

COURSE

2025-2026

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BOOK

Marshall  
School

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# MISSION & VALUES

## Marshall School Mission Statement

*Inspiring lifelong learners to embrace challenges and create positive change.*

## Commitment to Community

Marshall School values and respects every individual and strives to create an inclusive, diverse, and equitable community where all feel respected and empowered.

The Marshall School community accepts the 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.

## Core Values

**Respect**

**Compassion**

**Integrity**

**Self-Discipline**

**Intellectual Curiosity**

**Strong Academic Habits**

**Marshall School**  
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Duluth, MN 55811  
marshallschool.org

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# MIDDLE SCHOOL

## **MIDDLE SCHOOL: CURRICULUM AT A GLANCE**

Please note that all course offerings and sections are based on likely enrollment. Sections may be canceled or added based on enrollment.

### **Grade 5**

English 5  
Math 5  
Science 5  
Social Studies 5: The Americas  
Health/Physical Education  
World Language  
Art  
Band **or** Choir (students select one)

### **Grade 6**

English 6  
Math 6  
Science 6  
Social Studies 6: Minnesota Studies  
Health/Physical Education  
Introduction to Spanish **or** Introduction to French (student select one)  
Art  
Band **or** Choir (students select one)

### **Grade 7**

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

### **Grade 8**

English 8  
Math 8: Algebraic Concepts **or** Algebra 1\*  
Earth Science  
World Geography 8  
Health/Physical Education  
French 1B **or** Spanish 1B (students select one)  
Art **or** Band **or** Choir **or** Strings (students select one)

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

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## **FINE ARTS: Middle School**

**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.

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## **VISUAL ARTS**

### **5<sup>th</sup> and 6<sup>th</sup> 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, sewing, and more. They explore multiple solutions to creative problems and apply learned concepts and techniques with student directed projects. 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. The year culminates in a fine arts showcase in which students select their artwork, write artist statements, and display their work for a community-wide audience.

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### **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, fiber, etc. are all available. Students practice following the artistic process of planning, creating, sharing, and reflecting for each project. A combination of personal projects and class generated projects provide structure as well as variety in theme, medium, and opportunity to try things outside the box! The year culminates in a fine arts showcase in which students select their artwork, write artist statements, and display their work for a community-wide audience.

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## **MUSIC**

### **5<sup>th</sup> and 6<sup>th</sup> 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.

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### **5<sup>th</sup> and 6<sup>th</sup> 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.

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### **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.

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### **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.

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### **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.

## **ENGLISH: Middle School**

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.

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### **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.

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### **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).

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### **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.

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### **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.

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## WORLD LANGUAGES: Middle School

**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.

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### 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.

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### Intro to Spanish (6<sup>th</sup> 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.

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### Intro to French (6<sup>th</sup> 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.

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### French IA

French IA 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 IB 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.

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### **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.

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### **Spanish IB**

The Spanish IB course builds upon the basic skills and practical use of the language introduced in Spanish IA. 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 IA, 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 preterite tenses, allowing them to communicate about present, past, and future events. Spanish IA and Spanish IB are equivalent to Spanish I.

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### **Spanish I**

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

## **MATHEMATICS: Middle School**

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.

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### **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.

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### **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.

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### **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.

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### **Algebraic Concepts**

#### **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.

## **Algebra 1**

### **Prerequisite: Department recommendation**

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

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## HEALTH & PHYSICAL EDUCATION: Middle School

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.

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### **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 safety, personal hygiene, the growing body and the physical and emotional changes that occur.

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### **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, sportspersonship, 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 personal hygiene, healthy relationships, the health triangle, growth and development, and interpersonal and communication skills.

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### **Health 7** (1 semester)

This course provides students with the knowledge and skills to practice healthy behaviors. Students will apply knowledge to a variety of experiential learning activities. Health topics include emotional and mental health, healthy relationships, vaping and nicotine, nutrition, internet and social media safety, human development, and injury prevention.

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### **Physical Education 7** (1 semester)

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.

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### **Health 8** (1 semester)

This course 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), emotional and mental health, sexual health, and intellectual health, AODA, and addiction.

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### **Physical Education 8** (1 semester)

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.

## **SCIENCE: Middle School**

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.

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### **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.

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### **Science 6**

Sixth grade scientists explore ten main physical science topic areas which include: Introduction to Matter, Solids vs. Liquids vs. Gasses, 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.

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### **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.

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### **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. Design thinking is woven into the curriculum to develop creativity, engineering concepts and deepen concept understanding. 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.

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## **SOCIAL STUDIES: Middle School**

The Middle School Social Studies 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.

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### **SS 5: The Americas**

The fifth grade social studies curriculum covers western hemisphere geography and United States history up to the civil war. The curriculum content includes the following units during the first semester: The Land and Native Peoples of North America, The Age of Exploration, A Changing Continent, The Road to War.. The second semester includes: The American Revolution, Forming a New Government, A Growing Nation, and The Civil War and Reconstruction. Each unit is enriched with an essential question that engages the learner in researching more in-depth on the unit content, with a final project wrap up.

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### **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.

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### **Social Studies 7**

This course is designed to introduce students to the various social studies and social science fields including: psychology, sociology, anthropology, geography, history, economics, and political science. Students will learn note-taking and test preparation skills as well as vocabulary and concepts appropriate for each discipline. They will develop critical thinking and public speaking skills through examination of controversial issues and current events. 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.

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### **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.

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**OTHER LEARNING OPPORTUNITIES: Middle School**

**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.

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**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.

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# UPPER SCHOOL

**COURSE & GRADUATION REQUIREMENTS: Upper School**

Starting in 2025-26, all students will need to complete a minimum of 6 credits each year.

**9<sup>th</sup> Grade Requirements**

English 9	1 credit
US History to 1865	1 credit
Biology	1 credit
Mathematics *	1 credit
Composition & Communication (Foundations)	½ credit

**10<sup>th</sup> Grade Requirements**

English 10 (or Honors)	1 credit
U.S. History 1865 to present (or Honors)	1 credit
Chemistry (or Honors)	1 credit
Mathematics *	1 credit

**11<sup>th</sup> Grade Requirements**

English 11 (or Honors British Literature)	1 credit
World History (or AP World History)	1 credit
Science *	1 credit
Mathematics *	1 credit
Ethics (to be taken in 11th or 12th grade)	½ credit

**12<sup>th</sup> Grade Requirements**

English 12 (or AP English)	1 credit
American Government & Social Studies Elective (or AP Government and Politics)	1 credit
Ethics (to be taken in 11th or 12th grade)	½ credit

**To Be Completed Before Graduation**

World Language	2 credits
Health	½ credit
Physical Education (PE)	½ credit
Fine Arts	1 credit
Electives	5 credits
Marshall Community Service Hours	10 hours/year

**Starting in 2025-26, all students must successfully complete 6.0 credits yearly.**

**\*Level determined by department**

**On Campus Learning:** Classes that are not scheduled as part of a regular class period may not be counted as part of the 6.0 credits, with the exception of GOA courses and the Harvard Computer Science course. All courses required for graduation must be taken at Marshall School unless there are unavoidable reasons to do otherwise.

**AP Courses:** 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.

**Course Cancellations and Scheduling:**

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 Studies	4½ credits
Science	3 credits
Mathematics (including Geometry & Algebra 2)	3 credits
World Language (must be 2 credits of same language taken in Upper School)	2 credits
Health	½ credit
Physical Education	½ credit
Fine Arts	1 credit
Electives	4+ credits
Community Service	10 hours/year

**Starting in 2025-26, all students must successfully complete 6 credits yearly.**

### Community Service Requirement

The Community Service Requirement is a graduation requirement for all Upper School students. Its purpose is to provide experiences that enable 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.

## **FINE ARTS: Upper School**

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: Upper School**

Studio art courses emphasize hands-on activities, including projects, 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 both as an art medium and to document progress and reflection. Visual arts courses may be taken multiple times due to the individualized and differentiated instruction. All students must provide their own sketchbook.

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### **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 abstraction. Art history and contemporary artists will be discussed to aid in developing personal expression.

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### **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.

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### **Explore Art**

Credit: ½ credit                      Grade level: 9-12                      Elective

Explore Art is all about developing artwork through personal exploration. All art room supplies, tools, and resources are introduced and available for students to experiment with throughout the semester. 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.

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### **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.

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**Digital Mixed Media Arts****Credit:** ½ Credit**Grade level** 10-12**Elective**

This course focuses on foundations in digital media as well as photography arts. Skills and techniques studied may include dark room, digital, and pinhole photography as well as animation, videography, and getting a taste of the variety of Adobe programs available, such as Photoshop, Lightroom, Illustrator, and Premiere Pro. This course will also include art history and reference to artists and artworks that were foundational to the medium as well as contemporary artists working in new creative paths.

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**Fiber Arts****Credit:** ½ credit**Grade level** 10-12**Elective**

This course focuses on textile art through some of the skills of sewing (hand and machine), weaving, screenprinting, dying (tie dye, bleach, etc.), spinning yarn, and working with traditional and non-traditional fibers. Topics such as impact on the environment, fast fashion vs slow fashion, and others will be discussed as part of the course to gain a full scope of working in the fiber arts industry.

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**Honors Drawing or Painting**

Credit: ½ credit

Grade level: 9-12

Elective

Prerequisite: Teacher recommendation

Honors Painting or Honors 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. Students choose painting or drawing as a focus.

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**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.

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**Advanced Studio Art**

Credit: 1/2 credit

Grade level: 11-12

Elective

**Prerequisite: Recommendation**

Advanced Studio 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, set goals and create timelines, culminating in the development of a portfolio.

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**MUSIC: Upper School**

The music program at Marshall includes band, choir, orchestra, jazz band. 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.

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**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: 7-12**                      **Elective**

Concert orchestra is a group for students to perform both traditional and modern music on string instruments. Students work together to build and improve technical skills on their instruments, literacy and theory skills, and to deepen their understanding of the connections between music, themselves, and culture at large. The group performs at 3 formal graded concerts a year as well as additional performances at other school or community events.

**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. Students in the Honors Concert Orchestra course will meet all the requirements for concert orchestra plus complete additional projects & activities, such as but not limited to participating in a youth orchestra, tutoring or leading sectionals for younger students, preparing and performing solo works, or composing their own individual music. Private lessons outside of school are recommended but not required.

**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.

## FOUNDATIONS: Upper School

### Composition & Communications Seminar

**Credit:** ½ credit

**Grade level:** 9

**Required**

The Marshall 9<sup>th</sup> Grade Composition and Communications Seminar is designed to develop academic communication skills in all students. Formal academic writing is taught as a process of reflection, organization, expression, and revision. In turn, students will learn to refine their writing through proofreading, peer editing, and 1:1 conferencing with the instructor. Equal attention is given to public speaking skills, where students will write and present a variety of speeches, including demonstration, expository, and persuasive speeches. Through the development of composition and communication skills, students will develop a growing command of the English language. Strong academic habits are fundamental to academic success at Marshall School and are included in the course curriculum. These habits and skills include study strategies, test preparation, rhetorical thinking, and metacognitive awareness.

### Public Speaking

**Credit:** ½ credit

**Grade level:** 11-12

**Elective**

This course is designed to equip you with the skills to research, organize, write, and deliver impactful speeches that effectively communicate and engage your audience. You will learn to become a thoughtful, critical listener, sharpening your ability to analyze and respond to spoken content. With a focus on the principles of rhetoric, the art of public speaking, and critical thinking in the digital media age, you will gain both theoretical knowledge and practical experience. Throughout the course, you will have the opportunity to craft and deliver speeches in a supportive, low-pressure environment, with an emphasis on developing your ability to effectively communicate in public settings. Instruction will cover the preparation and delivery of informative, persuasive, and special occasion speeches. The course will also cultivate your capacity for evaluating speeches critically, fostering an appreciation for the ethical responsibilities of communicators in today's interconnected world. By the end of the course, you will be equipped to deliver well-organized, compelling speeches and contribute thoughtfully to group discussions.

## ENGLISH: Upper School

The Marshall English Department's goal is to create unshakeable writers and thinkers through challenging, transformative experiences.

### 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. In addition to extensive reading, students will hone critical-thinking and communication skills by engaging in student-led discussions, publicly speaking, and collaborating on assignments/projects. 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, public speaking experience, and peer collaboration.

### English 10

**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 American Literature. 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. 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 will continuously work on their writing mechanics, reflect on their writing, improve their logic, practice their research and citing skills, practice discussion methods and public speaking skills, and hone in on their media literacy skills. Students read a variety of works which may include genres such as: poetry, non-fiction, short stories, essays, fiction, film analysis, memoir, plays, etc.

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**Honors English 10****Credit: 1 credit****Grade level: 10****Required (if not taking English 10)****Prerequisite: English 9, department recommendation, and summer assignment.**

This course emphasizes composition skills and literary analysis through a focus on American Literature. 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. Students are frequently given choice in their own learning and are expected to show enthusiasm, curiosity, and independence. As this is also an honors language arts course, students work on their writing mechanics rigorously, improve their logic, practice their research and citing skills, practice discussion methods, practice public speaking, work on in-depth literary analysis writing, and hone their media literacy skills. Additionally, being an honors course, students should willingly accept the challenges of literary analysis, composition, research, discussion, and creativity. Students read a variety of works which may include: short stories, plays, fiction, non-fiction, poetry, academic essays, film analysis in literature, memoir writing, etc.

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**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.

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**Honors English 11****Credit: 1 credit****Grade level: 11****Required (if not taking English 11)****Prerequisite: 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 diverse literature. Students read major English writers, such as William Shakespeare, Jane Austen, Chinua Achebe, George Orwell, and others. In addition to practicing and improving their critical thinking and interpretive skills, students practice their research and media literacy skills. 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.

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**English 12****Credit: 1 credit****Grade level: 12****Required (if not taking AP English Literature)**

This course builds on skills developed across the English curriculum to explore a range of classic and contemporary texts. Students will respond critically to literature through discussions, projects, and written analysis, while refining their ability to read closely and develop complex arguments. With a strong focus on the writing process, students will conduct research, craft well-supported arguments, and present their ideas through public speaking. They will take ownership of their work by publishing pieces to a wider audience and showcasing projects.

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**AP English Literature and Composition****Credit: 1 credit****Grade level: 12****Required (if not taking English 12)****Prerequisite: 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, and do a creative project.

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**CITS: English 1904 - Introduction to Literature****Credit: 1 credit****Grade level: 12****Required (if not taking English 12)****Prerequisite: Summer assignment**

This is a dual enrollment program offered through the University of Minnesota Duluth and is paired with AP Literature and Composition (students can take one or both). This course introduces students to the depth and breadth of college-level reading, writing, and thinking. Students will engage with dense texts through various modes of interpretation.

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**Hilltopper News****Credit: 1/2 credit****Grade level: 11-12**

In this elective, students take charge of Hilltopper News, the school's student-led publication. They will learn the fundamentals of journalism, including investigative reporting, opinion writing, ethics, and media literacy. Students will research, write, and edit articles covering school events, student life, and broader societal issues. The course emphasizes collaboration, critical thinking, and responsible reporting, giving students real-world experience in running a news outlet.

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**Emerging Authors Workshop****Credit: 1/2 credit****Grade level: 11-12****Prerequisite: Permission of English Department Chair (Mr. Quinn)**

This semester-long elective supports students as they develop, draft, revise, and complete an independent writing project of their choice. Through regular workshops, mini-lessons, peer feedback, and one-on-one mentorship, students will deepen their understanding of craft, explore models in their chosen genre, and build the discipline of a working writer. The course emphasizes creativity, critical thinking, and independence, culminating in a final presentation and publication of the Emerging Authors Journal.

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**College Prep English 1/ College Prep English 2 (English Language Learners)****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.

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**Advanced College Prep English (English Language Learners)****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, as well as a variety of public speaking activities. 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.

## WORLD LANGUAGES: Upper School

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 students for whom English is their non-native language.

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### 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 flashcards, games and more that allow learners to experience the French language and francophone culture and treats them as social actors with digital resources.

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### 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.

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### 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 emphasize the use of language for active communication and are centered on the following AP themes: Public & Personal Identities, Science & Technology, Global Challenges, Contemporary Life, Families & Communities, and Beauty & Aesthetics. Students work with authentic written and audio sources and demonstrate their understanding through lively discussions, persuasive essays, and by completing projects and presentations. Students review the essential skills required for the AP Exam, and they continue actively communicating with their peers and members of the Francophone community. Students take the National French Exam in March, and AP French students take the AP French Exam in May.

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**Advanced Topics: La Musique et Le Cinéma Francophone****Credit: ½ credit****Grade level 11-12****Elective****Prerequisite: Successful completion of French 3 or Honors French 3**

In this semester-long class, the students will explore the rich and diverse world of Francophone music and cinema, immersing themselves in authentic French-language culture through sound and film. Taught entirely in French, this course offers students an exciting opportunity to deepen their language skills while discovering iconic songs, artists, and movies from various Francophone regions. By the end of the course, students will not only expand their understanding of the French language but also gain insight into the cultural nuances that shape the Francophone world. Whether it's analyzing the emotion in a song or decoding the symbolism of a film scene, students will emerge with a deeper appreciation for the intersection of language, music, and cinema in French-speaking cultures.

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**Advanced Topics: L'Histoire Française****Credit: ½ credit****Grade level 11-12****Elective****Prerequisite: Successful completion of French 3 or Honors French 3**

In this semester-long class, the students will explore the rich and complex history of France, from its prehistoric beginnings to the tumultuous years of the Second World War. Taught entirely in French, this course offers a comprehensive overview of France's history, examining key historical events, figures, and cultural shifts that have shaped the nation. By the end of the semester, students will have developed a deep understanding of French history and its profound influence on global events, all while improving their language skills through historical texts, discussions, and analysis.

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

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

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**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 music. Students also deepen their knowledge of Spanish-speaking cultures through projects and presentations.

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**Spanish III/Honors Spanish III****Credit: 1 credit****Grade level: 9-12****Elective****Prerequisite: Spanish II and department recommendation.**

Spanish III is a fast-paced, engaging, and challenging course for intermediate learners designed to set students up for success as they continue learning 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.

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**Honors Spanish IV and AP Spanish Language****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.

## MATHEMATICS: Upper School

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				
<b>Grade 9</b>	Algebra 1	Geometry	Geometry	Honors Geometry
<b>Grade 10</b>	Geometry	Algebra 2	Algebra 2	Honors Algebra 2
<b>Grade 11</b>	Algebra 2	Electives*	Precalculus*	Honors Precalculus*
<b>Grade 12</b>	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.

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### 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.

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### 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.

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### Geometry Honors

**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.

### **Algebra 2 Honors**

**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.

### **Pre-Calculus Honors**

**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.

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**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.

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**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.

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**AP Calculus BC****Credit: 1 credit****Grade level: 11-12****Elective****Prerequisite: Strong A in Calculus or completed AP Calculus AB.**

It is assumed that the students entering this course have a near mastery of topics covered in Calculus as there is no review at the beginning of the year. This course moves twice as fast as other math courses. It reviews 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.

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**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.

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**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.

## COMPUTER SCIENCE: Upper School

We have two ways for Marshall students to take computer science courses. We offer an introduction to Computer Science course at Marshall. Further options for more computer science courses includes a number of CS courses are offered through our collaboration with [Global Online Academy](#). Another very good option for students looking for an advanced, honors style CS course is the self-paced course offered by Harvard University, CS50x and a very rigorous course through the University of Helsinki.

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**Computer Science** : Introduction to Computer Science

**Credit:** ( ½ credit) **Grade level:** 10-12 **Elective**

Designed to appeal to a diverse audience, this semester course surveys several different areas of study in computer science. Demonstrations and hands-on assignments cover a wide variety of topics, including logic, binary numbers, hardware, operating systems, file management, programming, website development, internet protocols, information security, graphics, the limits of computing, and other current topics.

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**Computer Science** : Harvard University CS50x

**Credit:** 1 credit **Grade level:** 11-12 **Elective**

This is [CS50x](#), Harvard University's introduction to the intellectual enterprises of computer science and the art of programming for majors and non-majors alike, with or without prior programming experience. While this is an entry level course, it should be considered an honors course, given the high level of rigor. Marshall will consider it an honors-level course in the GPA weighting. Taught by David J. Malan, CS50x teaches students how to think algorithmically and solve problems efficiently. Topics include abstraction, algorithms, data structures, encapsulation, resource management, security, software engineering, and web development. Languages include C, Python, SQL, and JavaScript plus CSS and HTML. Problem sets inspired by real-world domains of biology, cryptography, finance, forensics, and gaming. Students who earn a satisfactory score on 9 problem sets (i.e., programming assignments) and a final project are eligible for a certificate that will translate to Marshall credit. Marshall students who enroll in this course for Marshall credit will need to pay the \$219 course fee to earn a verified certificate of completion. This is a self-paced course—you may take CS50x on your own schedule with support from Marshall faculty.

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**Computer Science:** University of Helsinki, Introduction to Programming and Advanced Programming

**Credit:** 1 credit **Grade level:** 11-12 **Elective**

During this course, you will learn the basics of computer programming, along with algorithms and object-oriented programming through the Java or Python programming language. The course includes comprehensive materials and plenty of programming exercises. Anyone can join - no previous programming knowledge is required. The course is about programming in a real integrated development environment (IDE). This is a self-paced course—you may take on your own schedule with support from Marshall faculty.

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**Computer Science: Global Online Academy (GOA)**

**Credit:** ½ credit **Grade Level** 10-12 **Elective**

GOA has a number of [Computer Science GOA semester-long elective courses](#) available to Marshall students, including:

[Computer Science I](#): Computational Thinking

[Computer Science II](#): Analyzing Data with Python

## 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.

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### High School Sports Credit Option (Physical Education)

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

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 6 credits.

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### Team Sports and Lifetime Fitness (Physical Education)

**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 basketball, volleyball, spikeball, badminton, etc. Strength training, cardiovascular endurance, yoga, hiking, and other group exercise are also included. The course includes classroom sessions on sports education, nutrition, personal training, and fitness components.

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### Outdoor Recreation & Leadership (Physical Education)

**Credit: ½ credit      Grade Level 10-12      Elective**

This leadership and lifetime health course emphasizes wellness through the lens of outdoor recreation. Students will experience a multitude of outdoor recreation opportunities available at the Marshall campus while learning about group decision dynamics in the outdoors. Students will be empowered to develop an active lifestyle, a deep sense of independence and a full understanding of the relationship between our natural resources and ourselves.

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### Health

**Credit: ½ credit      Grade Level: 9-12      Required**

This course is designed to promote awareness of physical, psychological, and social developmental needs for overall wellness. We will think globally about health issues. Health topics may include health influences, health equality, social determinants of health, disease prevention, psychological health, sleep, drug/alcohol education, sexual health, and neuroscience.

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### Contemporary Health (offered in 2025-26)

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

This course will explore contemporary health issues including nutrition, physical health, mental health, social health, substance abuse prevention, sexual health, and digital/social media wellness. We will examine the latest research and trends in health to develop the skills to assess health-related issues while emphasizing personal responsibility, decision-making, and strategies for maintaining a healthy lifestyle.

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### Advance Physical Education: Hockey (offered in 2025-26)

**Credit: ½-1 credit      Elective/ By invitation for Marshall hockey players only**

PE Hockey Specific course designed for current hockey players who are in good academic standing demonstrating core values who participate in hockey. The course will take place at Mars Arena. Students will create a personal fitness portfolio specifically related to hockey specific performance and injury prevention. This course will emphasize off-ice and on-ice components related to hockey including technical skills, teamwork, and game understanding. Beyond physical development, students are expected to demonstrate a high level of personal responsibility and accountability. This includes

managing their time effectively and uphold safety expectations during training and travel. Eligible students can take this for two semesters, however only one semester can count towards the required 6 credits.

## SCIENCE: Upper School

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.

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**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.

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**Human Anatomy & Physiology** (offered next in 2026-27)

**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.

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**Environmental Science: Changing Water, Climate, and Air** (offered in 2025-26)

**Credit: 1/2 credit**                      **Grade level: 11-12**                      **Elective**

**Prerequisite: Biology**

This semester-long course will focus on the changing Environment and the interactions Humans have with it. We will look at current events and the solutions being worked on. Students will learn about ethical decision making in terms of the environment. There is a focus on class discussion and learning the steps to making your own informed decisions about the events around you.

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**Environmental Science: Ecology and Agriculture** (offered in 2025-26)

**Credit: 1/2 credit**                      **Grade level: 11-12**                      **Elective**

**Prerequisite: Biology**

This semester-long course will focus on the study of Human Interactions with ecological systems and their balance along with how Agriculture has impacted ecology and environmental health. Students will learn about ethical decision making in terms of the environment. There is a focus on class discussion and learning the steps to making your own informed decisions about the events around you.

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**AP Biology** (offered 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.

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**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.

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**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, but not limited to, 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.

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**AP Chemistry** (offered next in 2026-27)**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.

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**CITS Chemistry** (College in the Schools) (offered next in 2026-27)**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.

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**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.

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**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.

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**Engineering Design** (offered 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.

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**Independent Research** (offered yearly)**Credit: ½ 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 STUDIES: Upper School

The vision of the Social 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, economists and ethicists 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;
- frame moral decisions by a sound understanding of moral theory; and
- use skills of analysis and synthesis to interpret primary and secondary sources.

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### U.S. History to 1865 (offered yearly)

**Credit: 1 credit**

**Grade level: 9**

**Required**

This course focuses on the early part of U.S. history from the beginnings of the country to the Civil War with a civics emphasis. The course is designed to provide students with factual knowledge and analytical skills in order to read and assess evidence in order to draw their own interpretations and conclusions. Students learn how to evaluate evidence, summarize, analyze, discuss, answer text based questions and use historical reasoning skills. A major part of this course involves learning historical research skills. 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.

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### U.S. History 1865 to present (offered yearly)

**Credit: 1 credit**

**Grade level: 10**

**Required**

This course offers a survey of United States history post Civil War. The course is designed to provide students with factual knowledge and analytical skills in order to read and assess evidence in order to draw their own interpretations and conclusions. Students learn how to evaluate evidence, summarize, analyze, discuss, answer text based questions and use historical reasoning skills. A major part of this course involves learning historical research skills. 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.

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### Honors U.S. History 1865 to present (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 post Civil War. It is designed to provide students with factual knowledge, historical reasoning 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 such as simulations, role play, research, videos, individual and group work add additional depths of understanding that goes beyond memorization of facts. The course moves at a fast pace, thus student responsibility for learning is highly emphasized. The course includes an advanced research component.

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### 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.

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**AP World History** (offered yearly)**Credit: 1 credit****Grade level: 11****Required (if not taking World History)**

This college level course begins in 1200 C.E. and culminates in the 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.

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**21<sup>st</sup> Century Current Events** (offered in 2025-26)**Credit: ½ credit****Grade Level:10-12****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.

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**Honors 21<sup>st</sup> Century Current Events** (offered in 2025-26)**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.

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**African American Studies** (offered next in 2026-27)**Credit: ½ credit****Grade Level: 10-12****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.

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**Economics** (offered in 2025-26)**Credit: ½ credit****Grade level: 10-12****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.

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**CITS World Regional Geography (College in the Schools)** (offered yearly)**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.

**Manifesting History** (offered next in 2026-27)

**Credit:** ½ credit      **Grade Level:** 10-12      **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.

**Sociology** (offered in 2025-26)

**Credit:** ½ credit      **Grade level:** 10-12      **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?

**Sports in American Culture** (offered in 2025-26)

**Credit:** ½ credit      **Grade level:** 10-12      **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.

**Women's Studies** (offered in 2025-26)

**Credit:** ½ credit      **Grade level:** 10-12      **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.

**American Government** (offered yearly)

**Credit:** ½ credit      **Grade Level:**12      **Required, if not taking AP Government 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.

**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.

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**CITS American Government and Politics (College in the Schools)** (offered yearly)

**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 the American governmental system, structure, operations, and services; constitutionalism, federalism, civil liberties, parties, pressure groups, and elections. This course is embedded in the AP Government and Politics course.

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**Innovation and Social Entrepreneurship: Leading with Purpose**

**Credit: ½ credit** (fall semester)                      **Grade level 11-12**                      **Elective**

In this course, students will explore the power of innovation and social entrepreneurship as tools for creating positive change and a fulfilling career path. Through a combination of lectures, case studies, guest speakers, and hands-on projects, students will learn how to identify pressing social issues, develop innovative solutions, and create sustainable business models using their unique identities and experiences that generate both social impact and financial value. By the end of the course, students will be prepared to launch their own social venture or contribute meaningfully to the growth of existing social enterprises that uplift and liberate communities. The course will include ongoing assessments and culminate in a final project.

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**Developmental Psychology - Infancy through Adolescence**

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

Students will study major theorists in the field of developmental psychology, enhancing their understanding of social, emotional, and cognitive development. The course will incorporate journal articles and students will learn methodological principles. The semester will conclude with a practical application of learned material as students create developmentally appropriate activities for children of different ages.

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**ETHICAL STUDIES**

**Ethics** (offered yearly)

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

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.

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**INTERNSHIPS**

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

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

students authentic and meaningful experiences in which they make connections to others in the community.

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

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

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

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**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.

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**Internship: Law, Social Entrepreneurship, and Justice**

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

**Prerequisite:** Innovation and Social Entrepreneurship

After three weeks of classroom instruction, students will have the choice to pursue an internship, service learning opportunity, or independent study focused on law, social entrepreneurship, and/or justice. Through mentorship and experiential learning, students will develop/cultivate essential leadership skills, gain hands-on experience in real-time problem solving, and develop a deep understanding of the resilience required to build a business that tackles complex societal challenges.

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**Internship: Outdoor Recreation and Leadership Seminar**

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

This internship supports students' practical outdoor leadership skills and capabilities. Students will blend text and field experience to create written compositions and meaningful service learning projects that contribute to conservation and community environmental literacy. Students will plan and execute trips for the Marshall Forest School and will capstone with a final trip planning and preparation for themselves. Students will usually take this internship after taking the Outdoor Leadership Class.

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## **MORE ELEMENTS of a MARSHALL EDUCATION**

### **Marshall School Scholars Programs**

Marshall School offers three distinct Scholars 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 **Social Entrepreneurship, Justice, & Law Scholars Program** empowers students to deepen their self-awareness, identify community needs, and create sustainable social enterprise rooted in justice and international law. Through this program, students learn how their passion and leadership can serve as the foundation for creating meaningful change and shape their future career paths. Participants engage in coursework, mentorship, service learning, and an internship or independent research project. Upon successful completion of the program, students earn a special recognition as a Social Entrepreneurship, Justice, and Law Scholar.

The **STEM Scholars 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 Scholars Program** offers two Scholars Programs: the Nature-based Learning Practitioner and Outdoor Recreation Guide. These Scholars Programs emphasize connecting students with nature and building skills for outdoor recreation and leadership. Students in these programs 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.

Our Scholars 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 Scholars Program must apply during the spring before the year of admittance to the program.

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### **Fryberger Outdoor Experience**

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.

As a part of the Fryberger Outdoor Experiences, the entire 9th grade class goes to Camp Menogyn.

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### **Advisory 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 Advisory 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.

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### **Global Online Academy (GOA)**

GOA offers students the chance to learn in a highly collaborative, global learning community, building the skills they'll need for college, career, and life. The collaboration between Marshall and GOA allows students to take online classes to augment their learning and follow subject-specific learning interests.

GOA's Student Program brings 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 year long courses, an online capstone project and conference, mini courses, and a 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](http://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.
- 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 cases, 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.

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### **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.