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2026-2027 CURRICULUM GUIDE



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Our Curriculum Guide

Marlborough's 2026-2027 Curriculum Guide is a collection of courses, practices, and procedures that we hope will be a resource to students as they plan their learning trajectories. The instructors at Marlborough have developed dynamic, relevant classes that encourage students to engage in meaningful intellectual experimentation, leading to a range of different trajectories and exciting possibilities across our academic program.

Students at Marlborough are called upon to demonstrate a commitment to learning that evidences seriousness and interest throughout the school year. In this respect, they join the faculty in the creation of a robust environment of learning that is anchored in mutual respect, intellectual growth, and exploration. We encourage students to select courses that will be fulfilling, appropriately challenging, and directly related to their interests, understanding that these interests may deepen, or completely change, over time. The development of lifelong learning is at the heart of Marlborough's curriculum and we are excited to share this Curriculum Guide with you as an important tool for us to reach that goal together.



OUR VISION OF THE FUTURE IS A
WORLD WHERE

EQUITY LEADS

Education

EVERY DAY WE GET CLOSER TO OUR VISION
BY CREATING THE CONDITIONS IN WHICH

Learning SPARKS PURPOSE

OUR COMMITMENT TO REDEFINING EXCELLENCE

Guided by our legacy as a leader in girls' education, we continue to evolve, redefining what it means to educate girls with purpose in today's world. Reaffirming our role as a national leader among academic institutions, we strive for all students to see themselves reflected in the curriculum by embedding intellectual inquiry related to race, ethnicity, class, gender, gender identity, and sexual orientation throughout. Guided by the creativity and expertise of our faculty, we have developed curricular and co-curricular opportunities to better allow our students to discover who they are, engage deeply in their studies, embrace their communities, and lead lives of purpose and integrity.





OUR MIDDLE SCHOOL

Discover an exceptional Middle School experience at Marlborough in Grades 7-9. Our academic program, consisting of a diverse array of electives and thoughtfully crafted core courses, will ignite curiosity and foster a love of learning that we hope will extend far beyond the walls of Marlborough. In these middle school years, we work to ensure that students are engaged, develop confidence, and thrive academically and personally. Underscoring our belief in student choice and voice, students in both 7th and 8th grade elect to take semester-long courses in Performing Arts, Visual Arts, and those hosted through our CEI (Center for Entrepreneurship and Innovation.) In fact, all 7th graders will take The CEI Experience to provide them with a foundation in key areas such as research, information literacy, and entrepreneurship and engineering. 7th graders will also take Introduction to World Languages, an innovative exploration of language and culture that will support students making informed decisions about the language(s) they choose to study at Marlborough. Both core courses and electives will prepare students well for their transition into our academically rigorous Upper School.

MIDDLE SCHOOL REQUIREMENTS

REQUIRED MIDDLE SCHOOL COURSES:

Students are required to take a minimum of six courses each semester.

IN GRADES 7-9, THE FULL-YEAR REQUIREMENTS ARE AS FOLLOWS:

English

History

Mathematics

Science

World Languages

OTHER REQUIREMENTS FOR GRADE 7:

The CEI Experience

Introduction to World Languages

PHYSICAL EDUCATION AND HEALTH EDUCATION COURSE REQUIREMENTS:

GRADE 7

One semester of **MAPS (Methods for Academic and Personal Success)** in the Fall *and* one semester of **Health 7 + Self-Defense** in the Spring

GRADE 9

one semester of **Health Education**

VISUAL AND PERFORMING ARTS REQUIREMENTS:

GRADES 7 AND 8

students can select from a number of **Visual** or **Performing Arts** electives.

GRADE 9

one year of **Visual** or **Performing Arts**—semester courses must be taken in the same area and must be sequential classes

All electives for the 2026-2027 school year are semester-long. Students will rank their elective choices using a Google Form. The registrar will schedule electives according to student rankings with the goal of giving students their highest-ranked choices. During the course of 7th and 8th Grades, students will be required to take at least one performing arts elective, one visual arts elective, and one additional CEI or programmatic elective.

PERFORMING ARTS

Chorale and Music

Dance Spectrum

Intermediate Dance Spectrum

Makers' Space: Sew + Shop

Theater Performance: Plays + Acting

VISUAL ARTS

Intro to 2D Art and Design

Intro to 3D Art and Design

Intro to Digital Art and Design

CEI

MS Coding

MS Engineering

MS Entrepreneurship

MS Finance

MS Media Studio

MS Publications

MS Robotics

Robotics 8

PROGRAMMATIC ELECTIVES

Creative Writing (English)

MS Debate (History)

Instrumental Ensemble (Performing Arts)

Middle School PE

You will find detailed course descriptions for each of the electives outlined to the right in their respective departmental sections in the pages that follow. The departments are listed in alphabetical order.



OUR UPPER SCHOOL

The Upper School academic program (Grades 10-12) at Marlborough stands out as a truly student-centered journey that celebrates individuality, academic rigor, and personal growth. We recognize that there are many roads to success and we ensure that each and every student has a path to pursue excellence based on their own unique interests, strengths, and goals. Classroom groups are small enough to permit individual attention, and students have the opportunity to choose from among several levels of courses: Standard, Honors, Advanced Placement, and Advanced Topics.

Students receive extensive support from dedicated teachers, college counselors, and administrators who guide them every step of the way, fostering a nurturing environment where they can thrive academically, socially, and personally. Emphasizing the importance of the learning process as much as the outcomes, we prioritize developing resilient, confident, and well-rounded individuals prepared to excel beyond high school.

HONORS / AP / ADVANCED TOPICS

ADVANCED PLACEMENT COURSES

Students in AP Courses may opt to take College Board AP exams in May. Tests are not offered on campus for AP classes that are not taught at Marlborough by Marlborough instructors. Students who score a 3, 4, or 5 on the Advanced Placement examinations may receive college credit or advanced placement at the college level. Advanced Placement examinations are offered in Art History, Studio Art (Photography, Drawing & Painting, Ceramics), Biology, Calculus (AB and BC), Chinese Language, English Literature, Environmental Science, French Language, Physics (C), Spanish Language, Statistics, United States History, and World History.

BEYOND AP COURSES

Students wishing to challenge themselves beyond the Advanced Placement level may choose to take the following courses: Honors Computer Science Projects, Honors English Seminar, Honors Humanities Seminar, Honors Multivariable Calculus and Differential Equations, Honors Mathematics Seminar, Advanced Topics in Chemistry, Advanced Topics in Chinese Culture, Advanced Topics in French & Francophone Culture, Advanced Topics in Hispanic and Hispanophone Culture, Honors Research in the Humanities, Honors Research in Science, Honors Research in the Social Sciences. An asterisk (*) after the course title denotes the most rigorous course in the discipline.

SPECIAL STUDIES COURSES

In the rare instance where a student has taken all of the courses within an academic department, they may opt to enroll in a Special Studies course to continue their pursuit of topics that extend beyond the most challenging courses offered within our academic program. Students' first point of contact must be the Head of Upper School, who will then advise the student towards the most appropriate course of action. Special Studies are ungraded, Pass/No Pass opportunities that are reserved for Juniors and Seniors who are interested in continuing their study of a specific discipline and whose plan has been officially approved by the Head of Upper School.

ONE SCHOOLHOUSE

Students seeking to take a course not offered at Marlborough may be eligible to take that course through our online partner One Schoolhouse. These asynchronous, online elective courses are open only to rising Juniors and Seniors and must be approved by Marlborough prior to enrollment. If approved, the course will appear on the student's transcript with an OS (One Schoolhouse) designation, but will not be calculated into the student's GPA. Students interested in pursuing a One Schoolhouse course should contact Dr. Reinholtz, Dean of External Student Programs, for more information. It is also recommended that students discuss this option with their College Counselor and the Head of Upper School before enrolling. The 2026-2027 tuition for a year-long One Schoolhouse is \$1,990 and is not included in a student's Marlborough tuition.

GRADUATION REQUIREMENTS

ENGLISH

GRADES 9-12

4 years or 8 semesters

HEALTH EDUCATION

GRADES 7, 9-12

Middle School semester courses (7th and 9th) and participation in various workshops in 10th - 12th

HISTORY AND SOCIAL SCIENCES

GRADES 9-11

3 full-year courses

MATHEMATICS

GRADES 9-11

3 full-year courses, required through Algebra II
(4 courses recommended)

PERFORMING & VISUAL ART

GRADES 9-12

1 full year in Grade 9

2 semesters in Grades 10-12

See *Performing & Visual Art* sections for details

PHYSICAL EDUCATION

GRADES 9-12

1 semester PE/Dance course or 20 hours of structured fitness plan per semester and 1 semester of Emergency Prep

See *Physical Education* section for details

SCIENCE

GRADES 9-12

3 full-year courses,
(Biology and Chemistry required)

WORLD LANGUAGES

GRADES 8-12

3 full-year courses, required through Level 3 of one language (4 years recommended)

These are minimum requirements and many colleges to which Marlborough sends its graduates strongly recommend:

- one year of mathematics beyond Algebra II (especially in the senior year)
- through level IV or AP of one World Language, or any combination of two years of one and three of another World Language
- two additional semesters of History and Social Sciences
- two semesters in the Fine Arts
- electives in the Sciences

Choices depend on the student's interests, on the kind of record the student wishes to present to colleges, and on the breadth the student desires in education. All departments offer courses beyond the level of preparation for college.

MARLBOROUGH DAILY SCHEDULE

In the Middle School, students are required to take a minimum of six courses each semester.

In the Upper School, students are required to take a minimum of four academic courses each semester. Most Upper School students take five academic courses and elect other non-academic courses to complete their program of study.

Please note that the daily schedule is subject to change and that the table below is a sample of a weekly snapshot. We recommend that current parents and students consult the official School Google Calendars and MyMarlborough.

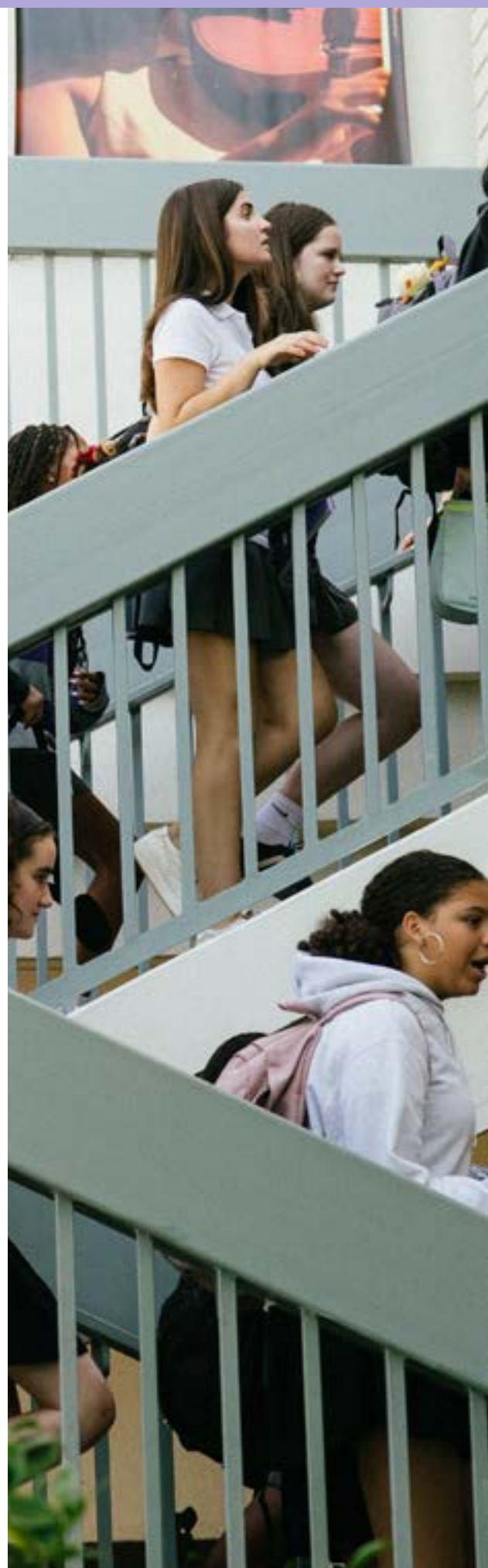
All
Students

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 a.m. - 8:35 a.m.	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:40 a.m. - 9:50 a.m.	B period	F period	C period	G period	D Period
9:50 a.m. - 10:35 a.m.	Flex	All-School Meeting	Class Meeting	Advisory	E period
10:40 a.m. - 11:50 a.m.	C period	G period	D period	H period	Flex
11:50 a.m. - 12:35 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
12:35 p.m. - 1:45 p.m.	D period	H period	E period	I period	B period
1:50 p.m. - 3:00 p.m.	E period	I period	B period	F period	C period
3:00 p.m. -	Co-Curricular programs or Athletics	Co-Curricular programs or Athletics	Co-Curricular programs or Athletics	Co-Curricular programs or Athletics	Co-Curricular programs or Athletics

GRADES AND GRADE REPORTING

Marlborough uses the following scale to calculate semester and year-end averages:

GRADE	PERCENTAGE BREAKDOWN	EXPLANATION
A	92.50% - 100%	Distinguished Achievement: Student demonstrates a thorough understanding of the content and skills required, submits work in a timely manner, approaches the course with a seriousness of purpose, and adds valuable contributions to the class
A-	89.50% - 92.49%	
B+	86.50% - 89.49%	Commendable Achievement: Student demonstrates a sound grasp of the content and skills, generally submits work in a timely manner, prepares for class adequately, and participates in class constructively
B	82.50% - 86.49%	
B-	79.50% - 82.49%	
C+	76.50% - 79.49%	Satisfactory Achievement: Student demonstrates a moderate grasp of the subject matter and a mixed competence in the required skills; may exhibit inconsistent class preparation and/or participation
C	72.50% - 76.49%	
C-	69.50% - 72.49%	
D+	66.50% - 69.49%	Minimum Achievement: Student demonstrates a minimal grasp of the content and skills, and unsatisfactory daily preparation and participation; this level of achievement may prevent students from advancing in the subject area
D	62.50% - 66.49%	
D-	59.50% - 62.40%	
F	50.00% - 59.49%	Failing: Student demonstrates an inadequate grasp of content, unsatisfactory daily preparation and participation, and an inability or unwillingness to achieve proficiency in required skills. No course credit will be awarded.

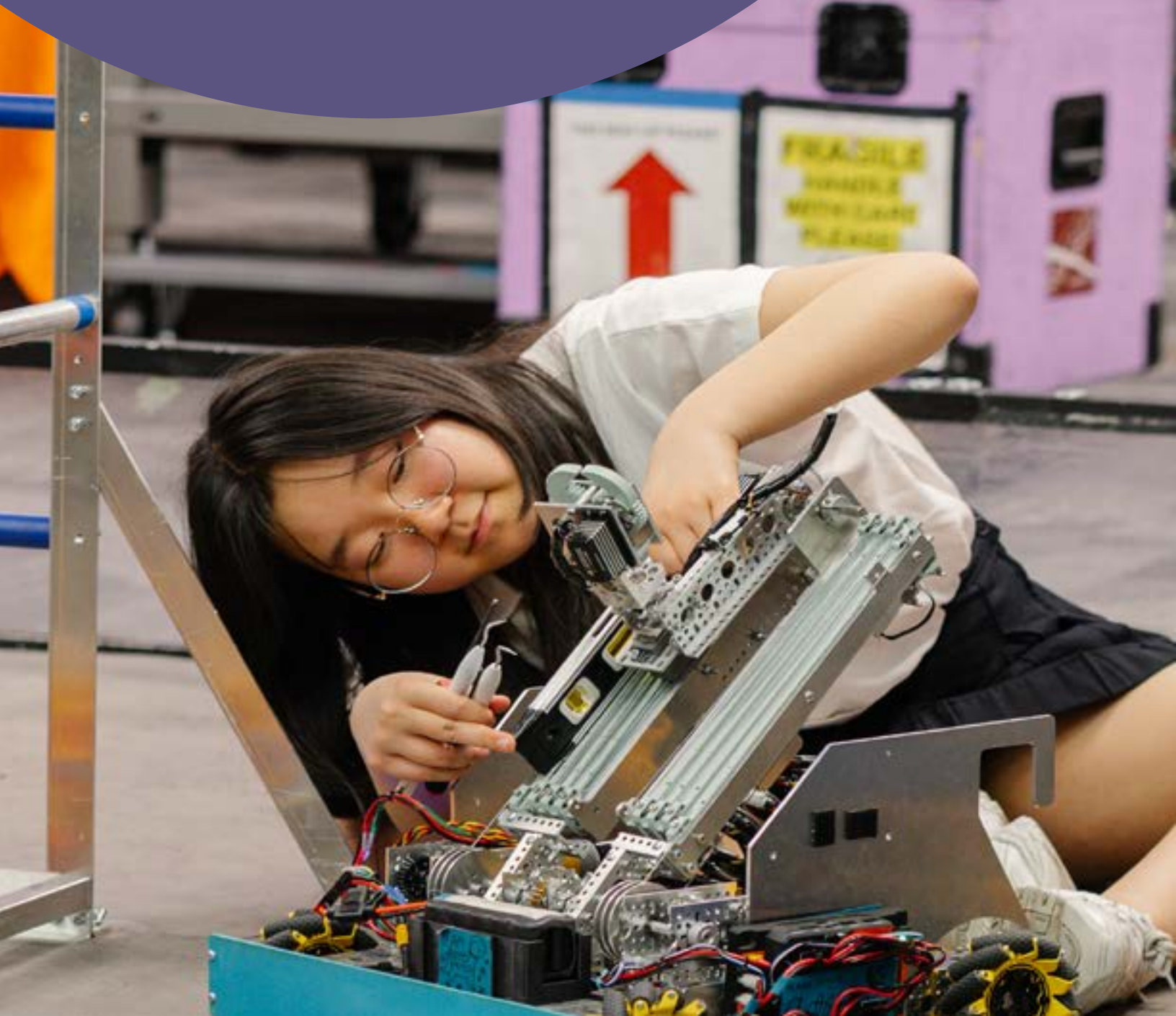




COURSE OFFERINGS

CENTER FOR ENTREPRENEURSHIP AND INNOVATION (CEI)

For students wishing to extend their learning experience beyond Marlborough's traditional curriculum, the CEI offers a range of courses and programs focused in five interdisciplinary areas: **Computer Science & Software Innovation**, **Engineering & Entrepreneurship**, **Research**, **Media Studies**, and **Robotics & Fabrication**. An integral part of the School's learning and teaching environment, the Shari and Edward Glazer Center for Entrepreneurship and Innovation houses the School's library and educational and administrative technology services. The library itself provides sophisticated digital tools alongside traditional print resources, excellent online resources, and state-of-the-art educational technology, fostering innovation and instilling life-long research, scholarship, and digital literacy skills.



THE CEI (CENTER FOR ENTREPRENEURSHIP AND INNOVATION) EXPERIENCE

GRADE 7

FALL SEMESTER

Mandatory Course in Grade 7

This required semester-long course is designed to introduce students to the six core fields of study housed inside the Shari and Edward Glazer Center for Entrepreneurship & Innovation (CEI). The six core fields of study include research, robotics and fabrication, computer science and software innovation, entrepreneurship and engineering, media studies, and information literacy. Students will engage in three exciting projects that weave in different elements of our core fields of study and introduce them to all that the CEI has to offer. This course serves as a stepping stone for continued study in other CEI-based electives.

“In the Center for Entrepreneurship & Innovation, we empower students to become creative problem-solvers, critical thinkers, and changemakers who approach the world with curiosity, resilience, and a spirit of collaboration. As part of Marlborough’s commitment to equity in education, we ensure that all students—regardless of background or experience—have access to cutting-edge tools, mentorship, and opportunities to lead, create, and make a meaningful impact on their communities and the world.”

DR. ALLISON PONZIO

Director of the Center for
Entrepreneurship & Innovation



COMPUTER SCIENCE AND SOFTWARE INNOVATION

The Computer Science curriculum has been designed with two general goals in mind: 1) to give students a first introduction to creating with code, and 2) to provide a solid foundation for students who would like to continue to study computer science in college and beyond. We encourage students to embrace new technology and to explore the creative potential of cutting-edge hardware and software. Our advanced computer science students work on interdisciplinary collaborative projects, such as creating special effects for Performing Arts productions, analyzing data and creating websites for local non-profit organizations, and exploring applications of cutting edge AI.

MIDDLE SCHOOL CODING

GRADE 7 OR 8
SEMESTER CLASS

Middle School elective

Calling all coders and soon-to-be coders! In this class, you will grab your laptop and harness the power of the Processing computer programming language to create amazing digital worlds. You will learn key computer programming concepts while demonstrating how coding is a creative activity. One of the most exciting things about writing code is that you can create something from nothing. This class will focus on computer graphics, with open-ended projects involving user interaction, animation, algorithmically generated art, image manipulation, and simple video games.

COMPUTER PROGRAMMING 1

GRADES 9-12
FALL SEMESTER

Dive into the exciting world of coding with this creative introductory programming course! Whether you're dreaming of crafting your own video games or designing interactive animations, this class is your gateway to turning ideas into digital reality. You'll learn the basics of programming using Processing, a fun and creative language built on Java, while exploring core concepts like variables, functions, loops, and even your first taste of object-oriented programming. With lots of cool projects and minimal homework, you'll have the opportunity to bring your visions to life through code.

COMPUTER PROGRAMMING 2

GRADES 9 -12
SPRING SEMESTER

Prerequisite: Computer Programming 1

Ready to level up your coding skills? This course builds on what you learned in Computer Programming 1 and takes you deeper into the world of programming. You'll apply your skills to model the natural world, explore advanced object-oriented programming, and incorporate powerful libraries to enhance your projects. You'll also explore how to manipulate and visualize real-world data, paving the way for a variety of useful applications. With hands-on projects and minimal homework, you'll gain the experience you need to excel in future courses, including AP Computer Science.

AP COMPUTER SCIENCE A

GRADES 9-12
FULL YEAR

Prerequisites: Two semesters of Computer Programming or one semester and departmental approval

This course is for students who are interested in a deeper study of computer science and object-oriented programming with the Java programming language. In addition to regular coding assignments, students learn real world software development skills (project management, program design, testing, code reviews) as they work on a larger project in the second semester.

HONORS COMPUTER SCIENCE PROJECTS*

GRADES 10-12
FULL YEAR

Prerequisite: AP Computer Science A

This course is for students who would like to continue their study of computer science beyond AP Computer Science A, and to apply the skills they learned in that course. The class provides a workshop / lab environment for students to work independently on individual or group projects, to improve their coding skills, and to explore and tinker with new technologies. Students may choose any area of computer science, including but not limited to: computer graphics, video games, virtual reality, mini-computers/microcontrollers, physical wearable computing, interactive art, simulation, data analysis, scientific applications, programming languages, web development, mobile development, and AI applications. Students may enroll in this class multiple times for credit.

*"At the heart of
the CEI is our commitment to
collaboration, innovative leadership,
and lifelong learning. We encourage students
to take risks, embrace iteration, and be kind in
their collaborations—whether in a research lab, a
startup incubator, a robotics competition, the pages
of a student publication, or through lines of code."*

DR. ALLISON PONZIO

Director of the Center for Entrepreneurship & Innovation

* A course with an asterisk denotes the most rigorous course in the discipline.

ENGINEERING AND ENTREPRENEURSHIP

Engineering and Entrepreneurship are two interconnected CEI programs that provide students with the leadership skills, knowledge, and mindsets needed to build the world they want to see. Engineers and entrepreneurs are problem solvers and solution creators who are drawn to opportunity, embrace new thinking, and are open to new ideas. At Marlborough we believe that anyone can be a leader, designer, builder, and creator, and our Engineering and Entrepreneurship Program helps students turn any idea into a successful product, service, or movement that has real and lasting impact.

MIDDLE SCHOOL ENGINEERING

GRADE 7 OR 8
SEMESTER CLASS

Middle School elective

Every day, you encounter hundreds of engineered products. It's hard to imagine that every product started as just a simple idea intended to solve a problem. This project-based course will give students the opportunity to experience what it feels like to be an engineer and an inventor. Students will explore innovative product design using Dyson as a case study—examining their groundbreaking products, learning about different types of engineering, and even taking apart Dyson products to understand how they work. After identifying an important problem, students will go through the engineering design process to brainstorm, build, test, and iterate. Along the way, students will learn how to use our digital fabrication tools (laser cutter & 3D printer), design in TinkerCAD, and build and program circuits using Arduino, to bring their ideas to life.

ENGINEERING AND INVENTION FOR IMPACT

GRADES 9-12
FULL YEAR

Satisfies graduation requirement for Science

This course engages students in the practice of design and entrepreneurial thinking through invention. Students will become part of a team and compete in the national design competition called Project Invent in which they are paired with, and design for, a Community Partner. Teams will get to know their Community Partner and discover the challenges they experience that are in need of a solution. After identifying a need, they spend the year designing, building, and iterating, working toward a final working prototype. Students will gain technical experience in microelectronics, computer-aided design, laser cutting, and 3D printing. In addition, the year culminates with a Demo Day at which teams pitch their product.

MIDDLE SCHOOL ENTREPRENEURSHIP

GRADE 7 OR 8
SEMESTER CLASS

Middle School elective

Do you ever wonder how your favorite business or product came to be? Entrepreneurs are problem-solvers who take on the adventure and risk of starting a business. In Middle School Entrepreneurship, students will embark on a dynamic journey exploring the fascinating world of business and innovation. Students will delve into the fundamental components of starting a business, gaining practical insights into problem-solving, prototyping, and marketing. By engaging in the design process, students will learn to ideate and construct innovative products or solutions aimed at addressing real-world challenges. Through hands-on projects and collaborative activities, young entrepreneurs will develop critical skills in teamwork, communication, and creativity, setting the stage for a future of entrepreneurial excellence.

ENTREPRENEURSHIP 101

GRADES 10-12
FALL SEMESTER

Students in Grade 9 may take the class with departmental approval

This project-based class will train students to be entrepreneurial thinkers and doers, ready with the necessary skills to carry out independent projects and build a future of their own design. Students will gain a foundational understanding of what entrepreneurship is and will apply what they are learning to design a business of their own by identifying a problem and developing a product or service solution. By the end of the semester, students will be prepared to continue working on their business in the Accelerator Program by having a minimum viable product (MVP) in hand. be prepared to continue working on their business in the Accelerator Program by having a minimum viable product (MVP) in hand.

MIDDLE SCHOOL FINANCE

GRADE 7 OR 8

SEMESTER CLASS

Middle School elective

In this course, students will learn the basic principles of personal finance with the goal that each student will be empowered to make intelligent and informed decisions when using money in real life. In order to learn the financial skills and habits of mind necessary to use money wisely, students will participate in group discussions, exercises, and simulations. Throughout the course, students will also participate in class-wide finance games in order to learn about saving and investing.

FINANCE 101

GRADES 10-12

FALL SEMESTER

Students in Grade 9 may take the class with departmental approval

This course shares the basic principles of financial decision-making and sets the stage for high-value life skills with personal finance. The course builds financial literacy with earning, spending, borrowing, saving, and investing your money. You'll gain practical skills such as building a budget, prioritizing needs and wants, choosing savings products, and preparing a tax return as part of the curriculum. Additionally, as the precursor to Mustang Capital, you'll learn the basics of personal investing in preparation for a more financially sound future. By the end of the course, students will feel empowered to create a financial plan and to activate a growth mindset when adulthood comes knocking.

MUSTANG CAPITAL: STUDENT-MANAGED INVESTMENT FUND

GRADES 10-12

SPRING SEMESTER

Prerequisite: Middle School Personal Finance or Finance 101

Join Mustang Capital, Marlborough's student-managed investment fund, where students will manage a portion of the school's investment portfolio. The course applies a hands-on approach to monitoring and evaluating the stocks in the portfolio while developing a foundational understanding of investments, portfolio analysis, and portfolio management. You will learn practical skills such as reading financial statements, building a report, and understanding key market and economic indicators to drive your investment decisions. In the final project, the class will present their proposed investments to an Advisory Board consisting of faculty, administration, and parents involved in the financial services industry. Students may enroll in this class multiple times for credit.

CAPSTONE IN ENTREPRENEURSHIP

GRADE 12

FULL YEAR

Prerequisites: Students must have taken at least one of the following courses or participated in one of the following programs: Introduction to Research, Project Invent, Accelerator/Incubator Program, Engineering and Invention for Impact, or Entrepreneurship 101

Interested in getting hands-on experience in an industry you're curious about? This capstone program is perfect for you! Think of it as learning entrepreneurship from the inside—working with real companies on real challenges. Students in the Capstone in Entrepreneurship will spend 3-5 hours per week in a virtual or off-campus internship, where they'll tackle problems or prompts their host is working on, complete hands-on tasks, and gain insight into their industry of choice. Students will partner with the Research Program to design a business experiment, collect and analyze data, and present their findings at the Celebration of Innovation. Students will meet as a cohort approximately once per month and individually with their Capstone Advisor approximately once per month.

This program is ideal for independent, self-motivated students with strong time management skills who want to learn directly from industry professionals and get a real taste of what working in their field of interest looks like.



HONORS RESEARCH PROGRAM

Research advances human knowledge and deepens understanding. Asking questions and creating hypotheses are essential to any research project in any discipline. Research also entails designing methods and models to evaluate the validity of the researcher's hypothesis, as well as conducting searches and reviews of the scholarly literature to situate the researcher's ideas within the broader body of existing knowledge. The following classes are offered for students interested in learning more about the research process and pursuing an independent research project.

INTRODUCTION TO RESEARCH

GRADES 10-12

SPRING SEMESTER

This course is a nine-week, online, asynchronous introduction to the nature of academic research in the sciences, social sciences, and humanities for students interested in enrolling in one of the research courses offered at Marlborough. Though the class is online, it includes in-person components to further learning and collaboration. The class explores how scholars approach the process of identifying and pursuing research questions, and the similarities and differences between research in the sciences, social sciences, and humanities. The course also includes an introduction to research methodologies, reading scholarly articles, writing and presenting research, and ethical considerations.

Introduction to Research is a prerequisite for participation in the Honors Research program.

HONORS RESEARCH IN HUMANITIES*

GRADES 11-12

FULL YEAR

Prerequisites: Satisfactory completion of Introduction to Research prior to applying for Honors Research, departmental approval, and permission from Head of Upper School

This program offers students the opportunity to do extensive, independent, and sustained research and writing on a humanities-related topic that lies beyond the scope of our traditional curriculum. Students meet periodically with an off-campus academic mentor but spend the majority of time independently reading and writing. The course requires that each student devote a minimum of 100 hours in the summer preceding enrollment and approximately eight to 10 hours per week during the school year to work on their independent project. By the end of the first semester, the student will produce a refined working research question, a sizable body of secondary source research, and a grant proposal. The second semester will be devoted to primary source research and analysis, culminating in a final research paper between 30 and 50 pages in length, as well as a poster presentation summarizing their work at the Celebration of Innovation.

HONORS RESEARCH IN SCIENCE*

GRADES 11-12

FULL YEAR

Prerequisites: Satisfactory completion of Introduction to Research prior to applying for Honors Research, departmental approval, and permission from Head of Upper School

This program offers students an opportunity to design and execute an original research project in a STEM+ subject for which they have an inherent passion. Students conduct their research projects in an academic laboratory setting or collect data on campus with guidance and supervision from a professional research mentor, the mentor's laboratory staff, and Marlborough faculty. Students are required to work at least 100 hours during the summer preceding their enrollment in the course and approximately eight to 10 hours per week during the school year. This program usually requires travel to an off-site location during the Marlborough school day. Students may be asked to create a preliminary research plan and apply for approval through Marlborough's Institutional Review Board. At the end of the year, students will prepare a final research paper between 25 and 35 pages in length as well as a poster presentation summarizing their findings at the Celebration of Innovation.

HONORS RESEARCH IN SOCIAL SCIENCES*

GRADES 11-12

FULL YEAR

Prerequisite: Satisfactory completion of Introduction to Research prior to applying for Honors Research, departmental approval, and permission from Head of Upper School

This program is an opportunity for students to pursue independent work in any social sciences-related discipline beyond the scope of the traditional Marlborough curriculum in collaboration with an outside academic mentor and a Marlborough faculty member. The course requires that each student devote a minimum of 100 hours in the summer preceding enrollment and approximately eight to 10 hours per week during the school year to work on their independent project. By the end of the first semester, students will produce a refined working research question, a sizable body of secondary source research, and a preliminary research plan as they apply for approval through Marlborough's Institutional Review Board. The remainder of the school year will be dedicated to the execution of the research plan to collect and analyze data and to prepare a final research paper between 30 and 50 pages in length, as well as a poster presentation summarizing their findings at the Celebration of Innovation.

* A course with an asterisk denotes the most rigorous course in the discipline.

MEDIA STUDIES

Marlborough's Media Program offers a variety of training in real-world, hands-on media skills in several disciplines. Students interested in producing a print publication (*The Ultraviolet* or *Sundial*) should take Newspaper Production 1, 2, or Yearbook Production. Students interested in broadcast journalism and media (Violets Television) should take Broadcast Journalism.

MIDDLE SCHOOL MEDIA STUDIO

GRADE 7 OR 8

SEMESTER CLASS

Middle School elective

Students will elevate their technical craft by mastering multi-sensory media creation, ranging from sonic storytelling (podcasts and soundtracks) to the visual artistry of lighting, color theory, and beginning video production and post-editing. In this course, students will learn how to use multiple cameras, tripods, and an assortment of microphones to gather sound bites, b-roll, and stand-up shots to create video news packages. Students will also learn how to use video editing software such as Da Vinci Resolve and Canva to build video sequences, scenes, and other narrative projects. Students will have access to the Media Studio, where they will learn how to do live-to-tape broadcasts with professional studio cameras and lighting.

MIDDLE SCHOOL PUBLICATIONS

GRADE 7 OR 8

SEMESTER CLASS

Middle School elective

Students create their own magazine by the end of this class. Participants learn the basics of writing news and opinions as well as photography, infographics, and page design. The impact of media on our culture is discussed, as well as ethical issues related to the media. Students gain skills in software such as Canva, Photoshop, Illustrator, and InDesign. This course prepares students for staff and editor positions on *The UltraViolet* and the yearbook.

BROADCAST JOURNALISM 1 (VIOLETS TELEVISION)

GRADES 9-12

FULL YEAR

Students combine their media, video production, and journalism skills to produce monthly news segments designed for the Marlborough community. Students will also seek out and produce segments that revolve around current events, school-wide activities, and athletics. Students will learn the essentials of videography, video editing, graphics, lighting, writing scripts, and producing complete segments for broadcast and streaming. Softwares used: Da Vinci Resolve, Canva, Adobe Suite, and Garageband. Partnering with Newspaper Production, this course is taught as an intensive 10-week workshop followed by once-a-week meetings/lessons and projects for the remainder of the year.



BROADCAST JOURNALISM 2 (VIOLETS TELEVISION)

GRADES 10-12

FULL YEAR

Prerequisite: Broadcast Journalism 1

Students take on the leadership and executive roles behind producing television content by leading the Violets Television (VTV) team and establishing workflows for monthly content delivery. These roles include coordinating, producing, editing, and delivering fully produced segments designed for the school community. Partnering with Newspaper Production, this course is taught as an intensive 10-week workshop followed by once-a-week meetings/lessons and projects for the remainder of the year.

NEWSPAPER PRODUCTION 1 (ULTRAVIOLET)

GRADES 9-12

FULL YEAR

This introductory journalism course provides students with an in-depth introduction to the journalistic skills of interviewing, news-writing, writing opinions, photography, publication design, and multimedia design. Students learn through traditional classroom teaching, as well as by serving as staff members of The *UltraViolet* (UV), to which they contribute significant work—mostly online first semester and print in the second semester. Students are introduced to Adobe InDesign, Photoshop, WordPress and Flow. Both semesters require participation in each class meeting.

This course is a prerequisite for Newspaper Production 2

NEWSPAPER PRODUCTION 2 (ULTRAVIOLET)

GRADES 10-12

FULL YEAR

Prerequisite: Middle School Publications, Newspaper Production 1, or prior newspaper experience

Students put a wide range of journalistic skills into practice, including reporting, editing, photography, publication design, team-leading, and ethical judgment, as they produce five to six issues of The *UltraViolet* each year. Class meetings are all mandatory for the full school year. Students may enroll in this class multiple times for credit.

YEARBOOK PRODUCTION (*SUNDIAL*)

GRADES 9-12

FULL YEAR

Prerequisite: Applications to apply (or continue) with Yearbook Production can be solicited in April via email from Yearbook instructor

This course covers the principles and skills necessary to create the *Sundial*, an annual student-designed, computer-generated publication. Students are accountable for timely, satisfactory completion of pages assigned by the faculty advisor and/or the student editors-in-chief. Some work outside of class, including after school, is necessary in order to complete pages. Journalistic skills are taught in addition to design concepts, layout, copy-writing and editing, photography, and desktop publishing. Computer-related skills covered include use of digital cameras to obtain images and manipulation of those images in Adobe InDesign and Adobe Photoshop.

Note: Staff photographers are welcome to apply with submission of portfolio. Staff photographers will be enrolled in Special Studies for credit, if desired

ROBOTICS

The Marlborough Robotics Program seeks to empower students and inspire them to pursue careers in Science, Technology, Engineering, and Math (STEM). This mission is primarily pursued through participation in the FIRST Tech Challenge, which requires students to design, build, and program a robot to compete with other teams in an annual game. Throughout this competition, an emphasis is placed on the engineering design process, collaborative problem solving, and the safe utilization of a wide variety of tools and technology. The mission extends beyond the Marlborough teams through student led outreach and extensive collaboration with the local engineering community.

MIDDLE SCHOOL ROBOTICS

GRADE 7 OR 8

SEMESTER CLASS

Middle School elective

The premise is simple; students will work together in a small group to design, build, program, and compete with a robot similar to those found in the FIRST Tech Challenge. Students will leave class with a working knowledge of robot parts, basic robot subsystems (such as object manipulators), the REV Robotics control system, and the Java programming necessary to operate their robots. The class will culminate in an exciting head-to-head robot competition. This class is well suited to any student looking for an introduction to robotics competitions, particularly the FIRST Tech Challenge.

ROBOTICS 8

GRADE 8

SEMESTER CLASS

Prerequisite: Middle School Robotics or Marlborough Summer School Robotics Camp

Students in this class will compete as a team in a national robotics competition called the FIRST Tech Challenge. Students will follow an engineering process to design, build, program, and operate a robot to compete head-to-head with other teams in Los Angeles and beyond. Students will learn to apply a variety of skills and will work as a team to document their process in an engineering notebook. This collaborative course provides a number of leadership opportunities as students pursue partnerships, market their team's "brand," and participate in community outreach. As a team, students will showcase their work and compete in five weekend tournaments between December and February. This course is required for participation on one of Marlborough's robotics teams.

INTRODUCTION TO ROBOTICS

GRADES 9-10

SPRING SEMESTER

Students will work together in a small group to design, build, program, and compete with a robot similar to those found in the FIRST Tech Challenge. Students will leave class with a working knowledge of robot parts, basic robot subsystems, the REV Robotics control system, and the Java programming necessary to operate their robots. The class will culminate in an exciting head-to-head robot competition. This class

is well suited to any student looking for an introduction to robotics competitions, particularly the FIRST Tech Challenge. This course is intended for students in Grades 9-10 with no previous computer programming or robotics experience for the intention to join Upper School Robotics in a subsequent school year.

ROBOTICS

GRADE 9

FALL SEMESTER

Prerequisite: Introduction to Robotics or prior participation in a FIRST Tech Challenge Team or completion of Marlborough Summer School Robotics Camp

GRADES 10-12

FULL YEAR

Prerequisite: Prior experience in CAD and/or Computer Programming

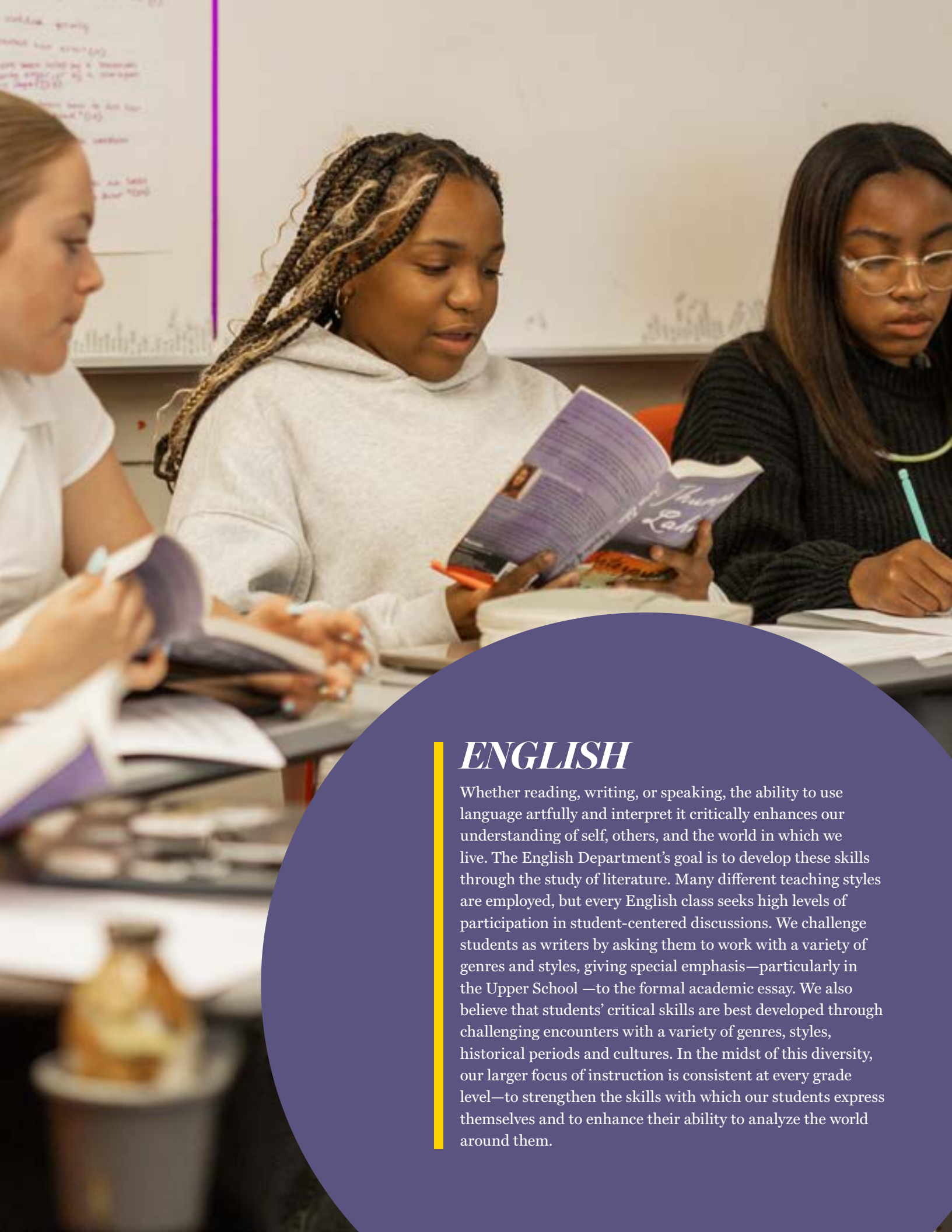
Students in this class will compete as a team in a national robotics competition called FIRST Tech Challenge and will follow an engineering process to design, build, program, and operate a robot to compete head-to-head with other teams in Los Angeles and beyond. This project-based class provides an opportunity to apply a variety of skills, including 3D computer-aided design, 3D printing, laser cutting, wiring electronics, and programming. This collaborative course provides a number of leadership opportunities as students pursue partnerships, market their team's "brand," and participate in community outreach. As a team, students will showcase their work and compete in five weekend tournaments between November and March.

COMPUTER AIDED DESIGN

GRADES 9-12

SEMESTER

Computer Aided Design (CAD) is a fundamental tool in engineering and is the gateway to digital fabrication technology including 3D printers, laser cutters, and CNC machines. The collaborative CAD program Onshape is a cloud-based, professional engineering software that allows the creation of 3D parts and assemblies. This course will prepare students for and provide access to the Onshape Certified Associate Exam: a challenging three-hour assessment that will demonstrate a student's proficiency in CAD to potential colleges or employers. This rigorous course is best suited for students who plan on participating on an Upper School Robotics team or pursuing an engineering major after high school.



ENGLISH

Whether reading, writing, or speaking, the ability to use language artfully and interpret it critically enhances our understanding of self, others, and the world in which we live. The English Department's goal is to develop these skills through the study of literature. Many different teaching styles are employed, but every English class seeks high levels of participation in student-centered discussions. We challenge students as writers by asking them to work with a variety of genres and styles, giving special emphasis—particularly in the Upper School—to the formal academic essay. We also believe that students' critical skills are best developed through challenging encounters with a variety of genres, styles, historical periods and cultures. In the midst of this diversity, our larger focus of instruction is consistent at every grade level—to strengthen the skills with which our students express themselves and to enhance their ability to analyze the world around them.

ENGLISH 7

GRADE 7
FULL YEAR

English 7 introduces students from a wide representation of elementary schools to Marlborough's expectations. Students write frequently, learning to express themselves, both formally and informally, in expository and creative assignments. Personal experience and literature are springboards for writing assignments, oral presentations, and seminar-like discussions. In addition to short fiction from *Flying Lessons & Other Stories*, readings include *The Arrival*, *Piecing Me Together*, *Born a Crime*, and a novel which each student chooses for independent and collaborative exploration from a list curated by the seventh-grade teaching team.

ENGLISH 8

GRADE 8
FULL YEAR

This course builds upon the reading and writing skills from English 7. Students are asked to write with increasing precision and sophistication as they explore various literary genres, familiarize themselves with poetic devices, and analyze modes of characterization. Major texts may include *Boxers and Saints*, *House on Mango Street*, *Romeo and Juliet*, and *The Forbidden Book*.

ENGLISH I

GRADE 9
FULL YEAR

English I is first and foremost a writing course, designed to prepare students for the type of writing they will do in the Upper School and beyond. More intensive grammar and vocabulary exercises support the enhanced demands placed on students' writing as they are introduced to traditional components of the formal argumentative essay. The year is spent practicing vivid and insightful ways to use writing skills in the context of literary analysis. Readings include *The Catcher in the Rye*, *A Raisin in the Sun*, *When the Emperor Was Divine*, and *Macbeth*, as well as short story collections by Jhumpa Lahiri and Jaime Cortez.

ENGLISH II

GRADE 10
FULL YEAR

Issues in American culture and society are introduced in this course and studied through the lens of our nation's literary tradition. Students are challenged to develop their critical thinking skills, their capacity to read and interpret literature, and their ability to express that understanding in conversation and writing. The course focuses on topics such as identity, race, class, resistance to change and change itself, conflict, and American ideas about land. Major texts include *The Great Gatsby*, *Indecent*, *How Much of These Hills Is Gold*, and contemporary short stories by writers such as Kali Fajardo-Anstine.

AMERICAN STUDIES: ENGLISH

GRADE 10
FULL YEAR

Students in this course begin and end the year grappling with basic questions about American culture: What is America? Who is an American? What is the American Dream? Guided by a team that includes one English teacher and one History teacher, this course spans two class periods and examines American society, past and present, through novels, short stories, poems, historical narratives, political cartoons, film, photography, and music. Most aspects of the course, including assessments, integrate both historical and literary themes and materials. Major texts often include *Narrative of the Life of Frederick Douglass*, *The Scarlet Letter*, *The Great Gatsby*, *Indecent*, and *Crying in H Mart*. This is an interdisciplinary course taken in conjunction with Honors American Studies: History

ENGLISH III

GRADE 11
FULL YEAR

This survey of British literature examines key texts from the Renaissance through the twenty-first century. Classes focus on understanding literature and on helping students become more confident readers and writers. Students work closely with the teacher through each stage of the writing process. Essay assignments address argumentation, organizing paragraphs, and crafting sentences with grammatical proficiency. In lieu of a semester exam, students complete projects or presentations. Major texts may include *The Tempest*, *The Importance of Being Earnest*, *Exit West*, and *What It Means When a Man Falls from the Sky*.

HONORS ENGLISH III

GRADE 11
FULL YEAR

This survey of British literature begins in the Renaissance and ends in the twenty-first century. Writing instruction focuses on various strategies of argumentation and interpretation in the analytical essay. Students are taught how to incorporate close readings of a text into a formal essay, and are introduced to the role literary criticism can play in interpretation. Major texts include Shakespeare's *Hamlet*, *A Room with a View*, *Exit West*, and *What It Means When a Man Falls from the Sky*.

AP ENGLISH LITERATURE AND COMPOSITION

GRADE 11
FULL YEAR

This course follows the basic structure of the English III Honors curriculum, but is significantly more rigorous. In addition to reading more widely and deeply within the British literary tradition, students write longer essays and prepare for the May AP Exam in English Literature and Composition. Readings include *Beowulf*, *Mrs. Dalloway*, and *The Remains of the Day*.

ENGLISH ELECTIVES

Electives in English may be offered yearly, rotate from year to year, or may not be offered in subsequent school years. When possible, this is noted in the course description.

CREATIVE WRITING

GRADE 7 OR 8

SEMESTER CLASS

In this course, students will strengthen their ability to write imaginatively. Class time will be spent examining sample works of literature and discussing specific techniques, but the focus will primarily be on student work. Students will craft short stories, poems, and memoirs and share them with one another in a workshop setting.

CREATIVE WRITING

GRADES 10-12

FALL OR SPRING SEMESTER

This class encourages students to find an original, unique voice. Students read and discuss several contemporary authors to gain a greater appreciation for the craft of storytelling and to learn more about various modes of literary expression and how to execute each to the best of their ability. A key aspect of the course is the collaborative workshop-style setting it promotes. Students can expect to share regularly with their peers, so that they may critique and support each other's writing.

“Each of our teachers is an expert in the curricula they teach and strives to engage each student in a meaningful study of literature that pushes them to achieve sophisticated levels of understanding. We hold all of our students to high standards and inspire them to meet our expectations; at the same time, we believe that excellence has a unique definition for each student and, in each grade level, students cultivate their own voices.”

DR. DAVID LONG

English Department Head



HONORS ENGLISH IV: SEMESTER ELECTIVES

Senior year affords students the opportunity to take two English electives, one per semester. These electives represent a wide range of literary study to appeal to students' various interests.

AFRICAN-AMERICAN LITERATURE

GRADE 12
SPRING SEMESTER

Students enrolled in this course will be introduced to a variety of literary greats who have contributed to or are directly influenced by the Harlem Renaissance. A heavily discussion-based course, students will be required to actively participate in classroom and on-line based discussions that center around literary topics and current events as the two are often similar. Texts may include works by Charles Chesnutt, Phillis Wheatley, Alice Walker, Ernest J. Gaines, Jesmyn Ward, Ta-Nehisi Coates, and many others. Throughout the semester, students will complete class projects and explore the unique ways in which writers use memoir, poetry, and fiction to represent the diasporic experience.

ASIAN LITERATURE

GRADE 12
FALL OR SPRING SEMESTER

In general, this course examines fundamental questions surrounding the varieties of the Asian diaspora as this collective identity has evolved and been defined over time in historical, political, and literary narratives. Students may engage with different genres and forms of text from a period of time stretching from the early twentieth century to the present day. Readings may include novels, short stories, poetry, and studies in multimedia. Authors may include Sui Sin Far, Haunani-Kay Trask, Jon Okada, Lesley Tenorio, Ocean Vuong, Anthony Veasna So, and Sally Wen Mao.

THE BODY IN LITERATURE

GRADE 12
FALL OR SPRING SEMESTER

In this course, students will investigate the role bodies play in literature. The focus of the class will be on examining disability, fatness, queerness, and beauty standards in works of literature while making connections to gender, sexuality, race, and class. Students will read Renée Watson's *skin & bones*, selected graphic novels, Jen Campbell's *Please Do Not Touch This Exhibit*, and selected short stories. Critical readings from Sabrina Strings, Aubrey Gordon, Da'Shaun L. Harrison, Johanna Hedva, and more will guide our discussions.

CALIFORNIA IN LITERATURE

GRADE 12
FALL OR SPRING SEMESTER

This course is designed for students who are interested in seeing their neighborhoods, Los Angeles, and California in the books they read. Students will be introduced to classic texts that reflect on the dreams inspired and destroyed by the Golden State. Two foundational Los Angeles novels include John Fante's *Ask the Dust* and Nathanael West's *The Day of the Locust*. Students will read additional works by authors such as Luis Valdez, Joan Didion, Thomas Pynchon, and Naomi Hirahara.

JEWISH LITERATURE

GRADE 12
FALL OR SPRING SEMESTER

In this course, students ask big questions about Jewish identity through the lens of three main genres: fiction, comics, and poetry. Students will read a wide selection of authors and texts. Some classics of the genres covered in the course may include works by Sholem Aleichem, Grace Paley, Bernard Malamud, Cynthia Ozick, Isaac Bashevis Singer, and more. Students will also read contemporary works by Nathan Englander, Molly Antopol, Art Spiegelman, Rachel Mennies, Paula Vogel, and many others. The course begins with conversations about what actually constitutes Jewish literature. Then, students explore a diverse set of Jewish voices and think critically about how Jewish identity is represented in the media and pop culture today.

LATINX/LATINE LITERATURE

GRADE 12
FALL OR SPRING SEMESTER

This course explores the meaning of Latinx and the Latinx experience. A primary focus will be on recent U.S. Latinx literature that narrates stories of migration, exile, identity formation, language acquisition, race, gender, sexuality, and more. By critically analyzing works from a range of genres and cultural expressions including poetry, fiction, memoirs, film, and performance, along with recent literary and cultural theory works, students consider some of the major themes and issues that inform the cultural production of Latinx groups. Readings may include *I Am Not Your Perfect Mexican Daughter*, *Citizen Illegal*, *Real Women Have Curves*, poetry by Julia Alvarez, and essays by Gloria Anzaldua and John Paul Brammer.

SPECULATIVE FICTION

GRADE 12

FALL OR SPRING SEMESTER

This course will explore the genre of speculative fiction, inviting students to examine imagined futures and societies that diverge sharply from our own reality. Students will investigate how authors use apocalyptic disasters and dystopian societies to both highlight the injustices and vulnerabilities of our own world and speculate on the possibilities for a better future. Finally, in an era of rapidly advancing artificial intelligence, students will reflect on what futuristic narratives of technological advancement or alien encounters can teach us about what it means to be human. Possible texts may include Cormac McCarthy's *The Road*, Octavia Butler's *Bloodchild and Other Stories*, Kazuo Ishiguro's *Never Let Me Go*, Aldous Huxley's *Brave New World*, Emily St. John Mandel's *Station Eleven*, and short stories by Ted Chiang, Margaret Atwood, Ursula K. Le Guin, W.E.B. Du Bois, and E.M. Forster.

QUEER LITERATURE

GRADE 12

FALL OR SPRING SEMESTER

Delving into prominent voices in queer literature, this course explores what makes literature "queer." Students will deepen their understanding of the daily lives of queer individuals and the attributes of "queer culture," examining how these experiences and cultural elements are shaped by/in resistance to the larger heteronormative "mainstream" society. Students will analyze a diverse selection of texts, spanning fiction, nonfiction, poetry, drama, and film. Major texts may include Justin Torres' *We the Animals*, Alison Bechdel's *Fun Home*, James Ijames' *Fat Ham*, and torrin a. greathouse's *Wound from the Mouth of a Wound*. Students will read additional works by writers such as Walt Whitman, Adrienne Rich, Tony Kushner, Ocean Vuong, and Henry Hoke.

HONORS ENGLISH SEMINAR*

GRADE 12

FULL YEAR

Prerequisite: Students must complete a short paper in the spring of their junior year to be eligible for admission

This course represents the highest level of literary study at Marlborough and is designed to introduce students to more rigorous theoretical approaches to literature than they have seen in their first five years. In the first semester of the course, students read widely in critical theory and philosophy from voices such as Jacques Derrida, Walter Benjamin, Michel Foucault, Sigmund Freud, and Slavoj Žižek. In the second semester, students take periodic breaks in their regular reading to work on an a project modeled on the academic journal article and collaborate with their peers in a workshop-style setting. All students will complete a short paper in the spring of their junior year as a prerequisite for admission.

POLITICAL PLAYS

GRADE 12

FALL OR SPRING SEMESTER

This course introduces students to the study of dramatic literature. Instead of a traditional historical survey of famous plays, students will focus on plays that more explicitly question the status quo. Students will read a diverse range of plays, paired with contemporary nonfiction articles that illuminate the real world political issues of the play, to ultimately learn more about the complexities of society and consider whether art has the power to change society. Possible major texts include *Elliot, A Soldier's Fugue* by Quiara Alegría Hudes; *The Laramie Project* by Moisés Kaufman; *The Cost of Living* by Martyna Majok; *Topdog/Underdog* by Suzan-Lori Parks; and shorter theoretical texts. No prior theater experience is required.

"Our department has a varied elective program for Seniors that is a hallmark of our scope and sequence. Students can choose to take semester-long courses that are identity based (such as Latinx/Latine literature or African American Literature) as well as topic based courses such as Post-Apocalyptic Literature. These electives are also a source of pride and excitement for students, many of whom start thinking about which elective they will take well before their Senior year."

DR. DAVID LONG

English Department Head

* A course with an asterisk denotes the most rigorous course in the discipline.



GLOBAL FUTURES INSTITUTE

The Global Futures Institute is open to curious and committed rising 10th graders who are ready to face the challenges of our increasingly interconnected world and to confidently meet the possibilities of the futures that they might inhabit. Rooted in global education, GFI offers students a rigorous and immersive course of study. Students accepted as GFI Scholars will engage in a three-year commitment as they complete the academic requirements of the program over the course of Grades 10-12. GFI Seminar 1 serves as the foundational prerequisite to applying for the program, providing students with the essential frameworks and skills that prepare them for the advanced work of GFI Seminars 2 and 3, both Honors-designated courses that reflect the depth and rigor expected of GFI Scholars. These Seminars are organized around three central and vital themes of the 21st Century: the futures of democracy, the futures of the environment, and the futures of global societies. Beyond the classroom, GFI Scholars engage in experiential learning that extends the program's core themes into the real world. Students are required to explore global futures through the local framework of Los Angeles or through international travel. In their chosen location, scholars immerse themselves in the culture, and apply futures-thinking methodologies to examine present conditions, consider possible futures, and assess how historical, political, environmental, and cultural forces shape those futures. Upon returning, students synthesize and share their experiences, reflecting on the connections between local contexts and global systems.

GLOBAL FUTURES INSTITUTE

GLOBAL FUTURES SEMINAR 1

GRADE 10

ONE SEMESTER

As the first of three Global Futures Seminars, this interdisciplinary course acts as a foundation that will provide GFI Scholars with a comprehensive overview of the analytical and conceptual tools that will guide their learning through the Global Futures Institute Program. The course is centered around three key questions: What are the key issues of the global world in the 21st century? What will its future outcomes be? What alternative futures might there be? This class also introduces students to future-oriented methods and tools that will help them identify and evaluate global drivers of change allowing them to pursue future possibilities.

GLOBAL FUTURES SEMINAR 2

GRADE 11

FULL YEAR

Prerequisite: Admission to the GFI Program and Global Futures Seminar 1

This year-long course is the second in a series of three Global Futures Seminars that Global Futures Institute Scholars will be required to take as part of the program requirements. The course further develops the future-thinking skills and Global Futures thematic content introduced in Global Futures Seminar 1. The course extends the students' skills in each of GFI's three pillars (governance, environment, societies) into new areas, including an exploration of moral reasoning and diplomacy. At the start of the course, each student will "adopt" two countries (one each from the global south and north) to study more intensely. Students will practice "seeing" the world and planet from multiple perspectives. Highlights of the course include podcast-making and a simulation of an international environmental conference (where each student will represent one of their "adopted" countries).

GLOBAL FUTURES SEMINAR 3*

GRADE 12

FALL OR SPRING SEMESTER

Prerequisite: Admission to the GFI Program and Global Futures Seminar 1 and 2

The final course of this three-year program will examine the major forces shaping our collective future, with particular emphasis on democracy, environmental sustainability, and the interconnectedness of global societies. Students will engage in strategic foresight and future scenarios to understand emerging trends and engage critically with a multitude of perspectives about humanity's future. The culminating Futures Report will ask students to identify competing visions of the future and their underlying assumptions, develop scenarios that account for multiple variables and uncertainties, and articulate well-reasoned perspectives on potential future developments.



"Through inquiry-based, interdisciplinary learning, GFI students critically examine complex global issues, and apply futures thinking to develop ethical, forward-thinking solutions. This redefines excellence as students are not just developing knowledge, they are strengthening their ability to apply it beyond the classroom. Their work culminates in international projects that integrate diplomacy, environmental science, world language, and cultural studies."

ALEXANDRA MOHR

Global Futures Institute Program Head

* A course with an asterisk denotes the most rigorous course in the discipline.

A photograph of three young women with long dark hair, smiling and looking down at a small, fluffy white dog. The woman on the right is wearing a light blue denim jacket and has pink sunglasses perched on her head. The dog is wearing a purple tag that says "Honey". The background is a blurred green outdoor setting. A large purple semi-circle is overlaid on the bottom left of the image, containing the text for the Health Education section.

HEALTH EDUCATION

The health education curriculum provides a comprehensive foundation for students in their critical middle school years, fostering an environment that nurtures personal growth, self-awareness, and academic success. Adolescence is a period of significant change, and our curriculum aims to empower students by helping them develop essential life skills. Our curriculum is centered on the belief that when students feel confident and supported in their social and emotional growth, they will succeed in their studies and develop a positive, growth-oriented sense of self. We focus on promoting holistic well-being by addressing the interconnectedness of physical, mental, emotional, and social health. This course strives to create a sense of belonging and community, where students are prepared to navigate the challenges and transitions of adolescence with confidence and resilience, and can openly explore and understand health topics that are directly relevant to their lives.

HEALTH 7 + SELF-DEFENSE

GRADE 7

FALL SEMESTER

Required for all 7th graders, this semester-long course is designed to support and guide students to better understand their social, emotional, and academic selves. Students will learn about adolescent development and acquire healthy, effective life skills in self-awareness, self-management, social awareness, nourishing relationships, and thoughtful decision-making as they apply to their middle school experiences. The intended outcomes of this course are: a sense of agency and confidence in studies, cultivation of belonging, an empowered understanding of the changes that occur during adolescence, and a positive, growth-oriented sense of self.

HEALTH 9

GRADE 9

SPRING SEMESTER

Required for all 9th graders, this semester-long course teaches students how to balance and maintain their physical, mental, emotional, and social well-being. Individual values clarification and decision-making practice are woven throughout the curriculum to help students develop self-esteem, assertive communication, and coping mechanisms. This class offers students opportunities to engage in learning and meaningful dialogue on the following topics: healthy equity, mental and emotional health, substance awareness and harm reduction strategies, sexual and reproductive health, and food systems. All of these are done through a comprehensive, rights-based, and culturally responsive lens. The intended outcome of this course is a nuanced understanding of what safety and well-being mean for students and their peers.

UPPER SCHOOL HEALTH

GRADES 10, 11, AND 12

MANDATORY MEETINGS

Required for all upper school students in 10-12th grade, which is intentionally embedded throughout the academic year across community time, class meetings, advisory lessons, and academic courses, reinforcing the academic understanding that health is holistic and interconnected. In collaboration with the Upper School Deans, the Division Head, the Dean of Student Life, and the Education and Counseling Service department, we help facilitate opportunities for students to revisit and deepen their understanding of key health topics across the physical, social, mental, and emotional dimensions of health. These include: substance awareness and harm reduction, healthy relationships, sexual and reproductive health, identity, and college readiness. The intended outcome is for students to feel supported and empowered to make thoughtful, informed, and compassionate choices that honor their well-being and strengthen the community.

ONE LOVE FOUNDATION



Marlborough has engaged in an important partnership with One Love Foundation, a national nonprofit that empowers young people with tools and resources to see the signs of healthy and unhealthy relationships. One Love utilizes a train-the-trainer model to empower young people to lead life-changing discussions with their peers in their communities and to recognize core signs of healthy and unhealthy relationships. This work is conducted in specific grade-level advisories as well as within the One Love Club led by students who organize events and fundraisers to bring awareness to the creation and maintenance of healthy relationships.



HISTORY AND SOCIAL SCIENCES

The Department's courses foster rigorous thought about continuity and change over time and interactions among societies. They also teach students to think about history by analyzing geography, politics, economics, demography, social and cultural systems, as well as arts and ideas. Our Middle School courses introduce ancient societies and modern world cultures in ways that breathe life into both old and recent history for students. Students begin honing their skills as readers, writers, and analysts, and build a base for more advanced Upper School study of both American and world history. In addition, the Department offers courses in non-historical social sciences, especially in our elective offerings. Understanding the present and grappling with the future demands a comprehension of the past. History's tales of human aspirations, strivings, accomplishments, and failings help our students become knowledgeable, engaged, effective citizens of their country and of the increasingly global society in which they live.

MIDDLE SCHOOL HISTORY

HISTORY 7 CIVICS AND CITIZENSHIP

GRADE 7
FULL YEAR

This thematic United States history course focuses on the core concepts of American democracy and citizenship. Students take a deep dive into the ways in which citizens make change in the US. After examining the rights guaranteed by the founding documents, students then examine how various groups have fought to secure those rights. This includes a study of immigration movements, the Civil Rights Movement, the women's rights movement, and other activism throughout US history. This course marks the beginning of a department-wide framework, Grades 7-12, to develop and practice anti-racist pedagogy, working to center marginalized voices and question traditional narratives.

HISTORY 8 WORLD HISTORY I: FOUNDATION OF GLOBAL SOCIETY

GRADE 8
FULL YEAR

This world history course examines how human societies developed from the ancient world through the early modern period. Students explore how communities created stability and order by building governments, social systems, and shared belief structures. Particular attention is given to the development and spread of the world's major religions—Hinduism, Buddhism, Judaism, Christianity, and Islam—and the ways these traditions shaped laws, leadership, daily life, and cultural interactions across regions including the Mediterranean, the Middle East, South and East Asia, West Africa, and the Americas. Throughout the year, students practice the work of historians. They analyze primary and secondary sources, engage in close readings, participate in roundtable discussions, and complete research and collaborative projects. A central focus of the course is writing clear, evidence-based analytical paragraphs, often in timed settings. By comparing civilizations across time and place, students learn to evaluate how different societies answered enduring questions about power, faith, and belonging, and how these answers continue to influence our world today.

HISTORY 9 WORLD HISTORY II: THE MAKING OF THE MODERN WORLD

GRADE 9
FULL YEAR

This course builds upon topics from History 8 to explore the development of societies from approximately 1500-1900, focusing on the shifting centers of power, increasing global economic connections, and new ideologies that set the stage for the twentieth century. Students analyze historical periods through political, economic, social, technological, and environmental frameworks that help them develop a comprehensive understanding of the forces shaping human societies. As an organizing principle, the course emphasizes the role of resistance, rebellion, and revolution in driving historical change, underscoring the importance of human agency. Students also examine how developments in the early modern world continue to shape our globalized society today, including the trajectories of technological innovation, economic systems, and cultural exchange. This course is designed to engage students in meaningful discussion and continues to build on the skills developed in History 8 with attention to critical reasoning and argumentation via timed, in-class essays and document-based questions.

HONORS HISTORY 9 WORLD HISTORY II: THE MAKING OF THE MODERN WORLD

GRADE 9
FULL YEAR

Prerequisite: successful completion of a placement test and departmental approval

This course covers similar topics to those taught in History 9; however, it is designed specifically for those students who have demonstrated high achievement and personal interest in the discipline of History. In Honors History, a greater emphasis will be placed on historical thinking skills such as comparison, change and continuity, and causation through more frequent assessments and analytical essays. Students considering the course should possess the ability to work independently and demonstrate well-developed study and time management skills.

UNITED STATES HISTORY REQUIREMENT

Students must satisfy the United States History requirement in Grade 10 by taking one of the two following year-long survey courses or by enrolling in the interdepartmental American Studies program.

US HISTORY PERSPECTIVES IN UNITED STATES HISTORY

GRADE 10

FULL YEAR

This course will examine multiple perspectives of the United States from its founding to modern-day issues. We focus on periods that are particularly important to modern debates about the role of the US in the world and important issues related to race, class, gender, and sexuality. Subjects covered include: the decades before and after the US Civil War, a pivotal period of national expansion and conflict over slavery and citizenship; the rise of the US as a major superpower; intersecting movements for civil and human rights; and the developments of the more recent past.

AP US HISTORY

GRADE 10

FULL YEAR

Prerequisite: successful completion of a History 9 or Honors History 9 and departmental approval

This course provides a year-long survey of the origins and history of the United States, with primary emphasis on the period from 1763 to the present. For each era, intellectual and cultural developments are carefully surveyed to complement the systematic analysis of social, political, and economic issues. Special attention is paid to the development of structural inequalities in the United States, particularly those related to race, class, gender, sexuality, religion, ability, and immigration status. Students develop writing skills through analytical essay assignments, and learn how to integrate primary source material into essays using Document Based Questions. This course is intended as preparation for the Advanced Placement exam in United States History.

HONORS AMERICAN STUDIES: HISTORY

GRADE 10

FULL YEAR

Prerequisite: successful completion of History 9 or Honors History 9 and departmental approval

Students in this interdisciplinary class begin and end the year grappling with questions about American society and culture: What is America? Who is an American? What is the American Dream? This honors-level interdisciplinary course offers a rigorous, multidisciplinary exploration of the United States through the interconnected themes of identity, democracy, and citizenship, grappling with tensions between its founding ideals and historical realities. The curriculum demands high-level analytical writing and critical inquiry through document analysis, scholarly interpretations, and academic discussions.

This is an interdisciplinary course taken in conjunction with American Studies: English



MODERN HISTORY REQUIREMENT

Students may satisfy the Modern History requirement in Grade 11 or 12 by taking one of the following three year-long survey courses.

MODERN WORLD HISTORY: THE 20th AND 21st CENTURIES

GRADE 11-12

FULL YEAR

This survey course in world history introduces a global perspective to the study of the modern world from 1914 to the present. The course begins with an examination of the world on the eve of the Great War. Major topics will include: the rise of decolonization and nationalism, the roots and effects of conflicts like the World Wars and the Cold War, changing values and ideologies around the world, and the impact of technological change. Urgent issues facing our world in the present and near future will also be addressed, including climate change, nuclear proliferation, and the rise of automation and artificial intelligence. At the end of the second semester, all students will complete a research paper on a topic of their choice related to modern world history.

HONORS MODERN WORLD HISTORY: DEMOCRATIC & AUTHORITARIAN STATES IN THE 20TH CENTURY

GRADE 11-12

FULL YEAR

Prerequisite: successful completion of a placement test and departmental approval

This Honors History course will be a challenging analysis of 20th-century democratic and authoritarian states. Students will study and evaluate the emergence of post-apartheid South Africa and post-independence Mexico as democratic states, as well as the emergence and persistence of authoritarian states in 20th century Germany and China. Students will continue to develop strong historical habits of mind as they evaluate primary documents, craft arguments based on various historical sources, and read various interpretations of the same event or individual and come to their own conclusions by thinking historically. Students will complete a substantial research paper on a research question related to one of the four case studies at the end of the second semester.

AP WORLD HISTORY

GRADES 11-12

FULL YEAR

Prerequisite: Successful completion of a placement test and departmental approval

This course surveys the entirety of world history, with particular emphasis on the era from 1200 to the present. Six major themes shape the curriculum: interaction between humans and the environment; developments and interactions of cultures; technologies; state-building, expansion, and conflict; creation, expansion, and interactions of economies; and the development and transformation of social structures. The course is designed as preparation for the Advanced Placement exam in World History. Due to the amount of homework and frequency of assessments, students are not permitted to take AP World History and AP Biology concurrently. They are, however, welcome to take one in their Junior year and the other in their Senior year.

“Knowing that excellence is achieved through partnership, the History Department believes in the power of collaboration. By working on strong teaching teams, creating interdisciplinary curricula, and integrating new technologies, we continue to redefine excellence through acknowledging and incorporating the intellect and expertise of the larger Marlborough community as we meet the challenges of teaching and learning in the 21st century.”

MS. ANNA ROBINSON
History Department Head

HISTORY ELECTIVES

Electives in History & Social Sciences may be offered yearly, rotate from year to year, or may not be offered in subsequent school years. When possible, this is noted in the course description.

MIDDLE SCHOOL DEBATE

GRADE 7 AND/OR GRADE 8

FALL SEMESTER

Middle School Elective

By learning the art of academic debate, Middle School students will cultivate their ability to think critically, argue rigorously, research thoroughly, and communicate clearly and persuasively. Students will learn the Lincoln-Douglas debate format, discussing topics about morality and justice, and their practical implications for public policy. In the course of this study, students learn to be thoughtful and engaged citizens of a pluralistic democracy. Students may take this course twice. Students continuing with debate for a second year will learn more advanced concepts in Lincoln-Douglas debate in preparation for interscholastic debate tournaments. After participating in the course, students will have the opportunity to continue with debate as an extracurricular activity and compete against other schools.

INTRODUCTION TO DEBATE

GRADE 9-12

FALL SEMESTER

Introduction to Debate is for students in 9th Grade and above who are interested in joining the extracurricular debate team, which they can do during and after this first semester course. By learning the art of academic debate, students will cultivate their abilities to think critically, argue rigorously, research thoroughly, and communicate clearly and persuasively. We will learn the Lincoln-Douglas debate format, focusing on a variety of topics dealing with questions of morality and justice and practical public policy questions facing our society. Later in the course, students will learn advanced concepts and strategies to prepare them for participation in varsity interscholastic debate competitions. These include plans, disadvantages, counterplans, critiques, topicality, and debate theory.

ADVANCED DEBATE AND ARGUMENTATION

GRADE 10-12

FALL OR SPRING SEMESTER

Prerequisite: This course requires a recommendation from the Debate Program Head

This course is designed for varsity members of the Upper School Debate Team. We will study concepts and skills that deepen our ability to think rigorously and critically, especially as it relates to questions in public policy, moral philosophy, and critical theory. These include topics in logic and reasoning, media literacy, social psychology, cognitive biases, statistics, economics, and philosophy. The class will also include updating and maintaining Debate Team files on core areas of argumentation common to Lincoln-Douglas Debate.

BEHAVIORAL ECONOMICS

GRADE 10-12

FALL SEMESTER

This semester-long course introduces students to modern economics through a behavioral economics lens, emphasizing how real people make decisions in a world of limited resources. We begin with the core economic insight that scarcity forces individuals, organizations, and societies to make tradeoffs. Drawing on research from economics and psychology, students will examine how biases, emotions, heuristics, social norms, and imperfect information shape everyday decision-making. The course then moves beyond individual decision-making to explore how these patterns aggregate into market outcomes, institutional structures, and public policies. Students will develop an understanding of how human behavior drives economic systems—and how those systems, in turn, influence human behavior.

AP ART HISTORY

GRADE 12

FULL YEAR

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. The course is designed as preparation for the Advanced Placement exam in Art History.

Please note that this course does not satisfy the History or Fine Arts graduation requirement.

HONORS HUMANITIES SEMINAR: DEEP L.A.*

GRADE 12

FULL YEAR

Los Angeles is often imagined as a blank slate for reinvention, a superficial place without much history. Deep L.A. dismantles that myth, excavating layered histories that provide the foundation for the city's present and future. Blending history and ethnic studies, this course explores how race, gender, sexuality, and class have structured power, belonging, and resistance in the region. In the fall, we examine the region's early history—from Indigenous origins through Spanish, Mexican, and American rule—analyzing how colonialism, migration, settlement, and patterns of exclusion helped create social hierarchies. In the spring, we explore the transformations of the last 100 years—the growth of the entertainment and aerospace industries; freeway expansion and suburbanization; and ongoing struggles over gentrification, policing, and environmental justice. The course concludes with a college-level research paper on an L.A.-area community of the student's choice.

HONORS RESEARCH IN HUMANITIES & SOCIAL SCIENCE*

See Honors Research Programs offered through the CEI for the course description.

“At Marlborough, we see engagement with current events to be a complement, even vital, to the engagement and comprehension of what students learn about history. To that end, current events discussions are an integral part of History class discussions and intentionally connected to what students are learning.”

MS. ANNA ROBINSON

History Department Head

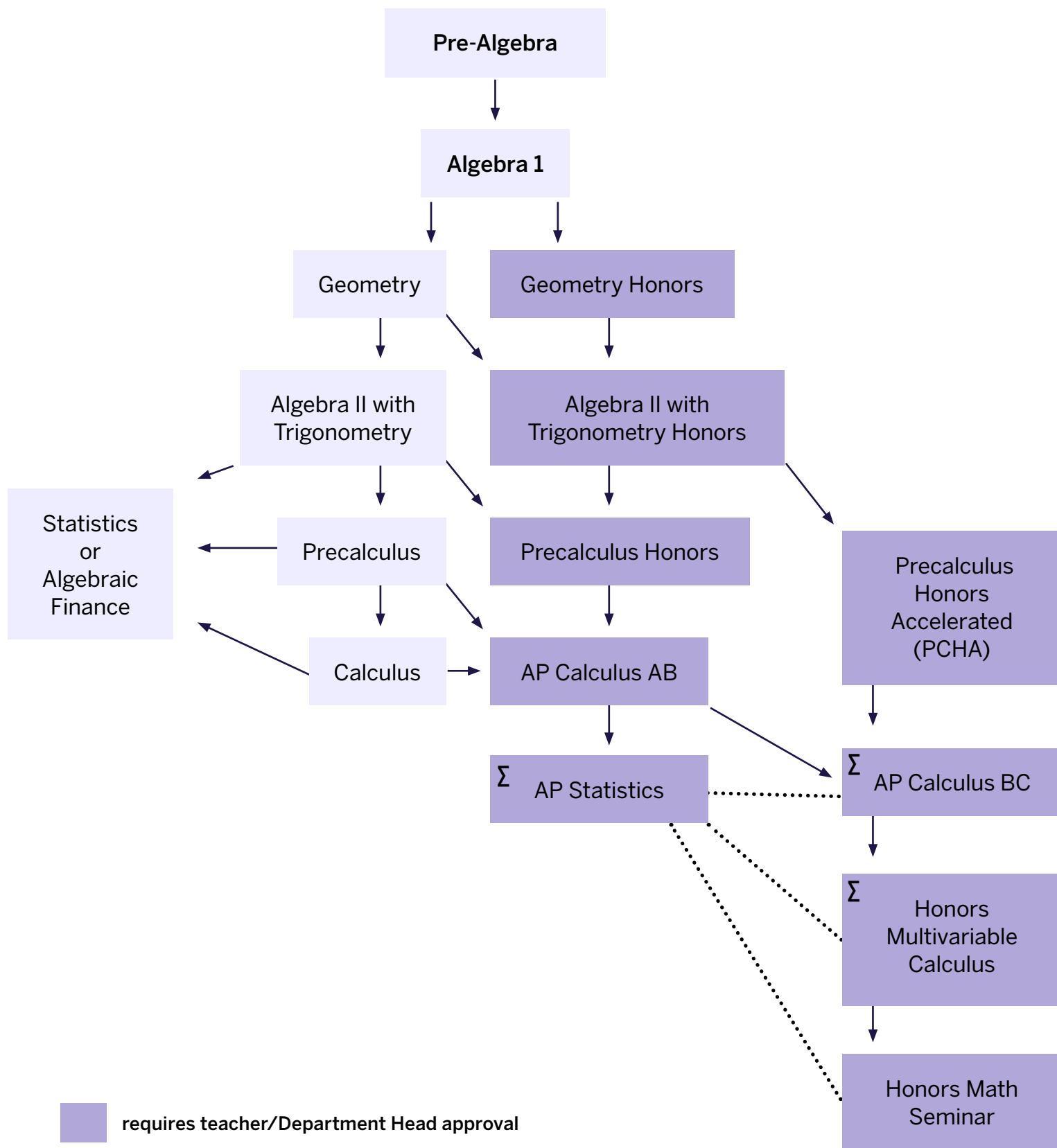




MATHEMATICS

The Mathematics Department prepares students for college-level mathematics, teaches them to become independent problem solvers, and strives to inspire an appreciation for the elegance and wonder of mathematics. Recognizing research-backed best practices for engaging young women in mathematics, the Department fosters a supportive and collaborative learning environment that encourages confidence, persistence, and a growth mindset. Courses emphasize the integration of technology, using calculators and computer software to help students apply mathematical concepts to real-world situations and visualize more complex ideas. The Department requires the use of a TI-Nspire CX graphing calculator in all courses beginning with Geometry or Honors Geometry. In order to develop students' number sense, calculators are used infrequently in Pre-Algebra and Algebra I.

Math Trajectories



- requires teacher/Department Head approval
- can be taken concurrently with teacher/Department Head approval
- Σ The prerequisite to take two AP math courses concurrently is to complete a full year of one AP math course and receive Department Head approval

PRE-ALGEBRA

GRADE 7 OR 8

FULL YEAR

This course is designed to emphasize the acquisition of computational skills and mathematical concepts in preparation for Algebra I. During the first semester, students practice using order of operations, evaluating and simplifying expressions, operations with integers, and solving equations. In the second semester, students explore number theory, operations with rational numbers, percents and proportions, linear equations and inequalities, and end the year with an introduction to polynomials. Activities and projects are based on real-life applications. Students are also taught logical thinking skills in preparation for more advanced word problems.

ALGEBRA I

FULL YEAR

Prerequisite: Pre-Algebra or departmental approval

This course focuses on linear and quadratic equations. The linear portion of the course emphasizes solving linear equations, including equations in one variable and systems of equations with two variables, and investigating the relationship of slope to its visual representation and equation. The quadratic portion of the course includes solving quadratic equations by factoring and the quadratic formula, manipulating polynomial terms, and solving word and graphing problems. The course includes the laws of exponents and the simplifying of radicals. Interpreting and solving word problems is emphasized throughout the year.

GEOMETRY

FULL YEAR

Prerequisite: Algebra I

The Geometry course focuses on logic and mathematical reasoning. Students learn the effective use of theorems, postulates, and counterexamples. Within the course of learning geometric ideas there is also a natural incorporation of algebraic concepts and methods, synthesizing these ways of mathematical problem solving. The course includes an examination of geometric shapes, congruency, similarity, right triangles, right triangle trigonometry, area, and volume. The course includes an introduction to probability. A TI-Nspire CX graphing calculator is required for this course.

HONORS GEOMETRY

FULL YEAR

Prerequisite: Algebra I and departmental approval

The Honors Geometry course is highly theoretical and emphasizes proofs. The deductive reasoning process and mathematical structure are incorporated throughout the course, which covers the concepts of geometry in more depth. Mastery of basic algebraic topics is required before considering this Honors course. A TI-Nspire CX graphing calculator is required for this course.

ALGEBRA II WITH TRIGONOMETRY

FULL YEAR

Prerequisite: Geometry or Honors Geometry

This course emphasizes the development of algebraic skills and expands upon the trigonometry introduced in geometry. Students solve linear, quadratic, exponential, logarithmic, and rational equations, learn about the complex number system, graph a wide variety of functions, solve problems involving proportions, solve right triangles, and graph trigonometric functions. Conceptually, the course emphasizes functions and their representations as algebraic equations, graphs, and tables of data. A TI-Nspire CX graphing calculator is required for this course.

HONORS ALGEBRA II WITH TRIGONOMETRY

FULL YEAR

Prerequisite: Geometry or Honors Geometry and departmental approval

This course covers the topics from Algebra II with Trigonometry in more depth. It includes additional topics, such as matrices, probability and statistics, and places a greater emphasis on word problems and inductive reasoning. Students should have a strong mastery of Algebra I topics before considering this fast-paced Honors course. A TI-Nspire CX graphing calculator is required for this course.

ALGEBRAIC FINANCE

FULL YEAR

Prerequisite: Algebra II with Trigonometry or Honors Algebra II with Trigonometry; course will be offered in 2026-2027

Algebraic Finance will review topics that are useful to students for what we will study in the course, such as exponential functions, compound interest, and algebraic modeling. Students will study the mathematics of home ownership and how mortgage payments are calculated, as well as how to compare the costs of renting or buying a home. Students will learn about the mathematics of taxes and of consumer credit, as well as online banking, stocks and bonds, and retirement planning. A TI-Nspire CX graphing calculator is required for this course. This course is offered every other year.

STATISTICS AND PROBABILITY WITH APPLICATIONS

FULL YEAR

Prerequisite: Algebra II with Trigonometry or Honors Algebra II with Trigonometry; course will be offered in 2027-2028

Students are introduced to the concepts and methods of statistics, including variability, randomness, and probability. A statistical software program and the TI-Nspire CX are used to facilitate the analysis of data sets and the understanding of statistical concepts, and to carry out simulation of experiments. Students are taught how to collect, analyze, and interpret data correctly. Students are also shown how to present data clearly and accurately to others. This course is good preparation for college courses in life sciences or social sciences, as well as the probability and statistics problems that appear on the SAT and ACT. A TI-Nspire CX graphing calculator is required for this course. This course is offered every other year.

PRECALCULUS

FULL YEAR

Prerequisite: Algebra II with Trigonometry or Honors Algebra II with Trigonometry

This course has two principal functions: to review the concepts from Algebra II with Trigonometry that are central to calculus, and to cover miscellaneous mathematics topics needed for calculus. The material central to calculus includes topics focusing on the concept of functions, including polynomial, trigonometric, logarithmic, and exponential. Other topics covered include permutations and combinations, introductory probability, and statistics. Throughout the course, students are introduced to the basic facts and techniques of each of these topics, and shown how to use the graphing calculator to solve problems. A TI-Nspire CX graphing calculator is required for this course.

HONORS PRECALCULUS

FULL YEAR

Prerequisite: Algebra II with Trigonometry or Honors Algebra II with Trigonometry with departmental approval

This course covers the topics from Precalculus in more depth along with the additional topics of polar coordinates and parametric equations. Students are expected to stretch what they know by solving problems requiring advanced conceptual understanding. A theoretical approach is utilized to prepare students for the rigors of Advanced Placement Calculus AB. A TI-Nspire CX graphing calculator is required for this course.

HONORS PRECALCULUS ACCELERATED

FULL YEAR

Prerequisite: Honors Algebra II with Trigonometry and departmental approval

This course is designed for highly motivated mathematics students with an exceptional grasp of the material from Honors Algebra II with Trigonometry. The topics from Honors Precalculus are covered at an accelerated pace. Minimal time is spent reviewing concepts and going over homework problems in class. The study of calculus begins during the second semester and students who complete the course are eligible for consideration for admission into Advanced Placement Calculus BC. A TI-Nspire CX graphing calculator is required for this course.

CALCULUS

FULL YEAR

Prerequisite: Precalculus or Honors Precalculus

This course focuses on strengthening mathematical skills and abilities, as well as developing techniques for applying limits, the derivative, and integration to a variety of problems. Each topic focuses on mastering a specific skill and applying it to new situations. This course is presented in a less theoretical approach than an Advanced Placement course and is a good introduction to college calculus. A TI-Nspire CX is required for this course.

“Each of our mathematics courses teaches students to think critically and creatively while taking responsibility for their own learning. We design learning environments that empower our students and help guide them to work effectively, both independently and collaboratively. Through inquiry-based lessons, rich problem-solving tasks, and opportunities for reflection and discussion, students are encouraged to explore multiple strategies, justify their reasoning, and learn from one another. This prepares them to be adaptable, thoughtful problem-solvers in a complex and evolving world.”

MS. LISETTE VALLADARES

From Math Department Head

AP MATH

If a student wishes to take two AP math courses concurrently, they must first have successfully completed a full year of one AP math course and receive departmental approval.

AP CALCULUS AB

FULL YEAR

Prerequisites: Honors Precalculus and departmental approval

Intended for students who excel in mathematics, this course emphasizes both the theoretical and practical applications of calculus. Topics covered include properties of functions, limits, derivatives, antiderivatives, definite integrals, separable differential equations, and slope fields. The course is demanding and emphasizes conceptual understanding of the different parts of calculus. This course prepares students for the Advanced Placement exam given by the College Board. A TI-Nspire CX is required for this course.

AP CALCULUS BC

FULL YEAR

Prerequisites: Honors Precalculus Accelerated or AP Calculus AB and Honors Precalculus, and departmental approval

This course covers the topics from Advanced Placement Calculus AB along with additional topics such as the calculus of polar and parametric equations, additional techniques of integration, and infinite and power series. The course prepares the students for the Advanced Placement exam. A TI-Nspire CX is required for this course.

AP STATISTICS

FULL YEAR

Prerequisite: Honors Precalculus or Honors Precalculus Accelerated and departmental approval

The AP Statistics course is built around four main topics: exploring data, planning a study, probability as a foundation for the procedures of statistics, and inferential reasoning. These four broad conceptual themes are studied in depth to prepare students for the Advanced Placement exam given by the College Board. Students use the computer and a TI-Nspire CX graphing calculator to examine distributions, plan studies, make conjectures, study random behaviors, and analyze and draw conclusions from data.

HONORS MULTIVARIABLE CALCULUS*

FULL YEAR

Prerequisites: AP Calculus BC and departmental approval

This course in advanced mathematics includes core components of multivariable calculus and differential equations. Topics covered include three-dimensional coordinate systems, vectors, partial derivatives, multiple integrals, vector calculus, analytic methods for evaluating first order differential equations, and numerical methods for solving first and higher order differential equations. Students enrolled in this course receive honors credit. A TI-Nspire CX graphing calculator is required for this course.

HONORS MATHEMATICS SEMINAR*: LINEAR ALGEBRA (OSH)

FULL YEAR

Prerequisites: Multivariable Calculus

This course is taught through One Schoolhouse. Through a wide variety of practical problems, conceptual questions, and visualizations, students learn how to think about vectors, the spaces in which vectors live, and linear mappings between those spaces. They develop powerful new ways of thinking mathematically and apply their new skills to solve a wide variety of problems from other fields, including computer graphics, economics, and population biology. This year-long course covers a typical one-semester college linear algebra curriculum, including matrix algebra, vector spaces, eigenvalues and eigenvectors, and applications to differential equations. Students will also be working with a Marlborough faculty member on-campus weekly to support and enhance their mathematical learning



* A course with an asterisk denotes the most rigorous course in the discipline.



PERFORMING ARTS

The Performing Arts Department at Marlborough emphasizes the interconnectedness of all artistic disciplines. Programs are designed to help students appreciate the creative process, develop technical skills, and recognize artistic quality. Students are encouraged to communicate effectively about their art, build confidence, value collaboration, and cultivate a personal approach through diverse artistic styles. The Department offers a wide range of courses in dance, theater, music, and design, with audition-only performing groups such as Dance Dimensions, Chamber Choir, Marlborough Ensemble Theatre (MET), and Instrumental Ensemble.

DANCE SPECTRUM

GRADE 7 OR 8

SEMESTER CLASS

Middle School elective

This class focuses on fortifying dance technique through a combination of contemporary, lyrical, and ballet training. Emphasis is placed on turns, jumps, and floor work. Dancers have the opportunity to explore and craft choreography through the process of building a choreography toolbox, thus acquiring skills to foster growth in creative expression. Collaborative group work will be encouraged as we navigate our processes. The class places particular emphasis on improving flexibility and strength while enhancing coordination and range of motion. Participants can anticipate a diverse lineup of guest artists spanning hip hop, jazz, and world dance. This class is open to a variety of skill levels, including beginning dancers.

INTERMEDIATE DANCE SPECTRUM

GRADE 7 OR 8

SEMESTER CLASS

Middle School elective

This class is designed for experienced dancers with a strong foundation of at least five years in classical ballet. We begin with rigorous barre work and move through the semester exploring and fortifying dance technique through a combination of contemporary, lyrical, and ballet training. This course emphasizes technical excellence in turns, jumps, and floor work while developing sophisticated movement phrasing and musicality. Students will expand their choreographic repertoire, gaining advanced tools for creative expression through both individual exploration and collaborative projects. The curriculum focuses on elevating dancers' strength, flexibility, and artistic range through complex movement combinations and phrase work. Throughout the semester, students will have the opportunity to study with guest artists specializing in hip hop, jazz, and world dance, further enriching their versatility as performers.

DANCE I: BEGINNING

GRADES 9-12

FALL SEMESTER

This semester-long course is designed to introduce the beginner/advanced beginner student to technique through contemporary, modern and ballet vocabularies. Through these vocabularies, students will build overall placement, and foundational skills in turns, jumps, partnering, and release technique. Through structured classwork that investigates choreographic composition, students build their skills and discover their movement voice. Through lectures and film, students receive a historical perspective and are introduced to the masters whose contributions to the art form were influenced by the political, artistic, and world climate of their time and place. This course may be taken as PE credit in Grades 9-12 as part of the required 20 hours of activity per semester.

DANCE II: BEGINNING/INTERMEDIATE

GRADES 9-12

SPRING SEMESTER

Prerequisite: Dance I

This course further develops the principles introduced in Dance I. Skill building is emphasized with a concentration on movement retention, technique, fine articulation, fluency, and ensemble work. Students are guided as they prepare and rehearse an original choreographic work that is staged and performed to give students experience in front of an audience as a form of creative expression and communication. Dance history is explored through a socio-political lens, fostering a deeper understanding of global artistic movements. Students have the opportunity to work with guest artists from broad stylistic forms. This course may be taken as PE credit in Grades 9-12 as part of the required 20 hours of activity per semester.

DANCE III: INTERMEDIATE/ADVANCED

GRADES 10-12

FALL SEMESTER

Prerequisite: Dance I and II; only open to Grade 9 with departmental approval

This course further develops the principles introduced in Dance II. The focus of the course is on technique, learning combinations, and building and implementing choreographic skills through classroom rigor and exposure to choreographers working professionally in Los Angeles and beyond. Dance technique will apply somatic practices with the intent to develop an understanding of alignment and efficient movement. This course may be taken as PE credit in Grades 9-12 as part of the required 20 hours of activity per semester.

DANCE IV: ADVANCED

GRADES 10-12

SPRING SEMESTER

Prerequisite: Dance III; only open to Grade 9 with departmental approval

In this course, students will assimilate the technical and creative material acquired through the dance program and present a choreography project at an All-School Meeting. This choreography project is a culmination of the various languages acquired through exposure to Department faculty and repertory workshops with guest artists. Reading and discussion of 20th century criticism engenders a deeper understanding of the scholarship behind the art form. We honor masters whose contributions to the art form were influenced by the political, artistic, and world climate of their time and place. This course may be repeated. This course may be taken as PE credit in Grades 9-12 as part of the required 20 hours of activity per semester.

DANCE DIMENSIONS

GRADES 10-12

FULL YEAR

Prerequisite: Audition for Grades 9-12; only open to Grade 9 with departmental approval

Dance Dimensions is designed for students who show intermediate-level proficiency in ballet and experience in the field of contemporary dance. Through contemporary technique, composition, and exploration of performance qualities, students are given the opportunity to create their own projects to be showcased at formal presentations. In addition to a high level of technical training, dancers are exposed to technique and repertory classes by working with contemporary artists. Performances are given throughout the year with a special concentration on the annual Evening of Dance concert. Students may enroll in this class multiple times for credit.



THEATER PERFORMANCE: PLAYS & ACTING

GRADE 7 OR 8
SEMESTER CLASS

Middle School elective

In this course, students will create ensemble work and individual projects that express and conceptualize their passions and reflect on the themes of the various theater texts. Throughout the class, students will have reached a better understanding of the fundamentals of theater-making, its creative process, and community building. Students are offered the opportunity to explore plays and characters from different playwrights and perspectives. There will also be the opportunity to generate original work for the stage using a range of writing and creation practices. This course can provide the foundation for further training and participation in classes and productions within the Performing Arts department.

THEATER I: ACTING FUNDAMENTALS

GRADES 9-12
FALL SEMESTER

This course is intended for students with an interest in theatrical performance and serves as a gateway to further training in theater-based techniques and forms. We focus on body/mind awareness and the multiple ways the body interacts with forms and practices leading to deeper discipline, integration, ease, and connection. The development of individual presence, rhythm, spatial awareness, and understanding of dynamics are emphasized throughout the semester. Students will be assigned different units throughout the course to rehearse and explore outside of class time and perform in class. This course serves as a prerequisite to further Theater courses and is for students interested in gaining a deeper understanding of the creative process.

THEATER II: INTERMEDIATE ACTING

GRADES 9-12
SPRING SEMESTER

Prerequisite: Theater I

Designed to continue the work of Theater I, the class is more physically and mentally rigorous and requires a commitment to the discipline of performance. Diverse influences will be in play as students begin to integrate physical practices with breath and the voice by incorporating text from scenes and monologues. Students will learn about different ways of approaching a script, breaking down text, and integrating discoveries and impulses into their interpretation. They also complete a Theater History project, where they learn about important influences on the development of theater over time. Students will experiment through exercises in various contemporary theater practices, and apply these practices directly to their own creative process. The class culminates in a final showcase for the Marlborough theater community.

THEATER III: ADVANCED PERFORMANCE TRAINING

GRADES 10-12
FALL SEMESTER

Prerequisite: Theater I and II or departmental approval

Designed as an advanced acting course, students will learn how to create a character using their body and voice as a physical and emotional tool. Selections from plays and theatrical texts are utilized to train the actor to approach the work from a physical and emotional point of view. The course investigates the actors' movement and relationship to space, to each other, and to situations. Exercises using emotional memory, improvisation techniques, and physical relaxation will help bring awareness to their body, emotions, and mind. Students then apply these techniques to monologue, scene, and group work.

THEATER IV: SCENE STUDY, AUDITION & PROJECT WORK

GRADES 10-12
SPRING SEMESTER

Prerequisite: Theater III or departmental approval

This course is designed to continue the work of Theater III. Giving the student the opportunity to use the skills they have acquired in a streamlined approach, the course is physically, vocally, and mentally rigorous and requires a deep commitment to the discipline of performance. The focus of this course will be continued development of character specificity and scene study work. Scene breakdown techniques, subtext analysis, and dramaturgy will also be explored and foundation established. The student will be working with contemporary and classical texts, with scene-work focus. This will culminate in a final showcase performance at the end of the year.

WORLD THEATER

GRADES 10-12
FALL OR SPRING SEMESTER

From early storytelling to the social and political movements that reflect contemporary society today, we will study the origins of theater, cultural traditions in performance, historical contexts and movements, ethical questions, and the principles of dramatic writing. Students will examine the evolution of theater across different countries and cultures, including Ancient Greece and Rome; traditional Asian theater forms such as Noh, Kabuki, and Chinese opera; 19th-century European realism; theater movements after independence in Nigeria and India; and modern experimental theater. By the end of the semester, students will have a deeper appreciation for the power of theater and its continued influence on storytelling and performance worldwide.

MARLBOROUGH ENSEMBLE THEATRE

GRADES 11-12

FULL YEAR

Prerequisite: Audition, completion of Theater I-IV (Theater III and IV can be taken concurrently with MET), and availability for after-school rehearsals during production time

This course offers an opportunity for students to be a part of a theater company that includes public performances of a full-length play and other leadership opportunities within the Performing Arts Department. The class focuses on the development of the students' own creative aesthetic, constructive critical response, and the deepening of personal process, as well as exposure to practices and methods used specifically for the development of ensemble-based work. The class will explore a variety of dramatic literature before honing in on a play selection for production. Students auditioning for MET must exhibit a seriousness of purpose, a willingness to commit to a rigorous schedule of rehearsals both inside and outside of class, and must show great eagerness to function as part of a team.

MAKERS' SPACE: SEW & SHOP

GRADE 7 OR 8

SEMESTER CLASS

Middle School elective

Students will be introduced to sewing, costume design, and the basics of safely using hand and power tools to design and fabricate self-made projects. Skills will include hand sewing, introduction to sewing machines, painting, plaster, and other hands-on sculptural or building processes. With an emphasis on practical skills, problem-solving, and design-based thinking, students will learn how to take an idea and turn it into a reality.

STAGECRAFT

GRADES 9-12

FULL YEAR

This course introduces the basics of theatrical design and production. The class breaks down traditional gender, age, race, and other diverse roles and norms typically found in production as students study the fundamentals of lighting, sound, sets, and theatrical properties as both designers and technicians through lectures, hands-on workshops, demonstrations, and films. In addition to learning to use advanced technical equipment in class, students become a part of a production team and participate as crew members for a Performing Arts Department production or complete an equivalent project. This course requires some attendance at performances and after-school rehearsals. Those not working directly on a production are expected to view the production and contribute to classroom discussions..



CHORALE & MUSIC

GRADE 7 OR 8

SEMESTER CLASS

Middle School elective

This course is designed for students interested in learning how to sing and expand their music knowledge. Students will be introduced to healthy singing techniques and basic music theory. This class will teach the fundamental musicianship skills that are the foundation for choral singing. From singer-songwriter style to electronic music, students will also learn how to write and arrange with a songwriting partner. Students will learn the basics of song structure, instrumental and vocal styles, and how to record their song using the GarageBand app on their laptop.

CONCERT CHOIR

GRADES 9-12

FULL YEAR

This course is designed for students who want to continue their choral experience and desire to refine their vocal technique and understanding of choral art. Students will develop a strong awareness of sectional blend and vowel unification within an ensemble. Students will establish the foundations of sight-singing through the use of solfege and Curwen hand signs. Attention will be given to rhythmic accuracy and understanding time signatures and key signatures. Singers will experience literature that is drawn from the standard repertoire of classic choral works for women's voices, with a focus on historical and stylistic diversity. Concert Choir participates in the annual Winter Choral Concert and Spring Choral Concert, and has other performance opportunities throughout the year.

CHAMBER CHOIR

GRADES 10-12

FULL YEAR

Prerequisite: Audition and completion of Concert Choir or departmental approval

Chamber Choir is designed for technically advanced and experienced choral singers. Students will continue developing mastery in the following areas: solfege with the use of Curwen hand signs, singing scales that include chromatic and whole-tone, sight-reading at a Level 6 (according to the Southern California Vocal Association), and singing in four-part harmonies. Music theory and ear training will include key signature recognition, pitch matching, and intervals. Students will build upon their musical knowledge and vocal technique by demonstrating appropriate use of dynamics, phrasing, articulation, tone, and blend within an ensemble. In addition to performing at the annual Winter and Spring Choral Concerts, Chamber Choir also travels to New York and sings at Carnegie Hall on a three-year rotation.

INSTRUMENTAL ENSEMBLE

GRADES 7-12

FULL YEAR

Prerequisite: Audition

Instrumental Ensemble is a class in which students participate in ensemble groups of varying sizes. Ensembles are formed in the beginning of the year according to instrumentation and level of expertise, including pianists who are often unable to participate in programs focusing specifically on band and orchestra. Ensemble skills included in weekly rehearsals are interpretation, balance, tone production, performance skills, and sight-reading. Each week, a small section of the Ensemble piece is assigned to be practiced at home during the week. Students participate in a recital at the end of the second semester. Two consecutive semesters of Instrumental Ensemble are the equivalent of one semester's Fine Arts credit toward the graduation requirement.



FINE ARTS REQUIREMENTS FOR THE UNIVERSITY OF CALIFORNIA

To be eligible for admission to the University of California, students must take the equivalent of one year-long course in visual or performing arts. The following Marlborough courses in the Performing Arts fulfill the UC Fine Arts requirement:

Dance I/II ∞

Dance III/IV ∞

Dance Dimensions

Theater I/II ∞

Theater III/IV ∞

Marlborough Ensemble Theatre

Concert Choir

Chamber Choir

Stagecraft

∞ Indicates that the courses must be taken in the fall/spring of the same school year.

CAPSTONE IN THE PERFORMING ARTS

GRADE 12

FULL YEAR

Prerequisites: A demonstrated interest and ability in one particular field of art, support of a Marlborough adult mentor with knowledge of the field, departmental approval, and permission from the Head of Upper School. Extensive work during the summer before Senior year is expected.

Performing Arts are broadly defined as any and all practices involving the intentional expression or application of creative skill and imagination. These practices include, but are not necessarily limited to vocal and instrumental music, music composition, theater, and dance. Twelfth-grade students who have already demonstrated a passion for and a commitment to one of these disciplines during their time at Marlborough may pursue a Capstone Project in the Arts. Building upon their previous work in a particular art form, Capstone in the Arts students design a year-long program of study, practice, and creation under the direction of a Marlborough faculty member. After completing a predetermined program of intensive summer work, during the first semester students will expand upon and refine their understanding of, appreciation for, and abilities in one specific area of focus, culminating with a proposal for a final project in the form of a substantial work of art. Semester Two is dedicated to the design, creation, and execution of the proposed aesthetic piece. The course ends with a reflective commentary on both the process and the final work.

“Our department is grounded in a shared, holistic understanding of the purpose of performing arts education, not just as a means of artistic expression, but as a powerful tool for personal growth, critical thinking, and social awareness. We are intentionally aligned in our commitment to centering diverse and global perspectives. This unified vision informs every aspect of our teaching, programming, and student engagement as we strive to produce high-quality performances that reflect our values and celebrate the richness of our collective experiences.”

MS. MPAMBO WINA

Performing Arts Department Head

PHYSICAL EDUCATION

The Physical Education Department serves as the leader in promoting the physical wellbeing of Marlborough students and it recognizes the individual needs of the students and strives to help each student develop personal capabilities to their fullest potential. Through participation in a variety of physical activities, the Department helps students develop an appreciation for the importance of regular exercise and behavior patterns that will lead to a healthy lifestyle, reduced stress, illness prevention, proper nutrition, and overall fitness. Additionally, the Department helps students develop socialization and leadership skills through activities that foster cooperation, team building, and sportsmanship. Each student is nurtured to develop a positive self-image as a physically-educated individual, able to implement the knowledge and skills learned in class into everyday life.



GRADES 7-8

Students are required to take one semester of Middle School PE to fulfill their PE requirement. Students who do not participate in athletics or receive an exemption for outside physical activity (gymnastics, dance, club sports, etc.) will need to take an additional active elective during the school year when they are not enrolled in Middle School PE.

GRADES 9-12

Students are required to participate in 20 hours of activity offered by the Physical Education Department each semester, regardless of prior Physical Education courses completed. The focus is on developing and maintaining an active lifestyle while offering a variety of options and flexible scheduling to fulfill the requirement.

The requirement for students participating on a Marlborough Athletic Team are:

Attendance at all team activities (practices and competitions.) Fall athletes receive credit in the first semester, spring athletes in the second semester, and winter athletes may choose the first or second semester.

The requirement for students not participating on a Marlborough Athletic Team may be met by:

Signing up for a semester-long course offering (Emergency Prep or Dance) or completing a minimum of 20 hours of intentional exercise each semester.



“Our PE program focuses on defining excellence in terms of grit, joy, gumption, and willingness to try new skills. Excellence is about having a mindset that allows our students to try each new skill, reflect on the experience, and support one another throughout the process. Our PE units for the 7th and 8th graders allows them to accomplish this through swimming, self-defense, yoga, and in the fitness center. Throughout 9-12th grades, this is accomplished by our high school PE curriculum that adapts to respond to the needs of each individual student.”

COACH ADAM ROTH

Physical Education Department Head

MIDDLE SCHOOL PHYSICAL EDUCATION

GRADES 7-8

FALL OR SPRING SEMESTER

Middle School Physical Education builds physical literacy through active participation in Yoga, Aquatics, and by building proficiency in the Fitness Center. This course is designed to support both the introduction of vital skills and the development of advanced techniques in each area. Students will progress from water safety in the pool and foundational skills in the fitness center and yoga, toward more advanced practices across all three disciplines. By engaging with these varied modalities, you will build the confidence needed for personalized fitness programming as you head into high school. Through a balance of high-energy activity and intentional recovery, you'll learn to realize the harmony between physical activity and everyday life.

EMERGENCY PREPAREDNESS AND WATER SAFETY

GRADES 9-12

FALL OR SPRING SEMESTER

This required course fulfills one of the Marlborough School graduation requirements. Through this course, students learn to care for others in emergency situations while learning about their personal safety in diverse emergency medical situations. The main components of the course include: First Aid, CPR, and Water Safety. Students will participate in scenarios, practical skill testing, and simulated rescue drills, so that they are well equipped to handle unexpected emergency events, while developing team leadership by using strong collaborative and communication skills during class exercises.

ATHLETIC PERFORMANCE

GRADES 9-12

FALL OR SPRING SEMESTER

The goal of Athletic Performance, which meets after regular school hours, is to improve the foundational principles of athleticism, including body awareness, overall strength, endurance, and mindfulness. Features of the class will include weightlifting, body mechanics for speed and agility, injury prevention, and aquatics. Classes are typically held on Tuesdays and Thursdays after school from 3:15 p.m. to 5:15 p.m. Completion of this class meets one semester of the PE requirement. It is suggested that winter and spring sport athletes enroll in Athletic Performance in the first semester. Fall sport athletes are encouraged to enroll in the second semester. Students should consult the Head of Sports Performance for further details.

AFTERNOON YOGA

GRADES 9-12

This calming afternoon yoga class is designed especially for students who need a break from busy schedules, school stress, and screen time. We'll move slowly through gentle,

wind down sequences and deep, restorative stretches that help release tension from the body and quiet the mind. Expect supported poses, longer holds, and plenty of options so everyone can feel comfortable and at ease. Class also includes simple breathwork to settle the nervous system and a short guided meditation to help build focus, self-awareness, and emotional balance. This is a welcoming space to rest, reset, and reconnect, leaving you feeling grounded, relaxed, and recharged for the rest of your day. This course counts for PE credit for grades 9-12.

MINDFUL BODY - HEALTHY MIND

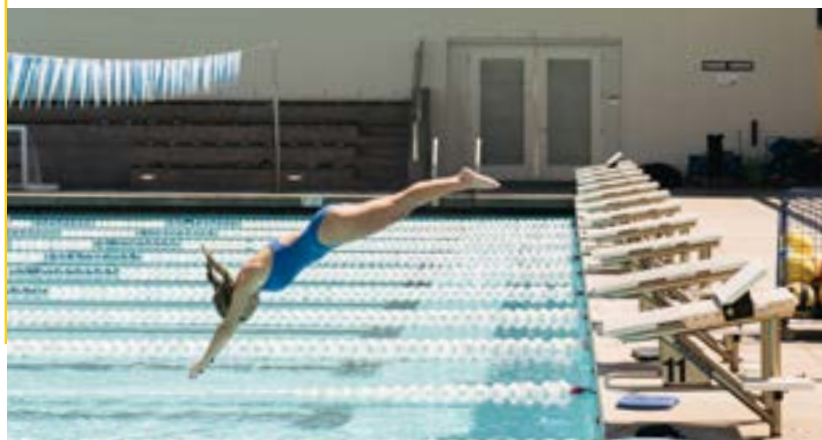
GRADES 9-12

This comprehensive toolkit class recognizes that success in any area of life (including academia, sports, performance and social life) is dependent on a healthy body and mind. We will discover the joy of self-care by learning what works for each individual student to establish rhythms and routines that are fun, effective, stress reducing, and confidence building. A Self-Care Planner will help the student set goals for building strength, balance and flexibility for a strong body, meditation and breathwork for a calm, clear mind, and deep relaxation practices for regulating the nervous system to reduce stress and anxiety. There will be mindful creative activities and games for the joy of connection and discovery! The class includes field trips on and off campus and counts for P.E. credit for grades 9-12.

AFTERNOON AQUATICS

GRADES 9-12

Discover Your Strength in the Water. After School Aquatics is a space for students who want to bridge the gap between recreational swimming and competitive water sports. This course provides a high-efficiency environment to build cardiovascular fitness, power, and agility. Beyond standard laps, you will develop vertical explosiveness and upper-body endurance through sport-specific drills. The curriculum focuses on increasing your aerobic capacity, sprint speed and lateral mobility, making it an ideal space for aspiring swimmers, polo players, or any athlete seeking a low-impact way to improve their overall physical performance and deep-water safety. Whether you're curious about joining a team or simply staying active, this course offers the perfect environment to level up. This course counts for PE credit for grades 9-12.



INTERSCHOLASTIC ATHLETICS

Participation in CIF (California Interscholastic Federation) athletics—including basketball, cross country, golf, lacrosse, soccer, softball, swimming & diving, tennis, track & field, volleyball, and water polo—is determined by tryouts at the beginning of each season. In addition, there is an opportunity to participate in equestrian competitions sponsored by the Interscholastic Equestrian League. Students who participate on the Marlborough Equestrian Team may choose one semester during the year to be excused from their Physical Education class. In addition, students who are involved in club sports or elite-level programs, in sports not offered at Marlborough, may petition for exemption from Physical Education classes other than Health and Emergency Preparedness and Water Safety. Forms may be obtained in the Physical Education Department.

Students in Grades 7-8 may participate in a program of competitive interscholastic athletics that includes basketball, cross country, golf, lacrosse, soccer, softball, swimming, tennis, track, volleyball, and water polo. In addition, there is an opportunity to compete in equestrian competitions sponsored by the Interscholastic Equestrian League.

The following athletic teams are offered at Marlborough →

FALL SEASON

- Cross Country (7-8, JV, & V)
- Golf (JV & V)
- Swimming (7-8)
- Tennis (7-8, JV, & V)
- Volleyball (7, 8, Fr-So, JV, & V)

WINTER SEASON

- Basketball (7-8, JV, & V)
- Soccer (7-8, JV, & V)
- Water Polo (7-8, JV, & V)

SPRING SEASON

- Beach Volleyball (V)
- Golf (7-8)
- Lacrosse (7-8, JV, & V)
- Swimming (JV & V)
- Track (7-8, JV & V)
- Instructional Tennis (7-8, 9-12)

YEAR-ROUND

- Equestrian (7-12)





SCIENCE

The Science Department helps students develop an understanding of scientific concepts and skills that enable them to develop an appreciation for the role of science and technology in everyday life. Providing students with the fullest possible preparation for success in college science programs, these courses nurture self-confidence and a sense of worth so students grow intellectually, emotionally, and socially at all levels of scientific endeavor, promote collaboration, and demonstrate the interrelatedness of scientific disciplines through the use of innovative curricula and a variety of teaching methods. Students have an opportunity to discover, explore, manipulate, contemplate, and experience real science. Laboratory and classroom experiences foster critical-thinking and problem-solving skills that enable students to take charge of their lifelong learning process.

EXPLORING SCIENCE I

GRADE 7

FULL YEAR

The first year of the integrated science sequence in Middle School includes one semester of Biological Science followed by a semester of Earth Science. Students are challenged to answer essential questions through hands-on activities, exciting laboratory investigations, research, cooperative work, and collaborative study. Students are given the tools to build and apply scientific skills (including precise descriptions, graphing, and measurement) which will be foundational to future work in science courses at Marlborough.

EXPLORING SCIENCE II

GRADE 8

FULL YEAR

The second year of the integrated science sequence in Middle School begins with one semester of Chemistry followed by one semester of Physics. Energy and energy transfer are unifying concepts that bridge both subjects. Students develop a strong conceptual understanding through the exploration of essential questions, hands-on activities, lab experiences, and real-world data collection. Assignments and activities develop the ability to manipulate equations, graph and analyze data, and exercise critical-thinking skills. Students will also develop essential scientific skills like taking notes, lab safety, and creating and performing lab procedures. Students also collaborate on a year-long research project which includes developing a research question, creating a procedure, collecting data, and presenting work at an annual showcase at the end of the year.

BIOLOGY

GRADE 9

FULL YEAR

This lab-based course is designed to give students an understanding of and appreciation for the diversity of living organisms. The course is designed to continue the hands-on and inquiry-based model utilized in 7th and 8th Grade science, while providing students with the skills and knowledge needed to be successful in Upper School science courses. Students will be asked to apply the scientific method to experiments and to understand evolutionary trends within and among groups of living organisms. Lab work will include experience with microscopy, graphing, and data analysis. Students will develop analytical and critical thinking skills necessary to become scientifically literate citizens.

HONORS BIOLOGY

GRADE 9

FULL YEAR

Prerequisite: successful completion of a placement test and departmental approval

This course covers similar topics to those taught in Biology; however, the instruction moves at a faster pace. In Honors Biology, a greater emphasis will be placed on higher-level thinking skills including synthesis, analysis, and application of students' understanding of biological concepts to new situations. Lab work is also more intensive than in Biology. Students considering the course should possess the ability to work independently and well-developed study and time management skills. These attributes will allow time in class for a deeper investigation of topics and a more comprehensive understanding of biological systems.

AP BIOLOGY

GRADES 11-12

FULL YEAR

Prerequisite: Chemistry or Honors Chemistry and departmental approval

This is a rigorous, college-level laboratory science course that builds on prior biology coursework through increased depth, conceptual complexity, and analytical reasoning. Content is organized around the College Board's four Big Ideas, including evolution, energy and homeostasis, information flow, and systems interactions. Topics include the chemistry of biological molecules, cell structure and function, metabolic pathways, gene expression and inheritance, evolution by natural selection, biological diversity, and ecology. Throughout the course, students engage in extensive laboratory investigations, including wet labs, simulations, and data-driven inquiry, developing skills in experimental design, quantitative analysis, and interpretation of results. Case studies and collaborative problem-solving activities connect course concepts to real-world biological questions. Due to the pace and workload of the course, students may not take AP Biology and AP World History concurrently.

CHEMISTRY

GRADE 10

FULL YEAR

This course uses a guided-inquiry approach to examine the nature of matter and the changes that it may undergo. Students ask questions, collect evidence, and think critically about real-world scenarios that they encounter. Students will develop an understanding of how macroscopic events are the result of changes at the atomic level. They will be challenged to describe with precision their observations in qualitative and quantitative terms. Students will develop critical-thinking and problem-solving skills as well as an appreciation for chemistry in their everyday lives.

HONORS CHEMISTRY

GRADE 10

FULL YEAR

Prerequisite: successful completion of a placement test and departmental approval

This course, for students with a strong background in science and mathematics, covers the concepts and fundamentals discussed in Chemistry, but in greater depth and in more mathematical detail. Additional topics, such as gas and solution stoichiometry, are included. The laboratory program emphasizes techniques critical to chemistry such as gravimetric analysis and spectrophotometry. Students are asked to collect, analyze, and interpret scientific data collected through traditional, microscale, and technology-based activities. The course aims to develop students' critical thinking and problem-solving skills to help them appreciate the importance of understanding chemistry. There is a required summer reading assignment and problem set. Enrollment will be determined by a combination of factors, including: current science grade, teacher recommendation based on skill level and work habits, successful completion of a skills and readiness check, and departmental approval.

ADVANCED TOPICS IN CHEMISTRY*

GRADES 11-12

FULL YEAR

Prerequisite: Honors Chemistry and departmental approval

This course is designed for students who desire further study in Chemistry with college-level sophistication and analysis. Topics introduced in Honors Chemistry are explored in greater depth, including chemical reactions, stoichiometry, the behavior of gasses, atomic structure, periodicity, bonding, states of matter, acids and bases, and thermodynamics. Additional units explore equilibrium, kinetics, solubility, and electrochemistry. The laboratory program, consisting of college-level experiments, is an integral part of the course. Great emphasis is placed on the analysis and interpretation of experimental results. There is a required summer reading assignment and problem set. This course is not designed to prepare students for the AP Chemistry exam.

PHYSICS

GRADES 10-12

FULL YEAR

Prerequisite: Geometry or Honors Geometry

This course explores the basic concepts, laws, and principles of mechanics, waves, and electricity. Although basic algebra and trigonometry are often used, the goal of this course is to help students develop an appreciation for and understanding of both the theory and application of physical principles. Students utilize both hands-on and computer-based laboratory experiments to aid their understanding of these concepts. The class is designed to help students develop critical-thinking and problem-solving skills in order to apply these concepts to their everyday lives.

HONORS PHYSICS

GRADES 10-12

FULL YEAR

Prerequisite: Geometry or Honors Geometry and departmental approval

This course serves as a rigorous, algebra-based introduction to the fundamentals of physics. A wide range of topics will be covered including mechanics and electricity. The course takes an in-depth look at real life scenarios, and students learn how to apply formulas and fundamental concepts to explain why something happens. This class requires a strong algebra background and serves as a good preparation for AP Physics C.

AP PHYSICS C: MECHANICS

GRADES 11-12

FULL YEAR

Prerequisite: Honors Physics, concurrent enrollment in AP Calculus AB or higher, and departmental approval

AP Physics C: Mechanics is a calculus-based college-level course designed to replace the first semester of physics for scientists and engineers in college, often called classical mechanics. Over the year, students explore motion, forces, gravitation, energy, momentum, rotation, and simple harmonic motion—and calculus is integrated into nearly every aspect of the course. Laboratory experiments are incorporated throughout the year to provide students experience with developing and enacting procedures, then analyzing the resulting data to expand their understanding of how physics can be used to develop a deeper understanding of the world around them.

* A course with an asterisk denotes the most rigorous course in the discipline.

ENGINEERING AND INVENTION FOR IMPACT

GRADES 9-12

FULL YEAR

Satisfies graduation requirement for Science

This course engages students in the practice of design and entrepreneurial thinking through invention. Students will become part of a team and compete in the national design competition called Project Invent in which they are paired with, and design for, a Community Partner. Teams will get to know their Community Partner and discover the challenges they experience that are in need of a solution. After identifying a need, they spend the year designing, building and iterating, and working toward a final working prototype. Students will gain technical experience in microelectronics, computer-aided design, laser cutting, and 3D printing. In addition, the year culminates with a Demo Day at which teams pitch their product.

HUMAN ANATOMY AND PHYSIOLOGY

GRADES 11-12

FULL YEAR

Prerequisite: Biology or Honors Biology and Chemistry or Honors Chemistry

This course fulfills one Upper School laboratory science requirement through study of the structure and function of the human body. Moving beyond basic memorization, students investigate how anatomical design correlates with physiological processes. Following an introduction to foundational concepts including homeostasis and anatomical organization, the curriculum progresses through the body's major systems. Students regularly analyze real-world medical case studies to understand how systems maintain balance and respond to disease. Assessments include unit exams as well as more open-ended projects, allowing students to delve deeper into topics of personal interest. The course also examines social issues surrounding health and medicine, encouraging students to consider how social determinants of health influence medical outcomes. Students engage in regular hands-on laboratory investigations, culminating in a fetal pig dissection that integrates multiple body systems studied throughout the course.

AP ENVIRONMENTAL SCIENCE

GRADES 11-12

FULL YEAR

Prerequisite: Biology or Honors Biology, Chemistry or Honors Chemistry, and departmental approval

This course, which fulfills one Upper School laboratory science requirement, presents an advanced, interdisciplinary curriculum that investigates the interplay of biology, chemistry, and the social sciences as they relate to the natural world. Themes explored include Earth systems and resources, ecosystems and biodiversity, human population growth, food production, renewable and nonrenewable energy sources, atmospheric and terrestrial pollution, and global climate change. Extensive laboratory work involves collection and analysis of data by statistical, chemical, and observational means. Laboratory work is completed on topics such as human population demographics, water, soil, air quality, and toxicology. This course prepares students to take the AP Environmental Science exam. There is a required summer assignment.

“While we teach traditional topics, we embed them in real-world, hands-on context. In a plant unit in Biology, students learn about tree cover in different neighborhoods in Los Angeles and the historical reasons behind the differences. In Human Anatomy and Physiology, students don’t just do case studies; they visit virtual patients in clinics. And students do original research starting in 8th grade, starting with a question that they generate, going through the full scientific process and learning how to communicate their results.”

MS. LISA ELLIS

Science Department Head

UPPER SCHOOL SCIENCE ELECTIVES

Electives in Science may be offered yearly, rotate from year to year, or may not be offered in subsequent school years. When possible, this is noted in the course description.

BIOLOGICAL PSYCHOLOGY

GRADES 10-12
FALL SEMESTER

This course surveys the neuroscience foundations of psychology, asking how the brain and nervous system give rise to behavior. We will explore brain behavior relationships across sensation and perception, gender and sexuality, emotion, sleep and dreaming, learning, and memory, with a lifespan lens and a strong focus on clinical applications. Along the way, we will use real-world clinical examples including depression, schizophrenia, eating disorders, sleep disorders, post-traumatic stress and more to ground key concepts in lived experience. Through case studies, primary research, and in-class demonstrations and experiments, students will build a deeper, evidence-based understanding of the biological mechanisms that shape the human mind.

SCIENCE OF FOOD

GRADES 10-12
FALL SEMESTER

This course will be offered in 2026-2027.

In this course students will learn about the science hidden in our food. Students will develop hands-on experience with edible labs and project-based assessment. Topics of study include the science of taste, the microbiology of food safety, and the connections between cooking techniques and physics, biology, chemistry and engineering. The science behind haute cuisine techniques such as sous vide and molecular gastronomy will also be explored. This course is offered every other year.

SCIENCE OF SEX AND GENDER

GRADES 10-12
SPRING SEMESTER

In this semester course, we will examine how ideas about biological sex and gender are defined, separated from, and interdependent upon one another in humans and in other species. Students will learn about how both science and the humanities approach and study topics around sex and gender. Areas of study include, but are not limited to, how male and female identities develop and are defined, intersex conditions, hormones, how medicine has historically approached male and female bodies, trans identities, and sexual orientation. Care is given to provide both Western and non-Western perspectives. Assessments include short written assignments, traditional assessments, projects, cultural studies analyses, and a research component.

SOCIAL PSYCHOLOGY

GRADES 10-12
SPRING SEMESTER

This course surveys the social dimensions of psychology, exploring how the human mind is shaped by social forces at both the individual and societal level. We will examine topics including personality, sexual orientation, gender identity, social status, race and ethnicity, emotional experience, demographics, and relationship dynamics, using a lifespan lens to understand how these influences evolve over time. Throughout the course, we will connect theory to the real world through case studies, primary research, and in-class activities. By the end, students will have a sharper, evidence-based understanding of how social constructs and contexts shape behavior, identity, and wellbeing.

HONORS RESEARCH IN SCIENCE*

See Honors Research Programs offered through the CEI for the course description.



* A course with an asterisk denotes the most rigorous course in the discipline.



SOCIAL JUSTICE & COMMUNITY PARTNERSHIPS

The Social Justice and Community Partnerships Department's course offerings are rooted in action learning theory. Action learning theory aims to investigate and solve problems through experience. When applied to the nonprofit sector, students volunteer with purpose. To reflect in action learning means to think critically about and analyze emotional responses to activities in the context of volunteerism.

FOOD JUSTICE

GRADES 10-12

SPRING SEMESTER

This semester-long course examines food systems through the lens of social justice. Students will learn from a nonprofit speaker series how food insecurity and access differs based on factors such as zip code, immigration status, and access to housing. Students will also observe and analyze the frequent intersections between food insecurity and other social and environmental justice issues. Finally, students will examine how their own food choices and consumption practices tie into food systems and affect sustainability. Students will take frequent field trips and participate in hands-on activities to enrich their understanding

SOCIAL JUSTICE ACTION NETWORK

GRADES 11-12

FULL YEAR

Similar to Capstone in Social Justice, Social Justice Action Network is rooted in experiential learning through the lens of coalition building. In this year-long course, students will visit organizations like Homeboy Industries, Alexandria House, and Crop Swap LA. Through these field trips, as well as discussion-based class meetings that occur once a week, students will learn how systems of care can help offset systems of inequality. There is no assigned period for this course; instead students will use a free period for class meetings.

CAPSTONE IN SOCIAL JUSTICE

GRADE 12

FULL YEAR

This year-long course requires a demonstrated commitment to volunteer work prior to commencing the course. Students will gain insight into policy and social justice by working directly with a local, nonprofit organization. In this extended course, students begin in the summer by volunteering and by providing reflections in a narrative format. In the fall, students continue to volunteer and conduct academic research in the form of an annotated bibliography. Finally, the 2nd semester is dedicated to utilizing reflection, experience and research to propose and execute a capstone project. The course ends with a reflection of successes, failures and findings. Prerequisites: A demonstrated interest in an area outside of the core curriculum, support of a Marlborough adult mentor, and permission of the Dean of Social Justice. Extensive work during the summer before the senior year is expected

“Our classes don’t just teach classes with social justice themes; we offer explicitly social justice-centered courses that equip students to examine systems of power, think critically about equity, and prepare to lead in an increasingly complex and interconnected world. We do not require service hours — because we believe volunteering should never be mandatory. Instead, we cultivate a culture of purposeful engagement, where students are drawn to act because they see meaning in the work, not because they’re meeting a requirement. In other words, our work focuses on qualitative results, rather than quantitative.

Grounded in the unique strengths of a girls learning environment, we cultivate confident, compassionate changemakers. Students leave our program not only knowing how to serve — but understanding why it matters, who they are, and how to lead with purpose.”

MS. PAMELA WRIGHT

Dean of Social Justice





VISUAL ARTS

The Visual Arts Department at Marlborough believes that there is an interrelationship and interdependence among all disciplines in the arts. The programs are designed to enable students to form an appreciation for the creative process, develop the personal commitment needed to complete a piece of work, establish an appropriate level of technique and skill in their chosen disciplines, and to recognize artistic quality. Students are expected to communicate effectively in both verbal and written form about the art genre in which they are participating, develop confidence in their accomplishments, value cooperative interaction, and cultivate a personal approach evolving from the aesthetics of a broad range of artistic styles and disciplines.

INTRODUCTION TO 2D ART & DESIGN

GRADE 7 OR 8
SEMESTER CLASS

Middle School elective

This semester course explores techniques of two-dimensional art, including drawing, painting, printmaking, and collage. Students are introduced to the elements and principles of art and design to incorporate into their work. Concepts of visual literacy are introduced.

INTRODUCTION TO 3D ART & DESIGN

GRADE 7 OR 8
SEMESTER CLASS

Middle School elective

This semester course explores techniques of three-dimensional art and design, including sculpture, ceramics, and functional art. Students are introduced to the concepts of space and form to incorporate into their design process. Concepts of visual literacy are introduced.

INTRODUCTION TO DIGITAL ART & DESIGN

GRADE 7 OR 8
SEMESTER CLASS

Middle School elective

This semester course explores techniques of digitally-created media, including digital photography, digital collage and illustration, animation, and film/video. Students are introduced to the elements and principles of art and design, concepts of motion, and sound recording. Concepts of visual literacy are introduced.

HISTORY AND THEORY OF FILM

GRADE 11-12
FALL OR SPRING SEMESTER

The goals of the course are for students to become versed in relevant critical theories of Film, Visual Culture, and Media Studies; learn an overview of the history of Cinema both American and Foreign; understand the workings of narrative in the context of film, be able to write a critical analysis of a film based on several methodologies (feminist, Marxist, auteur theory); write a review of a film; and become familiar with the production process from pre-production through marketing as well as the various professional roles in the motion picture industry including that of a film critic.

This elective does not satisfy the fine arts requirement.

ADDITIONAL UPPER SCHOOL VISUAL ART ELECTIVES

The following courses meet the graduation requirement of fine art electives that do not fall within one of the standard visual art disciplines listed above.

2D MIXED MEDIA

GRADES 10-12
FALL OR SPRING SEMESTER

This course offers students the creative freedom to explore processes that combine a variety of two-dimensional concepts, design techniques, and materials with an emphasis on printmaking and mixed media collage. Students will learn to layer and weave personal meaning into their artwork based on memories, dreams, symbols, and personal experiences. Projects may include monotypes, analog collages, zines, photo transfers, and assemblage. Visual literacy is a key component of the class.

3D MIXED MEDIA

GRADES 10-12
FALL OR SPRING SEMESTER

This course focuses on designing and building in 3D with an emphasis on methods of construction and exploration of materials. Starting with foundations and principles of three-dimensional thinking, design, and site-specificity, students will explore space with a variety of materials such as fabric, yarn, found objects, paper, wood, and nature. Projects will encompass issues of building and sustainability, including sculpture, furniture, experimental architecture and beyond. Visual literacy is a key component of the class.

GRAPHIC DESIGN

GRADES 10-12
FALL OR SPRING SEMESTER

This course introduces students to concepts in design, color theory, and typography. Projects may include logo design, advertising campaigns, book covers, movie posters and graphic art production. Students use Adobe Creative Suite applications such as Illustrator and Photoshop to produce polished, premium quality work. Basic digital photography skills are also covered.

CERAMICS 1: BEGINNING

GRADES 9-12

FALL SEMESTER

This course is an exploration of ceramics using a variety of hand-building methods. Students will make work employing techniques such as pinching, coiling, and slab building. Throughout the semester, students will also explore surface design techniques using underglazes and glazes. A notebook is required for sketching, glaze notation, and the development of a vocabulary of design elements and ceramic terms

CERAMICS 2: BEGINNING

GRADES 9-12

SPRING SEMESTER

Prerequisite: Ceramics 1

This course is an introductory deep dive into throwing on the potter's wheel. Through a series of projects, students will learn the fundamentals of throwing to produce objects such as mugs, bowls, and vases. Throughout the semester students will further explore surface design techniques using underglazes and glazes with a focus on pottery-specific glazing techniques. A notebook is required for sketching, glaze notation, and the development of a vocabulary of design elements and ceramic terms.

CERAMICS 3: INTERMEDIATE

GRADES 10-12

FALL SEMESTER

Prerequisite: Ceramics 1 and 2

This course presents an opportunity for students to continue to work with clay on the potter's wheel using techniques that build on previously learned skills. Projects will focus on refining skills while creating more complex forms such as platters, pitchers, and teapots.

CERAMICS 4: INTERMEDIATE

GRADES 10-12

SPRING SEMESTER

Prerequisite: Ceramics 1-3

This course presents an opportunity for students to continue working in clay using the potter's wheel, hand-building, and/or combined techniques building on previously learned skills. Functional and non-functional design are explored, and emphasis is placed on concept and multi-element forms as dictated by the student's area of interest.

CERAMICS 5: ADVANCED

GRADES 11-12

FALL SEMESTER

Prerequisite: Ceramics 1-4

This course is designed to deepen a student's understanding of the entire ceramic production process. With a combination of teacher-guided and student-led projects, we will push concepts and refinement. Projects will include large-scale sculpture and large-scale wheel-thrown vessels. Additionally, students will learn glaze chemistry and formulation in order to develop a personal palette. Materials will include stoneware and porcelain. Students pursuing AP designation in 12th Grade will begin to produce work with a focus for the following year.

CERAMICS 6: ADVANCED

GRADES 11-12

SPRING SEMESTER

Prerequisite: Ceramics 1-5

This course is designed to further deepen a student's understanding of the ceramic production process. With a combination of teacher-guided and student-led projects, we will continue to push concepts along with refinement. Materials will include stoneware and porcelain. Students pursuing AP designation in 12th Grade will continue to produce work with a focus towards the following year.

CERAMICS 7: SENIOR THESIS

GRADE 12

FALL SEMESTER

Prerequisite: Ceramics 1-6

This is a course for students who are self-directed and invested in their art practice. Students will carry out the goal of either building and submitting an AP portfolio to the College Board or developing a body of work agreed upon by the student and instructor. Qualifying AP students will require two semesters to complete their portfolio, while Senior Thesis students can choose one to two semesters of studio time. All AP hopefuls will submit a qualifying portfolio within the first month of the first semester before they advance to AP candidacy.

CERAMICS 8: SENIOR THESIS

GRADE 12

SPRING SEMESTER

Prerequisite: Ceramics 1-7

This is a course for students who are self-directed and invested in their art practice and want to further pursue their exploration into ceramic work. Students will continue to dive deep into an area of interest to produce a body of work that is conceptually cohesive with a high level of refinement for a thesis exhibition and portfolio. Students will also have the opportunity to further develop their own glazes and clay bodies. Materials may include stoneware, porcelain, and mixed media.

DRAWING & PAINTING 1: BEGINNINGGRADES 9-12FALL SEMESTER

This course focuses on developing fundamental skills in drawing and painting. Emphasis is placed on the study of form, light and shadow, color, and composition through the exploration of techniques primarily in dry media. Students develop a basic art and design vocabulary while developing their observational, analytical, technical, and expressive studio art skills.

DRAWING & PAINTING 2: BEGINNINGGRADES 9-12SPRING SEMESTER*Prerequisite:* Drawing & Painting 1

This course continues to build on skills developed in the first semester with further emphasis on the study of light, form, color, and composition through the exploration of techniques primarily in wet media. Students will continue to add to their art and design vocabulary while increasing their technical, expressive, and conceptual studio art skills.

DRAWING & PAINTING 3: INTERMEDIATEGRADES 10-12FALL SEMESTER*Prerequisite:* Drawing & Painting 1 and 2

This course offers students the opportunity to hone skills introduced in Beginning Drawing and Painting. Emphasis is placed on developing a personal voice and style through both long-term and short-term assignments. Students will push the boundaries of traditional approaches while thinking more conceptually about their work.

DRAWING & PAINTING 4: INTERMEDIATEGRADES 10-12SPRING SEMESTER*Prerequisite:* Drawing & Painting 1-3

This course further develops concepts introduced in Drawing and Painting 3. Students will continue to experiment with a variety of drawing and painting approaches and materials while fine tuning their conceptual, planning, and refinement skills.

DRAWING & PAINTING 5: ADVANCEDGRADES 11-12FALL SEMESTER*Prerequisite:* Drawing & Painting 1-4

This course focuses on portfolio development, material exploration, and critical thought through meaningful dialogue and research. Students will develop a personal investigation that will guide their work throughout the semester in experimentation, production, and presentation. By examining contemporary aesthetics, use of materials in painting, and conceptual exhibitions, students will create inspired work related to their inquiry.

DRAWING & PAINTING 6: ADVANCEDGRADES 11-12SPRING SEMESTER*Prerequisite:* Drawing & Painting 1-5

This course further develops ideas and concepts initiated in Drawing and Painting 5. Students will continue to build a cohesive portfolio that can be used for either an AP portfolio, personal exploration, and/or college applications.

DRAWING & PAINTING 7: SENIOR THESISGRADE 12FALL SEMESTER*Prerequisite:* Drawing & Painting 1-6

This course is for students who are self-directed, skilled, and invested in their art practice. Students will carry out the goal of either building and submitting an AP portfolio to the College Board or developing a body of work agreed upon by the student and instructor. Qualifying AP students will require two semesters to complete their portfolio, while Senior Thesis students can choose one to two semesters of studio time. All AP hopefuls will submit a qualifying portfolio within the first month of the first semester before they advance to AP candidacy.

DRAWING & PAINTING 8: SENIOR THESISGRADE 12SPRING SEMESTER*Prerequisite:* Drawing & Painting 1-7

This course further explores ideas and concepts initiated in Drawing and Painting 7. Students will continue to produce a cohesive body of work while remaining engaged with the process of self-expression, analysis and revision. The opportunity to present a culmination of work in the Senior Thesis exhibition will be given to prepared students in Seaver Gallery.

DIGITAL MEDIA 1: BEGINNING

GRADES 9-12

FALL SEMESTER

This course, which is a prerequisite for further study in Film and Video, Animation, and Graphic Design, introduces students to basic concepts of art, design, time-based media, and current digital creation tools. The course includes an introduction to digital still photography, video capture, non-narrative video editing, animation principles, animation planning and execution, typography, color theory, and visual hierarchy. Throughout the semester, students work toward completion of a multimedia project which includes live action video, animation, and graphics. Software and equipment include: Adobe Photoshop, Premiere Pro, After Effects, Adobe Illustrator, digital cameras, tripods, Dragon Frame, LED lighting, and microphones.

DIGITAL MEDIA 2: BEGINNING

GRADES 9-12

SPRING SEMESTER

Prerequisite: Digital Media 1

In this semester course, students build upon skills and understandings learned in Digital Media 1, choosing video production, animation, or graphic design to explore further. This exploration includes a deeper dive into concepts and skill sets in preparation for continued study in their chosen medium. Software and equipment include: Adobe Photoshop, Premiere Pro, After Effects, Adobe Illustrator, digital cameras, tripods, Dragon Frame, LED lighting, and microphones.

FILM & VIDEO 3: INTERMEDIATE

GRADES 10-12

FALL SEMESTER

Prerequisite: Film & Video 1 and 2

Building on the core skills developed in Beginning Film and Video, this course will include storytelling and visual design as well as more advanced techniques of sound design, animation and visual effects. Expanding knowledge of Adobe Premiere Pro, After Effects, and Photoshop, and adding Adobe Animate, students will create video art using composition techniques, produce more advanced animations and learn to write a script.

FILM & VIDEO 4: INTERMEDIATE

GRADES 10-12

SPRING SEMESTER

Prerequisite: Film & Video 1-3

In this course, students continue to develop video production skills. Focusing on project planning, cinematography, and editing, students will complete longer individual and group projects including a narrative dialogue film using Adobe Premiere and Adobe After Effects.

FILM & VIDEO 5: ADVANCED

GRADES 11-12

FALL SEMESTER

Prerequisite: Film & Video 1-4

This course offers students the opportunity to continue developing the skills they acquired in Beginning and Intermediate Film and Video. With a focus on exploration in their chosen specialization—narrative, documentary, video art, or animation—students will write, shoot and edit three to five minute short films in groups. Special attention will be given to continuity, point of view, storytelling, and concept development. Topics include: how to edit and manage a production cycle, video installation.

FILM & VIDEO 6: ADVANCED

GRADES 11-12

SPRING SEMESTER

Prerequisite: Film & Video 1-5

In this course, students continue to develop skills in their specialization or try a different area to explore. Emphasis is on a longer (5-10 minutes), more elaborate work. Students also focus on preparing for exhibition and portfolio development.

FILM & VIDEO 7: SENIOR THESIS

GRADE 12

FALL SEMESTER

Prerequisite: Film & Video 1-6

Students will propose a thesis project to the instructor including a plan for completing the project by the end of the first semester (or year if planning to enroll in Film & Video 7 and 8). Each student in the class will work on productions as key creative team members, mentored by the instructor. Each student will also participate in the full pre-production, production, and post-production of their chosen project and this will require arranging for and choosing locations, obtaining music rights, casting actors, hiring film crews or completing animation, construction, and research. By the end of the course, each student will have completed a short film or related project and received guidance in entering festivals.

FILM & VIDEO 8: SENIOR THESIS

GRADE 12

SPRING SEMESTER

Prerequisite: Film & Video 1-7

Students in this course will continue working on their thesis project. Each student in the class will work on productions as key creative team members, mentored by the instructor. Each student will also participate in the full pre-production, production, and post-production of their chosen project, which may be in any area of concentration or a multimedia/multidisciplinary project. This will require arranging for and choosing locations, obtaining music rights, casting actors, hiring film crews or completing animation, construction, and research depending on the individual project. By the end of the course, each student will have completed a short film or related project and received guidance in entering festivals.

PHOTOGRAPHY 1: BEGINNING

GRADES 9-12

FALL SEMESTER

This course introduces the study of foundational elements of film photography: manual cameras with black-and-white 35mm film, film development, and silver gelatin darkroom printing with enlargers. Projects promote an understanding of aperture and shutter speed, as well as conventions of design and critical evaluation. Emphasis will be placed on an art historical take of the medium and issues around representation. Alternative processes, including photograms and cyanotype, are introduced. A cohesive method for interpreting photographs and visual culture is introduced. Students participate in group exhibitions.

PHOTOGRAPHY 2: BEGINNING

GRADES 9-12

SPRING SEMESTER

Prerequisite: Photography 1

Building on camera and darkroom skills learned in Beginning Photography 1, students will use photography for expressive and conceptual project-based work. Historical genres of photography, such as portraiture, still life, documentary, and landscape, will be introduced through practice. Vocabulary, principles, and elements of 2D mediums are explored. Camera-less photography and digital imaging are also a component. A cohesive method for interpreting photographs and visual culture is further explored. Group critique is introduced.

PHOTOGRAPHY 3: INTERMEDIATE

GRADES 10-12

FALL SEMESTER

Prerequisite: Photography 1 and 2

Building on foundations of darkroom photography, and continuing the historical and theoretical perspectives introduced in Beginning Photography, this course will branch into the digital realm. Emphasis will be placed on a thorough understanding of light and color grounded in the principles and elements of 2D design. Projects will promote advanced technical proficiency with DSLR cameras, introduction to Adobe Creative Suite, and exhibition print production. Group critique and exhibition are further explored.

PHOTOGRAPHY 4: INTERMEDIATE

GRADES 10-12

SPRING SEMESTER

Prerequisite: Photography 1-3

Expanding on skills acquired in Intermediate Photography 3, students are introduced to medium format photography, lighting studio and equipment, and project-based experimentation. Darkroom and digital techniques are explored, including alternative processes such as pinhole cameras and cyanotypes. Group critique and exhibition are a major component of the course. Critical readings, the

history of photography, and photography within the context of contemporary art are central to the course. Each student will further hone their own unique voice and vision in their work.

PHOTOGRAPHY 5: ADVANCED

GRADES 11-12

FALL SEMESTER

Prerequisite: Photography 1-4

Having acquired the skills necessary for advanced work, this course provides a project-based structure for independent exploration. Portfolio development and preparation will include collage, digital, and experimental photography, with an emphasis on an expanded conception of photographic form. Students will deepen their understanding of how photographs operate culturally, how research and writing inform art practice, and how group critique and exhibition opportunities inspire and inform production. Students pursuing AP designation in 12th Grade will begin fabricating a qualifying portfolio for the following year.

PHOTOGRAPHY 6: ADVANCED

GRADES 11-12

SPRING SEMESTER

Prerequisite: Photography 1-5

Continuing research and practice cultivated in Advanced Photography 5, students produce independent projects, conduct artistic research, write statements about their practice and work, and hone their observational and critique skills. Critical texts related to each student's individual interests and processes will be assigned, and presentations of research will be expected. Students will invest in the advancement of their peers in classroom dialogue and critique. Exhibition and competition opportunities beyond Marlborough are explored.

PHOTOGRAPHY 7: SENIOR THESIS

GRADE 12

FALL SEMESTER

Prerequisite: Photography 1-6

This course is for students who are self-directed, technically skilled, and invested in their art practice. Students will carry out the goal of either submitting an AP portfolio or developing a body of work agreed upon by the student and instructor. All AP hopefuls will submit a qualifying portfolio within the first month of the first semester before they advance to candidacy. Preparation for the Senior Thesis exhibition is a primary goal of the course. Exhibition and competition opportunities beyond Marlborough are explored.

PHOTOGRAPHY 8: SENIOR THESIS

GRADE 12

SPRING SEMESTER

Prerequisite: Photography 1-7

Building on work from Senior Thesis Photography 7, this course is designed to address a broad interpretation of two-dimensional issues specifically in, but not limited to, photography. A variety of media, techniques, and approaches to representation, abstraction, and exhibition will be explored. Works for this course will include a critical and purposeful use of the elements and principles of design and promote advanced experimentation with ideas, materials, and processes. A culminating Senior Thesis exhibition will provide students with an opportunity to engage their peers and community in social and material ideas and debates of contemporary art practice.

AP ART AND DESIGN

GRADE 12

FULL YEAR

Prerequisites: Six semesters of studio coursework beyond 8th grade, portfolio review, and departmental approval

This is a course intended to assist the serious art student in preparing artwork for one of the four portfolio options listed below. Students are expected to be self-directed, able to generate original ideas, and work at an advanced level. Students are responsible for creating original artwork and submitting that work in digital form according to the specific requirements of the portfolio chosen. The AP portfolio may include artwork from previous years, therefore it is recommended that work for this course be compiled over a two-year period with the assistance of an instructor. Students must first meet a set of criteria before they can be enrolled into one of the AP Art courses. Advanced summer preparation is expected. Interested AP students will sign up for the Senior Thesis course in their preferred discipline of study (see course descriptions above). In the fall, students will undergo a portfolio review by the Visual Arts Department. If it is determined that the student has met the necessary requirements, then they may advance to one of the AP Art and Design courses at that time. There is no guarantee that the student will enter one of the AP Art courses; those students who do not meet the criteria will continue to be enrolled in Senior Thesis.

The following AP Art portfolios are offered:

- **AP DRAWING**
- **AP 2-D ART AND DESIGN (Drawing & Painting)**
- **AP 2-D ART AND DESIGN (Photography)**
- **AP 3-D ART AND DESIGN (Ceramics)**



FINE ARTS REQUIREMENTS FOR THE UNIVERSITY OF CALIFORNIA

To be eligible for admission to the University of California, students must take the equivalent of one year-long course in visual or performing arts. The following Marlborough courses in the Performing Arts fulfill the UC Fine Arts requirement:

Dance I/II ∞

Ceramics 1 & 2 ∞

Drawing and Painting 1 & 2 ∞

Film & Video 1 & 2 ∞

Digital Media 1 & 2 ∞

Photography 1 & 2 ∞

AP Art and Design

AP Drawing

AP 2-D Art and Design

AP 3-D Art and Design

∞ Indicates that the courses must be taken in the fall/spring of the same school year.

CAPSTONE IN THE VISUAL ARTS

GRADE 12

FULL YEAR

Prerequisites: A demonstrated interest and ability in one particular field of art, support of a Marlborough adult mentor with knowledge of the field, departmental approval, and permission from the Division Head. Extensive work during the summer before the senior year is expected.

The arts are broadly defined as any and all practices involving the intentional expression or application of creative skill and imagination. Twelfth-grade students who have already demonstrated a passion for and a commitment to one of these disciplines during their time at Marlborough may pursue a Capstone Project in the Arts. Building upon their previous work in a particular artform, Capstone in the Arts students will design a year-long program of study, practice, and creation under the direction of a Marlborough faculty member. After completing a predetermined program of intensive summer work, during the first semester students will expand upon and refine their understanding of, appreciation for, and abilities in one specific area of focus, culminating with a proposal for a final project in the form of a substantial work of art. The second semester is dedicated to the design, creation, and execution of the proposed aesthetic piece. The course ends with a reflective commentary on both the process and the final work.

“Our Visual Arts curriculum is designed to cultivate the whole innovator. Students acquire technical mastery alongside the visual intelligence necessary for critically interpreting our media-driven culture. They are challenged to forge new ideas through experimentation, problem-solving, and ethical reflection, directly aligning with Marlborough’s mission to cultivate adaptable and innovative thinkers. Through engagement with contemporary issues, students learn to translate their unique perspectives into meaningful visual narratives, developing the agile mindset required to lead and innovate in the 21st-century’s visual landscape.”

MS. CHELSEA DEAN

Department Head of Visual Arts



WORLD LANGUAGES

In French, Korean, Mandarin Chinese, and Spanish, the sequence of courses develops the four language skills of listening, speaking, reading, and writing, and includes appropriate cultural, historical, and literary materials at all levels. The goal of the World Languages Department is to enable students to attain increasingly higher levels of proficiency as measured by the national standards set forth by the American Council of Teachers of Foreign Languages (ACTFL). In addition, the Department seeks to instill an appreciation of Chinese, Francophone, Hispanophone, and Korean cultures. Students are encouraged to go beyond Level III in World Languages either by taking more advanced courses in their current language, or by starting another language.



PLACEMENT INTO A LANGUAGE

The Department uses the STAMP (STAndards-based Measurement of Proficiency) assessment in the spring to determine whether a student has attained the proficiency necessary to advance to the next level.

Students who are interested in accelerating in their language class will need to complete a summer course that is equivalent to the level of the class to which they are trying to advance. In August, students will be signed up for the STAMP to determine whether they have met the benchmark to level up. If the student has already met the benchmark prior to completing the course, they will need to schedule an oral placement exam to ensure that the placement is appropriate.

Students who are interested in Honors or AP and did not meet the proficiency benchmark in the spring will need to work independently in the summer using resources provided by their instructor. Students will need to schedule an oral placement exam or a STAMP, depending on the teacher's recommendation.

INTRODUCTION TO WORLD LANGUAGES

GRADE 7 FULL YEAR

This course is designed for incoming 7th-grade students as an introduction to the foundational concepts of learning a new language. This course allows students to explore language through a study of the mechanics of language and a study of the interconnectedness of languages and cultures globally. This course also provides a larger awareness of and appreciation for all of the languages that we offer: French, Korean, Mandarin Chinese, and Spanish. Students explore art, culture, geography, and social justice concepts as they relate to each of our language offerings. This course aims to provide each student with an opportunity to explore their linguistic and cultural interests before they begin their formal study of a language the following year.

FRENCH I

FULL YEAR

This course provides an introduction to French language and culture, emphasizing pronunciation, grammar, and cultural understanding. Conducted almost entirely in French and with a broad focus on the diversity of the francophone world, this course helps immerse students in the language, and in the cultures they study. Throughout the course, students will progress in the four language competencies: reading, writing, speaking, and listening. As part of the course, students will also participate in the STAMP assessment to evaluate their proficiency and progress in their French language acquisition. By the end of the year, students should aim for a Novice-Mid on the STAMP, indicating that they can form simple sentences, accomplish basic tasks, and communicate effectively in situations that relate to their daily lives.

FRENCH II

FULL YEAR

Prerequisite: French I and Novice-Mid Proficiency in 3 of 4 standards on the STAMP exam

At this level, students learn to use more complex patterns of speech and writing to be able to give advice and narrate with greater confidence in the past, present, and future, and to read longer texts.. This course is conducted almost entirely in French. Written assignments encourage more freedom of expression. Students gain further acquaintance with the culture and history of the francophone world. Students who successfully complete this course should demonstrate Intermediate-Low proficiency in at least 3 of the 4 ACTFL standards. Students who want to enroll in Honors French III must attain Intermediate-Mid proficiency in 3 of the 4 ACTFL standards and one of those skills must be speaking, in addition to the teacher's recommendation based on mastery of skills.

FRENCH III

FULL YEAR

Prerequisite: French II and Intermediate-Low Proficiency in 3 of 4 STAMP standards

This course consolidates previously-learned materials and adds further depth to students' control and mastery of the four skills. More complex grammatical structures are introduced and composition work is expanded in scope and variety. Students engage with authentic reading material such as current events. The course is conducted almost entirely in French; regular participation is required. Further acquaintance with the history and culture of French-speaking peoples is developed through readings, films, and projects. Students who successfully complete this course should demonstrate Intermediate-Mid proficiency in at least 3 of the 4 ACTFL standards.

HONORS FRENCH III

FULL YEAR

Prerequisite: French II and Intermediate-Mid Proficiency in 3 of 4 standards on the STAMP exam (including speaking) plus departmental approval

This course is preparation for Advanced Placement French Language, and stresses proficiency in the four language skills. Materials are presented in unabridged and unedited forms: news reports and videos, essays, and literature. Listening and speaking skills are central to the course in the form of informational and personal presentations. The course is conducted almost entirely in French; regular participation is required. Giving advice, making hypotheses, and narrating with confidence between past, present, and future are the three core techniques students work on. Students who successfully complete this course should demonstrate Intermediate-High proficiency in at least 3 of the 4 ACTFL standards.

FRENCH IV

FULL YEAR

Prerequisite: French III or Honors French III and Intermediate-Mid Proficiency in 3 of 4 STAMP standards

French 4 is a comprehensive yearlong course designed for students who have successfully completed French 3 or demonstrate equivalent proficiency. At this level, the curriculum shifts from foundational language acquisition toward critical global citizenship, challenging students to navigate complex contemporary issues through a Francophone lens. Throughout the year, students analyze the disruptive impact of artificial intelligence on the labor market, deconstruct the historical roots of systemic racism in France, and advocate for the preservation of indigenous cultures across the South Pacific and Africa. Whether debating healthcare equity or evaluating Rwanda's socio-economic transformation, students refine their skills in composing analytical essays and delivering polished oral arguments. Ultimately, this course empowers students to utilize advanced syntax and sociolinguistic sensitivity to address the pressing challenges of our interconnected world.

AP FRENCH LANGUAGE AND CULTURE

FULL YEAR

Prerequisite: Honors French III or French IV and a score of Intermediate-High or higher on 3 out of the STAMP standards (including speaking), plus departmental approval

This course is intended as preparation for the Advanced Placement exam in French Language and Culture. It emphasizes the use of language for active communication in formal and informal situations within a variety of contexts that explore six different cultural themes. The course is conducted entirely in French; regular participation is required. These themes are designed to involve students in real-life situations through authentic materials of all kinds (including newspaper articles, literature, audios, and films) and to encourage them to make connections to other disciplines and compare aspects of the target culture with their own.

ADVANCED TOPICS: RESEARCH SEMINAR IN FRANCOPHONE CULTURE*

FULL YEAR

Prerequisite: AP French Language and departmental approval. It will be offered in 2026-2027.

In this immersive, content-based course, students engage in all four language skills. The course is organized around a series of broad questions aimed at better understanding the histories, rebels, and revolutionaries that shaped the French-speaking world. Students explore the intangible patrimony of these cultures, and the futures in store for the French language and the people who speak it. Through a series of guided research projects, students become experts in one region of the Francophone world. Each unit concludes with a miniature research symposium where students present their work, followed by a round table discussion on the unit's guiding question, anchored in the research done by the class. Students learn from individual investigation and spirited exchange in order to achieve deep understanding of Francophone cultures, all while refining their advanced language skills.

KOREAN I

FULL YEAR

The course will cover essential aspects of Korean language, history, and culture. The class begins with the Korean writing system (Hangeul), where students will practice both handwriting and typing in Hangeul. Students will learn how to build basic phrases using simple vocabulary and grammar points, engaging in simple conversation. Basic cultural concepts integrated into each unit and a brief overview of Korean history will also be introduced. Students who successfully complete this course should be able to demonstrate Novice-Mid proficiency in at least 3 of the 4 ACTFL standards.

KOREAN II

FULL YEAR

Prerequisite: Korean I and a score of Novice-Mid or higher in 3 of 4 STAMP standards and/or departmental approval

In this course, students will continue to explore essential aspects of Korean language, history, and culture. Students further develop basic proficiency in the four skills (reading, writing, listening, and speaking) and will be able to control a wider vocabulary and build short paragraphs narrating and describing everyday topics. Students will also explore the cultural values of Korean society through engaging in discussions about historical and current events in Korea and the Korean-American community. Students who successfully complete this course should demonstrate Novice-High proficiency in at least 3 of the 4 standards on the STAMP exam.

HONORS KOREAN III

FULL YEAR

Prerequisite: Korean II and a score of Novice-High or higher in 3 of the 4 STAMP standards, plus departmental approval

This course is conducted principally in Korean; regular participation is required. More complex grammatical structures and vocabulary are introduced. Composition practice is expanded in scope and variety. Students will focus on developing all four skills through different means of communication (different types of sources and media). Students will develop a further understanding of Korean history and culture through readings, films, and projects, and will be able to make comparisons to that of the U.S. Students who successfully complete this course should attain Intermediate-Low proficiency or higher in 3 of the 4 ACTFL standards.

HONORS KOREAN IV

FULL YEAR

Prerequisite: Honors Korean III and a score of Intermediate-Low or higher in 3 of the 4 STAMP standards, plus departmental approval

This course prepares students for advanced Korean study and develops their overall language proficiency through extensive practice in reading, writing, speaking, and listening using authentic materials. Grammar review and vocabulary expansion, including idiomatic expressions and Sino-Korean roots, are emphasized. Students will give oral presentations in Korean on a regular basis and engage in structured discussions on various topics. Using a variety of print and visual media, students will explore key aspects of Korean history, culture, and society, including modern issues and global perspectives. Selected works from Korean literature and other cultural texts will also be introduced. Students who successfully complete this course should attain Intermediate-Mid proficiency in at least 3 of the 4 standards of the STAMP exam.

ADVANCED TOPICS IN KOREAN*

FULL YEAR

Prerequisite: Honors Korean IV and a score of Intermediate-Low or higher in 3 of the 4 STAMP standards, plus departmental approval

Advanced Topics in Korean is an immersive course for students seeking high-level fluency by exploring the authentic lived experiences and internal perspectives of the Korean people. Moving beyond global perceptions, the curriculum examines Korea's historical and contemporary identity through native literature, media, and lifestyle trends. Students will analyze the nuances of traditional values like jeong and nunchi, the evolution of social structures, and the complexities of modern life in the peninsula. Through project-based learning and discussions on Korea's standing in the modern world, students refine analytical skills while developing the intercultural competence necessary to navigate complex sociocultural landscapes.

MANDARIN CHINESE I

FULL YEAR

This course is the first step in the process of acquiring language proficiency. The class begins with the Chinese pronunciation system (Pinyin) and Chinese character writing (including practicing calligraphy with brushes and ink). Students will develop basic proficiency in reading, writing, speaking, and listening. Everyday grammar and vocabulary expressions are emphasized. Students begin to write sentences and watch film clips in Chinese. Cultural concepts are presented to facilitate the language learning experience. Students will learn how to look up and use Chinese characters and phrases through different Chinese computer software. Students who successfully complete this course should attain Novice-Mid proficiency in at least 3 of the 4 ACTFL standards.

MANDARIN CHINESE II

FULL YEAR

Prerequisite: Chinese I and a score of Novice-Mid Proficiency or higher in 3 of the 4 STAMP standards

At this level, students learn more complex grammar patterns and expand their vocabulary. They read longer texts, write longer paragraphs, watch more complex film clips, and receive more intensive training in expressing ideas through oral presentations. They will also become further acquainted with Chinese culture and history. Students who successfully complete this course should earn scores of Novice-High proficiency in at least 3 of the 4 ACTFL standards. Students considering the Honors/AP track should have scores of Novice-High or higher in all four of the standards, or demonstrate mastery of four skills based on previous work, in addition to the teacher's recommendation.

HONORS MANDARIN CHINESE III

FULL YEAR

Prerequisite: Chinese II and a score of Novice-High or higher in 3 of the 4 STAMP standards, plus departmental approval

The class is conducted principally in Chinese. More complex grammatical structures and difficult vocabulary (including Chinese idioms) are introduced. Composition practice is expanded in scope and variety. Readings include various types of Chinese materials that preview material covered in Honors IV and AP Chinese, ranging from newspaper articles to contemporary literature. Comparisons between U.S. and Chinese history and culture are developed through readings, films, and projects. Students who successfully complete this course should attain Intermediate-Low proficiency in 3 of the 4 standards on the STAMP exam; one of the Intermediate-Low scores must be in speaking.

HONORS MANDARIN CHINESE IV

FULL YEAR

Prerequisite: Honors Chinese III and a score of Intermediate-Low or higher in 3 of the 4 STAMP standards, plus departmental approval

This course prepares students to enroll in AP Chinese. It develops students' overall language proficiency through extensive training in reading, writing, speaking, and listening with authentic materials. Grammar review and vocabulary expansion are emphasized. Students give oral presentations in Chinese on a regular basis. With a variety of print and visual media, students will be exposed to various aspects of Chinese history, culture, and society. Different literary genres will also be introduced. Students who successfully complete this course should attain Intermediate-Mid proficiency in at least 3 of the 4 standards of the STAMP exam.

AP CHINESE LANGUAGE AND CULTURE

FULL YEAR

Prerequisite: Honors Chinese III or Honors Chinese IV and a score of Intermediate-Mid Proficiency or higher in at least 3 of the 4 STAMP standards, plus departmental approval

This course is intended to prepare students for the Advanced Placement exam in Chinese Language and Culture by helping them master the requisite linguistic skills: narrating a story, replying to an email, carrying on a simulated conversation, making a cultural comparison, as well as answering listening and reading multiple-choice questions. Students will accomplish this goal through the use of authentic Chinese media—such as contemporary literature, audio, and film—and regular language practice. In addition, students will develop their vocabulary and written skills, giving them the tools and confidence needed to apply Chinese language in the real world.

ADVANCED TOPICS IN CHINESE CULTURE

FULL YEAR

Prerequisite: AP Chinese plus departmental approval. It will next be offered in 2027-2028

Advanced Chinese is a language course designed for students who wish to continue their studies in Chinese language and culture. It is a two-semester course conducted almost exclusively in Mandarin Chinese, which further strengthens students' ability to communicate in Chinese, cultivate more interest in Chinese literature and theater, and explore Chinese history and culture more deeply. The course covers works of Chinese literature, the history of China, traditional and modern Chinese values, and entertainment. The focus is on enhancing students' language skills, and critical thinking skills through project-based learning, experiential learning, class discussions, presentations, and assignments.

ADVANCED TOPICS IN CHINESE LANGUAGE & LEADERSHIP

FULL YEAR

Prerequisite: AP Chinese plus departmental approval

Global China is an advanced Mandarin immersion course designed for students who seek to apply high-level Chinese proficiency to contemporary global issues. Alternating with Advanced Topics in Chinese Culture, this course emphasizes modern China's role in international relations, global business, economics, technology, media, and cultural diplomacy. Particular focus is placed on the specialized language, discourse styles, and professional vocabulary used in international negotiations, global commerce, economic analysis, technological innovation, media communication, and diplomatic dialogue. Conducted primarily in Mandarin, students analyze authentic sources, engage in simulations and debates, and complete research-based projects connecting language with real-world contexts. This course prepares students for careers in international affairs, global commerce, policy, finance, and cross-cultural leadership.

SPANISH I

FULL YEAR

This course is an introduction to Spanish language and culture, emphasizing pronunciation, grammar, and cultural understanding. The course is taught almost entirely in Spanish in order to help immerse students in the language and cultures they study. Students will focus on developing the four language competencies and will engage in a variety of activities, projects, oral presentations, readings, and written composition with listening comprehension and oral participation strongly emphasized. Students will also gain an understanding of culturally appropriate responses, traditions, and practices. Students who successfully complete this course should demonstrate Novice-High on the STAMP exam, indicating that they can form simple sentences, accomplish basic tasks, and communicate effectively in situations that relate to their daily lives.

SPANISH II

FULL YEAR

Prerequisite: Spanish I and a score of Novice-High Proficiency in 3 of the 4 standards on the STAMP exam

This course is taught entirely in Spanish as students expand their ability to express themselves and to understand spoken and written communication. Special emphasis is placed on acquiring the ability to use more complex patterns of speech and writing, focusing on present, past, and future tenses. Short passages of literary quality are presented, and written assignments encourage more freedom of expression. Further acquaintance with the culture and history of Spanish-speaking peoples is included. Students who successfully complete this course should demonstrate Intermediate-Low proficiency in at least 3 of the 4 ACTFL standards. Students who want to enroll in Honors Spanish III must attain Intermediate-Mid proficiency in 3 of the 4 ACTFL standards and one of those skills must be speaking.

SPANISH III

FULL YEAR

Prerequisite: Spanish II and a score of Intermediate-Low Proficiency in 3 of the 4 standards on the STAMP exam

This course consolidates previously-learned materials and adds further depth to students' control of the four core linguistic skills. Grammatical structures are reviewed, and practice is given in using these structures. Readings include articles as well as other types of texts. Further acquaintance with the history and culture of Spanish-speaking peoples is developed through readings and films. Students who successfully complete this course should attain Intermediate-Mid proficiency in at least 3 of the 4 ACTFL standards.

HONORS SPANISH III

FULL YEAR

Prerequisite: Spanish II and a score of Intermediate-Mid Proficiency in 3 of the 4 standards on the STAMP exam (including speaking), plus departmental approval

This course is preparation for Advanced Placement Spanish Language and Culture, and stresses proficiency in the four language skills. Materials are presented in unabridged and unedited forms: news reports, videos, and articles. Listening and speaking skills are central to the course in the form of consistent classroom discussions and participation. The course is conducted entirely in Spanish; regular participation is required. Giving advice, expressing opinions, and narrating with confidence between past, present, and future are the three core techniques students work on. Students who successfully complete this course should demonstrate Intermediate-High proficiency in at least 3 of the 4 ACTFL standards.

SPANISH IV: INTENSIVE GRAMMAR AND COMPOSITION

FALL SEMESTER

Prerequisite: Spanish III or Honors Spanish III and a score of Intermediate-Mid Proficiency in 3 of the 4 standards of the STAMP exam

This course is designed for students who have completed their Spanish requirement and wish to continue their study of the language, but who are not yet prepared for Advanced Placement. Spanish Grammar and Composition is an intensive review of those grammatical concepts which are typically the most difficult for intermediate-level students, such as the preterite/imperfect past distinction, the subjunctive mood, and pronoun usage. While the course will engage all four linguistic domains—listening, speaking, reading, writing—students should expect regular short to intermediate length composition assignments as the principal means of practicing and assessing their improvement. Students who successfully complete this course should demonstrate Intermediate-High proficiency in at least 3 of the 4 ACTFL standards.

SPANISH IV: SPANISH AREA STUDIES

SPRING SEMESTER

Prerequisite: Spanish IV: Intensive Grammar and Composition or an overall score of Intermediate-Mid or higher in 3 of the 4 standards of the STAMP exam (including reading)

This course is designed for students with intermediate-high to advanced proficiency in Spanish who wish to expand their competence in the language and deepen their knowledge of Hispanophone culture through the in-depth study of a single area where the language is used. Drawing on a combination of videos, short readings, and lectures, students will have the experience of using their Spanish to learn about a complex subject with which they have little, if any, familiarity. Topics to be explored include: geography, linguistics, history, contemporary politics, art, architecture, cinema, and popular culture.

AP SPANISH LANGUAGE AND CULTURE

FULL YEAR

Prerequisite: Honors Spanish III or Spanish IV and a score of Intermediate-High or higher in 3 of the 4 standards of the STAMP exam (including speaking), plus departmental approval

This course is intended as preparation for the Advanced Placement exam in Spanish Language and Culture.

The instructor emphasizes the use of language for active communication in formal and informal situations within a variety of contexts that explore six different cultural themes. The course is conducted entirely in Spanish and regular participation is required. These themes are designed to involve students in real-life situations through authentic materials and to encourage them to make connections to other disciplines and compare aspects of the target culture with their own.

ADVANCED TOPICS IN HISPANIC AND HISPANOPHONE CULTURE*

FULL YEAR

Prerequisite: AP Spanish and departmental approval; this course is offered every other year. It will be offered in 2027-2028

This is a content-based, immersive course designed to engage all four skills (speaking, writing, listening, and reading) through the study of fine art, poetry, the novel, and film from across the Spanish-speaking world. Students will analyze examples from each of these different art forms, discuss them, and ultimately write college-level essays based on what they have learned. In addition to traditional modes of inquiry, the course will include experiential learning opportunities such as actual and virtual museum visits. Along with cultural analysis, time will be devoted to personal aesthetic reflections as well as broader conversations on both the historically-specific and universal meanings of the works literature, art, and film in question.

ADVANCED TOPICS IN HISPANIC LITERATURE*

FULL YEAR

OFFERED IN 2026-2027

Prerequisite: AP Spanish and departmental approval; this course is offered every other year. It will next be offered in 2026-2027.

This course is a seminar on the work of the legendary Colombian novelist Gabriel García Márquez. This seminar will allow students to explore the works of this monumental figure in depth, as they would in a college-level literary seminar. The seminar will begin with a selection of García Márquez's short stories and will be followed by two of his novellas. The second semester will be devoted entirely to García Márquez's universally acknowledged masterpiece, *Cien años de soledad* (1967). Although the primary focus of the course is literature, students will also have the opportunity to examine those works in the context of Latin American history and culture.

"The World Languages Department stands out for its commitment to language learning as a pathway to global citizenship and intercultural competence. Our program prioritizes real-world communication, linguistic exploration, and authentic connections. Beginning in 7th grade, students have the opportunity to see themselves as speakers of Chinese, French, Korean, and Spanish. We have designed an innovative curriculum that encourages students to explore their linguistic interests while developing the skills to become proficient speakers of a second language. Our curriculum invites students to engage with diverse perspectives and step outside their comfort zones; through this process, they come to see themselves as active participants in a multilingual and interconnected world. Our goal is to empower students to apply their language skills to their everyday lives, and communities, fostering empathy and cross-cultural understanding."

MS. ANDRÉA FUENTES

Department Head of World Languages

