

COURSE DESCRIPTIONS

2024-2025

Marshall School

Marshall School
2024-2025 Course Descriptions

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

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

Marshall School
1215 Rice Lake Road
Duluth, MN 55811
p 218.727.7266
f 218.727.1569
www.marshallschool.org

TABLE OF CONTENTS

MIDDLE SCHOOL.....	3
MIDDLE SCHOOL CURRICULUM AT A GLANCE	4
FINE ARTS.....	5
VISUAL ARTS	5
MUSIC	5
ENGLISH.....	7
WORLD LANGUAGES.....	8
MATHEMATICS.....	10
HEALTH/PHYSICAL EDUCATION.....	11
SCIENCE.....	12
SOCIAL STUDIES.....	13
OTHER LEARNING OPPORTUNITIES	14
UPPER SCHOOL.....	15
UPPER SCHOOL COURSE REQUIREMENTS	16
FINE ARTS.....	17
VISUAL ARTS	17
MUSIC	19
COMPUTER SCIENCE.....	21
ENGLISH.....	23
WORLD LANGUAGES.....	26
MATHEMATICS.....	28
HEALTH/PHYSICAL EDUCATION.....	31
SCIENCE.....	32
SOCIAL, RELIGIOUS, AND ETHICAL STUDIES	35
SOCIAL STUDIES	35
RELIGIOUS AND ETHICAL STUDIES	37
OTHER LEARNING OPPORTUNITIES	38
FRYBERGER OUTDOOR EXPERIENCE	38
CREW	38
POST SECONDARY ENROLLMENT OPTIONS (PSEO)	38
GLOBAL ONLINE ACADEMY (GOA)	38
INTERNSHIPS.....	39

MIDDLE SCHOOL

Marshall School
2024-2025 Course Descriptions

MIDDLE SCHOOL CURRICULUM AT A GLANCE

GRADE 5

English 5

Math 5

Science 5

SS 5: The Americas

Health/PE

World Language

Art

Band/Choir/Strings (students select one)

GRADE 6

English 6

Math 6

Science 6

SS 6: Minnesota Studies

Health/PE

Intro to Spanish or Intro to French (students select one)

Art

Band/Choir/Strings (students select one)

GRADE 7

English 7

Pre-Algebra*

Life Science

Early U.S. History 7

Health/PE

French 1A or Spanish 1A (students select one)

Art/ Band/Choir/Strings (students select one)

GRADE 8

English 8

Algebra 1A or Algebra 1*

Earth Science

World Geography 8

Health/PE

French 1B or Spanish 1B (students select one)

Art/ Band/Choir/Strings (students select one)

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

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

Marshall School
2024-2025 Course Descriptions

FINE ARTS

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

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

VISUAL ARTS

5th and 6th Grade Art

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

Art 7/8

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

MUSIC

5th and 6th Grade Band

In the 5th and 6th grade band beginning wind and percussion players learn the joys of making music in an ensemble. Besides the fundamentals of playing an instrument, students will learn valuable skills in collaboration, planning, and responsibility. Students will learn about basic tone production, music reading, ensemble playing, and listening skills. Most students in the 5th and 6th grade band are brand new to their instruments or have completed their first year of playing.

5th and 6th Grade Choir

In the 5th and 6th grade choir, students are offered an introductory experience in performing in a choral music ensemble. The goal of the Marshall Choir program is for students to not only become proficient musicians but collaborative thinkers and team members. The choral music program is designed to enhance the musical, creative, and expressive qualities of all students. Musical opportunities are provided for every child to learn the basic skills of singing, playing, reading music, developing song repertoire, broadening listening skills, and experiencing music from a variety of cultures and musical traditions. Students will demonstrate understanding of musical concepts through performing, responding, creating and connecting. Students are invited to perform in various evening and daytime performances as part of the course.

Marshall School
2024-2025 Course Descriptions

5th and 6th Grade Strings

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

Band 7/8

In 7th and 8th grade the band students will continue their musical journeys and develop more advanced skills as musicians. Although most students begin their band experience in 5th or 6th grade, students with no prior experience are also welcome to join. The full band performs in three major concerts each year. Students also have the opportunity to perform at various school events. Literature includes a balance of standard young band compositions and lighter popular tunes.

Choir 7/8

In 7th and 8th grade choir, students will work toward becoming independent musicians and collaborative thinkers. The choral music program is designed to enhance the musical, creative, and expressive qualities of all students. Vocal performance skills, healthy singing techniques, and choral skills will be developed through the study of music from a variety of cultures, musical traditions, styles, and time periods. Students will perform repertoire with thoughtful expression and age-appropriate skill, demonstrating knowledge of correct singing technique. Students will demonstrate understanding of musical concepts through performing, responding, creating, and connecting. Various evening and daytime performances will be required as part of the course.

Strings 7/8

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

Marshall School
2024-2025 Course Descriptions

ENGLISH

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

English 5

The Grade 5 English language arts curriculum allows for student choice when choosing book group and independent reading books. The goal is improving student's overall fluency as a reader, becoming a close reader focused on key details, improving their writing and grammar skills, and developing a deeper understanding of the content. Students are introduced to a variety of literature from young adult nonfiction, fiction, realistic fiction, and fantasy, with the understanding that they will dabble in multiple genres throughout the year. Students shift from learning how to read to using reading as a tool to learn during their 5th grade English experience. Students are introduced to the Orton-Gillingham method to guide reading and spelling instruction. A variety of poetry is also introduced and students practice using the writing process to write descriptive paragraphs, short summaries, and creative stories.

English 6

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

English 7

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

English 8

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

WORLD LANGUAGES

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

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

World Language 5

Students will spend one semester studying Spanish followed by another semester dedicated to French. Throughout the program, students will engage in structured lessons and activities aimed at building their vocabulary, introducing grammar rules, and exploring various aspects of Spanish and French speaking cultures. Emphasis will be placed on interactive learning experiences to facilitate language acquisition and find an appreciation for the diverse cultures represented by French- and Spanish-speaking communities. By the end of the course, students will have developed foundational language skills and gained valuable insights into the cultural heritage of both languages.

Intro to Spanish (6th grade)

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

Intro to French (6th grade)

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

French IA

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

French IB

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

Spanish IA

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

Marshall School
2024-2025 Course Descriptions

Spanish IB

The Spanish 1B course builds upon the basic skills and practical use of the language introduced in Spanish 1A. Through interactive activities and instruction, students build competency in all four language skills: listening, speaking, reading and writing. This course reinforces and expands upon basic grammar, rules of agreement, sentence structure, and word order covered in Spanish 1A, allowing for increased communicative proficiency and comprehension. Students' studies revolve around thematic units that cover related vocabulary sets, grammar concepts, and cultural topics. Students review the present tense and begin learning the preterit tenses, allowing them to communicate about present, past, and future events.

Spanish I

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

MATHEMATICS

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

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

Math 5

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

Math 6

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

Pre-Algebra

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

Algebra 1A

Prerequisite: Department recommendation

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

Algebra 1

Prerequisite: Department recommendation

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

HEALTH/PHYSICAL EDUCATION

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

Health and Physical Education 5

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

Health and Physical Education 6

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

Health and Physical Education 7

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

Health and Physical Education 8

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

Marshall School
2024-2025 Course Descriptions

SCIENCE

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

Science 5

Fifth grade scientists are tasked with exploring ten main topic areas which include: Mycology, Properties of Matter, Changes in Matter, Earth's Systems, Earth's Water, Human Impacts on Earth's Systems, Solar System, Patterns in Space, Energy and Food, and Matter and Energy in Ecosystems. Scientists are provided information, at the beginning of each class, that enables them to explore each topic area as an individual scientist, as well as a scientific team. Textbook information, online lessons and videos expose students to each topic area in detail. Hands-on lab exploration is geared toward individual and group growth, highlighting the creation of lab procedures to further understand each topic area. Students are encouraged to try new ideas and test hypotheses. Scientists also learn how to create controlled experiments and the difference between independent vs. dependent variables.

Science 6

Sixth grade scientists explore ten main physical science topic areas which include: Introduction to Matter, Solids vs. Liquids vs. Gases, Energy, Thermal Energy, Waves and Electromagnetic Radiation, Electricity and Magnetism, Information Technologies, Atoms and the Periodic Table, Chemical Reactions, and Forces and Motion. Scientists are provided information, at the beginning of each class, that enables them to explore each topic area as an individual scientist, as well as a scientific team. Textbook information, online lessons and videos expose students to each topic area in detail. Hands-on lab exploration is geared toward individual and group growth, highlighting the creation of lab procedures to further understand each topic area. Students are encouraged to try new ideas and test hypotheses. Scientists in the sixth grade also continue their learning of how to create controlled experiments and the difference between independent vs. dependent variables.

Life Science 7

Life Science is an introductory level course designed to enable students to explore basic biological concepts through hands-on activities. Students begin by learning about the importance of lab notebooks (interactive notebooks) in science to validate and develop their ideas and work. Students study concepts that are shared by all living things such as cell structure and inheritance as they learn about the local plants and animals with an emphasis on what is pertinent at that time of the year. Design thinking is woven into the curriculum to develop creativity, engineering concepts and deepen concept understanding.

Earth Science 8

Students continue their use and development of interactive notebooks to pursue a comprehensive study of the Earth, its place in the universe, the origin and transformation of its land surfaces and how its atmosphere produces the weather and climate in which we live. Through real-time monitoring exercises, such as regular water quality testing of Brewery Creek on campus, students learn about different types of data and how to analyze and understand its meaning in the larger world. Development of using claim, evidence and reasoning in their writing is emphasized. Earth science students take a field trip to the Soudan Underground Mine to understand the connection between human and geologic impact and history of northern Minnesota.

SOCIAL STUDIES

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

SS 5: The Americas

The fifth grade social studies curriculum covers western hemisphere geography/history and North American history up to the 1800's. The curriculum content includes the following units during the first semester: Using Geography Skills (understanding maps), The Great Lakes Compact and Water Relocation (Group Research Project on Water Diversions), Native Cultures of North America (Individual Research Project on a Native Culture from North America), Exploration and Settlement (How North America was discovered and settled...Individual Project on Historical Explorer). The second semester includes: The American Revolution (Research historical battle/person/Act that impacted this time in our country's history), Physical Geography of Latin America, History and Cultures of Latin America, Latin America Today (Individual Research Project on a Latin American Country)

SS 6: Minnesota Studies

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

Early U.S. History 7

This course focuses on the early part of U.S. history from the beginnings of the country to the Civil War. Students learn how to evaluate evidence, summarize, analyze, discuss, answer text based questions and use historical thinking skills (context, intended audience, point of view, purpose, sourcing). A major part of this course involves a research project where students learn how to use databases, identify valid and reliable sources, and present their research. Ultimately, students will develop an understanding and empathy of people's actions of the past while analyzing their impact today while improving their writing skills.

World Geography 8

World Geography serves as an introductory course to geographic concepts and map making, including ArcGIS. Students examine the history, cultures, and spatial relationships of countries in Europe, the Middle East, Latin America, Africa, and Asia. In each unit of study students engage in case studies where they evaluate evidence, summarize, analyze, and discuss issues facing the various regions under study. A major part of this course involves a research project where students learn how to use databases, identify valid and reliable sources, and present their research. Through geography students discover new ways of examining the world around them and their place within it.

OTHER LEARNING OPPORTUNITIES

Fryberger Outdoor Experience (formerly MORE Program)

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

Crew

The Marshall Crew program aims to build a positive school culture and support for students' social and emotional wellness, character development, and academic success. Crew is one way we strive to remain true to our mission, "inspiring lifelong learners to embrace challenge, and create positive change." The three pillars of Crew in the Middle School are academics, character, and community. Crew leaders meet daily with their students to support their growth as learners and to explore topics important in the life of adolescents.

UPPER SCHOOL

Marshall School
2024-2025 Course Descriptions

UPPER SCHOOL COURSE REQUIREMENTS

9th Grade Requirements

English 9.....	1 credit
World Religions.....	½ credit
Civics	½ credit
Biology.....	1 credit
Mathematics *	1 credit

10th Grade Requirements

Literature of the Americas (or Honors)	1 credit
U.S. History (or Honors).....	1 credit
Ethics	½ credit
Chemistry (or Honors).....	1 credit
Mathematics *	1 credit

11th Grade Requirements

English 11 (or Honors British Literature)	1 credit
World History (or AP World History)	1 credit
Science *	1 credit
Mathematics *	1 credit

12th Grade Requirements

English 12 (or AP English)	1 credit
American Government & Social Studies Elective (or AP US Government).....	1 credit

To Be Completed Before Graduation

World Language	2 credits
Health	½ credit
Physical Education (PE)	½ credit
Computer Science	½ credit
Fine Arts.....	1 credit
Electives	3 credits
Marshall Community Service Hours.....	10 hours/year

***Level determined by department**

All students must successfully complete 5.5 credits yearly and a total of 22 credits in grades 9-12 in order to graduate. Classes that are not scheduled as part of a regular class period may not be counted as part of the 5.5 credits, with the exception of GOA courses. All courses required for graduation must be taken at Marshall School unless there are unavoidable reasons to do otherwise.

Students enrolled in AP courses are expected to take the AP exam for that course in May. There is a nominal fee associated with taking each AP exam, usually around \$65 per exam. Exact fees are determined each fall and are the responsibility of the student's family.

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

Requirements for Graduation

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

Community Service Requirement

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

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

Marshall School
2024-2025 Course Descriptions

FINE ARTS

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

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

VISUAL ARTS

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

Drawing

Credit: ½ credit

Grade level: 9-12

Elective

In Drawing, students will explore a variety of 2D mediums such as ink, pencil, charcoal and pastels. Elements and principles of design will be integrated into various topics/projects including perspective, figure drawing, landscapes and fantasy illustration. Current and historical artists will be discussed to aid in developing personal expression.

Painting

Credit: ½ credit

Grade level: 9-12

Elective

In Painting, students will develop skills in color theory and composition through projects using watercolor, acrylic and mixed media; from surrealism to painting from a photograph. Techniques and conceptual ideas will be explored through the lens of current and historical painters.

Honors Drawing and Painting

Credit: ½ credit

Grade level: 9-12

Elective

Prerequisite: Teacher recommendation

Honors Painting/Drawing builds on students' exploration of 2D mediums to hone in on and develop skills in their specific areas of interest. Students will be shown and seek out current and historical artists to aid in developing their artistic voice, as well as reflect on the development/direction of their work.

Ceramics

Credit: ½ credit

Grade level: 9-12

Elective

Ceramics focuses on building a variety of technical skills in order to create work using clay; from using your hands to using a potter's wheel and from digging clay to glazing and firing a kiln. Students will discuss current and historical ceramics, regional working ceramic artists, and reflect on their own process and work.

Honors Ceramics

Credit: ½ credit

Grade level: 9-12

Elective

Prerequisite: Ceramics and recommendation

Honors Ceramics builds on students' technical skills (handbuilding, wheel-throwing, clay bodies, glazing and firing) to develop their own artistic voice and create bodies of work. Students will discuss current and historical ceramics, regional working ceramic artists, and reflect on their own process and work.

Marshall School
2024-2025 Course Descriptions

Explore Art

Credit: ½ credit

Grade level: 9-12

Elective

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

AP Studio Art

Credit: 1 credit

Grade level: 11-12

Elective

Prerequisite: Recommendation (requires full year commitment)

AP Art allows students to dive deeper into their personal expression and specific interests. Students should have a sense of direction in order to work with the teacher to develop projects that have personal meaning and build into bodies of work. This class will help students refine techniques, write project/artist statements and develop a portfolio. Prior to recommendation for enrollment, student must have taken at least one honors art course, 3 art courses, and/or demonstrate, the spring prior, a comprehensive portfolio. Student must be knowledgeable in visual processes and principles and be able to work independently to build a portfolio for submission to the Advanced Placement board.

MUSIC

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

Concert Choir

Credit: 1 credit

Grade level: 9-12

Elective

Concert choir is open to all students grades 9-12 who enjoy singing and have an appreciation for music. The choral music program is designed to enhance the musical, creative, and expressive qualities of all students. Vocal performance skills, healthy singing techniques, and choral skills will be developed through the study of music from a variety of cultures, musical traditions, styles, and time periods. Expectations include concert attendance and daily participation. Students will demonstrate understanding of musical concepts through performing, responding, creating, and connecting with their repertoire. Concert Choir performs at concerts, festivals, contests, and other school and community events throughout the year.

Honors Concert Choir

Credit: 1 credit

Grade level: 10-12

Elective

Prerequisite: Director's recommendation

Honors Choir students are members of the Concert Choir that have demonstrated an advanced level of musicianship and commitment. To pursue the honor track, students are required to attend one honors choir or festival choir per academic year, perform as a soloist or in a small group for the MSHSL contest, participate in either Bella Voce or Chamber Singers, and are strongly encouraged to submit an audition for MN All-State Choir. Lastly, honors students are required to hold an active leadership position within the ensemble including (but are not limited to): choir president, section leader, or student accompanist.

Concert Orchestra

Credit: 1 credit

Grade level: 9-12

Elective

This course serves as a hub for students who have developed a basic understanding of string instrument techniques and share a desire to refine their skills to an advanced level. Students of this course will receive instruction in the traditions of string performance (classical and contemporary), with special emphasis on literature outside of the standard western classical canon. Students can expect a constructive, collaborative and challenging environment that helps them to foster a deeper understanding of music through the deliberate study of string technique, music theory, history and ensemble skills. Students are expected to perform in concerts every semester as well as any performances deemed to be of pedagogical and social benefit to the ensemble.

**Marshall School
2024-2025 Course Descriptions**

Honors Concert Orchestra

Credit: 1 credit **Grade level: 10-12** **Elective**

Prerequisite: Director's recommendation

Honors Orchestra students are members of the Concert Orchestra that have demonstrated an advanced standing within string performance. To pursue the honor track, students are required to receive weekly lessons with the instructor on record, study appropriate solo repertoire and etudes, attend one honors orchestra festival per academic year, attend and review professional performances within their field of study (E.g. Minnesota Symphony Orchestra, Duluth Superior Symphony Orchestra), and mentor a member of the middle school string orchestra for the academic year. Additionally, students on the honors track must participate in the Chamber Strings* group. Lastly, honors students are required to hold an active leadership position within the ensemble including (but are not limited to): Principal, Assistant Principal, Librarian, or Conductor.

*The Chamber strings program offers advanced string players the opportunity to expand their knowledge of string repertoire through extensive coaching. Players will work in groups that facilitate a ratio of one player per part (e.g.: Quartets, Quintets) and will study and perform a minimum of one completed work per semester and will meet once per week during a morning club period.

Concert Band

Credit: 1 credit **Grade level: 9-12** **Elective**

Concert Band is a performing ensemble for students who play wind and percussion instruments. Students continually develop their musical skills and ability to become self-reliant, critical, supportive musicians. In addition to formal concerts and school convocations, the group participates in two annual parades and performs as a pep band at several sporting events throughout the school year. Students will develop skills in ensemble performance on their instruments by playing a wide variety of contemporary concert band music as well as transcriptions of orchestral and pop music. The course requires several performances outside of normal school hours. Students in band will also have the opportunity to participate in Marshall Jazz Band, Solo and Ensemble, local Honor Bands. Many students begin their instrumental experience in middle school, but newcomers with no prior band experience should reach out to the band instructor to inquire about joining.

Honors Concert Band

Credit: 1 credit **Grade level: 10-12** **Elective**

Prerequisite: Director's recommendation

Students enrolled in the Honors Band course participate in all events of the concert and pep band and also complete a selection of additional musical activities to receive the Honors distinction. Students can select from solo performances, jazz band, mentoring younger students, participating in extracurricular honor bands, performing in solo and ensemble, or other self-guided projects to further develop and showcase their musicianship and leadership within the band program.

COMPUTER SCIENCE

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

Introduction to Computer Science

Credits: ½ credit

Grade level: 9-12

Elective

This course is focused on teaching the principles and logic behind how most programming languages work. This is done through hands-on work that requires creative thinking. Student learn how to think algorithmically and solve problems efficiently while working on small, medium, and large projects. The course will cover topics like creating computer programs, building games, and discussing technology's influence in today's world. This class requires no previous experience programming, but it does require hard work, flexibility, puzzle-solving, and a positive attitude. Students with some experience in programming are also welcome to take the course, as the material covered will be a good review and may also provide new insights and approaches.

AP Computer Science Principles (offered next in 2024-25)

Credits: 1 credit

Grade level: 10-12

Elective

Prerequisite: Algebra 1

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

AP Computer Science A (offered next in 2025-26)

Credits: 1 credit

Grade level: 10-12

Elective

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

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

Marshall School
2024-2025 Course Descriptions

ENGLISH

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

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

English 9

Credit: 1 credit

Grade level: 9

Required

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

Literature of the Americas

Credit: 1 credit

Grade level: 10

Required (if not taking Honors)

Prerequisite: English 9

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

Honors Literature of the Americas

Credit: 1 credit

Grade level: 10

Required (if not taking Lit of Americas)

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

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

Marshall School
2024-2025 Course Descriptions

English 11

Credit: 1 credit

Grade level: 11

Required (if not taking Honors British Literature)

In this course, students will develop their reading, writing, and critical thinking skills through a wide range of projects. Each unit will challenge students to engage with a new genre of writing: expect to explore horror and science fiction, poetry and drama, coming-of-age stories, and nature writing. We'll work together to unravel the human experiences represented in these literary works. Students can expect to develop their writing voice through brief, informal assignments and longer, extended essays. Texts may include *The Haunting of Hill House*, *Salvage the Bones*, *A River Runs Through It*, and *The Curious Incident of the Dog in the Night-Time*.

English 12

Credit: 1 credit

Grade level: 12

Required (if not taking AP English Literature)

This course combines the skills developed across the English curriculum to explore a range of classic and contemporary texts. Students will respond critically to literature in discussions, projects, and written analysis. They will extend their abilities to read closely and develop complex arguments. With a strong focus on the writing process, students will take ownership over their work by publishing pieces to a wider audience and showcasing projects. Texts may include *Flight*, *The Things They Carried*, *The Lovely Bones*, *A Doll's House*, and *Exit West*.

Honors British Literature

Credit: 1 credit

Grade level: 11

Required (if not taking English 11)

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

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

AP English Literature and Composition

Credit: 1 credit

Grade level: 12

Required (if not taking English 12)

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

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

College Prep English 1/College Prep English 2

Credit: 1 credit

Grade level: 9-12

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

Marshall School
2024-2025 Course Descriptions

Advanced College Prep English

Credit: 1 credit

Grade level: 11-12

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

Marshall School
2024-2025 Course Descriptions

WORLD LANGUAGES

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

The world language requirement is waived for international student for whom is English is their non-native language.

French II

Credit: 1 credit

Grade level: 9-12

Elective

Prerequisite: French I and department recommendation.

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

French III/Honors French III

Credit: 1 credit

Grade level: 9-12

Elective

Prerequisite: French II and department recommendation.

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

Honors French IV and AP French Language

Credit: 1 credit each

Grade level: 11-12

Elective

Prerequisite: Department recommendation.

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

Spanish I

Grade level: 9-12

Credit: 1 credit

Elective

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

Marshall School
2024-2025 Course Descriptions

Spanish II

Credit: 1 credit

Grade level: 9-12

Elective

Prerequisite: Spanish I and department recommendation.

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

Spanish III/Honors Spanish III

Credit: 1 credit

Grade level: 9-12

Elective

Prerequisite: Spanish II and department recommendation.

Spanish III is an engaging course for intermediate learners of Spanish, while Honors Spanish III is a fast-paced and challenging course for intermediate learners of Spanish who intend to continue with Spanish throughout their time in the Upper School. Students continue to develop proficiency in spoken and written Spanish. Listening and reading skills are emphasized through exposure to a wide range of text, audio, and video resources. A large emphasis is also placed on broadening the range of tenses in the students' repertoire. In addition, the focus on language, short stories, songs, articles and research projects are also used to introduce more advanced cultural concepts to the students.

Honors Spanish IV and AP Spanish Language and AP Spanish Language 2 (only for 2024-25)

Credit: 1 credit each

Grade level: 11-12

Elective

Prerequisite: Department recommendation

Honors Spanish IV and AP Spanish Language are embedded classes taught with a two-year rotating curriculum. These courses focus on the study of history, cultures, contemporary issues, and literature of the Spanish-speaking world. Regular class discussions require students to work towards greater oral spontaneity and fluency while discussing, analyzing, and integrating information from authentic stories, articles, news clips, podcasts, short documentaries, and poetry. Written work includes extensive practice developing formal persuasive essays, as well as formal and informal written communications a native speaker would be required to write in a wide variety of everyday situations. Students also read and discuss one novel, during the third or fourth quarter. Grammar is taught and reviewed based on the needs of individuals and the class as a whole. All students enrolled in AP Spanish will take the AP Spanish Language and Culture Exam in May. These courses are taught entirely in Spanish.

Marshall School
2024-2025 Course Descriptions

MATHEMATICS

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

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

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

Sample Entry Points and Pathways				
Grade 9	Algebra Concepts	Geometry	Geometry	Honors Geometry
Grade 10	Geometry	Algebra 2	Algebra 2	Honors Algebra 2
Grade 11	Algebra 2	Electives*	Precalculus*	Honors Precalculus*
Grade 12	Electives or Precalculus*	Precalculus*	Electives or Calculus*	AP Calculus AB* or BC*

*Courses in Functions & Trigonometry, Probability & Statistics, and AP Statistics are elective courses that students can take in conjunction with or in place of their math course work following Algebra 2.

Algebra 1

Credit: 1 credit **Grades: 9** **Required**

Prerequisite: Pre-Algebra or department recommendation

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

Algebra 1A

Credit: 1 credit **Grades: 9** **Required**

Prerequisite: Pre-Algebra or department recommendation

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

Algebra Concepts

Credit: 1 credit **Grades: 9-10** **Required**

Prerequisite: Algebra 1A or department recommendation

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

Marshall School
2024-2025 Course Descriptions

Geometry

Credit: 1 credit

Grade level: 9-11

Required

Prerequisite: Algebra 1B or Algebra 1

Geometry deals with the study of shapes. In this course students work together to develop and apply a variety of formulas which are used to measure lengths, areas and volumes of geometric figures. The study of geometry is rooted in logic and time is spent working on proving theorems in a two-column format and in paragraph proof form. Straight edges and compasses are used in construction proofs.

Honors Geometry

Credit: 1 credit

Grade level: 9-11

Required (if not taking Geometry)

Prerequisite: Algebra 1 and department recommendation.

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

Algebra 2

Credit: 1 credit

Grade level: 9-12

Required

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

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

Honors Algebra 2

Credit: 1 credit

Grade level: 9-11

Required (if not taking Algebra 2)

Prerequisite: Algebra 1 and Honors Geometry; department recommendation.

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

Functions & Trigonometry

Credit: ½ credit

Grade level: 11-12

Elective

Prerequisite: Geometry and Algebra 2

The study of algebra teaches students to think logically and sequentially. This course is the capstone of a student's study of algebra. Students will build their problem solving skills as they connect prior knowledge to new ideas and contexts. The course covers trigonometry and a further study of functions. Some of the topics covered in this course are logarithms, matrices, trigonometric functions, polynomial functions, conic sections, arithmetic and geometric series and analytical trigonometry.

Pre-Calculus

Credit: 1 credit

Grade level: 11-12

Elective

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

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

Marshall School
2024-2025 Course Descriptions

Honors Pre-Calculus

Credit: 1 credit

Grade level: 10-12

Elective

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

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

Calculus

Credit: 1 credit

Grade level: 12

Elective

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

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

AP Calculus AB

Credit: 1 credit

Grade level: 11-12

Elective

Prerequisite: Honors Pre-Calculus and department recommendation.

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

AP Calculus BC

Credit: 1 credit

Grade level: 11-12

Elective

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

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

Probability & Statistics

Credit: ½ credit

Grade level: 11-12

Elective

Prerequisite: Algebra 2 and department recommendation.

This course is designed for students who desire exposure to statistics and probability without the rigor of the AP curriculum. This course will cover both statistics (data collection, designing a study and set theory, measure of central tendency, representing data, scatterplots, trend lines and regression lines, standard deviation, binomial distribution, and normal distributions) and probability (introduction to probability, experimental and theoretical probability, permutations and combinations, independent and dependent events) topics in hopes of preparing students for future courses beyond Marshall School.

AP Statistics

Credit: 1 credit

Grade level: 11-12

Elective

Prerequisite: Algebra 2 and department recommendation.

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

HEALTH/PHYSICAL EDUCATION

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

PE Sports

Credit: Up to ½ credit **Grade level:** 9-12 **Elective**

This physical education course provides credit for students participating in an extra-curricular athletic activity. A minimum of seventy hours of participation is required, and a maximum of ½ credit can be earned per student. The athletic department must verify participation in and completion of an MSHSL-sanctioned athletic activity. Students participating in athletic activities outside of Marshall School may apply for up to ½ credit to be awarded in place of a Marshall-sponsored activity. This course does not count toward the required yearly minimum of 5.5 credits.

Fitness and Team Sports

Credit: ½ credit **Grade level:** 9-12 **Elective**

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

Health

Credit: ½ credit **Grade Level:** 9-10 **Required**

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

GOA: Global Health

Credit: ½ credit **Grade Level:** 11-12 **Required (if not taken in 9th or 10th grade)**

What makes people sick? What social and political factors lead to the health disparities we see both within our own communities and on a global scale? What are the biggest challenges in global health and how might they be met? Using an interdisciplinary approach to address these questions, this course improves students' health literacy through an examination of the most significant public-health challenges facing today's global population. Topics addressed include the biology of infectious disease, the statistics and quantitative measures associated with health issues, the social determinants of health, and the role of organizations (public and private) in shaping the landscape of global health policy. Throughout the course, students use illness as a lens through which to critically examine such social issues as poverty, gender, and race. Student work includes analytical writing, research and curating sources around particular topics, readings and discussions exploring a variety of sources, and online presentations, created both on their own and with peers.

Marshall School
2024-2025 Course Descriptions

SCIENCE

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

Biology (offered yearly)

Credit: 1 credit

Grade level: 9 or 10

Required

This is a year-long course that focuses on the science of living things and how they function and interact. This course is lab-based with frequent hands-on activities to get students doing and experiencing the concepts. The course covers topics of ecology, cellular structure and function, genetics, evolution, and human impact on the natural world. The course engages students through problem solving, analyzing data, drawing conclusions, and asking deeper questions about the world they live in.

Human Anatomy & Physiology (offered next in 2024-25)

Credit: 1 credit

Grade level: 11-12

Elective

Prerequisite: Biology

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

Environmental Science (offered next in 2025-26)

Credit: 1 credit

Grade level: 11-12

Elective

Prerequisite: Biology

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

AP Biology (offered next in 2025-26)

Credit: 1 credit

Grade level: 11-12

Elective

Prerequisite: Honors Biology, summer coursework.

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

Chemistry (offered yearly)

Credit: 1 credit

Grade level: 10-11

Required (if not taking Hon Chem)

Prerequisite: Algebra IB or Algebra I

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

Marshall School
2024-2025 Course Descriptions

Honors Chemistry (offered yearly)

Credit: 1 credit

Grade level: 10-11

Required (if not taking Chemistry)

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

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

AP Chemistry (offered next in 2024-25)

Credit: 1 credit

Grade level: 11-12

Elective

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

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

CITS Chemistry (College in the Schools) (offered next in 2024-25)

Credit: 1 credit

Grade level: 11-12

Elective

Prerequisite: Honors Chemistry, dept recommendation, minimum 3.0 cumulative unweighted GPA, and application.

This course is a dual enrollment program offered through the University of Minnesota Duluth. Additionally, students earn credit at the University of Minnesota for CHEM 1153 General Chemistry I (4 credits) and CHEM 1154 General Chemistry Lab I (1 credit). CITS Chemistry is the study of the fundamental principles of chemistry exemplified by study of elements, compounds, and their reactions. The course covers fundamental concepts of the atom, molecule, stoichiometry, chemical reactions, thermochemistry, gas laws, atomic structure, periodic table, chemical bonding, and other selected topics. The companion laboratory component covers basic laboratory skills while investigating the fundamental principles of chemistry, including concepts of the atom and molecule, stoichiometry, acid-base reactions, oxidation-reduction reactions, thermochemistry, characteristic properties of anions, gas laws and spectrophotometry.

Physics (offered yearly)

Credit: 1 credit

Grade level: 11-12

Elective

Prerequisites: Algebra II (completed or concurrent)

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

AP Physics C: Mechanics (offered yearly)

Credit: 1 credit

Grade level: 11-12

Elective

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

AP Physics is a rigorous and fast-paced calculus-based physics course that is the equivalent of a college semester course in mechanics. Topics covered include kinematics, Newton's laws of motion, work, energy, power, linear momentum, circular motion, rotation, oscillations, and gravitation. This course is intended for students who are interested in science majors in college. Students must independently learn calculus over the summer, and successful completion of summer homework and successful assessment of calculus knowledge are required for continued enrollment.

Marshall School
2024-2025 Course Descriptions

Engineering Design (offered next in 2025-26)

Credit: 1 credit

Grade level: 11-12

Elective

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

Independent Research (offered yearly)

Credit: 0.5 per semester

Grade level: 11-12

Elective

Prerequisite: Teacher Recommendation/Approval

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

SOCIAL, RELIGIOUS, AND ETHICAL STUDIES

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

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

SOCIAL STUDIES

SS: Civics (offered yearly)

Credit: ½ credit

Grade level: 9

Required

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

U.S. History (offered yearly)

Credit: 1 credit

Grade level: 10

Required

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

Honors U.S. History (offered yearly)

Credit: 1 credit

Grade level: 10

Required (if not taking U.S. History)

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

World History (offered yearly)

Credit: 1 credit

Grade level: 11

Required

This is a survey course. Pre-1500 C.E. history is covered via a geography based overview before transitioning to a more chronologically based post-1500 C.E. coverage of the world as a whole. It focuses on the major history altering events and changes that have shaped the world and humanity today. The course is designed to provide students with factual knowledge and analytical skills in order to read and assess evidence and to draw their own interpretations and conclusions. Textbook reading is supplemented with primary and secondary source readings, and videos and films. In-class activities include simulations, role play, research, and group presentations.

Marshall School
2024-2025 Course Descriptions

AP World History (offered yearly)

Credit: 1 credit

Grade level: 11

Required (if not taking World History)

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

CITS Modern World History (College in the Schools) (offered next in 2024-25) TENTATIVE

Credit: 1 credit

Grade level: 11-12

Elective

Prerequisite: Department recommendation, 3.0 cumulative unweighted GPA, and application.

This course is a dual enrollment program offered through the University of Minnesota Duluth. Additionally, students earn credit at the University of Minnesota for HIST 1400 (4 credits). This course surveys the evolution of the world from relatively isolated regions around 1500 to the global interdependence whose trends continues to the present day. This course will examine the emergence of the interdependence among major civilizations, especially between the West and the East. This latest interaction was initiated by the European colonizations and sustained by the contributions of other civilizations. Major themes of the course include the social, cultural, political, economic, demographic, and environmental ramifications of the global interaction.

SS: 21st Century Current Events (offered next in 2024-25)

Credit: ½ credit

Grade Level: 11-12

Elective (may be taken more than once)

There are many different avenues from which people garner their facts, analysis, and opinions on current events today. What constitutes news in the world today? Where do we get it? What is reliable? This course will first look at the current events of the day while also delving into how we analyze and process those events. We will break down the appeal, relevance, bias, and accuracy of the ways we consume our current events through discussion, individual and collaborative research, and presentation. Through large group discussion students will also acquire a better understanding of the events impacting the world in which they live and the sources they depend on to see their place in the world as an informed individual. Due to the nature of studying *current* events, this course may be taken multiple times as a non-honors course, if desired.

SS: Honors 21st Century Current Events (offered next in 2024-25)

Credit: ½ credit

Grade Level: 11-12

Elective

This will be an embedded honors course conducted concurrently within the 21st Century Current Events course. Students taking this course as an honors course will complete all elements required in the non-honors course. As an honors student you will also be required to take a significant leadership role in large group daily class discussions while also being required to complete an independent research project about a current issue impacting the world today for presentation at the end of the semester.

SS: African American Studies (offered next in 2024-25)

Credit: ½ credit

Grade Level: 11-12

Elective

This course will explore African American history, identity, and culture by weaving together historical origins with modern movements, art, music, intersectionality, and more. This class will have three main focuses with three corresponding assessments that will transition naturally throughout the semester. The course will begin with a comprehensive history from African origins to the present. The second portion of the course will switch focus to identity and culture. Finally, the course will conclude with a classroom, community project that the students will design and implement that honors the Duluth African American community. This course is largely project-based and student driven.

SS: Economics (offered next in 2025-26)

Credit: ½ credit

Grade level: 11-12

Elective

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

Marshall School
2024-2025 Course Descriptions

SS: CITS World Regional Geography (College in the Schools) (offered next in 2024-25)

Credit: ½ credit **Grade level:** 11-12 **Elective**

Prerequisite: Department recommendation, 3.0 cumulative unweighted GPA, and application.

This course is a dual enrollment program offered through the University of Minnesota Duluth. Additionally, students earn credit at the University of Minnesota for GEOG 1205 Our Globalizing World (3 credits). This course analyzes the relationship between the environment, economic development, culture, and politics by examining human geography in the context of global regions. This course introduces core concepts in human geography such as space, place, scale, and globalization, and applies those concepts to understand the diversity of our globalizing world. Topics from the impact of climate change, to colonialism, the geography of agriculture, urbanization, geopolitics, and ethnic and national identities are explored.

SS: Manifesting History (offered next in 2024-25)

Credit: ½ credit **Grade Level:** 11-12 **Elective**

This course involves the analysis of history via modern society's lenses and representations. By delving into history's representation in modern media students break down fact from fiction related to different historical themes and eras to analyze why history ends up being portrayed in the way it is. Working individually, students examine multimedia sources created by modern society to portray history, working through the following process for each of the semester's units: As a large group themes are discussed and set and students then find multimedia materials they would like to analyze. After viewing their self-chosen material students complete a summary and researched analysis via the use of primary and secondary sources. Presentations are created and given to the class by each student regarding their individual findings and then the theme as a whole is discussed by the class with regard to their experiences with their individual research and analysis of their source materials with relation to the chosen theme.

SS: Sociology (offered next in 2025-26)

Credit: ½ credit **Grade level:** 11-12 **Elective**

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

SS: Sports in American Culture (offered next in 2024-25)

Credit: ½ credit **Grade level:** 11-12 **Elective**

This course examines how sports have been shaped by the political, social, and economic events throughout the past century as well as exploring the significance of sport in American History. Sports can be used to understand the broader elements of nationalism, immigration, urbanization, foreign policy, and the roles of race, ethnicity, class, and gender in the United States.

SS: Women's Studies (offered in 2024-25)

Credit: ½ credit **Grade level:** 11-12 **Elective**

This course will explore the diverse range of women's experiences through history, modern society, and the future prospects that are possible for women around the world. The course will feature a blend of history, feminist theory, intersectionality, economics, psychology, and more. There is no prerequisite for this class.

SS: American Government (offered yearly)

Credit: ½ credit **Grade Level:** 12 **Required (if not taking AP U.S. Gov and Politics)**

This course provides students with an introduction to the workings of American government and politics. The main objective is to gain insight into the guiding principles of the U.S. Constitution and the system of government it created and has sustained for over two hundred years. Textbook reading will be supplemented with discussion, lecture, cooperative learning projects, PowerPoint presentations, and use of technology for research and analysis. Further topics of study may include brief examinations of current political events.

Marshall School
2024-2025 Course Descriptions

AP U.S. Government and Politics (offered yearly)

Credit: 1 credit

Grade Level: 11-12

Required (if not taking American Government)

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

CITS American Government and Politics (College in the Schools) (offered next in 2024-25)

Credit: 1 credit

Grade level: 11-12

Elective

Prerequisite: Department recommendation, 3.0 cumulative unweighted GPA, and application.

This course is a dual enrollment program offered through the University of Minnesota Duluth. Additionally, students earn credit at the University of Minnesota for POL 1011 (3 credits). This course covers the principles of American national government, and includes a survey of American governmental system, structure, operations, and services; constitutionalism, federalism, civil liberties, parties, pressure groups, and elections.

RELIGIOUS AND ETHICAL STUDIES

World Religions (offered yearly)

Credit: ½ credit

Grade Level: 9

Required

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

Ethics (offered yearly)

Credit: ½ credit

Grade Level: 10-12

Elective

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

SS: Personal Character and Social Responsibility (offered next in 2024-25)

Credit: ½ credit

Grade Level: 10-12

Elective

Prerequisite: Ethics

This course combines self-direction with (a) a range of written and digital resources and (b) core principles drawn from philosophical traditions from around the world to empower students to chart the next decade of their lives.

SS: Temptation of War (offered next in 2025-26)

Credit: ½ credit

Grade Level: 11-12

Elective

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

OTHER LEARNING OPPORTUNITIES

Fryberger Outdoor Experience (formerly MORE Program)

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

Crew

“The purpose of Crew is to help students become ethical people and effective learners who contribute to building a more just and equitable world.” (EL Education Crew Program)

The Marshall Crew program aims to provide a framework around character development, positive identity formation, meaningful learning experiences, and building a positive school culture. Crew promotes a sense of connectedness and belonging among students and teachers and is one way we strive to remain true to our mission to “inspire lifelong learners to embrace challenge and create positive change.” Crews aim to build relationships through brave honest, and respectful communication; focus on social and emotional skills, character, and academic mindsets as woven strands; and create opportunities for students to become leaders of their learning and their lives.

Post-Secondary Educational Options (PSEO)

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

Global Online Academy (GOA)

GOA offers students in public, independent, charter, and international schools the chance to learn in a highly collaborative, global learning community, building the skills they'll need for college, career, and life.

Since GOA's founding in 2011, their Student Program has brought together students and teachers from around the world to learn together in high-quality, relationships-based online classes. They have a diverse set of offerings, including semester and yearlong courses, an online capstone project and conference, mini courses, and a unique summer program. In all cases, GOA learning experiences are led by expert teachers who are committed to knowing students, to connecting them to relevant academic content, and to engaging them in rigorous work that deepens understanding and builds skills that matter in school and in life.

GOA offers over 60 courses in the following pathways:

- Art, Media & Design;
- Business, Economics & Finance;
- Computer Science & Engineering;
- Global Studies;
- Health Science;
- Justice, Ethics, & Human Rights;
- Mathematics & Quantitative Reasoning; and
- Psychology & Neuroscience.

For more information, please visit globalonlineacademy.org or check out this [brief slideshow](#). Students interested in registering for a GOA course should see the GOA Site Director.

Guidelines for GOA Enrollment

- Eligible students must have a 3.00 or higher cumulative GPA to sign up for a GOA course.
- GOA courses are part of a student's regular course load and are not allowed to be taken as an additional course.

Marshall School
2024-2025 Course Descriptions

- Except in the case of a scheduling conflict, GOA courses do not replace a required course for graduation.
- Students are required to obtain approval signatures from their parent/guardian and a Marshall administrator.
- In most case, students may take no more than one GOA elective course per semester.
- Because Marshall is a GOA member school, courses taken through GOA, including those taken through GOA's summer program, are included on the Marshall School transcript and in the student's GPA.
- Marshall School covers the cost of GOA courses that are taken during the school year and as a part of a student's regular course load. Space may be limited for elective courses, and enrollment will be prioritized for students needing to meet graduation requirements, followed by grade level, and date of application.
- Students who drop a GOA class after the published drop/add period will be required to pay the associated GOA enrollment fee, which is about \$725.

Marshall School Pathway Programs

Marshall School offers two distinct pathway programs aimed at providing students with hands-on learning experiences, catering to students' interests and career aspirations, and preparing them for future leadership roles.

The **STEM Scholars Pathway Program** focuses on developing students' problem solving abilities, communication skills, and ethical leadership in the field of STEM. Students engage in challenging projects, complete advanced academic coursework, participate in community-based learning, and share their knowledge with others. Upon completion, students earn special recognition as STEM Scholars.

The **Outdoor Experiences Pathway Program** offers two pathways: the Nature-based Learning Practitioner and Outdoor Recreation Guide. These pathways emphasize connecting students with nature and building skills for outdoor recreation and leadership. Students in these pathways explore how to connect nature-based experiences to personal growth and learning by leading expeditions and engaging in community-based outdoor teaching and learning. Upon successful completion of the program, students earn special recognition as Outdoor Experiences Scholars.

Both pathway programs provide unique opportunities for students to explore their interests, develop leadership skills, engage in hands-on learning, and prepare for future educational and career endeavors. Students interested in participating in a Pathway Program must apply during the spring before the year of admittance to the program.

Internships

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

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

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

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

- Experience an internship similar to those offered by colleges and universities.
- Differentiate themselves in the college application process.
- Realize the relevance of their education by making connections between classroom learning and real world experiences.
- Explore career options and become career ready.
- Connect with adult role models and expand their professional network.
- Receive one-on-one adult mentoring from business and community leaders.

Marshall School
2024-2025 Course Descriptions

- Increase self-confidence, improve academic achievement, and become more motivated.
- Experience a more flexible school schedule that allows students to complete their internships during the school day and within the constraints of the academic calendar.
- Earn academic credit through integrated coursework and reflection.

Internship: Forest School

Credit: ½ credit per semester Grade Level: 9-12 Elective

This internship provides support for Forest School students as they start their school day. Interns support Forest School teachers and students during morning literacy block. Through role modeling, mentorship, and conversation and engagement in outdoor activities, Upper School interns serve as anchors for the Forest School students as they begin their days.

Internship: Business and Marketing

Credit: ½ credit per semester Grade Level: 11-12 Elective

Students have the opportunity to participate in a semester or year-long internship/mentorship program working with business leaders in the areas of entrepreneurship and marketing. Students gain insight into real-world opportunities and challenges in industry while applying marketing concepts to business strategy and developing a marketing plan within an integrated business framework.

Internship: Graphic Design and Marketing

Credit: ½ credit per semester Grade Level: 11-12 Elective

Students work with industry leaders to explore concepts related to marketing, graphic design, illustration, social media, communications, and business in a professional environment. Projects will focus on the creative side of these concepts, and help to advance the student's technical artistic skills with relation to "real-world" digital work, graphics, and print production, while honing communication ability through visual and written media.