films are analyzed and discussed to provide foundation and inspiration for future projects.

Honors Videography

Course number: 197

Credit: 1/2 credit

Grade level: 9-12 Elective

Prerequisite: Videography and recommendation

Honors Videography students build a large body of work focusing on their chosen style of media and building their fluency throughout the semester. They work one-on-one with the instructor to achieve their creative vision.

Photography

Course number: 194

Credit: ½ credit

Grade level: 9-12 Elective

Photography students learn how to use contemporary tools to achieve desired effects. The history of photography is taught throughout the semester to provide examples and inspiration. Students focus on lighting and perspective techniques to improve their literacy within the medium. Opportunity to learn 35 mm film photography is also available to students who show interest in the process.

Honors Photography

Course number: 195

Credit: ½ credit

Grade level: 9-12 Elective

Prerequisite: Photography and recommendation

Students in Honors Photography learn how to use the dark room and print processing techniques. 35mm film cameras are available, but having a personal camera is recommended. Students build upon skills developed in Photography, including incorporating thoughts and feelings into imagery that inspires the student and the observer.

Graphic Design

Course number: 192

Credit: ½ credit

Grade level: 9-12 Elective

Graphic Design is the creation of visual compositions to solve problems and communicate ideas through typography, imagery, color, and form. Students utilize digital art and traditional 2-D techniques to develop designs that communicate cohesive messages. Adobe Photoshop and Illustrator are utilized to manipulate and craft images into designs that speak to their audiences.

Honors Graphic Design

Course number: 193

Credit: ½ credit

Grade level: 10-12 Elective

Prerequisite: Graphic Design and recommendation

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Students study how Graphic Design influences branding and marketing in contemporary culture and become fluent in Adobe Photoshop, Illustrator, and other digital tools. Featured artists are studied and reflected upon to provide influence and inspiration. The goal is for each student to develop their own personal voice that can be utilized in the future.

Explore Art

Course number: 188

Credit: ½ credit

Grade level: 9-12 Elective

Explore Art is all about exploring art through personal experience. All supplies, tools, and resources are available for students to experiment with and utilize for their personal artwork. Students reflect upon their favorite artwork, artists, and influences to develop their own personal style. Students work one-on-one with the instructor to set achievable goals and to develop projects and artwork that is unique to the individual student.

AP Studio Art

Course number: 100

Credit: 1 credit (requires full year commitment)

Grade level: 11-12 Elective

Prerequisite: Recommendation

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

MUSIC

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

Concert Choir

Course number: 106

Credit: 1 credit

Grade level: 9-12 Elective

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

Honors Concert Choir

Course number: 105

Credit: 1 credit

Grade level: 10-12 Elective

Prerequisite: Director's recommendation

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

Chamber Singers

Course number: 147

Credit: ½ credit per year

Grade level: 10-12

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Prerequisite: Concert choir member; audition

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

Concert Orchestra

Course number: 117

Credit: 1 credit

Grade level: 9-12 Elective

This course entails advanced proficiency in string playing, music theory, scales, and both solo and ensemble performance skills. Memorization of some pieces is expected. The course focuses on making music together in a fun, encouraging, and musically enriching atmosphere using many varied music styles such as classical, pop, and rock. All levels of playing ability are respected and each student is expected to play to the best of their ability in order to contribute to a musical and responsive ensemble. Participation in the annual solo and ensemble contest is strongly encouraged and other performances include Marshall concerts, convocation, and Ivy Laureate.

Concert Band

Course number: 126

Credit: 1 credit

Grade level: 9-12 Elective

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

Honors Concert Band

Course number: 127

Credit: 1 credit

Grade level: 10-12 Elective

Prerequisite: Recommendation of director

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

Jazz Band

Course number: 136

Credit: ½ credit per year

Grade level: 9-12 Elective

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

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

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COMPUTER SCIENCE

Computer Science teaches students how to think critically and problem solve while preparing them for a future in which computer programming and artificial intelligence will likely be a part of their future careers. Students may satisfy the Computer Science graduation requirement by taking one computer science course at any time during high school. This requirement must be satisfied for students in the Class of 2024 and later.

Introduction to Computer Science

Course number: 217

Credits: ½ credit

Grade level: 9-12 Elective

Prerequisite: Algebra 2 (concurrent or completed)

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

AP Computer Science Principles (offered next in 2023-24)

Course number: 220

Credits: 1 credit

Grade level: 10-12 Elective

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

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

AP Computer Science A (offered next in 2022-23)

Course number: 223

Credits: 1 credit

Grade level: 10-12 Elective

Prerequisite: Algebra 1 and Intro to Computer Science or AP Computer Science Principles and Recommendation

This course is designed as a first course in programming with the Java language, with the assumption that students have done some programming in another language before taking the course. The focus is on programming theory and fundamentals, as well as the mastery of the basics of the Java language. By the end of the course, students are able to write useful programs in Java, using good style, design and debugging approaches, and problem-solving methods.

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ENGLISH

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

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

English 9

Course number: 331

Credit: 1 credit

Grade level: 9 Required

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

Literature of the Americas

Course number: 333

Credit: 1 credit

Grade level: 10 Required (if not taking Honors)

Prerequisite: English 9

This course emphasizes composition skills and literary analysis through a focus on the literature from the Americas. Students are expected to engage with the literature in numerous ways, always seeking to broaden their perspective and to gain empathy. Students explore the various facets of writing, analysis, creativity, and frequently work alone and together to create unique and insightful projects. Projects may include a horror story podcast, Poetry Out Loud recitation, a website, videos, books, infographics, and traditional literary analysis essays. Students are frequently given choice in their own learning and are expected to show enthusiasm, curiosity, and independence. As this is also a language arts course, students work on their writing mechanics, improve their logic, practice their research and citing skills, practice discussion methods, get more comfortable with public speaking, and hone their media literacy skills. Students read a variety of works which may include *Kindred* (Butler), *Of Mice and Men* (Steinbeck), *The Road* (McCarthy), *A Raisin in the Sun* (Hansberry), *Outliers* (Gladwell), and *The House on Mango Street* (Cisneros); short stories, with selections by Gabriel Garcia Marquez, Ursula K. Le Guin, Margaret Atwood, Zora Neale Hurston, Stephen Crane, and others; and non-fiction, plays, poems, and essays.

Honors Literature of the Americas

Course number: 334

Credit: 1 credit

Grade level: 10 Required (if not taking Lit of Americas)

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

This course emphasizes composition skills and literary analysis through a focus on the literature from the Americas. Students are expected to engage with the literature in numerous ways, always seeking to broaden their perspective and to gain empathy. Students explore the various facets of writing, analysis, creativity, and frequently work alone and together to create unique and insightful projects. Projects may include a horror story podcast, Poetry Out Loud recitation, a website, videos, books, infographics, and traditional literary analysis essays. Students are frequently given choice in their own learning and are expected to show enthusiasm, curiosity, and independence. As this is also a language arts course, students work on their writing mechanics, improve their logic, practice their research and citing skills, practice discussion methods, get more comfortable with public speaking, and hone their media literacy skills. As this is an honors course, students should willingly accept the challenges of literature, composition, research, discussion, and creativity. Students read a variety of works which may include *Kindred* (Butler), *Chronicle of a Death Foretold* (Marquez), *The Road* (McCarthy), *The Color Purple* (Walker), *Outliers* (Gladwell), and *The House on Mango*

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Street (Cisneros); short stories, with selections by Gabriel Garcia Marquez, Ursula K. Leguin, Margaret Atwood, Zora Neale Hurston, Stephen Crane, and others; and non-fiction, plays, poems, and essays.

English: Speculative Fiction (offered next in 2023-24)

Course number: 367

Credit: 1 credit

Grade level: 11-12 Elective

In this course, students explore common themes and topics in the genre of speculative fiction--literature that asks the question "what if?" Texts run the gamut from myths and fairytales from around the world, to modern and contemporary works of science fiction and fantasy, including poetry and short fiction, as well as novels and films. Bruno Bettelheim's *The Uses of Enchantment* and the work of Joseph Campbell on the Hero's Journey provides a starting point for analysis. Authors on the reading list may include, but not be limited to, Sherman Alexie, Margaret Atwood, Ray Bradbury, Octavia Butler, Angela Carter, Ted Chiang, Neil Gaiman, Stephen King, Ursula K. Le Guin, Nnedi Okorafor, Alice Sebold, and Anne Sexton. Students think critically, write formally and informally, participate in frequent discussions, and complete both creative and research projects.

English: The Power of Myth (offered next in 2023-24)

Course number: 368

Credit: 1 credit

Grade level: 11-12 Elective

In this elective course, students use chapters from *Sapiens: A Brief History of Humankind* as a lens to explore a diverse range of texts. Our goal is to examine and understand the uniquely human power of collective imagination (the narratives, beliefs, and ideas communities agree on), how its shaped our past and present, and how it molds our future. Through student-led discussions and formal and informal writing, we work to unravel the myths that have impacted the way we see our world. Major texts may include works by Toni Morrison, Mohsin Hamid, Annie Proulx, Viet Thanh Nguyen, Chinua Achebe, and Louise Erdrich.

English: The Teenage Experience (offered next in 2022-23)

Course number: 342

Credit: 1 credit

Grade level: 11-12 Elective

Steven King said, "I hated high school. I don't trust anybody who looks back on the years from 14 to 18 with any enjoyment. If you liked being a teenager, there's something wrong with you." What's so bad about being a teenager? In this year-long elective course, students explore the pains and triumphs of adolescence represented in a range of novels. Our goal is to pin down exactly what it means to be a *teenager* by drawing connections between texts, having thoughtful discussions, and writing both formally and informally. We will deepen our understanding by reading nonfiction, like memoirs, essays, and informational texts. Expect to plan your own writing projects and publish them to your peers and the wider Marshall community.

English: Nature and Place (offered next in 2022-23)

Course number: 336

Credit: 1 credit

Grade level: 11-12 Elective

Can the wonder of nature be conveyed in writing? Can its fragile beauty be preserved by writers? What does it mean to be from a specific place or to live in "right relationship" to it? How does a particular bioregion influence a writer's voice? Can you read an ecosystem the way you read a poem? How have literary descriptions of "nature" excluded non-white experiences and erased indigenous voices? These are some of the questions we'll explore in this year-long elective. Students read a wide variety of writing inspired by nature and explore the works of various authors who have tried to offer up answers. Other topics that will arise include nature deficit disorder, the rights of nature, environmental justice, and regenerative agriculture. *The Unlikely Thru-Hiker* by Derick Lugo and *Braiding Sweetgrass* by Robin Wall Kimmerer will serve as anchoring texts, supplemented by essays, short stories, and poetry by a variety of writers representing everything from the classics of "green" literature to the relatively new genre of climate fiction. Students think critically, write formally and informally, participate in frequent discussions, and keep a journal of encounters with the natural world. Creative and research projects may involve forays into the outdoors.

Honors British Literature

Course number: 373

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Credit: 1 credit

Grade level: 11 Required if not taking electives

Prerequisite: Literature of the Americas (or Honors), department recommendation, and summer assignment

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

AP English Literature and Composition

Course number: 377

Credit: 1 credit

Grade level: 12 Required if not taking electives

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

The goal of this course is to develop critical reading and writing skills, in preparation for the AP Exam in Literature and Composition and for college English courses, by offering qualified seniors the opportunity to do college-level coursework. Students admitted to this advanced course are expected to demonstrate a special interest in literature, to work hard and consistently to develop independence of thought and mature habits of critical thinking. Classroom discussion and active participation, as well as frequent writing assignments (including in-class essays), are crucial means to this end. Students write formal and informal papers, make presentations (including memorizing and reciting a poem for Poetry Out Loud), and do a creative project. Major texts include *The Metamorphosis* (Kafka), *Frankenstein* (Shelley), *Jane Eyre* (Brontë), *A Doll's House* (Ibsen), *Mexican Gothic* (Moreno-Garcia), *Wide Sargasso Sea* (Rhys), World War I poetry, *The Things They Carried* (O'Brien), and *Twelfth Night* (Shakespeare). This may seem like a short reading list, but depth is the goal in this course.

College Prep English 1/College Prep English 2

Course number: 399/398

Credit: 1 credit

Grade level: 9-12

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

Advanced College Prep English

Course number: 397

Credit: 1 credit

Grade level: 11-12

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

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WORLD LANGUAGES

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

French II

Course number: 412

Credit: 1 credit

Grade level: 9-12 Elective

Prerequisite: French I and department recommendation.

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

French III/Honors French III

Course number: 413/472 (Honors)

Credit: 1 credit

Grade level: 9-12 Elective

Prerequisite: French II and department recommendation.

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

Honors French IV and AP French Language

Course number: 474/478

Credit: 1 credit each

Grade level: 11-12 Elective

Prerequisite: Department recommendation.

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

Spanish I

Course number: 401

Grade level: 9-11

Credit: 1 credit Elective

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

Spanish II

Course number: 402

Credit: 1 credit

Grade level: 9-12 Elective

Prerequisite: Spanish I and department recommendation.

In Spanish II, students further their proficiency in understanding spoken and written Spanish. Presentational skills are highly developed, as students are equipped with the linguistic tools they need to produce strong discourse in both speaking and writing. A heavy emphasis is placed on pronunciation through various exercises including the use of songs. Students also deepen their knowledge of Spanish-speaking cultures, and reflect on how they related to them.

Spanish III

Course number: 404

Credit: 1 credit

Grade level: 9-12 Elective

Prerequisite: Spanish II and department recommendation.

In Spanish III, students continue to develop proficiency in spoken and written Spanish. Listening and reading skills are emphasized through exposure to a wide range of text, audio, and video resources. A large emphasis is also placed on broadening the range of tenses in the students' repertoire. In addition the focus on language, short stories, songs, articles and research projects are also used to introduce more advanced cultural concepts to the students.

Spanish: History and Culture

Course number: 470

Credit: 1 credit

Grade Level: 11-12 Elective

Prerequisite: Spanish III

Through an immersion setting, we explore the Spanish-speaking world extensively, especially in the wider global context of the world at large. Students get a taste of cultures from all corners of the Hispanosphere. Regular class discussions require students to work towards greater oral spontaneity and fluency while analyzing and integrating information from authentic stories, articles, videos, poems, and songs.

AP Spanish Language

Course number: 484

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisite: Department recommendation

In AP Spanish, through an immersion setting we examine the world around us, and individual students have the opportunity to dive into Spanish-speaking communities of their choice. Presentation skills are highly developed through challenging essays and speeches. Interactive skills are built through role-playing in a wide variety of contexts both formal and informal in which we often find ourselves in everyday life. At the end of the course, all students sit for the AP Spanish Language and Culture exam in May.

AP German Language

Course number: 479

Credit: 1 credit each

Grade level: 11-12 Elective

Prerequisite: Department recommendation.

AP German Language is for students who are transitioning to being advanced speakers of German. Students work with authentic materials and learn advanced grammatical structures, including indirect speech, masculine-n nouns, and pragmatic expressions. Student complete a literature project in a medium of their choice and study the Nibelungenlied or in alternate years the works of Franz Kafka. Students design projects that reflect their personal interests in music,

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theater, creating an online content, and writing and publishing a children's book. They study business German and write a cover letter and resume as well as conduct mock interviews. Students become thoroughly familiar with the AP German Language and Culture Exam to be well prepared when they take it in May.

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MATHEMATICS

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

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

Honors and non-honors options are available in all mathematics courses. Students are encouraged to take the course that is the best fit for them. A graphing calculator is required for all courses above Algebra I.

Sample Entry Points and Pathways				
Grade 8	Algebra 1A	Algebra 1	Algebra 1	Algebra 1
Grade 9	Algebra 1B	Geometry	Geometry	Honors Geometry
Grade 10	Geometry	Algebra 2	Algebra 2	Honors Algebra 2
Grade 11	Algebra 2	FPT	Pre-Calculus*	Honors Pre-Calculus*
Grade 12	FPT or Pre-Calculus*	Pre-Calculus*	Calculus*	AP Calculus AB* or BC*

*Courses in Contemporary Math, Discrete Math with Applications, and AP Statistics are elective courses that students will take in conjunction with or in place of their math course work following Algebra 2.

Algebra 1B

Course Number: 536

Credit: 1 credit

Grades: 9-10 Required

Prerequisite: Algebra 1A or department recommendation.

This course continues students' understanding of algebra, working with the symbolic nature of mathematics, and the critical skill of problem solving. Topics include linear functions, exponential equations and functions, polynomial equations and factoring, and solving quadratic equations.

Algebra 1

Course number: 533

Credit: 1 credit

Grades: 9 Required

Prerequisite: Pre-Algebra or department recommendation.

Students reinforce their basic algebraic knowledge of the number system equations and inequalities. Topics include linear equations and inequalities, solving systems of equations, linear and exponential function, polynomials and factoring, graphing quadratic equations, square root functions, and rational equations and functions. The entire algebra curriculum is included in this one-year class.

Geometry

Course number: 541

Credit: 1 credit

Grade level: 10-12 Required

Prerequisite: Algebra 1B or Algebra 1

Geometry deals with the study of shapes. In this course students work together to develop and apply a variety of formulas which are used to measure lengths, areas and volumes of geometric figures. The study of geometry is rooted

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in logic and time is spent working on proving theorems in a two-column format and in paragraph proof form. Straight edges and compasses are used in construction proofs.

Honors Geometry

Course number: 572

Credit: 1 credit

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

Prerequisite: Algebra 1 and department recommendation.

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

Algebra 2

Course number: 552

Credit: 1 credit

Grade level: 9-11 Required

Prerequisite: Algebra 1B and Geometry or Algebra 1 and Geometry

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

Honors Algebra 2

Course number: 573

Credit: 1 credit

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

Prerequisite: Algebra 1 and Honors Geometry; department recommendation.

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

Functions/Probability/Trig (FPT)

Course number: 523

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisite: Geometry and Algebra 2

The study of algebra teaches students to think logically and sequentially. This course is the capstone of a student's study of algebra. Students will build their problem solving skills as they connect prior knowledge to new ideas and contexts. The course covers probability, trigonometry and a further study of functions. Some of the topics covered in this course are logarithms, matrices, trigonometric functions, polynomial functions, conic sections, arithmetic and geometric series and analytical trigonometry. Additionally, students will explore topics related to probability and statistics including combinations and permutations, expected value, conditional probabilities and The Fundamental Principle of Counting.

Discrete Math with Applications

Course Number: 556

Credit: ½ credit

Grade level: 11-12 Elective

Prerequisite: Geometry and Algebra 2

This course uses sophisticated mathematics to enable our students to better understand basic economic concepts and how to apply them to their personal finances. We use algebra, probability, statistics and geometry to solve financial

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problems that occur in everyday life. The real world problems we face in this course include investing, credit, banking, auto insurance, mortgages, income taxes, budgets and retirement planning. We work hands-on with technology and real-world mathematical modeling to further our understanding of how money works.

Contemporary Math

Course number: 557

Credit: 1/2 credit

Grade Level: 11-12 Elective

This course is designed to expose students to various practical applications of mathematics and statistics. Students practice using logic and problem solving skills to describe, evaluate, and analyze a wide range of real world scenarios. In this investigative course, students could explore data science and data visualization; probability and statistics; spreadsheets and calculator use; logic and patterns; game theory; the mathematics behind scheduling, networks, and voting systems; and much more. Critical thinking skills and the use of technology is emphasized throughout the course.

Pre-Calculus

Course number: 554

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisite: FPT or Geometry and Algebra 2; department recommendation.

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

Honors Pre-Calculus

Course number: 577

Credit: 1 credit

Grade level: 10-12 Elective

Prerequisite: Honors Geometry and Honors Algebra 2 and department recommendation.

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

Calculus

Course number: 582

Credit: 1 credit

Grade level: 12 Elective

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

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

AP Calculus AB

Course number: 574

Credit: 1 credit

Grade level: 10-12 Elective

Prerequisite: Honors Pre-Calculus and department recommendation.

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

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AP Calculus BC

Course number: 580

Credit: 1 credit

Grade level: 11-12 Elective

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

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

AP Statistics

Course number: 575

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisite: Algebra 2 and department recommendation.

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

HEALTH/PHYSICAL EDUCATION

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

Health and Physical Education A/B

Course number: 609/621

Credit: ½ credit each

Grade level: 9-10 Required

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

Fitness and Team Sports

Course number: 653

Credit: ½ credit

Grade level: 10-12 Elective

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

Health

Course Number: 613

Credit: ½ credit

Grade Level: 10-12 Required

This course is designed to promote awareness of physical, psychological, and social developmental needs for optimal health. We think globally about health issues. Health topics may include health equality, psychological health, vaping, sleep, drug/alcohol education, sexual health and environmental health.

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SCIENCE

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

Biology (offered yearly)

Course number: 840

Credit: 1 credit

Grade level: 9 or 10

Required

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

Human Anatomy & Physiology (offered next in 2022-23)

Course number: 853

Credit: 1 credit

Grade level: 11-12

Elective

Prerequisite: Biology

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

Environmental Science (offered next in 2023-24)

Course number: 850

Credit: 1 credit

Grade level: 11-12

Prerequisite: Biology **Elective**

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

AP Biology (offered next in 2023-24)

Course number: 874

Credit: 1 credit

Grade level: 11-12

Elective

Prerequisite: Honors Biology, summer coursework.

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

Chemistry (offered yearly)

Course number: 856

Credit: 1 credit

Grade level: 10-11

Required (if not taking Hon Chem)

Prerequisite: Algebra IB or Algebra I

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Chemistry is designed to provide strong background knowledge in the discipline of chemistry with an emphasis on the core themes of matter, energy, atomic theory, chemical reactions and bonding, solution stoichiometry, gas laws, and acid-base concepts. Chemistry focuses on utilization of the laboratory for experimentation and investigation, developing critical thinking, analyzing and compiling data, and collaborative projects and presentations.

Honors Chemistry (offered yearly)

Course number: 872

Credit: 1 credit

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

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

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

AP Chemistry (offered next in 2022-23)

Course number: 882

Credit: 1 credit

Grade level: 11-12 Elective

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

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

CITS (College in the Schools) Chemistry (offered next in 2022-23)

Course number: 881

Credit: 1 credit

Grade level: 11-12 Elective

Prerequisite: Honors Chemistry, department recommendation, and application.

This course is a dual enrollment program offered through the University of Minnesota Duluth. Additionally, students earn credit at the University of Minnesota for Chem 1153 General Chemistry I (4 credits) and Chem 1154 General Chemistry Lab I (1 credit). CITS Chemistry expands on concepts learned in honors chemistry with an in-depth study of topics such as atomic structure, chemical bonding, molecular geometry, states of matter, kinetics, equilibrium thermodynamics, electrochemistry, nuclear chemistry, and organic chemistry. Students will further apply the scientific method to chemical problems, analyze and interpret data logically and effectively, and physically manipulate laboratory equipment and apparatus in order to observe and record data.

Engineering Design (offered next in 2023-24)

Course number: 867

Credit: 1 credit

Grade level: 11-12 Elective

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

Physics (offered yearly)

Course number: 866

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Credit: 1 credit

Grade level: 11-12 Elective

Prerequisites: Algebra II (completed or concurrent)

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

AP Physics C: Mechanics (offered yearly)

Course number: 883

Credit: 1 credit

Grade level: 11-12 Elective

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

AP Physics is a rigorous and fast-paced calculus-based physics course that is the equivalent of a college semester course in mechanics. Topics covered include kinematics, Newton's laws of motion, work, energy, power, linear momentum,

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circular motion, rotation, oscillations, and gravitation. This course is intended for students who are interested in science majors in college. Students must independently learn calculus over the summer, and successful completion of summer homework and assessment of calculus knowledge at the beginning of the course are required for continued enrollment.

Independent Research (offered yearly)

Course number: 899

Credit: 0.25 per semester

Grade level: 11-12 Elective

Prerequisite: Teacher Recommendation/Approval

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

SOCIAL, RELIGIOUS, AND ETHICAL STUDIES

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

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

SOCIAL STUDIES

SS: Civics

Course number: 931

Credit: ½ credit

Grade level: 9 Required

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

U.S. History

Course number: 943

Credit: 1 credit

Grade level: 10 Required

This course offers a survey of United States history starting in the sixteenth century. The course is fast paced and focuses on the turning points throughout U.S. History and is designed to provide students with factual knowledge and analytical skills in order to read and assess evidence and to draw their own interpretations and conclusions. Textbook reading is supplemented with primary and secondary source readings, and videos and films. In-class activities include simulations, role play, research, and group presentations.

Honors U.S. History

Course number: 944

Credit: 1 credit

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

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

World History

Course number: 950

Credit: 1 credit

Grade level: 11 Required

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

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AP World History

Course number: 938

Credit: 1 credit

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

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

SS: Economics

Course number: 976

Credit: ½ credit

Grade level: 11-12 Elective

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

SS: Sociology

Course number: 977

Credit: ½ credit

Grade level: 11-12 Elective

Students are introduced to the basic principles of sociology - the study of groups of people around the world. This includes, but is not limited to: socialization, social stratification, social institutions, culture, inequality, race relations, and sociological investigation and research. Students can expect to examine our world with a curious attitude - not just asking what, but also, how and why?

SS: The American Presidency

Course number: 982

Credit: ½ credit

Grade Level: 11-12 Elective

This course investigates and evaluates the origin and evolution of the American presidency. Through the use of case studies, students examine and analyze the roles and responsibilities of the executive office within the context of the time period in which the president held office. We pursue the questions of what makes good presidents and how we define successful presidents. Students also gain an understanding of how presidential actions, opportunities, and limitations shape the expectations and power of the presidency in the present day. We look at how presidents engage and exert power on economic, domestic, and foreign policy throughout time.

SS: Temptation of War

Course number: 983

Credit: ½ credit

Grade Level: 11-12 Elective

Beginning with an examination of both World War I and the War in Vietnam, this course examines the implications of choosing military solutions over diplomatic ones in resolving international disputes. The case studies provided by international organizations, world-wide and regional, is a central path of discussion. The strategy of truth-telling and truth-concealment is another line of inquiry, focusing on the roles of the press, political activities, and political leaders. Specific locations and zones of chronic international conflict is a third area of research.

SS: Manifesting History

Course number: 984

Credit: ½ credit

Grade Level: 11-12 Elective

This course involves the analysis of history via modern society's lenses and representations. By delving into history's representation in modern media students break down fact from fiction related to different historical themes and eras

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to analyze why history ends up being portrayed in the way it is. Working individually and/or in small groups students examine multimedia sources created by modern society to portray history, working through the following process for each of the semester's units: First, students examine primary and secondary sources defining the event and era that is portrayed and research and examine the various perspectives through which the source event has been viewed. Second, with their report in hand, students work through their multimedia sources (mostly as homework) and take notes on the level of accuracy they encounter. Third, students prepare a report detailing the areas that their multimedia source was accurate and where it diverged from factual history, always keeping in mind why each is the case. Finally, in groups, students compare their experiences with their peers discussing their research and analysis of their source materials in preparation for their critical individual presentations or essays laying out their findings regarding the unit theme and its representation in modern media.

AP U.S. Government and Politics

Course number: 981

Credit: 1 credit

Grade Level: 11-12 **Required if not taking electives**

This is a year-long introductory college-level course in which students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Students taking this course should be self-driven and are expected to participate in class discussions. Students are required to take the AP test in May.

RELIGIOUS AND ETHICAL STUDIES

World Religions

Course number: 742

Credit: ½ credit

Grade Level: 9 **Required**

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

Ethics

Course number: 743

Credit: ½ credit

Grade Level: 10-12 **Elective**

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

OTHER LEARNING OPPORTUNITIES

Fryberger Outdoor Experience (formerly MORE Program)

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

Crew (formerly Advisory)

The Marshall Crew program aims to promote a sense of connectedness and belonging among students and teachers. Advising is one way we strive to remain true to our mission. Students meet with a faculty advisor to explore topics important in the life of adolescents, make connections to the mission, and achieve the qualities outlined in the Portrait of a Hilltopper. The faculty advisor serves as a mentor, guide, and advocate for their advisees, providing an effective and friendly way to address problems with student schedules, questions about graduation requirements, and transitions for new students. In addition to academic support, advisors lead students in conversations about character development and actualization.

Post-Secondary Educational Options (PSEO)

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

Virtual High School (VHS)

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

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

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

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

Guidelines for VHS Enrollment

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

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Internships

The Upper School offers an experiential learning-based internship program where students will develop agency, broaden perspectives, form connections, and build community through a more personalized approach to learning. The program gives students the opportunity to learn skills that are necessary for success beyond high school by providing them with internships similar to those offered by colleges and universities.

Internships provide valuable skills in problem solving, critical thinking, and self-advocacy while engaging students in activities that build creativity and curiosity and allow for self-discovery. Students learn what it takes to effectively communicate and work with others in a collaborative setting. Internships give students authentic and meaningful experiences in which they make connections to others in the community.

Students in grades 11 and 12 have the opportunity to pursue authentic learning experiences through internships, mentoring, and partnering with community organizations. The internship will provide opportunities for student choice and voice, reflection and self-assessment, innovation, service, and leadership.

The internship program not only provides students with unique learning experiences to gain extensive knowledge in real-world settings, but also gives students the opportunity to:

- Experience an internship similar to those offered by colleges and universities.
- Differentiate themselves in the college application process.
- Realize the relevance of their education by making connections between classroom learning and real world experiences.
- Explore career options and become career ready.
- Connect with adult role models and expand their professional network.
- Receive one-on-one adult mentoring from business and community leaders.
- Increase self-confidence, improve academic achievement, and become more motivated.
- Experience a more flexible school schedule that allows students to complete their internships during the school day and within the constraints of the academic calendar.
- Earn academic credit through integrated coursework and reflection.

Forest School Internship

Course number: 996

Credit: ½ credit for year-long commitment

Grade Level: 9-12 Elective

This internship supports a vital transition for Forest School students as they move from the family drop-off at the Main Entrance to their day in the Forest School. Transitions are especially important for this age group (K-4 grade), and through role modeling, mentorship, and conversation and engagement in outdoor activities, Upper School interns will serve as anchors for the Forest School students as they begin their days. This is a yearlong internship, requiring two days of participation per week.

Alakef Coffee Internship

Course number: 995

Credit: 1 credit

Grade Level: 11-12 Elective

Students in grades 11 and 12 have the opportunity to participate in a year-long internship/mentorship program working with Marshall School Alumna and Alakef's Owner and CEO, Alyza Bohbot James '04, throughout their internship in four different areas of interest in order to gain insight into real-world business opportunities and challenges. Specific areas include: