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2023–2024  
Course Catalog

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# PHILOSOPHY STATEMENT

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

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

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

## Demonstrated Empathy

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

## Imaginative Curiosity

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

## Intellectual Flexibility

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

## Compelling Expression

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

## Strategic Boldness

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

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

# MARIN ACADEMY REQUIREMENTS FOR GRADUATION

A total of 23 credits are required for graduation. 19.5 of these credits are required courses or courses elected from among designated departmental offerings; the other two may be chosen from any area.

## ENGLISH

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

## PHYSICAL EDUCATION

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

## HISTORY

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

## SCIENCE

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

## HUMAN DEVELOPMENT

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

## ETHNIC STUDIES

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

## VISUAL & PERFORMING ARTS

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

## MATHEMATICS

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

## WORLD LANGUAGES

Three years of the same world language regardless of starting point *and* to at least Level 3 *or* two years each of two different languages (four years total) are required. Four years of languages are recommended.

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

# COURSE PLANNING AT MARIN ACADEMY

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

## Course Sign-Ups

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

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

## Course Recommendations

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

## Graduation Requirements and the University of California

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

## Course Load

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

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

## **Keep in Mind**

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

## **Course Selection and College Admissions**

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

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

## **Add/Drop Process for First and Second Semesters**

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

# BAY AREA BLENDED CONSORTIUM

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

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

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

## Time & Task Management

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

## Tenacity & Resourcefulness

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

## Engagement & Collaboration

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



The BlendEd courses can be found in this section of the course catalog and are **only available to rising juniors and seniors**. For additional information about BlendEd or any of the BlendEd courses, please email MA's BlendEd coordinator, Noah Orgish, at [norgish@ma.org](mailto:norgish@ma.org).

### Wilderness Studies:

#### Conservation and Management of Public Lands in the Western United States – A Wilderness Critique

Term Dates: July 7 to October 6, 2023

For thousands of years, humans have lived in the wild spaces and landscapes that make up the West. And, for the last 200 years, humans have ravaged many of these spaces. And yet, in 2023, large tracts of wild spaces still exist within the Western United States.

This course will examine the value of “wilderness” and public land in the year 2023. What is the value of these lands (and waters) to the people who use, manage, conserve, appreciate, or have traditionally lived on them? We will use a week-long field experience and a weekend expedition to probe both the historical and current relationships between humans and these wild, largely untamed landscapes.

Guiding questions for this course are:

- What is the role of humans in managing nature, wildlife, & wilderness?
- Who is “wilderness” for? What groups have been historically underrepresented in conversations related to “wilderness”? What effects may these exclusions have on society and the environment? How do we begin to change this story?
- How do we balance the preservation of public land with the need for local people to make a livelihood off the land?
- What, if any, models can we use to balance the preservation of wildland ecosystems and the current and future use of public land by humans for tourism, recreation, and utilitarian purposes? Can there be any land that humans are not managing or influencing?
- How important is collaboration between governments, non-profits, businesses, user groups, and cities in the process of public land conservation?

To answer these questions, students will participate in backpacking and camping trips to immerse themselves in the lands we’re studying while engaging with local experts who approach these landscapes from different ethical and practical approaches. Readings will provide additional knowledge in both the history of these spaces as well as current information and debates surrounding the use and management of the particular wild locations that we visit.

This trimester intensive course will include Zoom group discussions as well as four face-to-face trips including the two intensive field experiences. Field experiences will involve rigorous academic work and will be physically demanding. Students will maintain a cultural and natural history journal throughout the course and engage in weekly readings, discussions, and reflections. Students will be asked to weigh in on current events, science, and legislation throughout the course by considering the significance of “wilderness” and nature from their own personal lens, the field experiences from this course, and their understandings of the cultural, political, ethical, historical, and economic perspectives addressed in the course. Assessments in this course will require that students research and evaluate

“wilderness” areas and public lands and, applying their learnings from the class, make recommendations (based on sound research and the understanding of multiple perspectives) regarding the future of the land. Students will create a podcast related to the theme of wilderness as their final project for this course.

For additional information, including FAQs, important dates, and application, please visit: [www.blendedconsortium.org/wilderness-studies/](http://www.blendedconsortium.org/wilderness-studies/)

## Yearlong

### Multivariable Calculus

*Prerequisite: Completion of one full year of Single Variable Calculus AB or BC (or equivalent)*

This course covers the typical third semester of college Calculus (typically called Calculus III), specifically the extension of differentiation and integration techniques to two or more variables, the study of vector calculus, and the application of these concepts to vector fields. The course wraps up with the “big three” theorems—Green’s, Stokes’, and Divergence—which are important in the study of fluid dynamics, gravitational fields, and other areas of physics. Throughout the course, we will utilize graphing programs to aid in developing a more thorough understanding of the myriad ways of describing and analyzing properties of multivariate and vector-valued functions.

Emphasis will be placed on students expressing fluency with numerical, algebraic, visual, and verbal interpretations of concepts. Students can expect to collaborate weekly on homework, problem sets, and projects in small groups and in tutorial with their instructor online via Zoom. The face-to-face sessions may include visits with experts in a variety of fields utilizing Calculus techniques in their work as well as hands-on application of concepts at the SFMOMA and other group activities and projects. This course is UC approved “C: Mathematics (honors).”

## Fall 2023

### Applied AI in Python

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

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



be placed on the project development life cycle and the importance of testing. Students will be expected to conduct independent research in addition to working collaboratively on projects. Weekly Zoom sessions will be used for short presentations, Q&A and discussions. In person sessions will be used to present and discuss project progress with the rest of the class and meet with guest experts. At the end of the course, students will have a basic knowledge of machine learning models and libraries and how to use these tools effectively with real-world data. This course is UC approved "G: College Prep Elective"

### **Astrophysics**

In this introductory, project-based class, we will explore the dynamics and evolution of the contents of our universe. We will grapple with a series of essential questions: how do we know what planets and stars are made of? How do stars die? Why do planets form rings? Do other planets support life? Where do black holes come from? How big is the universe? How do we even know all of this?

While astronomy and astrophysics both involve the study of planets, stars, galaxies, and the history and evolution of the universe and its contents, astronomy is more descriptive, with a greater focus on the history and methods of astronomical observation, including telescopes and the apparent motion of objects in the sky. Astrophysics, by contrast, makes greater use of the tools of physics and chemistry, and is more quantitative and computational in nature. That said, because of the differing order in which BlendEd schools offer science courses, no prerequisite study in physics or chemistry is required; we will introduce what we need.

We will spend significant time and energy on the metacognitive processes of learning, with the expectation that the communication and reasoning skills students acquire in this course will be generally useful, even outside of STEM courses. Students are expected to attend once-per-week, camera-on Zoom sessions at a mutually convenient time after school and to schedule once-per-week project sessions with other small-group members. Students must also attend at least 3 of the 5 planned in-person sessions on weekend evenings to be announced. In-person activities may include visits to local astrophysics research laboratories, scaffolded research project work, and nighttime visits to observatories. This course is pending UC approval for "D: Lab Science."

### **Cinematic Storytelling: Fundamentals of Filmmaking**

This beginning filmmaking class is designed to introduce students to the exciting world of filmmaking. Through hands-on experiences, students will develop their original ideas into compelling visual stories and screenplays, learn how to create storyboards to blueprint their films, plan a realistic pre-production schedule, and understand how to shoot cinematic images using available technology. Students will also be introduced to editing software and learn how to distribute their films to an audience through platforms like YouTube and high school film festivals.

In addition, students will acquire strong skills in communicating their ideas through image and sound,

as well as gain valuable experience in planning and implementing real-world projects. They will work with the latest technology for filmmaking in the 21st century and collaborate with their peers to create dynamic films.

Our students have a track record of success, with many of their films being featured in film festivals across the country, including some of the largest and most prestigious festivals in the nation. This class is the perfect starting point for any student interested in pursuing a career in filmmaking or just looking to develop their creative and technical skills.

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

During our 3 to 4 face-to-face sessions we may be meeting filmmakers, visiting cinemas, film festivals and film production studios. Students will need access to a video camera (this can be your smartphone) and be able to upload video to the web. Students should also have access to video editing software and a tripod. This course is pending UC approval for "F: Visual & Performing Arts."

### **Intro to Comparative Ethnic Studies**

As a distinct field of academic study, Ethnic Studies grew out of the U.S. Civil Rights Movement and took shape first in the form of Black Studies and Afro-American Studies departments and programs in California, and later spread to universities across the country. Soon thereafter Asian American Studies, Chican@/Latinx Studies, and American Indian/Native American/Indigenous Studies programs emerged as colleges and universities found institutional space (often begrudgingly) to house intellectuals and activists whose work focused on the historical, social, political, cultural, and economic experiences of marginalized racial and ethnic groups living within the United States. The field of Comparative Ethnic Studies is of more recent origin, as scholars over the last few decades began to see analytical shortcomings and intellectual pitfalls in the narrow cultural nationalisms that drove the work in these earlier fields of study. Social scientists and humanists engaged in the broader project of Ethnic Studies began to think comparatively, and focused their intellectual energy on studying the ways in which the complex histories of race and ethnicity in the greater Americas were formed through cultural cross-pollination and overlapping historical experiences of movement and settlement—experiences that were themselves often forged in the crucible of interethnic and interracial conflict—as well as inflected by issues of gender, region, religion, economics and social class, sexuality, and empire.

Over the course of this term, we will study the origins of Ethnic Studies as a field of inquiry, understand the historical and social conditions that produced its core questions, and follow the field's development over the course of the late-twentieth and early-twenty-first centuries. In doing so, we will also come to think about race and ethnicity (especially as they intersect with other social

locations like gender, class, region, religion, and sexuality) as critical sites of scholarly inquiry, as well as lenses through which we can better understand our current moment.

The course will be framed both chronologically and thematically. We will map the historical trajectory of the field and the processes through which Ethnic Studies' analytics (i.e., how it sees and interprets its subject matter) became more nuanced and capacious, moving from a narrow focus on the experiences of single racial and ethnic groups (and mostly males within those groups) with the presumption that they could be studied as such, to the more current trend of not only doing comparative work across shared histories of race, ethnicity, gender, sexuality, class, religion, and region, but understanding the importance of globalizing processes to the experiences of racial and ethnic minority populations within the U.S.

We will meet as a class on Zoom weekly, or every other week, to discuss readings, participate in small group work, and to give short presentations. Your presence and robust participation in our virtual meetings is an essential component of the course, and will help foster a sense of intellectual community that is essential to doing the rigorous scholarly work of thinking deeply, critically, and intersectionally about race, racism, and ethnicity. We will also meet in-person 3-5 times throughout the course for field trips, to engage with guest speakers, and to work in person on group projects. This course is UC approved "G: General Elective."

### **Social Psychology**

Social psychology is a course that asks us to be introspective, to learn about ourselves as individuals, and as social creatures. In a period of our history where we feel particularly divided politically, and yet more connected globally than ever before, it is important to strive to understand the ways in which we affect each other. We will focus on two through line questions:

- How have I become who I am today?
- How do we connect across difference?

As we do deep dives into the introspective questions about who we are in the present, and how we got here, it helps us understand the psychological development of those around us. As we strive to make more meaningful connections with others, and imagine their own introspective journey, in return it helps us better understand ourselves. In this course we will explore the nature of human relations as a whole through three key areas of study: social thinking, social influence, and social relations. We will apply social psychology in the real world in a variety of settings, engage in discussion, conduct research, and explore scientific communication.

This class will hold virtual meetings on a weekly or every other weekly basis to discuss, debate, and present new ideas. Students' preparation for and participation in virtual meetings is essential to creating a sense of community and enriching the learning experience of all. Students will be responsible for leading discussions around articles assigned, or debating theories or findings either solo or in groups.

There will be 4 to 5 face-to-face (F2F) meetings over the course of the semester. Dates and locations are subject to guest and host availability and will be announced as available. This course is UC honors approved for "G: General Elective (honors)"

## **Spring 2023**

### **Black Holes and Einstein's Theory of Relativity**

*Prerequisites: Mathematically speaking, if you are ready for the AP AB Calculus exam, you are ready for this course.*

Have you ever contemplated the reality of a black hole? How long does it take to create a black hole, or how much matter does it take, or how do you calculate its mass? Will our galaxy be consumed by a black hole? What would happen if you fell into a black hole? If you would like to know the answers to these questions, then this is the class for you.

This class is concerned with studying the effects that gravity has on the structure of spacetime, from length-scales starting around 10–13 cm (the radius of an elementary particle) up to around 1028 cm (the radius of the universe). In order to understand these effects, we will use Einstein's theory of relativity. Playing a fundamental role in our course will be the concept of a spacetime singularity—more precisely, a black hole. Thus, more precisely stated, this course will provide a direct examination of general relativity and black holes. However, instead of the typical approach, where one first learns the principles of relativity then, using them, proves the singularity theorems of Penrose and Hawking, we will go in the opposite direction. We will assume their existence and then, using the properties of non-spinning and spinning black holes, introduce Einstein's theory.

Along the way, we will learn about the physics of flat spacetime (the special theory), curvature, metrics, tests of the general theory, the physics of black holes, cosmology, and gravitational waves, with other fascinating topics sprinkled throughout.

Throughout our development of the theory and its consequences, we will use only calculus and algebra, and require only the basics of introductory physics in order to achieve our goals. Class activities will consist of working through problems related to selected readings, discussions, and question/answer sessions. We will also be treated to a few video simulations, expressing the marvels of Einstein's theory.

This class will have weekly meetings via Zoom. These virtual assemblies will be used as a time for discussion of the topics from the readings, along with highlighting the problems and debating their solutions, as well as Q&A sessions.

In-person sessions will be used as time for students to present projects that they have worked through, guest presenters (on occasion), and 'verification' of the models to describe large-scale spacetime that we are learning about. In addition, we are hoping to be able to visit a nearby observatory where we can see the theories in action. This course is UC approved "D: Lab Science."

### **Cinematic Storytelling: Fundamentals of Filmmaking**

This beginning filmmaking class is designed to introduce students to the exciting world of filmmaking. Through hands-on experiences, students will develop their original ideas into compelling visual stories and screenplays, learn how to create storyboards to blueprint their films, plan a realistic pre-production schedule, and understand how to shoot cinematic images using available technology. Students will also be introduced to editing software and learn how to distribute their films to an audience through platforms like YouTube and high school film festivals.

In addition, students will acquire strong skills in communicating their ideas through image and sound, as well as gain valuable experience in planning and implementing real-world projects. They will work with the latest technology for filmmaking in the 21st century and collaborate with their peers to create dynamic films.

Our students have a track record of success, with many of their films being featured in film festivals across the country, including some of the largest and most prestigious festivals in the nation. This class is the perfect starting point for any student interested in pursuing a career in filmmaking or just looking to develop their creative and technical skills.

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

During our 3 to 4 face-to-face sessions we may be meeting filmmakers, visiting cinemas, film festivals and film production studios. Students will need access to a video camera (this can be your smartphone) and be able to upload video to the web. Students should also have access to video editing software and a tripod. This course is pending UC approval for "F: Visual & Performing Arts."

### **Ecological Architecture**

Ecological Architecture is a course that seeks to help students understand the necessity of sustainable architecture and the effect of our cities on the environment and climate. As our climate rapidly changes, it is vital that our use of materials, techniques, and designs meet the urgency of the climate and environmental challenges facing our world. Ecological architecture marries an understanding of ecology (the relationship of organisms to each other and the environment around them) and architectural design (the planning, design, and implementation of physical structures) to create a better, more sustainable world.

We will meet once per week on Zoom to study fundamental concepts, learn physical and CAD modeling techniques, and complete designs of our own. Students will be provided with tools and materials at the beginning of the course that they will use throughout the term to complete their projects. Zoom will also be used for 1:1 help, group work, and teacher office hours.

Our face-to-face meetings will include visits to local Architecture firms, buildings, and construction sites that are incorporating sustainable and eco-architectural concepts and fundamentals in their designs. We will also hear from

local and international architects who are committed to sustainability and ecological design throughout the term, and work with real-world problems in our own projects. This course is UC approved "G: General Elective."

### **Financial Literacy**

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

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

We will meet virtually as a class every Sunday evening via Zoom video conferencing for student discussions, presentations and meetings with guest experts. Example field trip/in-person meetings include:

- Welcome meeting + team building and group formation
- Walking tour of SF Financial District
- Visit to local financial institution
- In-person class using stock market simulator

This course is UC approved for "G: College Prep Elective"

### **Food: A History**

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

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

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

## Gender Studies

In this course, students will investigate, explore, challenge and develop an understanding of the role gender plays in both history and our modern society. Using an interdisciplinary approach students will examine ideas related to gender through an intersectional lens that includes historical, feminist, queer, ethnic, sociological, and cultural perspectives. We will take deep dives into historical moments or events using scholarly texts, primary sources, and popular media with the goal of developing a critical perspective on the role of gender in society. Students will then have an opportunity to develop their own research topic, using the skills we have practiced as a class.

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

Our face-to-face meetings will be to connect with guest presenters, visit local area organizations or museums, and work on collaborative projects. Weekly virtual classes may include guest speakers, class discussions, virtual field trips, and small group research check-ins. This course is UC approved "G: General Elective."

## Public Health & Vulnerable Populations

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

There will be three face-to-face sessions and at least one off-campus face-to-face meeting with a teammate. During one of the first Saturdays in September, we will do a neighborhood health assessment of the Bayview-Hunters Point neighborhood in San Francisco. In mid-October, we will volunteer in the native plant nursery at the Literacy for Environmental Justice in the Candlestick Point State Park Recreational Area. Our final face-to-face trip will be to the Social Emergency Medicine Department at Highland Hospital in Oakland during the first week of December. Students will also be expected to attend one virtual meeting roughly every other week, outside of school hours. This course is UC approved "G: General Elective."

## Social Psychology

Social psychology is a course that asks us to be introspective, to learn about ourselves as individuals, and as social creatures. In a period of our history where we feel particularly divided politically, and yet more connected globally than ever before, it is important to strive to understand the ways in which we affect each other. We will focus on two through line questions:

- How have I become who I am today?
- How do we connect across difference?

As we do deep dives into the introspective questions about who we are in the present, and how we got here, it helps us understand the psychological development of those around us. As we strive to make more meaningful connections with others, and imagine their own introspective journey, in return it helps us better understand ourselves. In this course we will explore the nature of human relations as a whole through three key areas of study: social thinking, social influence, and social relations. We will apply social psychology in the real world in a variety of settings, engage in discussion, conduct research, and explore scientific communication.

This class will hold virtual meetings on a weekly or every other weekly basis to discuss, debate, and present new ideas. Students' preparation for and participation in virtual meetings is essential to creating a sense of community and enriching the learning experience of all. Students will be responsible for leading discussions around articles assigned, or debating theories or findings either solo or in groups.

There will be 4 to 5 face-to-face (F2F) meetings over the course of the semester. Dates and locations are subject to guest and host availability and will be announced as available. This course is UC honors approved for "G: General Elective (honors)"



# ENGLISH

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

**English I (ENG 100)** *Required in the 9th-grade year*  
English 1 provides a foundation of reading and writing skills, while fostering the spirit of inquiry and the practice of independent literary analysis that are the core of Marin Academy's English curriculum. Thematically, the course addresses essential questions about identity and conflict: What factors inform our identity? What does it mean to be marginalized or to feel like "the other" in a society? How do we build a healthy, safe community? How do we find joy and meaning? Students will build awareness and understanding about their own identities and those of other people; engage in meaningful inquiry through discussion, research, and debate; and communicate their ideas with precision and purpose. English 1 also fosters an environment designed to encourage students' growth mindset. We'll build writing skills focused on the processes of analytical analysis, creative writing, and personal reflection.

**English II (ENG 200)** *Required in the sophomore year*  
Writing compellingly, imagining new ideas, and approaching different perspectives with curiosity and empathy form the core of this year-long course. Building on the analytical language and writing skills developed in English I, English II explores fiction, nonfiction, and poetry from around the globe, including classic and contemporary works. Students will explore how identity factors and social constructs interact not only in the texts they read and discuss but also in their own lives and writings. As they build awareness and empathy for the characters and authors they encounter, they will reflect on their own identity and social systems. Finally, students will be asked to demonstrate their understanding of these concepts through a variety of writing modes: the analytical essay, the personal essay, creative prompts, and journal writing.

**English III: "American Dreams & Realities" – Honors (ENG 301)** *Required in the junior year*  
Building on the foundation of skills and content provided in the freshman and sophomore years, this course studies American Literature from the mid-19th century through the 21st century. Core texts include novels, poems, and essays presented in conversation with a range of documentary films, articles, and short stories. Students explore these

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

## Junior and Senior Electives

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

### Asian American Literature – Honors (ENG 448)

In this course, we will explore the interaction of history, race, class, and culture in the creation of a literature that speaks to, about, and for a vastly diverse amalgam of Asian people in America. We will engage with texts through several different and intersecting subjects such as philosophy, cultural criticism, history, performance, and pop culture. Through fiction and non-fiction texts of different genres, we will learn about ideologies and policies that contributed to the stereotyping and mistreatment of Asians in the United States and how these oppressive ideas are still present in our American cultural psyche. In an effort to resist and challenge the Orientalist gaze, we will read, discuss, and write about stories that complicate and humanize Asian American experiences and identities. Authors may include Erika Lee, Thi Bui, Cathy Park Hong, Viet Thanh Nguyen, Ocean Vuong, Charles Yu, and David Henry Hwang. Assignments include analytical, creative, and personal writing.

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

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

What do you believe? Why do you believe it? How does it shape your perception of the world? And how does belief shape the lives of billions of people around the world? In this course, we will study the philosophical frameworks that shape people's perception and experience of reality. By investigating the practices, sacred texts, and basic tenets of the world's major religious traditions, we will focus on the multiplicity inherent to each religion. Together we will examine how a western perspective impacts our understanding of our own traditions and ethical systems as well as the ethical systems and traditions of others. Throughout this course, students will actively connect course material to their own lives. This course will conclude with a culminating research project in which students will explore a belief structure of their choosing. As the three strands of academic, experiential, and reflective learning intertwine, students will leave this course with grounding in the history of religion, a lens through which to understand their own and others' belief systems, and the capacity to communicate comfortably and fluently about religion, spirituality, and ethics. This is a rigorous seminar that will include close reading, active discussion, analytical writing, group projects, and individual reflection.

### **Black Liberation - Honors (ENG 479 or HIST 479)**

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

What does it mean to be free? What are acts of liberation of ourselves and our communities? This course will explore this question through the historical experiences of Black people in America, from the time the first enslaved people arrived in the US through the 20th century. We will focus on both the historical knowledge of the experiences of Black people, and the art and culture of liberation that Black people create for themselves and their communities. Utilizing an Ethnic Studies framework, this course will focus on the work of Black scholars, philosophers, activists, artists, and journalists in order to examine the movements, culture, and philosophies that were created by and were a result of the particular experience of living as a Black person in a society structured in racialized inequality. This course will challenge each student to engage deeply with a variety of texts, including primary historical sources, critical scholarly analyses, novels, and films. Throughout this course, students will imagine and engage in creative works of liberation study, particularly focusing on using Black scholarship and art as a basis for the creation of a personal philosophy of liberation work.

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

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

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

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

"The universe is made of stories, not of atoms." (poet Muriel Rukeyser) The ways in which we "make meaning," and every aspect of our understanding of the pressing issues of the day are communicated through stories. All discussion of causes, solutions, and complexities—personal, political, social, and scientific—and our ability to define and debate these issues and work towards solutions requires the ability to craft compelling narratives about them. This means understanding and mastering the myriad competencies of storytelling in a digital age. Stories, whether fictional or documentary, comprise the sum and total way in which humans attempt to understand, define, and shape their world. As cognitive linguist and philosopher George Lakoff posits: "...the mind works by frames and metaphors, the challenge is to use such a mind to accurately characterize how the world works." While studies show we average seven to eight hours a day consuming visual media, this course provides tools and training to harness and activate this potentially revolutionary technology. Smartphones and laptops offer us immensely powerful and ubiquitous visual storytelling tools—how can we use them to effectively communicate the crucial information necessary to spur understanding, empathy, organization, and action? Beginning with an immersion into stories in the form of narrative and documentary film, podcasts, graphic novels, and more, the class will build a foundation in narrative theory and storytelling techniques. Next, we will develop proficiency with the technical tools necessary for creating and producing our own stories. Throughout the course, students will develop polished stories in a variety of media to advocate for progress on issues relevant to their (and our) immediate world.

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

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

Imagine you are a BART conductor and the computer malfunctions, leaving the train careening down the track. Ahead of you are two maintenance workers oblivious to impending danger. There is a button that redirects you down a sidetrack where there is only one worker who will be harmed. You have only two choices and both will spell the doom of railroad workers. Easy choice? Perhaps it's not as simple as it appears. This course is an introduction to Western ethical philosophy, the study of moral choices. While analyzing the writings of Western ethical writers, such as Aristotle, Kant, and Mill, as well as contemporary thinkers George Yancy and Nel Noddings, you will be asked to develop your own answers to essential human questions: How should we live? To whom are we beholden? Who deserves what? You will apply philosophical ideas you encounter to personal dilemmas regarding happiness, loyalty and justice, as well as political and judicial decisions that impact our democracy. This course may challenge long-held beliefs and will encourage you to clarify your values. Writing assignments will include daily responses to readings and your peers, formal arguments or position statements and authentic policy recommendations.

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

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

How has gender both influenced and been shaped by systems and structures from the past? What is the impact of this past on the present? And how might we apply these learnings towards more gender equity today and in the future? "Gender in America" is a humanities-oriented analysis of conditions and cultural representations of women, men, trans, and non-binary people within the social and historical contexts of race, class, gender, and sexuality (and more). Emphasizing 20th- and 21st-century experiences and representations of gender in the United States, we will acknowledge the contributions by—and erasure of—people of diverse gender identities throughout the historical record. We'll also explore the fluidity of the gender spectrum and consider the historical impacts of expectations around femininity and masculinity. This course is, by definition, interdisciplinary and intersectional. We will consider a wide variety of sources — foundational feminist texts, both classic and contemporary, personal narratives, literature and poetry, as well as artifacts of popular culture and the media. In execution, this course will employ a social-justice pedagogy in hopes of creating a genuinely student-centered framework; students will have the opportunity to shape their experience and their application of learning in the class.

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

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

Did you know that with the publication of Allen Ginsberg's *Howl* in the 1950's, the City Lights Bookstore in San Francisco sparked a poetic and political revolution that became the Beat Movement? Do you know about the '60's free speech and civil rights movement that took place on the steps of Sproul Plaza at U.C. Berkeley? Do you know why the Black Panther Party began in Oakland? Did you know that Pulitzer-winning writer and Stanford professor Wallace Stegner wrote a "Wilderness Letter" that inspired conservationists to preserve much of the extraordinary greenspace that surrounds us today? Or that San Francisco-born photographer Ansel Adams' work was instrumental in galvanizing awareness and activism to expand our national parks, just as Dorothea Lange's work was in exposing the injustice of Bay Area Japanese Americans' internment? What do you know of The Grateful Dead's impact on the Summer of Love and Haight-Ashbury or politician Harvey Milk's impact on the LGBTQ community and the Castro-Mission Districts? Profoundly, Bay Area writers, artists and activists have long served as important catalysts for awareness and change locally and across America. This course will explore these individuals, questions and much more as we read novels, poetry, short stories, and essays; view and listen to words, music, and art; and discover the history and impact of such changemakers and activists in the Bay Area. We will consider the ways in which artists and their work have created and defined a counterculture and activist-spirit that continue to thrive today near the Golden Gate.

**Islam, Islamophobia, and Military Intervention in the Arab World - Honors (HIST 474 or ENG 474)**

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

Did you know that the United States has taken military action in 14 predominantly Muslim nations since 1980? 25% of the world's population is Muslim and Muslims make up the majority of the population in 49 countries around the world, yet Islamophobia remains a persistent challenge for the Muslim community in the Bay Area as well as Muslims around the world. Islamophobia is fear of or prejudice toward Muslims that is maintained through disparities in economic, political, and cultural relations and is often enforced through violence. Students will begin this course by developing a foundational understanding of Muslim belief and practice, then explore different developments in Muslim culture throughout world history with a close reading of primary sources. Turning to 9/11, we will then examine the differences between Islam and Islamic extremism as well as chart the growth of Islamophobia in the United States. The course will conclude with self-directed projects that allow students to partner with local Muslim organizations and also educate the wider Marin community about Islam and Islamophobia. By the end of this course students will become more i

nformed global citizens, deepening their understanding of the culture of the Bay Area as well as understanding larger global challenges facing Muslims.

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

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

### **Systems Failure: Digital Technology, (In)equality, and Society – Honors (ENG 620 or HIST 620)**

Every day, your pocket, your desk, your doorbell, your calendar, your options, and your choices are influenced, shaped, and manipulated by the vast (and constantly growing powers) of digital technologies, algorithms, and artificial intelligence. But what is digital technology? What role has it played in shaping our world into what it is today? How might it continue to shape our world as we embrace digital technology in unprecedented ways? In what ways does digital technology create, alleviate, and complicate social hierarchies, oppressive systems, and new opportunities? Who has access to these technologies and these opportunities? How can we, as individuals, communities, and societies responsibly use, manage, and develop digital technology in a way that creates a more just world? Using the work of preeminent scholars and thinkers such as Ruha Benjamin, Meredith Broussard, and Safiya Umoja Noble as a launching point, this course will interrogate the role of technology in our personal lives, in our community, and in our society. Expect to read and write extensively as we work to gain clarity to these questions through in-depth analysis, historical investigation, creative reflection, and other digital projects.

### **There's No Place Like Home: Comings, Goings, Escapes, and Returns – Honors (HIST 625 or Eng 625)**

Historically, the home has occupied a central place in the way that humans think about gender, sexuality, race, and the organization of labor. Home and family are at once intensely private/personal and highly public/political. In this course, we will consider the meaning, symbolism, and subjectivity of "home" and examine the portrayal of individuals, couples, families, and even places/structures in literature and film. As we read, we will consider the intersections and

classes between the public and private spheres of our lives, exploring the importance that humans have assigned to the concept of home, and why there is (allegedly) "no place like it." Finally, we will take up the questions of what it means to leave home and the problems and perils of being without a home in contemporary society.

### **Truth and Power – Honors (ENG 517 or HIST 517)**

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

What constitutes truth? What role do place and position play in determining our truths? What is power? Who gets to have it? Under what circumstances and why? In this course, we will endeavor to understand the many ways of knowing that we employ to formulate truths. We will also endeavor to understand and deconstruct systems of power through an examination of the structures and places in which we live and by thinking critically about the intersection of position and perspective. We will investigate dominant cultural constructs related to family, gender, class, race, sexuality, and more. We will also consider what our personal relationships are to power and seek to understand how we, as humans, do or do not resist these forces, regardless of place or time. Ultimately, our goal is to be better equipped as cultural critics, equipped with a more comprehensive understanding of the powerful and disempowering cultural forces—both subtle and overt.

### **Writing for Performance – Honors (ENG 490)**

*This course will only run fall semester and will be combined with Theater 3/4*

The focus of this course is to learn techniques for writing for performance—techniques that can be used for playwriting, screenwriting, stand-up comedy, and other kinds of performance. Best-selling authors Michael Chabon and Frances Lefkowitz have described writing as "acting on paper" and the page as the "white stage." This course approaches writing for performance in just this way, as acting on paper. In-class theater games, applied to writing, will focus on inspiring the writer's creativity, spontaneity, imagination, and sense of play as well as specific topics, such as character, status, dialogue, action, and narrative structure. Students are not expected to be "good actors," rather the games serve their development as writers. By originating in the spoken word and the performed action, the work that emerges will be authentically theatrical and truly written for performance. Each student will create five performable pieces, some of which may be played by actors or made into short videos. The course draws from the following texts: *The Pillowman* by Martin McDonagh, *Endgame*, by Samuel Beckett, *Art* by Yasmina Reza, *Topdog/Underdog* by Suzan-Lori Parks, *Old Times or The Birthday Party* by Harold Pinter, *a number* by Caryl Churchill, and *Impro for Storytellers* by Keith Johnstone. Time permitting, students will take a field trip to a live performance.



## Transdisciplinary Leadership Program

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

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

*Essential Question: How might we build our cities for a more just, sustainable, and beautiful future?*

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

### **Climate Justice: Science, Culture, and The Stories We Tell about Climate – Honors (ENG 498)**

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

*Essential Questions: How have the cultural and scientific roots of our current ecological emergency impacted communities unevenly? How might we use a climate justice lens to consider mitigation policies and adaptation strategies to address the climate crisis?*

"I used to think the top environmental problems were biodiversity loss, ecosystem collapse, and climate change. I thought that with thirty years of good science we could address those problems. I was wrong. The top environmental problems are selfishness, greed, and apathy. And to deal with those we need a spiritual and cultural transformation. And we scientists don't know how to do that." - Gus Speth, Environmental lawyer and scientist quoted in *Generation Dread*. Speth's observation will drive our quest to understand climate change as a human rights and social justice issue. This course will give you a foundational understanding of the causes of, effects of, and ways to mitigate and adapt to climate change so you can take action in your communities. You will examine and explore the scientific roots of our current ecological crisis and trace the evolution and impact of colonizing and extractive Western culture that has driven the current climate crisis by merging ideas from historians, activists, and voices from around the world where the effects of climate change have hit early and hard. Through writings, videos, guest lectures, place-based activities, and a concurrent service project, you will develop the awareness, skills, and leadership abilities necessary to address the needs of a local organization in your final project and to contribute to a sustainable, equitable and just future for our communities and the planet.

# ETHNIC STUDIES

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## **Introduction to Ethnic Studies (ES 100)**

*Required for all ninth-grade students in the spring semester*

Ethnic Studies is dedicated to the study of race, ethnicity, nationality, and culture. Ethnic Studies is a community response to the need for a liberatory education. Ethnic Studies addresses this by studying people of color on their own terms, in their own language, acknowledging their own values. Ethnic Studies particularly highlights the experiences (struggle and survival) of racially oppressed peoples in the United States. This course will also focus on developing the reading, writing, note taking, and dialogue skills necessary to create and present well-organized arguments. Our course challenges students to better understand the world around them by first understanding themselves, their family history, and their community history using the intellectual toolset of Ethnic Studies.

# HISTORY

## Required Courses

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

*Required in the ninth-grade year*

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

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

*Required in the sophomore year*

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

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

### **United States History – Honors (HIST 500)**

*Required in the junior year*

Organized by modules that are at once chronological and thematic, this course explores a variety of critical events in the history of this nation's past and examines the different historical, literary, and artistic answers people have given to the questions about what it means to be an American, what the role of government is and ought to be, what gaps (or chasms) exist between our ideals and the realities of life for those in this country, and what our role is and ought to be in the larger world. Throughout the year, students continue to sharpen the historical skills that they developed in MWH I and II. Assessments include written essays, debates and discussions, research, and presentations. All students complete significant research projects during each semester.

## Junior and Senior Electives

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

### **American Democracy, Government, and Politics – Honors (HIST 575)**

This course will empower students to engage in the political process through an exploration of how change occurs both inside and outside traditional structures of government. Students will begin with a philosophical exploration to consider which values and principles are at the foundation of American government and political culture. Students will scrutinize their own sense of moral reasoning to consider what is the nature of power and politics in American society, and what is our collective responsibility in repairing social inequities. Next, students will consider the promises and challenges of democracy in America, and the extent to which we have been and currently are a democracy. Students will also gain an understanding of the structures and functions of American government, with the goal of facilitating their engagement in the political process. Finally, students will apply what they learn through advocacy for a particular cause or issue. After engaging in a student-designed civic action students will reflect on the process through writing. Students will be able to shape the course to suit their particular interests and passions. We will regularly read and analyze the news and engage with course material through group projects, active discussion, reflective writing, and research projects.

### **Black Liberation - Honors (ENG 479 or HIST 479)**

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

What does it mean to be free? What are acts of liberation of ourselves and our communities? This course will explore this question through the historical experiences of Black people in America, from the time the first enslaved people arrived in the US through the 20th century. We will focus on both the historical knowledge of the experiences of Black people, and the art and culture of liberation that Black people create for themselves and their communities. Utilizing an Ethnic Studies framework, this course will focus on the work of Black scholars, philosophers, activists, artists, and journalists in order to examine the movements, culture, and philosophies that were created by and were a result of the particular experience of living as a Black person in a society structured in racialized inequality. This course will challenge each student to engage deeply with a variety of texts, including primary historical sources, critical scholarly analyses, novels, and films. Throughout this course, students will imagine and engage in creative works of liberation study, particularly focusing on using Black scholarship and art as a basis for the creation of a personal philosophy of liberation work.

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

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

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

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

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

*"The universe is made of stories, not of atoms."* (poet Muriel Rukeyser) The ways in which we "make meaning," and every aspect of our understanding of the pressing issues of the day are communicated through stories. All discussion of causes, solutions, and complexities—personal, political, social, and scientific—and our ability to define and debate these issues and work towards solutions requires the ability to craft compelling narratives about them. This means understanding and mastering the myriad competencies of storytelling in a digital age. Stories, whether fictional or documentary, comprise the sum and total way in which humans attempt to understand, define, and shape their world. As cognitive linguist and philosopher George Lakoff posits: "...the mind works by frames and metaphors, the challenge is to use such a mind to accurately characterize how the world works." While studies show we average seven to eight hours a day consuming visual media, this course provides tools and training to harness and activate this potentially revolutionary technology. Smartphones and laptops offer us immensely powerful and ubiquitous visual storytelling tools—how can we use them to effectively communicate the crucial information necessary to spur understanding, empathy, organization, and action? Beginning with an immersion into stories in the form of narrative and documentary film, podcasts, graphic novels, and more, the class will build a foundation in narrative theory and storytelling techniques. Next, we will develop proficiency with the technical tools necessary for creating and producing our own stories. Throughout the course, students will develop polished stories in a variety of media to advocate for progress on issues relevant to their (and our) immediate world.

### **Freedom, Choice, and Obligation – Honors (ENG 443 or HIST 443)**

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

Imagine you are a BART conductor and the computer malfunctions, leaving the train careening down the track. Ahead of you are two maintenance workers oblivious to impending danger. There is a button that redirects you down a sidetrack where there is only one worker who will be harmed. You have only two choices and both will spell the doom of railroad workers. Easy choice? Perhaps it's not as simple as it appears. This course is an introduction to Western ethical philosophy, the study of moral choices. While analyzing the writings of Western ethical writers, such as Aristotle, Kant, and Mill, as well as contemporary thinkers George Yancy and Nel Noddings, you will be asked to develop your own answers to essential human questions: How should we live? To whom are we beholden? Who deserves what? You will apply

philosophical ideas you encounter to personal dilemmas regarding happiness, loyalty and justice, as well as political and judicial decisions that impact our democracy. This course may challenge long-held beliefs and will encourage you to clarify your values. Writing assignments will include daily responses to readings and your peers, formal arguments or position statements and authentic policy recommendations.

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

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

How has gender both influenced and been shaped by systems and structures from the past? What is the impact of this past on the present? And how might we apply these learnings towards more gender equity today and in the future? “Gender in America” is a humanities-oriented analysis of conditions and cultural representations of women, men, trans, and non-binary people within the social and historical contexts of race, class, gender, and sexuality (and more). Emphasizing 20th- and 21st-century experiences and representations of gender in the United States, we will acknowledge the contributions by—and erasure of—people of diverse gender identities throughout the historical record. We’ll also explore the fluidity of the gender spectrum and consider the historical impacts of expectations around femininity and masculinity. This course is, by definition, interdisciplinary and intersectional. We will consider a wide variety of sources — foundational feminist texts, both classic and contemporary, personal narratives, literature and poetry, as well as artifacts of popular culture and the media. In execution, this course will employ a social-justice pedagogy in hopes of creating a genuinely student-centered framework; students will have the opportunity to shape their experience and their application of learning in the class.

### **The Golden Gate – Honors (HIST 613 or ENG 613)**

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

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

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

### **Interdisciplinary World Empires – Honors (HIST 585)**

*“Everything has beauty, but not everyone sees it.”*

*(Confucius) “There is nothing new in the world except the history you do not know.” (Harry S. Truman) “The empires of our time were short-lived, but they altered the world forever; their passing away is their least significant feature.” (Sir Vidiadhar Surajprasad Naipaul)*

Inspired by these these quotes, this interdisciplinary course seeks to integrate the distinct subjects of history, art history, and studio art, thereby allowing students to develop a multifaceted, nuanced appreciation for the complexities of three different empires (and units) representing ancient, medieval, and modern realms. For each of these three units, students will 1) write a research paper about an empire they have selected; 2) give an oral presentation on one particular work of art from that empire; 3) create an original map that explains elements of the empire’s political, economic, social, environmental, or cultural richness; and 4) create an original piece of art that honors the empire’s cultural significance. Much of this work will be completed asynchronously, meaning that students will be able to work at their own pace: students will decide for themselves how much homework to complete on a given night or over a given weekend. In addition, students will decide for themselves the order in which they would like to complete each assignment for each unit. Hence, the course seeks to empower students to take charge of their own intellectual and artistic growth while learning about the world’s both horrifying and wondrous past.



### **International Relations: Theory and Conflict – Honors (HIST 443) Spring Semester only**

How do you make sense of the events that are happening around the world today? What role does (and should) the United States play in addressing complex global issues? This course will introduce students to contemporary global politics with a focus on IR theory and the strategies used to analyze the complex issues and crises in the world today. Through readings, research, discussions, films, and current events, we will examine key theoretical concepts in IR: Why has the state traditionally been the main actor in IR and how does this limit our understanding of global politics today? What is diplomacy and why is it an essential tool in IR? How do IR theories use various lenses to help us to make sense of the world around us? And significantly, how does this inform our own actions and views of the world as citizens in a democratic society? We will examine the traditional theoretical approaches used in the study of International Relations, analyze how these might be outdated today, and explore how to take a more global approach. Next, you will apply your learnings in an authentic, research-based project. Finally, we will explore the tools available to foreign policy decision-makers, including the president and national security team.

### **Islam, Islamophobia, and Military Intervention in the Arab World - Honors (HIST 474 or ENG 474)**

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

Did you know that the United States has taken military action in 14 predominantly Muslim nations since 1980? 25% of the world's population is Muslim and Muslims make up the majority of the population in 49 countries around the world, yet Islamophobia remains a persistent challenge for the Muslim community in the Bay Area as well as Muslims around the world. Islamophobia is fear of or prejudice toward Muslims that is maintained through disparities in economic, political, and cultural relations and is often enforced through violence. Students will begin this course by developing a foundational understanding of Muslim belief and practice, then explore different developments in Muslim culture throughout world history with a close reading of primary sources. Turning to 9/11, we will then examine the differences between Islam and Islamic extremism as well as chart the growth of Islamophobia in the United States. The course will conclude with self-directed projects that allow students to partner with local Muslim organizations and also educate the wider Marin community about Islam and Islamophobia. By the end of this course students will become more informed global citizens, deepening their understanding of the culture of the Bay Area as well as understanding larger global challenges facing Muslims. This is a rigorous seminar that will include close reading, active discussion, analytical writing, group projects, and individual reflection.

### **Justice in America – Honors (HIST 445)**

What is the relationship between the law and justice? Should your city defund its police department? How should our government balance surveillance with privacy? Who has power and how does bias influence outcomes? How can the United States reform its criminal justice system? Justice in America explores these questions, and more, throughout the semester. This course aims to provide students with a practical understanding of the complexities of the U.S. criminal justice system and to identify possible reforms. Throughout the semester, students will explore current events, hear from a variety of professionals working within the criminal justice system, listen to podcasts, and read seminal texts in the field. By the end of this class, students will be more informed about the historical roots and possible reforms of the American criminal justice system.

### **Modern Latin America - Honors (HIST 635)**

*Offered fall only*

Does Latin America, a region encompassing 20 countries and more than 600 million people, really have a single history? We will grapple with that question as we study both broad trends in Latin American history and specific narratives from countries including Mexico, Brazil, and Argentina. At the dawn of the 20th century, dictators and oligarchs governed most Latin American countries, guiding their economies through an export boom in which international sales of products like coffee and rubber drove economic growth as well as social inequality. We'll look at how nationalist, populist, and Marxist movements reshaped governments in Cuba, Mexico, Argentina, and elsewhere in the middle of the century, following the Great Depression. Then, we'll study how Latin American countries navigated the Cold War, when many embraced socialism while also facing intervention from the United States, which had vowed to prevent the spread of Marxism in Latin America. As the Cold War ended, a new embrace of free trade and globalization, often called neoliberalism, took hold in Latin America, and we will learn about both the spread of neoliberalism and the nationalist reactions that brought leaders including Hugo Chávez and Nicolás Maduro to power. Finally, we will attend to some of the most significant issues facing Latin America today, including climate change and migration. Throughout the course, there will also be a recurring focus on current events in Latin America so that we can make connections between the past and the present.

### **Systems Failure: Digital Technology, (In)equality, and Society – Honors (ENG 620 or HIST 620)**

Every day, your pocket, your desk, your doorbell, your calendar, your options, and your choices are influenced, shaped, and manipulated by the vast (and constantly growing powers) of digital technologies, algorithms, and artificial intelligence. But what is digital technology? What role has it played in shaping our world into what it is today? How might it continue to shape our world as we embrace digital technology in

unprecedented ways? In what ways does digital technology create, alleviate, and complicate social hierarchies, oppressive systems, and new opportunities? Who has access to these technologies and these opportunities? How can we, as individuals, communities, and societies responsibly use, manage, and develop digital technology in a way that creates a more just world? Using the work of preeminent scholars and thinkers such as Ruha Benjamin, Meredith Broussard, and Safiya Umoja Noble as a launching point, this course will interrogate the role of technology in our personal lives, in our community, and in our society. Expect to read and write extensively as we work to gain clarity to these questions through in-depth analysis, historical investigation, creative reflection, and other digital projects.

**There's No Place Like Home: Comings, Goings, Escapes, and Returns – Honors (HIST 625 or Eng 625)**

Historically, the home has occupied a central place in the way that humans think about gender, sexuality, race, and the organization of labor. Home and family are at once intensely private/personal and highly public/political. In this course, we will consider the meaning, symbolism, and subjectivity of “home” and examine the portrayal of individuals, couples, families, and even places/structures in literature and film. As we read, we will consider the intersections and classes between the public and private spheres of our lives, exploring the importance that humans have assigned to the concept of home, and why there is (allegedly) “no place like it.” Finally, we will take up the questions of what it means to leave home and the problems and perils of being without a home in contemporary society.

# HUMAN DEVELOPMENT

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## **Human Development I (HUD 100)**

*Required for all ninth-grade students in the fall semester*

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

## **Human Development II (HUD 200)**

*Required for all tenth-grade students in the spring semester*

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

## **The Hum Dev TA Program (HUDTA 310/320)**

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



# MATHEMATICS

## Yearlong Courses

### Geometry (MATH 200)

*Prerequisite: placement by the department*

This course is designed for all ninth-grade students who have developed some algebraic skills in middle school and are ready to build their proficiency in problem solving and algebraic techniques. This course will develop their reasoning skills through the analysis of the characteristics and properties of triangles, quadrilaterals, polygons, and circles. Students will use symmetry and rigid transformations in order to notice relationships and describe patterns. Right triangle trigonometry is introduced as an extension of similarity. Additionally, this course will use coordinate Geometry to develop students' understanding of algebraic techniques, including solving and graphing linear equations; systems of equations; ratios and solving proportions. This course emphasizes the use of recognizing patterns, making conjectures, mathematical modeling, and communicating results.

### Geometry – Honors (MATH 201)

*Prerequisite: placement by the department*

This course is designed for ninth-grade students with the ability to pick up new concepts quickly, the discipline to practice skills independently, and the curiosity to explore challenging problems. In addition to the content and skills listed in the Geometry description, topics in this course include (but are not limited to) network connectivity, geometric constructions, David Hilbert's axiomatic development, and circular inversion. This course emphasizes problem solving and developing a repertoire of strategies for solving complex problems, while also building fluency in the communication of mathematical ideas both informally and in writing.

### Geometry with Algebra II (MATH 204)

*Prerequisite: completion of Advanced Algebra I*

This is a condensed course designed for tenth-grade students who took Advanced Algebra I. This course will use symmetry and rigid transformations in order to notice relationships and describe patterns, first with shapes (triangles, quadrilaterals, and polygons) and then in order to develop an understanding of parent functions and their transformations in the coordinate plane. This course will cover piecewise, quadratic, exponential, and logarithmic functions. Right triangle trigonometry is introduced as an extension of similarity, including its application to non-right triangles and circles. This course emphasizes the use of mathematical modeling, recognizing patterns, making conjectures and communicating results. A deep understanding of algebraic techniques and relationships will be developed through problem solving and/or data analysis.

### Algebra II (MATH 300)

*Prerequisite: Geometry*

This course is designed for students who have developed their algebraic and geometric reasoning skills and are ready to build their understanding of functions and their applications. This course will build upon student's understanding of linear functions, transformations, and symmetry to develop an understanding of parent functions and their transformations in the coordinate plane. This course will cover piecewise, quadratic, exponential, and logarithmic functions, while continuing the student's understanding of trigonometry through its application to non-right triangles. This course emphasizes the use of mathematical modeling, recognizing patterns, making conjectures and communicating results. A deep understanding of algebraic techniques and relationships will be developed through problem solving and/or data analysis.

### Algebra II – Honors (MATH 301)

*Prerequisite: recommendation of the department; a B+ or higher in Geometry Honors; and a desire for a deeper level of mathematical challenge*

This course is designed for students with the ability to pick up new concepts quickly, the discipline to practice skills independently, and the curiosity to explore challenging problems. In addition to the content and skills listed in the Algebra 2 description, this course will cover matrix theory, complex numbers, inverses of functions, and conic sections. Through a variety of problems and modeling tasks, students will gain a deeper understanding of functions and their applications. This course emphasizes the process of problem solving and developing a repertoire of strategies for solving complex problems, while also building fluency in the communication of mathematical ideas both informally and in writing.

### Algebra II with Trigonometry (MATH 304)

*Prerequisite: recommendation of the math department, a B+ or higher in Geometry, and a desire to accelerate in order to take Calculus as a senior*

This course is designed for eleventh-grade students who have developed their algebraic and geometric reasoning skills and are ready to build their understanding of functions, trigonometry, and their applications. This course will build upon student's understanding of linear functions, transformations, and symmetry to develop an understanding of parent functions and their transformations in the coordinate plane. This course will cover piecewise, quadratic, exponential, logarithmic, and trigonometric functions. This course also includes an in-depth analysis of functions to prepare students for Calculus for their senior year.

### Precalculus (MATH 400)

*Prerequisite: Algebra II*

This course is designed for students who have been successful in Algebra II and wish to prepare themselves further for future math courses. The first semester of this course focuses on using analytic geometry in order to study trigonometric functions and their

applications. The second semester of this course includes an in-depth analysis of functions to prepare students for Calculus, as well as explorations of data science, probability, and combinatorics, which acts as a starting point for students wanting to pursue statistics or data analysis.

### **Precalculus – Honors (MATH 401)**

*Prerequisite: recommendation of the department, a B+ or higher in Algebra II Honors, and a desire for a deeper level of mathematical challenge*

This course is designed for students with the ability to pick up new concepts quickly, the discipline to practice skills independently, and the curiosity to explore challenging problems. In addition to the content and skills listed in the Precalculus description, this course will cover vectors, inverse functions, Euler's equation, and the natural log. Through a variety of problems and modeling tasks, students will gain a deeper understanding of functions and their applications. This course emphasizes the process of problem solving and developing a repertoire of strategies for solving complex problems, while also building fluency in the communication of mathematical ideas both informally and in writing.

### **Calculus (MATH 510)**

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

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

### **Advanced Calculus – Honors (MATH 513)**

*Prerequisite: recommendation of the department, a B+ or higher in Precalculus Honors, and a desire for a deeper level of mathematical challenge*

This course is designed for students with the ability to pick up new concepts quickly, the discipline to practice skills independently, and the curiosity to explore challenging problems. In addition to the content and skills listed in the Calculus description, this course will cover applications of calculus techniques, as well as parametric functions. Students will be regularly asked to share and support their ideas while continuing to build their capacity to show persistence in the face of challenge. This course emphasizes the process of problem solving and developing a repertoire of strategies for solving complex problems, while also building fluency in the communication of mathematical ideas both informally and in writing.

### **Multivariable Calculus – Honors (MATH 800)**

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

This course covers the typical third semester of college Calculus (typically called Calculus III), specifically the extension of differentiation and integration techniques to two or more variables, the study of vector calculus, and the application of these concepts to vector fields. The course wraps up with the "big three" theorems - Green's, Stokes', and Divergence - which are important in the study of fluid dynamics, gravitational fields, and other areas of physics. Throughout the course, we will utilize graphing programs to aid in developing a more thorough understanding of the myriad ways of describing and analyzing properties of multivariate and vector-valued functions.

Emphasis will be placed on students expressing fluency with numerical, algebraic, visual, and verbal interpretations of concepts. Students can expect to collaborate weekly on homework, problem sets, and projects in small groups and in tutorial with their instructor online via Zoom. The face-to-face sessions may include visits with experts in a variety of fields utilizing Calculus techniques in their work as well as hands-on application of concepts at the SFMOMA and other group activities and projects.

### **Applied Math (MATH 430)**

*Prerequisite: recommendation of the department and completion of Algebra II*

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

### **Data Science and Experimental Statistics (MATH 420)**

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

This course is designed for students who have been successful in Algebra II or Precalculus and are interested in developing their ability to use graphical and numerical techniques to study patterns and conduct research using data. This course will cover data science techniques in the fall semester, specifically using visualization and modeling techniques with large data sets. In the second semester, the course will focus on simulation, probability, and randomization tests to introduce

statistical inference. This course will focus on genuine research studies, active learning, and the effective use of technology. A major of this course is on the written communication of results through projects and reports, both in analyzing large data sets and experimental results.

### **Introduction to Economics – (MATH 410)**

*Prerequisite: recommendation of the department and completion of Algebra II*

Introduction to Economics is “the science of decision making,” “the study of how the world really works,” and “the branch of knowledge concerned with production, consumption, and transfer of scarce resources” (and “not how to make money”). Fall semester, Macroeconomics, focuses mainly on the big picture of a nation’s economy. Students will develop familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Spring semester, Microeconomics, explores how producers and consumers make decisions and interact. The focus will be on the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Throughout, students will learn to use graphs, charts, and data to analyze, describe, and understand economic concepts. A variety of real-world issues will be used to explore the application of these concepts.

## **Semester Electives**

Like all courses, these semester electives may not be offered if there is not sufficient enrollment.

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

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

By 2030, 125 billion connected devices are expected to be part of our daily lives. By 2050, more than 60% of the world’s population is expected to live in urban environments. Around the globe, hundreds of new cities are being built from the ground up to meet these changing demands. More and more, city planners and stakeholders are examining how to gather and use data and technology to improve infrastructure, liveability, and sustainability in our rapidly growing and changing urban centers—our future cities. With this comes many questions: What are our future cities’ greatest needs and challenges? What kind of data and technology is most helpful to the city and its citizens? What data should be publicly open to increase idea generation and innovation? How is data privacy and security ensured? Is equitable access for all citizens achievable? Focusing on human-centered design, data science, and English skills, you’ll dive into data analysis and statistics, city planning and design, and theory and ethics around future-based visioning. Learning from case studies, speakers, history, literature, and more, you will gain a deeper understanding of the complex

interplay between humans and technology, government, and the people. In the second half of the class, you will apply your skills and knowledge while working in partnership with the City of San Rafael to design, prototype, iterate, and eventually present a proposal to city officials that responds to the challenges they share with our class.

### **Computer Science I: Introduction to Computer Programming (CPS200)**

*Offered fall semester only. There is no prerequisite for this course, which includes approximately 8 independent work days.*

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

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

*Offered spring semester only. Prerequisite: Either CS I course or with instructor approval. Previous experience with variables, conditionals, iteration, user input, writing methods or functions, arithmetic expressions, logical and comparison operators. Algebra familiarity is expected (equations, functions, inequalities, matrices) and previous coding experience in Python, Java, or C/C++ required. This course includes approximately 8 independent work days.*

This course presents intermediate programming in C that picks up with memory management, pointers, and more advanced data structures. We then shift to exploring Python 3, and finish with some Javascript. Significant ability to work and problem-solve independently is expected.

# PERFORMING ARTS

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*In addition to performing on stage, all performing arts students will be required to participate in a support aspect of one of our productions, such as ushering or assisting backstage.*

## DANCE

The goals of the Marin Academy Dance Program are to develop appreciation of dance forms and practices across the globe, and to expand awareness that dance is inclusive: all bodies can dance. Dance at MA emphasizes the elements of time, space, energy, musicality, rhythm, history and culture as foundations for training in technique, choreography, and live performance. From peer feedback to co-choreography, students learn to work collaboratively, developing skills transferable beyond the school environment. Junior and senior dancers act as mentors to incoming students, facilitating an open, supportive, experiential environment where dancers develop their individual skill sets and form each year's cohesive ensemble. In addition to faculty and guest choreography, the dance program emphasizes student choreography and student-driven productions, including fall and spring dance assemblies, and an annual evening spring concert.

At MA we train "thinking dancers" who learn and develop critical and analytical skills through a system of consistent peer feedback and by writing and speaking about dance. Students enjoy master classes presented throughout the year, featuring guest artists from the professional dance world, offering alternative and traditional views on dance.

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

Because MADCO is an ensemble class and participation is key, performances are a mandatory part of the curriculum and represent a significant portion of the grade. Full participation in performances AND tech/dress rehearsals is required, which will include some weekend and after school hours. Full tech and performance schedules for both semesters will be presented at the beginning of the school year. Exceptions will only be made in extreme cases of illness or emergency.

### **Dance I: Foundations of Dance (VPDC 100)**

*No Prerequisite*

Dance I: Foundations of Dance is a year-long course for everyone entering the MA Dance Program. The first semester of Dance I is an introduction to taiko, a physically rigorous Japanese art form that fuses rhythmic percussion with highly stylized dance movement, emphasizing physical precision and ensemble work.

Students explore the intercultural meanings and history of taiko and the customs associated with the art form while learning a combination of traditional and modern repertoire, culminating in a choreographed original piece performed during the Winter Dance Assemblies. This first semester establishes the group as a tight ensemble and provides dancers with a shared vocabulary to serve them well in their second semester of dance and beyond.

During the second semester, students, building on their first semester's skills, focus on beginning/intermediate level modern/contemporary and jazz dance. Students study contemporary dance techniques, histories, and composition while continuing to hone their ensemble skills, learning to give and receive feedback and by working collaboratively on various group projects throughout the semester. A required field trip to view professional dance is designed to expand horizons and develop individual aesthetic viewpoints, and students also benefit from guest teachers from various dance backgrounds who provide broader perspectives of the field through master classes, workshops, and choreography. Students both develop and learn choreography to be performed during the Spring Dance Assemblies and Evening Concert and expand their knowledge of technical theater practices through backstage work on MA's main stage productions. Some after school and weekend rehearsals are necessary leading up to performances.

### **Dance II: Dance Company (VPDC 202)**

*Prerequisite: Dance I*

Marin Academy Dance Company (MADCO) II is an intermediate level course for students who have interest or background in dance but are new to the study of composition and creation of their own choreography. MADCO II provides rigorous training with an emphasis on choreographic process and performance; students are expected to push themselves both technically and creatively, and to develop a deeper awareness of dance technique as a tool for artistic expression. Through the study of contemporary techniques, composition and choreography, students begin to define their artistic voice and develop as an ensemble. Training individually and collectively, each student will bring their own movement and ideas to the group, giving each year's ensemble its own character. Performances in both the winter and spring at MA and participation in the annual Bay Area High School Dance Festival offer hands-on experience in the creative process, through original student, faculty, and guest choreography.

Required field trips to view professional dance companies help students to expand horizons and develop individual aesthetic viewpoints. Each semester, guest teachers from various dance backgrounds provide broader perspectives of the field through master classes, workshops and choreography. Students will expand their knowledge of technical theater practices through backstage work on MA's main stage productions. Some after school and weekend rehearsals are necessary leading up to performances.



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

*Prerequisite: Dance I and Dance II*

Marin Academy Dance Company (MADCO) III/IV is an advanced course for dancers with significant prior experience in technique, choreography and performance. MADCO III/IV provides rigorous training with a greater emphasis on choreographic process and performance. Students are expected to push themselves both technically and creatively, and to develop a deeper awareness of dance technique as a tool for artistic expression. Training individually and collaboratively, each student continues to develop their own movement voice. MADCO III/IV students serve as role models and mentors for Dance I and Dance II students, supporting them as they experience new ideas about dance and performance. Performances at MA, participation in the annual Bay Area High School Dance Festival, and required field trips to view professional dance companies help students to further expand their awareness of dance, and to develop deeper individual aesthetic viewpoints. Each semester, guest teachers from various dance backgrounds provide broader perspectives of the field through master classes, workshops and choreography. Students expand their knowledge of technical theater practices through backstage work on MA's main stage productions. Some after school and weekend rehearsals are necessary leading up to performances.

## **MUSIC**

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

### **Foundations of Music Performance (VPMU 120)**

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

The goal of this class is to establish a common language, develop solid practice habits, learn how to be an effective band-leader and bandmate, understand the fundamentals of western harmony, and to jumpstart engagement in the process of becoming a better musician. Students work in several different ensemble configurations throughout the course of the year, culminating in a performance at the end of the school year. Some of the topics covered include diatonic harmony, common song forms, ear training and interval identification, transcription, reading and writing basic standard notation, and developing skills as an effective improviser. While all students are expected to specialize in an instrument, there are some opportunities to learn basic skills on all of the rock band instruments in this class. The fundamental practices and principles of effective rhythm sections and horn sections are explored and studied through the student-selected repertoire, and all students are expected to leave this class with a deep understanding of the interconnectivity of highly powerful and impactful bands. While all instruments and ability levels are encouraged to apply to the program, there is typically more interest in the program than there are available spaces, completing the questionnaire and sharing a sample on placement day are a required first step in the process. The performance opening for the Advanced Bands concert typically scheduled in late April or early May, is a required part of the curriculum. The concert and tech rehearsals comprise a substantial part of the student's final grade. There is no way to "make up" this work. Exceptions will be made in cases of illness or emergency. Evening tech rehearsals during the week of the concert are required. Full details of the schedule will be available in the fall.

### **Musicianship: Rhythm & Groove (VPMU 140)**

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

This intermediate-level music course builds upon the skills and concepts covered in the Foundations of Music Performance class. Placement is based on instrumentation needs for the individual ensembles in the class, as well as demonstrated passion and proficiency for musical growth and collaboration. Students are placed in an ensemble for the entire year, and work together to select material, develop a cohesive sound, and put together a live performance for a final concert series at the end of each semester. This section uses the lens of Rhythm & Groove to explore a multitude of musicianship skills, including improvisation, phrasing, articulation, and tempo accuracy, drawing upon many different musical traditions and styles throughout the course work, including rock, funk, pop, and jazz. Meter, tempo, and subdivision are guiding themes in our discussions and explorations of the structural functions of music.

### **Musicianship: Harmony (VPMU 230)**

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

This intermediate-level music course builds upon the skills and concepts covered in the Foundations of Music Performance class. Placement is based on instrumentation needs for the individual ensembles in the class, as well as demonstrated passion and proficiency for musical growth and collaboration. Students are placed in an ensemble for the entire year, and work together to select material, develop a cohesive sound, and put together a live performance for a final concert series at the end of each semester. This section uses the lens of Western Harmony to explore a multitude of musicianship skills including improvisation, phrasing, articulation, and pitch accuracy, drawing upon many different musical traditions and styles throughout the course work, including rock, funk, pop, and jazz. Diatonic scales, chords, and modes are guiding themes in our discussions and explorations of the structural functions of harmony.

### **Advanced Bands (2 sections VPMU 220 and VPMU 215)**

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

This is the culminating class of the music program sequence and requires the completion of intermediate-level music classes and consent of the music faculty. Students are placed in an ensemble for the entire year, and work together to select material, develop a cohesive sound, and put together a live performance for a final concert series at the end of each semester. Students develop their skills in arranging, reharmonization, and digital music production in order to personalize the material that they select and highlight their individual musical voices. The Advanced Bands classes provide students with the opportunity to showcase their talents and reflect upon their musical growth over the course of their MA music career.

## **THEATER**

The Theater Program emphasizes the process of making theater, training students in a wide-range of acting techniques, and providing a variety of settings for performance. Our foundational classes, *Theater Techniques: Improvisational Acting* and *Theater Techniques: Scene Study*, develop technical and creative skills through physical and vocal exercises, improvisation, theater games, scene study, text interpretation, and disciplined rehearsal processes. For advanced students, *Theater 3/4 Company* explores, in depth, styles of theatrical expression within the context of a small theater company - focusing on working cooperatively in advanced processes of theater making. Independent Study provides an opportunity for advanced students to focus on a particular aspect of theater.

Marin Academy presents three theater productions each

year. Auditions for the fall and winter productions are open to all MA students with rehearsals taking place weekdays after school. Additional evening and weekend rehearsals are added two weeks before the performance. The spring Black Box production features the advanced theater students and is the culmination of their classwork. During the course of a student's years at Marin Academy, there will be opportunities to participate in a variety of productions—including classics, modern, contemporary, and new and original works—and the ways in which students can participate in theater go beyond the stage. Productions often incorporate live music, with the spring show featuring student composers. Students periodically direct their own productions, such as in the One-Act Play Festival or for Independent Studies or senior projects. Students also help run the technical aspects of all productions, as they learn, through MA's Performing Arts Tech Program, how to implement set, light, and costume designs and how to manage live performances (including stage managing, running crew, and operating light and sound consoles).

### **Theater Techniques: Improvisational Acting (VPTH 100)**

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

### **Theater Techniques: Scene Study (VPTH 200)**

One of two foundational courses for students in MA's Theater Program, this course focuses on the fundamentals of script interpretation and the complex process of bringing work from the page to the stage. Alternating between group and individual work, students will practice close reading and analysis of plays from different periods, as well as selections in theater history and performance theory to open up the vast variety of forms and methods available within the medium of theater. Scenes from each play are rehearsed and performed in class as students are exposed to and practice a variety of acting techniques and develop disciplined rehearsal processes. Students learn basic practices of technical theater through back-stage work on MA's performing arts productions. Required field trips further expand the students' appreciation of and exposure to various theatrical forms.

### **Theater 3/4 Company (VPTH 313 and VPTH 400)**

*Prerequisite: Students must have completed both Theater Techniques courses (see above), and consultation with/permission of the instructors.*

This course is organized as a theater company with company members training, rehearsing, and performing together and collaborating in the design of the “season.” This is an advanced course for the serious student of theater. Under the guidance of the theater director(s), company members will train in a variety of theatrical styles or approaches to theater—such as commedia dell’ arte and mask styles—then rehearse and perform in each style. Company members may also act as directors, designers, and technicians in support of the company’s work. Students will present their work at performances at the end of both semesters. The MA spring theater production will serve as the Theater Company’s “living classroom.” The spring production will feature as its core the Theater Company ensemble and the class will include additional meetings during after-school rehearsal times. Required field trips further enhance our learning. Students wishing to continue on to a fourth year of theater study may re-enroll in Theater Company in their Senior year. The group will change every year, and the course of study will change according to the composition of each different company. In 2023–24, the focus is on directing, design and advanced acting techniques. Company members will have the opportunity to choose, cast, and direct a one act play for the Winter One Act Play Festival. In the Spring, company members will rehearse and perform a fully produced production, directed by the teacher, for their final project of the year.

# SCIENCE

## Required Courses

### Biology (SCI 100)

*This course is required for ninth graders.*

This course emphasizes scientific inquiry and literacy through major themes in biology, including biodiversity, interdependence in nature, and change over time. Using a project-based, hands-on approach, there is an extensive laboratory component to this course. Within this approach, in addition to increasing their knowledge of the content of biology, students work both individually and as part of teams to practice the process of science and cultivate valuable skills such as problem-solving, collaboration, and communication. Students are introduced to biological issues with personal, environmental, and social implications, enabling them to make informed decisions pertaining to their health and the future of our planet. The year usually culminates with a project in which students design and run self-chosen experiments to deepen their understanding of a concept presented during the year. Simultaneously, they learn how to perform background research, formulate questions, construct hypotheses, gather data, and communicate well-considered evaluations based upon evidence. This course's content, process, and challenging nature ensure that students are well prepared for their exciting years in MA science that lay ahead. This course does not prepare students for the Biology Subject Test.

### Chemistry (SCI 200)

*Prerequisite: Biology. This course is required for sophomores.*

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

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

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

## Semester Elective

### MARC Elective: Exploring Experimental Design (SCI 600)

*Fall semester only. Open to all sophomores, juniors, and seniors; Prerequisites: Biology, Chemistry (concurrent enrollment in Chemistry OK)*

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

## Yearlong Electives

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

### Advanced Biology – Honors (SCI 420)

*Prerequisite: Biology and Chemistry.*

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

### Advanced Chemistry – Honors (SCI 451)

*Prerequisites: Biology, Chemistry, and Algebra II*  
Chemistry is called the central science because it



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

#### **Advanced Physics with Calculus – Honors (SCI 461)**

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

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

Students are expected to participate in numerous project-based assessments and collaborate often with their peers. Students should feel confident applying all techniques developed in Algebra II and Precalculus Honors. This course represents the highest level of rigor in Physics.

#### **Astrophysics – Honors (SCI 415)**

*Prerequisites: Biology, Chemistry, and Algebra II.*

Astronomy is one of the oldest scientific practices of

humanity. This course is an overview of modern astronomy and an introduction to the concepts of classical and quantum physics through the lens of the modern astronomer. We begin with studying the basic motions of the sky and finish with studying how the Universe began and how it might end. In this course you will learn how to tell time via the sky, understand the orbital mechanics of our solar system, precisely measure the temperature and chemical composition of a star by analyzing its color, learn photographic techniques and analyze digital images like professional astronomer, measure the redshift of galaxies to demonstrate the expansion of the universe, and most importantly how there are still so many questions that we can't yet answer. We will read the following books throughout the school year: *Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time* and *The Glass Universe: How the Ladies of the Harvard Observatory Took the Measure of the Stars*, both by Dava Sobel, *The Birth and Death of the Sun* by George Gamow, and *The First Three Minutes: A Modern View of the Origin of the Universe* by Steven Weinberg. Activities may include night observations, overnight Outings, in-class experiments, and extended research projects. Additionally, you will learn many aspects of the practical use of computers by astronomers and other scientists, such as statistical analysis methods with spreadsheets, digital image analysis techniques, photographic methods, and computer-based mathematical modeling. This course is intended as an introduction to future studies in science or engineering-related fields. Students are expected to engage in significant independent inquiry, participate in numerous project-based assessments and collaborate often with their peers. Students are also expected to complete a series of nighttime imaging assignments and attend approximately 2-4 on-campus evening sessions per semester.

#### **Electrical Engineering and Computer Science – Honors (SCI 470)**

*Prerequisites: Biology, Chemistry, and Algebra II*

This course is an introduction to engineering principles and applied science. Students will explore electronic devices that have been developed during the past 150 years and gain an understanding of—and appreciation for—how scientists, engineers, and inventors have applied the fundamental physics of electricity and magnetism to trigger major societal changes. Students will learn the physics underlying the operation of the plethora of electronic devices that permeate our daily lives, gain experience studying, constructing and designing such devices, and learn how fundamental and applied physics is used for the storage, transmission, and manipulation of information. Students in "EECS" will be provided with a rigorous entry into the essential machinery of the information age. The three main focuses of study are transistors and analog electronics, integrated circuits and digital electronics, and the interface between software and hardware. Much of this course will emphasize the successful construction of circuits, and students will develop many analytical techniques and skills for troubleshooting and systems analysis. This is NOT a programming or coding course; while coding is involved, this course is intended to introduce the fundamentals of computer architecture and how we interface software

with hardware. No coding experience is needed, and students will learn the basics of coding within the Arduino environment. Students are expected to engage in significant independent inquiry, participate in numerous project-based assessments and collaborate often with their peers.

### **Environmental Science – Honors (SCI 446)**

*Prerequisite: Biology and Chemistry.*

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

### **Human Anatomy and Physiology – Honors (SCI 411)**

*Prerequisite: Biology and Chemistry*

Get ready to be AMAZED by the incredible workings of the human body! This course focuses on exploring how your body is structured, how it functions, how to best care for it, and potential ways things can go wrong. Throughout this in-depth examination of the anatomy and physiology of the human body, we will uncover how the cellular basis of organ systems relates to their functioning. Body systems include: integumentary (skin), skeletal, articular (joints), muscular, nervous, respiratory, cardiovascular, and immunity. We will examine the changes within our bodies due to factors such as stress, exercise, age, and the environment. The frequent laboratory activities, experiments, guest speakers, articles, and projects will provide opportunities to explore in detail some of the ideas presented in the text and discussions. A&P provides students with numerous individualized opportunities to pursue topics of their choosing. Although there are several dissections throughout the course, there are always alternative options available for students. We will be testing your bodies to learn more about heart rate, blood pressure, lung volume, reaction time, and so much more. This is an excellent opportunity to learn more about the vessel you are living in! Students taking this course will be asked to extrapolate understanding from scientific text and memorize the foundational anatomy of each body system.

### **Neuroscience – Honors (SCI 480)**

*Prerequisites: Biology and Chemistry*

Why was Phineas Gage able to talk, walk, and be free of pain just minutes after a three-foot-long metal rod pierced through his head, destroying most of the left front side of his brain? Do we really only use 10-20% of our brain? Where do memories get stored, and why do patients with Alzheimer's have difficulties making new ones, and what is amnesia? How do drugs interact with neurotransmitters and what is addiction? How is a mindfulness practice beneficial and does it really create changes in the brain? One of the most challenging and interesting problems in biology is solving the puzzle of the brain: how we think, feel, remember, and learn. Neurobiology is the study of the nervous system and their constitutive parts—nerve cells and neural circuits—and the way in which these structures interact with the environment to mediate behavior.

In this year-long course, we will explore the structure and function of the nervous system—from the microscopic inner workings of a single nerve cell, to the transmission of signals within a network of neurons, to the staggering complexity of the brain. The course emphasizes critical thinking, scientific processes, and interrelationships among disciplines. Students are expected to be self-motivated, able to comprehend and analyze scientific papers, collaborate on numerous project-based assignments, and complete a significant amount of independent work outside of the classroom. Note: This is not a psychology course and, therefore, will focus more heavily on the physiology of neurons and will rely on your previous understanding of the biology of cells.

### **Physics – Honors (SCI 400)**

*Prerequisites: Biology, Chemistry, Algebra II*

Physics. What is it? Is it math? Is it science? Yes. Simply put, physics is the art of quantifying how things happen in the physical world. In this course we study the laws of mechanics--the laws of conservation of energy and momentum--to understand the motions of everyday things, including ball trajectories on the athletic fields, to children's playground structures, the bicycles we ride and cars we drive, and rockets we launch. We will connect the motions of large objects to the motions of tiny objects, such as atoms and molecules, to explain a variety of phenomena, such as the speed of sound and resonances in pipes. After studying mechanical wave phenomena, we will turn our attention to the strangest of all waves, light, and explore lenses, mirrors and related optical phenomena. As Einstein said, "The most incomprehensible thing about the universe is that it is comprehensible."

Like other science courses at MA, many of our activities and experiments are centered around data collection hardware and software from Vernier Software and Technology, which is used in many high schools and universities, nationally and internationally. Students are expected to engage in significant independent inquiry, participate in numerous project-based assessments and collaborate often with their peers.

### **Scientific Imaging – Honors (SCI 430)**

*Prerequisite: Biology and Chemistry*

This course presents an overview of modern imaging techniques that are essential tools across all branches

of science. Students will learn about the hardware that gathers and focuses light, the sensors that record the signals, image processing and analysis software, and ways the data and images are communicated to both the scientific community and the general public. Though many topics and approaches will be explored throughout the year, from artistic expression to the societal impacts of imaging technologies, this course is at its core a laboratory science, and students will learn a broad range of concepts at the intersection of biology, chemistry, and physics. Some examples of topics covered are microscopy as tool for observational biology and materials science, the physics and biology of the human eye, the interaction of light with materials and how images are recorded chemically and electronically, photographic techniques for astronomy, and the myriad of imaging techniques that are available to modern healthcare to aid medical diagnoses.

A central outcome of the course will be the individual portfolios of images students will create. Each quarter student work will be showcased in a gallery showing and in the final quarter students will hopefully participate in a short internship or job shadow at a company or institution that is focused on an aspect of imaging technology for scientific or medical purposes; part of the course will be to prepare and students for, and facilitate, seeking out and securing this opportunity. Some of the connections students make for this may come from key field trips which will most likely take place during the third quarter. Students are expected to engage in significant independent inquiry and exploration, participate in numerous project-based assessments and collaborate often with their peers. Students will also be expected to attend 1–2 events outside of the normal school day (most likely during the evening) each semester.

### Transdisciplinary Leadership Program

#### **Climate Justice: Science, Culture, and The Stories We Tell about Climate – Honors (ENG 498)**

*This course is only available to—and is required for—students enrolled in the Transdisciplinary Leadership Program. TLP students must also enroll in the Climate Science to Action English course (ENG 601).*

*Essential Questions: How have the cultural and scientific roots of our current ecological emergency impacted communities unevenly? How might we use a climate justice lens to consider mitigation policies and adaptation strategies to address the climate crisis?*

“I used to think the top environmental problems were biodiversity loss, ecosystem collapse, and climate change. I thought that with thirty years of good science we could address those problems. I was wrong. The top environmental problems are selfishness, greed, and apathy. And to deal with those we need a spiritual and cultural transformation. And we scientists don’t know how to do that.” - Gus Speth, Environmental lawyer and scientist quoted in *Generation Dread*. Speth’s observation will drive our quest to understand climate change as a human rights and social justice issue. This course will give you a

foundational understanding of the causes of, effects of, and ways to mitigate and adapt to climate change so you can take action in your communities. You will examine and explore the scientific roots of our current ecological crisis and trace the evolution and impact of colonizing and extractive Western culture that has driven the current climate crisis by merging ideas from historians, activists, and voices from around the world where the effects of climate change have hit early and hard. Through writings, videos, guest lectures, place-based activities, and a concurrent service project, you will develop the awareness, skills, and leadership abilities necessary to address the needs of a local organization in your final project and to contribute to a sustainable, equitable and just future for our communities and the planet.

### Marin Academy Research Collaborative

Marin Academy supports student interests in many ways. Our science research program allows students to follow interests and questions in a manner that fosters independence and healthy risk taking while offering support along the way. The Marin Academy Research Collaborative (MARC) program seeks to inspire a passion for research and discovery, and promote enthusiasm, exploration, and academic excellence in an evolving global and scientific/technological society. It is specifically designed to engage a diverse group of students in independent, cutting-edge science and engineering research while providing instruction in science literacy and research methods. This two-year, multidisciplinary program provides the opportunity for interested students to: explore their particular skills and interests, partner with the larger scientific community, conduct an authentic research project that contributes meaningfully to advancing their field of interest, and complete a rigorous college-level curriculum. Students generate a novel research question, conduct an in-depth literature review, collaborate with content-area experts, develop hypotheses, collect and analyze data, and learn how to publicly present, as well as publish their work. Throughout this process students will:

- Collaborate with the professional scientific community
- Build knowledge & develop mastery in a chosen field
- Think critically to frame and test novel questions and hypotheses
- Communicate complex scientific ideas effectively
- Develop professional skills necessary for a successful scientific career
- Take academic risks and navigate challenges
- Make new discoveries

Students may choose a topic from engineering, computer sciences, physical sciences, life sciences, or social sciences that piques their curiosity. Students collaborate with content-area experts and, with the guidance and support of the MARC Coordinator, identify an outside mentor to help with their research project. The MARC program is unlike any other offered at Marin Academy, beginning during the fall of 11th grade and ending during the

spring of 12th grade. The MARC Independent Research electives are offered pass/fail, and students work independently toward their own research goals. While MARC students are required to demonstrate a high degree of autonomy, initiative, and time management, classes are held during the week and students share their ongoing research with each other in a collaborative and structured research community modeled after 'lab group' culture in academia.

### Eligibility Requirements

Due to the unique demands of the MARC program, only a limited number of students can be admitted. Students must be entering 11th grade and be in good academic standing, have taken Biology and Chemistry, and be concurrently enrolled in Physics during 11th or 12th grade to be eligible to apply. Applicants are required to submit four short essays, two recommendation forms from teachers or mentors, and have the approval of their academic counselor and their parent/guardian(s). Concurrent enrollment in a science course related to the student's area of interest and/or Statistics (Math Department) during 11th or 12th grade also is recommended. The MARC Independent Research electives are offered pass/fail and therefore do not receive A–G designation by the University of California or count towards a student's overall GPA.

Students enrolled in the MARC Independent Research I elective must successfully complete all major assignments including, but not limited to: identifying a research focus, confirming a mentor, writing a literature review, writing a project proposal, and presenting a poster to the broader MA community to earn a final passing grade at the end of junior year and continue on to the MARC Independent Research II elective. Students also must demonstrate a growth mindset, an ability to work independently, and a professionalism in their external collaborations during junior year to continue in the program. Students enrolled in the MARC Independent Research II elective are required to work on their MARC project for their Senior Project requirement, prepare a major research paper at the conclusion of their research project, and deliver a formal seminar presentation at the MARC Wildcat Colloquium. Students enrolled in either of the MARC Independent Research electives will be placed on programmatic probation if they receive a set of grades or comments at the end of any formal marking period that are indicative of difficulty meeting the expectations of the MARC program. If a MARC student is placed on programmatic probation, they and their parent/guardian will meet with the MARC Coordinator and Dean of Academics to review the specific terms of the probation, which are determined on a case-by-case basis. If a student fails to meet the terms of the probation at the end of the designated time period, they will be separated from the MARC program unless, after consultation with the MARC Coordinator and Dean of Academics, the Head of School decides otherwise.

### MARC Yearlong Electives

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

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

*Open to juniors enrolled in the MARC program; Prerequisites: Biology, Chemistry, MARC application; Recommended: Additional science course related to the area of interest, Exploring Experimental Design. Note: This course is offered pass/fail and therefore does not receive A–G designation by the University of California.*

This year-long elective will focus on research literacy, research design, research ethics, and scientific communication, geared toward the development of student-driven, independent research projects with publication potential. Each student will design and execute their own scientific investigation that will contribute authentically to the student's research area of choice, testing questions/hypotheses that are relevant and novel in their field. Students are expected to be self-motivated and to work collaboratively with the MARC Coordinator and at least one professional scientist mentor external to MA to complete this project within the time frame of the MARC Program. Enrollment in this course is part of the two-year MARC program and will continue through senior year, with an average weekly time commitment of 6-8 hours outside of school. Students are encouraged to work hands-on with their mentors in the lab or in the field either outside of school during the academic year and/or as a summer internship between junior and senior years. Students enrolled in the MARC Independent Research I elective must demonstrate an ability to work independently and make consistent progress on project development in order to earn a final passing grade at the end of junior year and be eligible to continue on to the MARC Independent Research II elective.

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

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

This year-long elective will focus on advanced research skills, data analysis, and scientific communication. During senior year, students will complete the research projects they began in Independent Research I. Students are expected to be self-motivated and collaborate with professional scientists. The culmination of this program will require that students write their own research papers (aiming for publication) and prepare presentation materials. Students may enter the senior-level contests appropriate to their areas of study, such as the Siemens Competition or the Intel Science Talent Search, or present at appropriate conferences or science fairs. Students will also present their findings to the MA community at the end of the year. Seniors enrolled in the MARC Independent Research II elective must demonstrate consistent, effective project progress towards completion throughout the year, and must compose a well-written scientific manuscript and deliver a strong research presentation in order to earn a final passing grade. Seniors must commit to their MARC project being the focus of their Senior Project.



# VISUAL ARTS

## YEARLONG ELECTIVES

### **Foundations of Design and Build (VPDB 505)**

Foundations of Design and Build introduces students to the Human-Centered Design process and the prototyping tools in the Design Lab. Students will practice creating new objects and novel designs that tell creative stories, improve our lives, and address challenges in our communities. Students will practice creativity in a wide range of media and gain mastery with a variety of tools and techniques, including woodworking, digital design, laser cutting, 3d printing, basic robotics, and filmmaking. Over the course of the year, students will have an opportunity to practice their skills with each tool and method as they work collaboratively to address particular design challenges. The class culminates in a final project where students have an opportunity to design a complex project that leverages the skills they have learned and share it with a community beyond our classroom.

### **Foundations of Visual Arts (VPDP 100)**

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

### **Visual Arts II: Ceramics (VPCR 200)**

*Prerequisite: Foundations of Visual Arts or permission of the instructor, with a strong portfolio in ceramics)*

This studio course is designed to widen the student's scope and knowledge of Ceramics learned in Visual Arts I. As an exploratory course, students will focus on methods and techniques of hand-building (coil, slab, and pinch), wheel throwing, and substitution casting. Projects include a sculptural box form, Greek vessel, Majolica glazed plate as well as basic throwing skills developed on the potter's wheel. Students will also expand their knowledge of glaze decoration and surface treatments to include traditional glazing, burnishing, and slip application. Kiln loading and

firing techniques will be explored with both oxidation and reduction firing processes. Students will develop an awareness and skill level in creating three-dimensional composition and design through sketchbook drawings and paper prototypes that will serve to enhance problem-solving techniques and conceptual skills. Historical and contemporary ceramics are introduced through lectures, slides, and field trips, and are interwoven into the curriculum. Ongoing critiques enable students to develop an aesthetic vocabulary for critically evaluating each other's work.

### **Visual Arts III: Ceramics (VPCR 310)**

*Prerequisite: B+ or higher in Visual Arts II: Ceramics*  
Students will further their exploration in Ceramics III by continuing to develop creative skills in clay through advanced methods and techniques of sculptural hand building, wheel throwing, and application of surface treatments. Risk-taking and critical thinking are applied to design and construction techniques, with form and process emphasized. Projects include a sculptural form based on a theme of Confrontational Ceramics, a teapot service, and a variety of more advanced forms developed on the potter's wheel. The aesthetic relationships between utilitarian and non-functional design are addressed and explored. Experimentation, visual risk-taking, and independent projects are encouraged. Historical and contemporary ceramics remain an integral component of the curriculum. Ongoing critiques continue on a regular basis to strengthen aesthetic vocabulary.

### **Visual Arts IV: Ceramics (VPCR 400)**

*Prerequisite: B+ or higher in Visual Arts III: Ceramics*  
This ceramics course further enhances each student's skill level and technical mastery on the pottery wheel and through sculptural hand building. By exploring advanced methods of throwing, hand building, and surface treatment, students will work more independently to build a strong body of work suitable for a portfolio. Risk-taking and critical thinking are applied to design and construction techniques, with form and process emphasized. Each semester the student works with the instructor to establish that semester's goals as they relate to the development of the student's portfolio. Class critiques are ongoing and students are required to visit specific galleries and museums displaying ceramic art.

### **Visual Arts II: Drawing and Painting (VPDP 200)**

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

Through structured assignments, students develop their ability to see and expand their awareness of observational drawing and painting. Students also continue to expand their knowledge of the formal elements and principles of art and design. Drawing and painting are intertwined throughout the course. Assignments in different techniques and mediums include understanding the dynamics of light and shadow, proportion, mark-making, composition, and color theory/color mixing, value, and perspective. Techniques and materials covered may include pencil, oil pastel, soft pastel,

scratchboard, charcoal, watercolor, and/or oil painting. Students learn how to keep a sketchbook and develop a language to discuss and critique each other's work effectively.

### **Visual Arts III: Drawing and Painting (VPDP 300)**

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

This course acts as the bridge between the technically-focused 200-level class and the conceptually-driven 400-level course. Students continue to hone their technical ability in various drawing and painting media, and they take a "deep dive" into the basic elements and principles of art. In each unit, students learn advanced applications of principles and are expected to demonstrate their application within their art. Students are given more autonomy to select the media they would like to develop as they add layers of conceptual meaning to their work. Diversification and experimentation are strongly encouraged and advanced techniques and reliance on observational skills are emphasized.

### **Visual Art IV: Drawing and Painting (VPDP 400)**

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

Students are given greater responsibility to pursue their individual strengths in drawing and painting. The year is separated into two sections. In the first semester students explore topical assignments that could include concepts such as: art as a social message, portraits at a unique perspective, metamorphosis, interior/exterior, etc. The second semester is dedicated to helping students develop a personal concentration in a singular theme and technique. Within these assignments, students are expected to explore their personal vision while strengthening and refining technique. Students are expected to work independently and take risks in their work and analysis of art pieces and the viewing of images and video are part of the course. Lastly, essential throughout the course, students keep a sketchbook and develop a language to discuss and critique their work effectively.

### **Visual Arts II: Photography (VPPH 200)**

*Prerequisite: Foundation of Visual Arts or permission of the instructor*

Students will learn how to use 35-mm SLR film cameras and Digital SLR cameras in assignments that heighten awareness of their visual environments. They will become thoroughly proficient in all aspects of analog darkroom practices from processing film to the presentation of their final prints. Skills in digital imaging and manipulation will also be covered in detail. Image-making will be approached from a fine art perspective. In addition, students will study the role of photography in popular culture, ethics in photojournalism, and tools for visual literacy. The use of basic lighting and other photographic techniques will be explored. Understanding the science of photography, the historical significance of the medium, and the importance of photography in the contemporary art world are key parts of the curriculum. Students are expected to acquire a strong vocabulary for discussing

and writing about the work of others as well as their own. Please note: It is not necessary for students to own a camera to take this course. Cameras are available to be checked out for student use.

### **Visual Arts III: Photography (VPPH 300)**

*Prerequisite: B+ or higher in Visual Arts II: Photography*  
Advanced technical aspects of the medium are covered that will enable students to give form to more challenging content in their imagery. Photography's potential as an expressive medium is further explored through assignments that place emphasis on the conceptual concerns that underlie the students' images. Students will increase their skills in digital photography by learning how to use more advanced techniques in Photoshop and Lightroom. Studio lighting, portraiture, and commercial photography, photojournalism, and conceptual photography will also be explored through a series of creative projects. Issues in contemporary photography will also be discussed. Students will learn studio lighting skills and what it means to be creative collaborators during a studio portraiture unit. Regular critiques, informal with peers and formal as a class, will help students continue to grow as artists and discerning viewers.

### **Visual Arts IV: Photography (VPPH 401)**

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

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

## **SEMESTER ELECTIVES**

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

### **Three-Dimensional Thinking (VP3D 100 and VP3D 200)**

*Prerequisite: Visual Art 1 or Theater Tech/Intro to Design and Build (note: seniors can take the course without the prerequisite) Course may be taken fall semester, spring semester, or both semesters.*

This hands-on interdisciplinary course merges visual art, design, technology, and making. Students are shown how to observe, analyze, interpret, and respond to solving problems three-dimensionally. Students learn how to develop their ideas for individual and group projects using methods including collaboration, experimentation, design thinking, creative use of technology, and the critique process. Experimentation and critical thinking

are applied to design and construction techniques, and process is presented as important as product. Students will gain a historical understanding of three-dimensional forms in contemporary art and design. Fall semester is focused on additive sculpture processes including woodworking and assembly. Spring semester is focused on processes including laser cutter, and 3D printing. No prior knowledge of construction techniques is required—just a willingness to try new things and learn from successes as well as failures in completing class projects.

### **Basic Fashion Design Sketching: Future Fashion Forward (VPDP 550)**

*Prerequisite for 10th through 12th grades: Visual Art 1 (Seniors are exempt from prerequisite requirement). If offered, course will run spring semester.*

What will we wear in the future? Can fashion be sustainable? This course will introduce basic fashion design concepts from garment silhouette sketching, creating “mood boards” and fashion flats for an imagined collection of clothing based on the theme of Future Fashion. Fashion sketching is one of the first skills in fashion design. This class provides instruction in rendering fashion figures and garments through a variety of media and techniques. Fashion illustration techniques include collage, watercolor, and pencil sketch. We will explore a unit repurposed fashion construction and understand Fast Fashion and the ecological impacts that the industry has created and imagine a better way forward. At the end of the course, each student will have a portfolio of illustrated garments and a repurposed wearable garment. Previous sewing experience is helpful but not required. There is a homework element to this class of sketchbook work on a regular basis.

### **Digital Drawing (VPDP 600)**

*Prerequisite: Visual Art 1 or Theater Tech/Foundations of Design and Build. (Seniors are exempt from prerequisite requirement). May be offered in fall and/or spring semester.*

Studio practice is only one option for creative professionalization. This course focuses on developing digital drawing skills (primarily through Procreate but secondarily through Photoshop/Illustrator) and applying them in a variety of fine art and commercially-focused projects including but not limited to digital drawing as fine art, book illustrations, graphic design, graphic novels or comics, basic animation, typography, character design, art direction for gaming, etc. Students will be fully familiar with the tools and techniques of digital art production. In each unit, students will study and use the elements and principles of art, as they “work for a client.” They will conduct research, consider audience and representation, and establish character/mood as they produce a product with the client’s needs in mind. Supplemental learning modes include maintaining a sketchbook, fieldtrips, online tutorials, and guest lectures from industry professionals.

### **Advanced Digital Drawing (VPDP 610)**

*Prerequisite: Digital Drawing. If offered, offered spring semester only.*

Building on the skills and knowledge learned in Digital Drawing, this course will take a deep dive into one professional creative area—book illustrations. By the end of the semester students will be familiar with the process of planning and executing a book of illustrations through digital drawing. Class units will include ideation, storyboarding, rough sketching, character design, environmental development, typography, page layout and book cover design. The class will culminate with a “pitch” for a children’s book. This will include, a storyboard, character sketches, color palettes, fonts/typography, a minimum of two completed illustration (depending on their complexity), and the book’s cover art. Supplemental learning modes include maintaining a sketchbook, fieldtrips, online tutorials, and guest lectures from industry professionals.

# WORLD LANGUAGES

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

## Chinese I (WLMN 100)

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

## Chinese II (WLMN 200)

*Prerequisite: C- or higher in the second semester of Chinese I, or a teacher's recommendation based on the departmental placement exam.*

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

## Chinese III – Honors (WLMN 310)

*Prerequisite: B-minus or higher in the second semester of Chinese II, or a teacher's recommendation based on the departmental placement exam.*

In Chinese III, students develop higher proficiency in Mandarin Chinese across the five goal areas outlined in *The World-Readiness Standards for Learning Languages* (Communication, Cultures, Connections, Comparisons,

and Communities). The course covers topics such as food, weather, clothing, shopping, home, geography and holiday celebration. Students develop communicative skills as they discuss everyday topics. They construct their learning through completing authentic tasks in the real world scenarios. Students are constantly challenged to compare and contrast between Chinese culture and their own. Authentic materials of various media, such as posters, menus, internet ads, podcast, films are introduced to students to help them develop language proficiency and intercultural competency. This course is taught in Chinese and students are expected to speak only Chinese.

## Chinese IV/V – Honors (WLMN 410/430)

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

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

## French I (WFR 100)

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

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



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

### **French II (WLFR 200)**

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

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

### **French III – Honors (WLFR 301)**

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

French studies, as they deepen their critical thinking by seeing from the lens of the Francophone World. In this process, students learn to reflect upon their identity, language, culture, and values.

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

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

*Prerequisite: B or higher in the second semester of French III-Honors and recommendation of the department. Rising 10th, 11th, and 12th graders can register for this course.* This course is the equivalent of an intermediate-level university course, in which students use French as a communication tool in various modes: speaking, listening, reading, and writing. Students hear from each other and other cultures and bring their experiences to lively discussions while embracing a growth mindset and showing persistence to develop language proficiency and socio-cultural competency beyond their comfort zone.

Students' linguistic skills (grammar and vocabulary) are used and practiced daily in context at a nuanced and sophisticated level. Examining current issues of the Francophone world engages students to think, question, and debate. Finally, this course invites our learners to demonstrate their cross-cultural understanding and ability to see multiple perspectives and appreciate differences, privilege, and global connections to others. Students will use *Thèmes* and *Face-à-Face* (Vista Higher Learning). Students read various texts (essays, blogs, short stories, poems, and articles), write analytical papers, and watch and discuss short and feature films from worldwide francophone directors. French IV-H course catalyzes students' competencies to analyze and synthesize information from across disciplines to form their arguments and opinions and offer solutions to local and global issues (such as gentrification, environmental issues, national and personal identity, etc.) Field trips to current exhibits and language expert speakers are part of the curriculum (in recent years: Rodin exhibit at the Legion of Honor, Gauguin exhibition at the De Young Museum, Pablo Picasso in Spring 2022). This course is conducted entirely in French.

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

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

*Note: Juniors currently taking French V-Honors are encouraged to enroll in this class because the curriculum alternates. If the student takes this course again the subsequent year, the class will be named French VI-Honors on their transcript.*

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

## **Spanish I (WLSP 100)**

The Spanish I course gives students the foundation, tools, and confidence to understand and communicate in California's second language. Class time is dedicated to all five skill areas—listening, speaking, reading, writing, and culture—with emphasis on interpretive, presentational, interpersonal, and intercultural communication. Students frequently collaborate while practicing vocabulary and grammar during speaking activities, conducting interviews, writing, or improvising dialogues. The textbook, *Descubre 1* (Vista Higher Learning), and additional authentic resources are designed for beginning language learners and based on the World-Readiness Standards for Learning languages (Communication, Cultures, Connections, Comparisons, and Communities.) The Level I text has comprehensive units that allow students to consolidate and revisit the material, and the audio and video exercises students complete are contextualized and pertain to each chapter's themes and cultural lessons. The Supersite, a robust online resource available to each student, supplements

the textbook. Vocabulary and cultural themes studied include greetings, school, family, time, date, weather expressions, sports and hobbies, vacations and tourism, daily routine, clothing, and culinary art in Spanish-speaking countries. The student's progress is assessed through quizzes and tests, collaborative projects, group and individual presentations, and written compositions. The class is conducted primarily in Spanish.

## **Spanish II (WLSP 200)**

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

## **Spanish III (WLSP 300)**

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

Spanish III focuses on developing students' communication proficiency in a context of cultural immersion. Designed to continue to deepen students' understanding of the relationships between the Spanish-speaking world and the United States—as well as the Latine experience in the U.S—the course puts an emphasis on interculturality and self-reflection. Students engage in conversations on a variety of subjects such as careers, environmental sustainability, health, and digital

citizenship, and through presentations, dialogues, and essays, students refine their oral and written expression. Students view and discuss video blogs and a documentary, and begin to analyze literary texts in Spanish. Students engage in formative and summative assessments in various interpretive, presentational, and interpersonal modalities. The class builds on grammar and vocabulary foundations learned in previous levels, and focuses on the following grammar points: preterite versus imperfect, present perfect, future, subjunctive with wishes and recommendations, conditional sentences, subjunctive with indefinite antecedents, and possessive pronouns. This course is conducted entirely in Spanish.

### **Spanish III – Honors (WLSP 301)**

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

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

### **Spanish III/IV for Heritage Speakers – Honors (WLSP 302 and WLSP 415)**

*Prerequisite: This is a two years opt-in course for Heritage Spanish Speakers in a combined 9th and 10th-grade class. Heritage language speakers communicate in Spanish at home while being exposed to English in other contexts. Incoming 9th-graders are eligible for this course with a placement interview.*

This course is designed to increase understanding of the Spanish language while nurturing a sense of pride and community among heritage speakers. Emphasizing the development of students' ability to communicate in

various registers (enhancing their academic register in particular) and affirming the language variety spoken in students' homes and communities, this course is designed to the unique needs of the heritage speaker. Students are supported in their path to connect deeper with their cultural heritage and learn about other cultures in the Spanish diaspora. The course provides students with tools to explore and learn about historical and current events, create projects, and get closer to a community of students with similar backgrounds. During their two-year rotation, students will explore topics such as identity, Latine communities in the United States, and other relevant topics connected to their personal experiences.

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

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

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

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

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

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

*Prerequisite: B+ or higher in all aspects of the language in second semester Spanish III-Honors and recommendation of the department. Grade of A in second semester Spanish III and recommendation of the department.*

Students from Spanish III must also complete the work assigned by the level III H teacher before entering IV (H). This course is designed to be the equivalent of an intermediate level university class. At this level, students are expected to have mastered the grammatical concepts learned up to Spanish III. The students review complex grammatical concepts (such as past subjunctive, compound tenses) and enrich their vocabulary using personal vocabulary lists. This course emphasizes lively conversations and student presentations relating to current events and culture. The focus of the class is to explore a diversity of cultural texts produced in Latin America and analyze them from a perspective that is cultural, historical, political, and anthropological at the same time. Students learn about the thought systems of indigenous cultures from the Peruvian Amazon as well as the Sierra Madre Oriental in Mexico. Also, students examine the events that occurred during the period of military dictatorships that devastated the Latin American region during the second half of the 20th century, with an emphasis on the cases of Argentina and El Salvador. Another topic analyzed is the relationship between the urban Chicano movement, and the farmworkers union struggle that took place on California plantations during the 1960s and 1970s, and was led by Cesar Chavez and Dolores Huerta. Students refine their skills to express ideas at concrete and abstract levels, very much like an English/History elective, but in Spanish. The material used is from authentic sources including news and academic articles, documentaries, short stories, podcasts, music and also from the course textbook, *Temas*. The students write essays, analyze film, conduct research for their own research paper and complete a video project while incorporating advanced grammatical constructs and academic vocabulary. Students are expected to contribute to discussions, read aloud and comment on each other's presentations. The fun and engaging material will help stretch the students to think, question and create in a positive environment. This advanced course is entirely conducted in Spanish.

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

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

This course is designed to be the equivalent of a university level course. The goal of this course is to further expose students to a variety of writings and movies from Latin America and Spain and improve their analytical skills in discussing literature and film. In this course students read, analyze, and discuss selected works written by Spanish and Latin American authors in the following genres: drama, poetry and short story. Students write essays and develop projects which analyze the works in terms of style and content. In addition, students study authors' lives and historical context in relation to his/her work and identify and discuss themes, style, rhetorical devices and the author's purpose in writing. They learn to analyze poetry for style, technique and content. Students will also read

current articles about issues relevant to the texts and films. Students are expected to consistently improve their ability to write and speak in Spanish, and to that end are asked to incorporate the instructor's suggestions about their writing and speech into further assignments. In order to help students improve in these areas, we will review major grammar topics, including: the subjunctive, the preterite / imperfect, "ser / estar", and compound tenses are incorporated into the course work. Assessment is based on written exams, analytical in-class essays, presentations, projects, daily preparation and group discussions. Students will create and give presentations on various topics. The course is conducted entirely in Spanish.

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

*Prerequisite: A in second semester Spanish IV and recommendation of the department, B or higher in all aspects of the language in second semester Spanish IV-Honors, B-minus or higher in second semester Spanish V.* This course is designed to be the equivalent of a university level course that presents cultural topics from Spain and Latin America through the lens of literature and film. It enables advanced students to develop a more sophisticated understanding of the language, history and cultures of the Spanish-speaking world. Students will build on the skills acquired in previous years of study in order to analyze literature more in depth. In addition, students will improve their skills of literary analysis and critical writing in Spanish through different assessments, such as essays and discussions. Students will develop the ability to think and read critically, honing their intellectual inquiry in Spanish. This course is organized in a thematic way, so as to explore topics in depth while exposing students to a variety of texts and films. Each unit begins with the research of the historical and socio-economic background of the works and authors studied, thus providing the student with context for the readings. In addition, students will continue to listen attentively and speak accurately during discussions and debates on various subjects linked to the literary works, enabling a connection to their own experiences with the literature. At times, conversations about the texts and films will be moderated and conducted entirely by the students; a high level of performance is expected during all discussions. Assessment methods include essays, discussions, and presentations. Student projects and presentations include: the historical context of an author or a movie, musical genres and creating and executing a lesson plan for a story by a noted author. Students are expected to consistently improve their ability to write and speak in Spanish, and to that end are asked to incorporate the instructor's suggestions about their writing and speech into further assignments. The course is conducted entirely in Spanish. *Note: Juniors currently taking Spanish V-Honors are encouraged to enroll in this class, which has alternating curriculum. Spanish VI-Honors shows on the transcript of any student enrolled in the course for a second year.*



# PHYSICAL EDUCATION

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

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

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

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

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

## Independent Study

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

# ATHLETICS

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

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

# SPECIAL CURRICULAR & CO-CURRICULAR PROGRAMS

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## Honors Courses

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

## Independent Study

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

## Theater Productions

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

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

(including stage managing, running crew, and operating light and sound consoles).

## Minicourse

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

## Outings Program

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

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

## Senior Project

Senior Projects are an opportunity for students to model independence in their learning process as they demonstrate their mastery of MA's five core competencies. During this time, students are asked to apply the talents they've developed throughout their time at MA in a novel setting, expanding both their skill set and their reach. These projects are a chance to pursue goals, activities, or interests that normally would not fall within the four-year high school course of study. As well, senior projects provide an opportunity for students to engage in academic work that goes beyond themselves. Seniors do this, with adult mentorship, during the last weeks of the regular school year. Students tackle this requirement by working a minimum of 100 hours (35ish hours a week) on a pre-approved project in one (or more). Projects culminate with presentations; a scaffolded process leads up to the actual project including helping students create viable project proposals of interest, research, ongoing record keeping, and reflection.