CURRICULUM 2026-2027

Middlesex

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MIDDLESEX SCHOOL
DESCRIPTION OF COURSES
2026-2027

ACADEMIC INFORMATION

ACADEMIC PHILOSOPHY

The Middlesex academic program helps students find their promise through a rigorous education that promotes a love of learning and develops the skills that are essential to education in the liberal arts, the fine arts, and the sciences. By and large, the process for developing these skills is collaborative. Learning requires a meeting of faculty and student minds. With small classes, students have the opportunity — indeed, the obligation — to participate actively in the learning process. A Middlesex education depends on each student's presence and good citizenship in class as bedrock elements of the academic program. While at times participation may entail simply listening attentively, more often participation calls for thoughtful class preparation and active involvement in class discussion or class presentations. In such circumstances, teachers are best able to guide students in developing their strengths and strengthening their weaknesses. Students also share responsibility for monitoring their own progress and are expected to seek extra help whenever they find themselves confused or in need of further support. Toward this end, the School provides its students with small classes; a talented, dedicated, and accessible faculty; and the rich and varied curriculum described in the pages that follow.

COURSE SELECTION

Middlesex School encourages its students to think carefully about course selection and to create each year a course of study consistent with their interests, strengths, and background.

Each year, students will be invited to review the *Curriculum* and receive instructions from the Academic Office for creating a course of study.

In planning their program for the coming academic year, current students must meet with their advisors to submit their course requests. Entering students receive information from the Academic Office regarding appropriate course requests and placement.

Academic departments play an active role in the course selection process. In some departments, such as Mathematics, Science and in each of the languages, the departments place students in the appropriate courses and levels each semester. The advice and placement recommendations that departments provide to a student are supported by expert understanding of Middlesex's curriculum and expectations, as well as an eagerness to support students in their academic growth.

Courses at Middlesex are scheduled by time blocks, lettered A through G (these blocks are subject to change as students' schedules are configured). Each block represents a number of class periods a week. Some courses may include extra periods, X; others may meet fewer periods a week.

The *Curriculum* provides the essential minimum of information necessary to request academic courses. For a full description of academic policies, refer to the *Handbook*. The course descriptions are accurate at the time of publication. However, the information listed is subject to revision and change from time to time including, but not limited to, course content and requirements at the discretion of the School, and updated course descriptions are available on the School's website. Although we hope to offer the courses described in this catalogue, courses that do not directly fulfill a diploma requirement will not be taught if enrollment is insufficient. It is the hope of the School to schedule each student into the courses the student has requested. However, for a variety of reasons it is not always possible to schedule each particular student into every course requested.

YEAR AND SEMESTER COURSES

A course listed as *Year* **must** be taken both semesters in succession. Only in an extraordinary circumstance may a student drop a yearlong course at the end of the first semester with the permission of the Department and the Academic Office. A course listed as either *Fall* or *Spring* may be elected only in that semester. A course listed as *Fall, Spring* may be taken in either, but not both, semesters.

CREDIT AND REQUIREMENT SPECIFICATIONS

Courses at the School are offered by academic departments, such as English and Mathematics, and the departments are in turn grouped into divisions: Humanities; STEM (Science, Technology, Engineering and Mathematics); Social Sciences; and Arts. Students are expected to meet requirements set by the departments and within the four divisions.

All students are expected to take a minimum of five-and-a-half courses each semester during their 9th grade and 10th grade years, and five courses each semester during their 11th grade and 12th grade years, unless the Academic Office has made a special exception. Students in 11th and 12th grades should elect their five courses within the limits set by the distributional requirements. In extraordinary circumstances, exceptions to the distributional requirements may be granted by the Academic Office.

After their first semester at Middlesex, a student may elect to take an additional half-credit or full-credit course with the permission of their advisor and the Academic Office and the approval of the Studies Committee. If a student taking an extra course fails one of the courses in their program, that student owes the School a credit to be made up in summer school. No student will be allowed to add for credit or audit a second extra course. Extra courses may not be used to allow a student to make up credit from a prior semester, take fewer credits in a subsequent semester, or graduate early from Middlesex.

Middlesex requires a student to attend 80% of scheduled classes per course to be eligible to receive credit for the course based on the student's graded performance. If attendance is below 80%, a vote of the faculty is required for course credit represented by either a numerical grade or a P (for Pass) or NC (for No Credit). Any P or NC placed on a transcript in lieu of a numerical grade is solely at the discretion of the School. If attendance is below 75%, any vote for credit will be represented on a student's transcript with a P, as a numerical grade cannot accurately represent a student's mastery of the course material or by NC if no credit is given. If attendance is below 70%, no vote will be taken, and the student cannot receive credit for the course. Please see the *Handbook* for further information.

An essential element of Middlesex course credit is physical presence during scheduled class meetings. Academic citizenship includes participation in daily classwork as a contributor and active listener and the experience of the Middlesex classroom relies on the collective effort of each group of students. Electronic or remote attendance may not serve in lieu of presence during a class meeting; there is not an option for students who are absent to attend course meetings via video or other electronic platforms.

A student may not advance to the next school year without successfully acquiring the minimum credits required for the previous academic year. No more than two course credits may be made up through summer work.

To graduate from Middlesex, a student must fulfill the School's academic requirements, as outlined by grade, department, and number and distribution of credits in the *Curriculum*; carve a plaque that is acceptable to the faculty member overseeing the plaques; and meet all other School obligations, such as class attendance and athletic and arts requirements. Given our commitment to senior leadership and presence in the community, graduation also requires on-campus completion of the year in which the student is in 12th grade.

Students who fulfill these requirements are eligible for a diploma. All Middlesex diplomas are awarded by a vote of the Middlesex faculty, with academic honors acknowledged as outlined in the *Handbook*. Middlesex does not grant diplomas to students who have already graduated from a secondary school or the international equivalent; such students may be eligible for a certificate of attendance, which is also awarded by vote of the faculty.

DEPARTMENTAL REQUIREMENTS

Departmental requirements consist of specific courses which aim to develop in all students such fundamental skills as insightful reading, critical thinking, coherent writing, probing research and accurate calculating – skills that will enable students to do sophisticated work at Middlesex and beyond. Because Middlesex promotes both breadth and depth of study, a student in their 9th, 10th, or 11th grade year must get permission from the Academic Office to suspend study in one department in order to take two courses in another.

In many cases, students are given credit for departmental requirements if they have previously taken courses and demonstrate proficiency at the high school level which are the equivalent of these requirements. For example, an entering 10th grade student would not be required to take Math 22 if the student had completed geometry before coming to Middlesex.

English

All students must take an English course each semester. Students in 9th grade must take English 10 and 11, students in 10th grade, English 20 and 21 and the Writing Workshop, and students in 11th grade, English 30 and 31. Students in 12th grade must select one course offered by the English Department each semester.

Mathematics

All students must take math through the level of Math 32 (*Pre-calculus: Trigonometry*) and they are expected to continue the study of mathematics through their 12th grade year. Students entering Middlesex during their 11th grade year may be waived from completing Math 32, but must study math during each semester at Middlesex.

Science

All students must take at least two full years of laboratory science and they are strongly advised to take three years of laboratory science. For the purpose of this requirement, Biology, Chemistry, Physics, and Environmental Science are considered laboratory sciences. **Students hoping to take particular AP sciences during their time at Middlesex must pay careful attention to the prerequisites paired with each course and plan their science sequence accordingly.**

World Languages

All students must study a single world language through Middlesex's third-year level or continue the study of a single world language through the conclusion of their 12th grade year. Students may not satisfy this requirement by completing two years in one language and an additional year in another. Students admitted during their 11th grade year who have successfully completed three years of one world language in high school are encouraged, but not required, to continue the study of a world language. The

School will support the efforts of native and heritage speakers to take appropriate national standardized tests. Middlesex will not allow a 9th or 10th grader who enrolls with skills sufficient to take the AP test in a language to meet the School's language requirement in that language. Students are encouraged to continue their language study through the 12th grade year. A student may study two world languages simultaneously only if the student has reached Middlesex's second year of study in one of the languages.

History
All students must take at least four semesters of high school history (any course designated as History). It is recommended that students in 9th grade take *The Ancient World* (History 10) and a *Topics in World History* course (History 11, 12, 13, 14 or 15). It is ***strongly*** recommended that students in 10th grade take *Early Modern World History* (History 20) and *Modern World History* (History 21). Students who wish to take the Advanced Placement examination in World History should enroll in both History 20 and History 21 and attend the exam preparation workshop offered by the Department during the spring semester. All students in 11th grade are required to complete a full-year course in *United States History*. **Students may only request *Advanced Placement United States History* (History 41) if they have completed both *Early Modern World History* (History 20) and *Modern World History* (History 21).**

Art
All 9th grade students must take four *Elements of Style* courses (Art 11, 12M or 12E, 13, and 14) in their first two years, one each semester. New students entering the 10th grade must take two *Elements of Style* courses, one each semester. Returning students in the 10th grade will take those *Elements of Style* courses not covered the preceding year.

DISTRIBUTIONAL REQUIREMENTS

In addition to the departmental requirements, students are expected to meet distributional requirements during their 11th and 12th grade years. These are designed to provide students with a balanced exposure to the Humanities; STEM (Science, Technology, Engineering and Math); Social Sciences; and Arts. Students are expected to elect courses among the four divisions in the following ratio of semester-length courses:

HUMANITIES	7	ARTS	1
STEM	5	UNRESTRICTED	5
SOCIAL SCIENCES	2		

In extraordinary circumstances, exceptions to these requirements may be granted by the Academic Office, although no more than one credit will be waived. The Arts requirement will not be waived. This requirement may be fulfilled through arts courses or active participation in music lessons, chorus, or drama. Students having questions about the suitability of a particular course in meeting these requirements should seek advice from the Academic Office.

CURRICULAR MODELS

All four years of a high school student's academic program are important.

In planning an academic program, the following curricular models for each grade will be useful:

Grade 9
English 10 and 11; Mathematics (the level will be determined by the Department); a world language (the level will be determined by the Department); one course each semester from *Elements of Style* (Art 11, 12M or 12E, or 13); a course in *Mindfulness*; and *Personal Reflections on Mental Health, Intimacy, Self-care, and Ethics* in the semester each is offered, and any two other full-credit courses each semester offered to 9th grade students in History, Biology, Chemistry, or Computer Science. A student in 9th grade may take a second world language only if the student has reached Middlesex's second year of study in one of the languages.

Grade 10
English 20 and 21 and the *Writing Workshop*; Mathematics (the level will be determined by the Department); a world language (the level will be determined by the Department); *Early Modern World History* in the first semester and *Modern World History* in the second semester. Returning students in 10th grade must complete the requirements in *Elements of Style* (Art 11, 12M, 13, or 14). Entering students in 10th grade must take two *Elements of Style* courses, one each semester; and a course in *Mindfulness* in the semester it is offered. In addition, all 10th grade students must elect an additional full-credit course each semester offered in Biology, Chemistry, Physics, or Computer Science to complete their schedule. A 10th grade student may take a second world language only if the student has reached Middlesex's second year of study in one of the languages.

Grade 11
English 30 and 31; Mathematics at the appropriate level; *United States History* (History 30 or History 41); a world language; and one additional full-credit course each semester from those open to students in 11th grade. Students in 11th grade are strongly encouraged to elect Physics, or if Biology, Chemistry and Physics have been completed, an Applied Science or Advanced

Placement science course. Students should be aware of distributional requirements for 11th and 12th graders when planning their schedules and should consider their program for their 11th grade year in light of a possible program for their 12th grade year.

Grade 12
A 12th grade English course each semester (English 40s in the fall and 50s in the spring). In addition, each student must take four more full-credit courses and the *Plaque* course each semester. It is strongly recommended that students continue mathematics through their 12th grade year. In choosing their courses, students are responsible for fulfilling both the departmental and the distributional requirements of the School for graduation.

ADVANCED PLACEMENT

Preparation for Advanced Placement examinations is offered in more than 20 subject areas. The requirements for admission to AP courses vary from department to department. For instance, admission to *AP Economics* is based on performance in both *United States History* and previous courses in mathematics; and admission to *AP Art History* is based on performance in *United States History* and English 30 and 31. Admission to all Advanced Placement courses depends on demonstrated mastery of the subject in preceding courses as well as permission of the specific Department. Students will not be allowed to audit Advanced Placement courses. Any exception to this rule must be approved by the Academic Office.

A student enrolled in a Middlesex course designated as Advanced Placement must take that designated AP examination in May. Only the Director of College Counseling, in consultation with the Academic Office, may excuse a student from an AP examination. In cases where a student does not sit for an AP exam, absent extraordinary mitigating circumstances, they will be required to take a cumulative exam to receive credit for the second semester subject to the usual grade calculations involving cumulative examinations.

INDEPENDENT STUDY

Any student wishing to pursue a course of study not specifically offered in this course book may petition the Academic Office for permission to undertake a semester-length independent study option. Application windows are well before the beginning of a semester and rely on a student's careful and timely planfulness regarding their proposed course of study.

The Independent Study Program includes both Independent Courses and Independent Projects. In any semester, a student may have only one Independent Course or Independent Project as part of their academic program. Applications may be obtained from the Academic Office and must be submitted by the announced deadline; late applications will not normally be considered. Since the Independent Study Program is intended to allow a student to engage in study that is independent, the School will not normally allow more than two students to participate in a given Independent Course or Independent Project. (A member of the faculty may only sponsor one Independent Course or Independent Project in a semester). A student applying to the Independent Study Program must provide a written plan that clearly indicates a) their connection to the Course or Project, b) how the student will spend their time, c) a clear objective for the Course or Project, and d) an explanation of what will be produced during the Course or Project (journals, papers, reports, presentations, etc.). This plan must demonstrate that the amount of time invested is the equivalent of the amount of time spent in the class(es) dropped. In consultation with advisors and the Academic Office, the Studies Committee will evaluate and approve all petitions to the Independent Study Program.

An ***Independent Course*** is a course of study not specifically offered in the *Curriculum* and sponsored by a teaching member of the Middlesex faculty. Independent Courses are linked to an academic department at Middlesex and must align with that department's standards for a full credit course. In addition to independent work, a student is expected to meet no fewer than two academic periods per week with the faculty sponsor and to produce regular papers, reports, or other suitable academic materials. While Independent Courses are usually taken for a grade, members of 12th grade may take an Independent Course under the PASS/GRADE system.

For the spring semester, a member of the 12th grade may pursue an ***Independent Project***. Independent Projects, unlike Independent Courses, do not meet the standards of a Middlesex academic department and do not have to be taught by a teaching member of the faculty. In rare cases, an Independent Project may not confer academic credit, even though it may involve academic or intellectual activity. In this second case, an Independent Project may stand in lieu of one or more courses or in lieu of distributional requirements, but not departmental ones. If Middlesex is awarding academic credit, an Independent Project receives a grade of P on the Middlesex transcript.

AUDITING COURSES

Any student may audit an academic course, but only with the permission of the instructor and a properly completed and approved audit form. Course audit forms are available in the Academic Office. A student may not audit any course that is designated as an AP or any course that is fully enrolled, and students wishing to take a course for credit will be enrolled prior to students planning to audit. Regular attendance and completion of a minimum of 80% of the work, including the cumulative exam if one is administered for the course, is required before the School will note the audit on a student's transcript. The student must join the class during the drop/add period at the beginning of the semester and continue through the end of the semester in order to be granted formal recognition of the audit. A student enrolled in an extra course may not audit an additional course. The student or instructor may end the audit at any point during the semester by instructing the Academic Office to remove the course from the

student's transcript. A student who audits a course for the complete semester will be included on class lists and will receive written quarterly comments and a notation of "audit" on their transcript. A student may not request an audit after completion of a course, nor use an audit to fulfill a department or distribution requirement, nor receive a grade or credit for the course.

ACADEMIC HONESTY

Middlesex expects honesty of all students at all times. It is assumed that each Middlesex student will be responsible for their own work in accordance with the principles teachers establish for each course. Students must understand that, should they hand in work that is for any reason not substantially their own, they may be accused of academic dishonesty. Please see the *Handbook* for full details regarding Middlesex's integrity policies and procedures.

Any Middlesex student who is guilty of academic dishonesty including plagiarism, unauthorized use of AI, cheating, etc., places their Middlesex career in jeopardy and may be dismissed.

NONCREDIT COURSES

The following required courses will be included in a student's schedule during the appropriate semester or semesters but will not appear on a student's grade reports or transcript.

Mindfulness. Fall. 1 meeting weekly. Required of all members of 9th grade and new students in 10th grade. This course introduces students to the history, science, and practice of mindfulness. Mindfulness is often defined as "paying attention to our present moment experience with curiosity and acceptance" and is a skill that supports students in training their attention, as well as relating to thoughts, feelings, and emotions in a healthier way. While this course is required, the practice of mindfulness at Middlesex is always optional.

Personal Reflections on Mental Health, Intimacy, Self-care, and Ethics. Spring. 1 meeting weekly. Required of all members of 9th grade and new members of 10th grade. This course will provide introductory information regarding human anatomy and physiology, contraception, and sexually transmitted infection as well as cover topics such as gender, sexually explicit media, sexual assault, and "hook-up culture." Discussions will emphasize the importance of communication, consent, boundaries, and the foundations of healthy relationships.

Sophomore Writing Workshop. Year. 1 meeting weekly. Required of all members of 10th grade. Weekly workshops on the craft of writing with particular emphasis on the analytical writing done in the disciplines of English and History. These workshops analyze and develop, one by one, the elements that constitute effective expository and analytical writing. The workshops begin with an analysis of the function of the paragraph and the topic sentence; they move on to techniques for subordinating evidence, strengthening coherence and logical flow, revising paragraphs, and introducing and concluding essays. The workshops finish by addressing the finer details, presenting a variety of sentence structures, and offering rules of punctuation. Along the way, students study how to make good writing better, how to make their ideas more distinct, and, above all, how and why writing is a process of reformulation and revision. The workshop concludes with a writing test and a grammar and punctuation test. Students continue in the course until they have passed these tests.

Plaque. Year. 1 meeting weekly. Required of all members of 12th grade. Honoring one of the most powerful traditions of the School, each graduate of Middlesex creates a plaque that is displayed with those of their classmates. This course orients students to the plaque creation process, from technique to design, to understanding each plaque's place in the School's tradition. A completed plaque is a requirement for graduation and members of 12th grade will remain enrolled in this course until their plaque is finished.

HUMANITIES DIVISION

[Head of the Division: Jecca Hutcheson]

The Humanities Division includes English, Latin, Greek, Chinese, French, and Spanish. While these subjects may differ in the material studied and the methods used, they have their common ground in the mastery of language. Our interest in language is two-fold. We want students to be well aware of the ideas and values embodied in literature, and we want their own writing and speaking to be as effective as possible. While students at all levels are held to correct usage of the language, the overall emphasis gradually shifts from practice of fundamentals to work with literature itself as the student moves through to the upper levels.

All courses in the Humanities Division taken in the 11th grade and 12th grade years confer distributional credit in the Humanities Division as well as appropriate departmental credit.

ENGLISH

[Head of the Department: Jecca Hutcheson]

The English curriculum fosters students' understanding of and pleasure in literature and cultivates their ability to express their ideas clearly, persuasively, and accurately in writing. We undertake this endeavor collectively, in discussions around the table, in which we teach students to hone their ability to articulate their ideas, to listen attentively to the contributions of others, and to

contribute generously towards the shared tasks of discussing literature and mastering the fundamental principles of writing. We seek to expose our students to great literature from a variety of voices and in a variety of genres. Our students write frequently, as they move from short, focused writing assignments to longer, more complex ones as they mature. As they move through the curriculum, we ask our students to develop their analysis, abstraction, and creativity in critical responses to literature with increasing independence.

To reach these goals, the Department has established a three-year foundational series in which all students follow the same curriculum. The ninth-grade year emphasizes literature in different genres, short writing assignments, and fundamentals of grammar and style. In addition, ninth graders write creative non-fiction. The sophomore curriculum, with its Writing Workshop, is at the heart of the program: in this year, students master the essential skills of cogent, persuasive analytical writing. The junior year provides students with a chance to hone their analytical skills and polish their critical writing, as they prepare to take the AP English Literature and Composition and the AP English Language and Composition Examinations.

The English curriculum for the senior year consists of a variety of semester-long seminars, which allow students to pursue areas of particular intellectual interest and to write in different genres.

ENGLISH 10 - Elements of Novels and Short Stories

Fall. Required of all 9th graders. ***Writing intensive course.***

This course provides students with the fundamentals necessary for their future work in English. During the fall, students investigate the techniques of fiction, reading and analyzing short stories. They then read a novel, Zora Neale Hurston's *Their Eyes Were Watching God,* with an emphasis on the elements of style. Formal instruction in writing is an integral part of this course, and students write frequently. In each semester, they are expected to master the writing of a unified paragraph and a unified essay. Throughout the year, students study essential points of grammar, usage, and punctuation. The course aims, above all, to help students acquire a clear and confident voice in speaking and writing about fiction.

ENGLISH 11 - Elements of Poetry, Drama, and Nonfiction

Spring. Required of all 9th graders. ***Writing intensive course.***

For description see English 10. [During the spring, students study and write poetry, read a Shakespeare play, and end the year with a study of creative nonfiction, with students writing both creative and critical responses, particularly focused on developing a sense of place.]

ENGLISH 20 - Literature and Composition I

Fall. Required of all 10th graders. ***Writing intensive course.***

In the first semester, students read Homer's *Iliad* and Mohsin's *Exit West.* In addition, students study a series of sonnets that span from Shakespeare to Terrance Hayes. The course seeks to develop in students the ability to convert their intuitions about the meaning of these complex texts into organized, coherent, articulate assertions. While encouraging students to recognize that these texts are ultimately inexhaustible and irreducible, the course demands that students make clear and forceful general assertions, both in speech and in writing, and support these general assertions with a wealth of detail. Writing assignments are frequent and closely coordinated with the topics covered in *Sophomore Writing Workshop*. By year's end, all students are expected to demonstrate a mastery of the protocols of the formal essay.

ENGLISH 21 - Literature and Composition II

Spring. Required of all 10th graders. ***Writing intensive course.***

For description see English 20. [In the spring semester, students continue to hone close reading skills and the development of the critical essay. Texts include Jane Austen's *Pride and Prejudice* and Toni Morrison's *Song of Solomon.*]

ENGLISH 20W - Sophomore Writing Workshop

Year. 1 meeting weekly. Required of all 10th graders.

Weekly nonacademic credit workshops on the craft of writing with particular emphasis on the analytical writing done in the disciplines of English and History. These workshops analyze and develop, one by one, the elements that constitute effective expository and analytical writing. The workshops begin with an analysis of the function of the paragraph and the topic sentence; they move on to techniques for subordinating evidence, strengthening coherence and logical flow, revising paragraphs, and introducing and concluding essays. The workshops finish by addressing the finer details, presenting a variety of sentence structures, and offering rules of punctuation. Along the way, students study how to make good writing better, how to make their ideas more distinct, and, above all, how and why writing is a process of reformulation and revision. The workshops conclude with a writing test and a grammar and punctuation test. Students continue in the course until they have passed these tests.

ENGLISH 30 - Advanced Placement English Literature and Composition I

Fall. Required of all 11th graders. ***Writing intensive course.***

This course focuses on the techniques of textual criticism appropriate to each of the major genres. Mastering these techniques provides preparation for the Advanced Placement Examination in English Literature and Composition, and the AP Exam in English Language and Composition. In the fall, all students read Shakespeare's *Hamlet* and study poetry. Formal instruction in

writing reinforces and expands the work of the *Sophomore Writing Workshop*, as students apply these skills to writing critical essays that demand further sophistication of approach and discernment.

ENGLISH 31 - Advanced Placement English Literature and Composition II

Spring. Required of all 11th graders. ***Writing intensive course.***

For description see English 30. [In the spring, the course focuses on short and long-form prose, including novels, short stories, and nonfiction.]

The following courses are open during the *fall semester* to all 12th and 11th grade students. In the case of over-enrollment, preference will be given to 12th grade students.

ENGLISH 40 - Poetry Workshop: Working with Form

Fall.

This creative writing workshop gives students the chance to work in the rich tradition of formal poetry. We will write sonnets, villanelles, sestinas, ghazals, pantoums, and more, learning how constraints can paradoxically create freedom and discovery in our writing. Through writing exercises, workshops, and the reading of poems from across centuries and cultures, students will develop facility with meter, rhyme, repetition, and other formal elements while finding their own voices within these inherited structures. The course does not require prior creative writing experience—just a genuine interest in learning about the craft of poetry. Students will complete several formal poems over the semester, reflect critically on their own writing, and revise work based on peer and instructor feedback.

ENGLISH 41 - Fiction Workshop: Short Stories

Fall.

In this creative writing workshop, students will read and write their own short fiction. We will read widely from a diverse selection of stories, and through study of elements such as dialogue, characterization, setting, and conflict, as well as the idiosyncratic and surprising elements of great fiction, students will develop their own writing skills. We will practice, both in class and outside of class, being observant, deliberate, and imaginative, using exercises to prompt our writing. Students will write short stories and flash fiction. In the second quarter, this class is run as a workshop, so you will read the work of your classmates and hone your own skills as a peer editor and critic.

ENGLISH 42 - Creative Nonfiction: Personal Essays on Contemporary American Culture

Fall.

From Paul Fussell's reading of The Indianapolis 500 to Gerald Early's reflections on the Miss America Pageant to Jia Tolentino's investigations of "Instagram Face," essayists often seek to understand the products of popular American culture from a critical perspective. Expanding our notion of what a text can be, they apply the tools of literary analysis to the phenomena of daily life, and in the process come to learn more about themselves as well. In this course we will explore the flexibility of the essay form by reading contemporary creative nonfiction, and you will put your analytical skills to work in new ways by writing creative essays of your own. Authors will include Jia Tolentino, David Foster Wallace, Gerald Early, Eula Biss, Taffy Broddeser-Akner, Adam Gopnik, Paul Fussell, and many others.

ENGLISH 43 - Imagined Communities

Fall.

Where do we belong? When do we call ourselves at home? Which communities are porous and for whom? Writers have asked these questions over the past century as globalization has risen and regional and national identities have been continually reshaped. In this course we will consider questions of belonging as imagined through literary works. Students will participate in daily seminar discussions and write 4-6 critical essays about works by writers such as Mohsin Hamid, C Pam Zhang, Claudia Rankine, Willa Cather, and Maxine Hong Kingston.

ENGLISH 44 - Quests and Adventures

Fall.

How has the adventure story shaped Western literature and culture? In this course, we will examine the role of the hero/adventurer and the situations in three canonical texts that have established and influenced the epic. As part of this examination, we will explore the nature of myth and the influence of the fantastic on the adventure tale. We will read Homer's *Odyssey,* the Anglo-Saxon poem *Beowulf*, and the medieval poem *Sir Gawain and the Green Knight*. We will end with excerpts from *Star Wars, Episode IV* to get a sense of the transformation of the quest and adventure tale in the modern era. Students will examine these texts using critical reading, thinking, and writing skills.

ENGLISH 45 - Concord Authors

Fall.

In the mid-19th century, Concord, Massachusetts produced some of the most widely-recognized names in American literature: Louisa May Alcott, Nathaniel Hawthorne, Ralph Waldo Emerson, and Henry David Thoreau. We will study the work and legacy of these authors and philosophers, considering their reflections on community, politics, and transcendentalism, a philosophical

and literary movement that valued intuition, nonconformity, and the natural world. Course readings will include fiction by Alcott and Hawthorne, Thoreau's *Walden*, and excerpts of Emerson's essays and journals. Students can expect to write both critically and creatively in response to the texts they read. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

ENGLISH 46 - Exploring Modernist Literature

Fall.

In this course, we will learn to judge books by their covers. We will immerse ourselves in modernist little magazines. Working with digitized archival materials, we will interpret meanings constructed by features like layouts, frontispieces, fonts, production histories, and material formats. You will learn to analyze the interplay between the text's content and its formal features; you will develop arguments that attend to both textual features and paratextual frames. We will work with a range of modernist print media: exploring periodical cultures, newspapers, chapbooks, and printed books. Readings may include Virginia Woolf's short stories "The Mark on the Wall" and "Kew Gardens," Una Marson's poetry volumes *Tropic Reveries* and *The Moth and The Star*, Jean Toomer's mixed-genre work *Cane*, and Willa Cather's novel *The Professor's House* (we'll read the novel while browsing the first print appearance in *Collier's Weekly* in 1925). We will also explore making and analyzing our own illustrations in a creative assignment.

ENGLISH 47 - Am I not a man? Explorations of Race and Masculinity in Contemporary American Literature

Fall.

This course will seek to examine how race informs the way masculinity has been portrayed in contemporary American literature. How do masculine archetypes that have been previously mythologized in American society change when skin color is non-white? How does this impact identity? We will address intersections of sexuality, misogyny, normative manliness, the human body, and society. Authors may include Jesmyn Ward, Colson Whitehead, Paul Beatty, Nafissa Thompson-Spires, Jia Tolentino, and Ocean Vuong.

ENGLISH 48 - Historical Fiction: Revolutionary Concord

Fall.

This course is designed to understand and practice the historical methodology that goes into the writing of historical fiction. Students will work throughout the semester to create a brief work of historical fiction set in Concord during the Revolutionary Era through the blend of historical research and creative storytelling. Readings will consist of William Martin's historical fiction novel *Citizen Washington*, and selections from *The Minutemen and Their World* by Robert A. Gross and *Black Walden: Slavery and Its Aftermath in Concord, Massachusetts* by Elise Lemire, and other sources as appropriate. The final project consists of research and writing with focus on plot, setting, moral tension, character development, relationships within the historical context, and all of the nuanced details that will enhance the writing and create a sense of place inherent to the historical town in which we live and work.

ENGLISH 49 - Narrative and Identity

Fall.

Joan Didion opens *The White Album* by explaining that "we tell ourselves stories in order to live." One paragraph later, however, she concedes "or at least we do for a while." In this course, we will think critically about the nature of narrative and storytelling, asking ourselves: to what extent do we shape our stories, and to what extent do they shape us? What happens when we dare to tell new stories, rewrite old ones, or resist the urge to narrativize our lives altogether? We will read contemporary fiction including Tim O'Brien's *The Things They Carried* and Toni Morrison's *Beloved* alongside narrative theory and cultural criticism. At the end of the semester, students will craft a personal narrative that puts their own experiences in conversation with the central questions of the course.

The following courses are open during the *spring semester* to all 12th and 11th grade students. In the case of over-enrollment, preference will be given to 12th grade students.

ENGLISH 50 - Poetry Workshop: Contemporary Approaches

Spring.

This creative writing workshop explores the diverse landscape of poetry from the 20th century to today. Students will experiment with free verse, prose poetry, erasure, found poetry, documentary poetics, fragmentation, and hybrid forms while studying how contemporary poets innovate within and beyond traditional structures. Through writing exercises and workshops, students will develop a poetic practice founded on probing what a poem can be (or what can be poetry). No prior poetry experience required. Students will complete several poems over the semester, reflect critically on their own work, and revise poems based on peer and instructor feedback.

ENGLISH 51 - Fiction Workshop: Novella

Spring.

In this creative writing workshop, students will read and write their own fiction, with the goal of developing a novella. We will read a diverse range of fiction, and through the study of formal elements of creative writing, students will develop their own writing voices. We will work to develop the richness and specificity of our writing, modeling our work on fiction that we read and using

a range of exercises. In the second quarter, this class is run as a workshop, so you will read the work of your classmates and hone your own skills as a peer editor and critic.

ENGLISH 52 - Liars, Tricksters, and Misanthropes: Studies in Unreliable Narration

Spring.

How does a tale change when we don't trust the teller? Stories can be incomplete, misleading, self-aggrandizing, or naive, yet these "flaws" often captivate readers with an added layer of psychological adventure. From Dostoevsky's "Underground Man," who only leaves the house on Tuesdays, to Alice Munro's proudly confident child narrators, unreliable storytellers are themselves often the real subjects of their stories. In this course we will study a selection of fictional works that require us to evaluate not just the tale but the mind and voice from which it comes. Writers may include Fyodor Dostoevsky, Ford Maddox Ford, Kazuo Ishiguro, Iris Murdoch, J.D. Salinger, Virginia Woolf, Vladimir Nabokov, Alice Munro, and others.

ENGLISH 53 - Women and the Gothic

Spring.

The rise of the gothic novel at the end of the eighteenth century coincides with revolutionary ideas and is intrinsically connected to women writers. Why did the gothic mode appeal to women writers? How did these women characterize their heroines in ways that challenged or reinforced women's traditional roles? While the gothic mode had its heyday in the eighteenth century, remnants continue into the early nineteenth century. This course will examine the intersection of politics, gender, and literature. We will start with a reading of Ann Radcliffe's *A Sicilian Romance* and end with Emily Brontë's *Wuthering Heights*, and (time permitting) we may read Jane Austen's *Northanger Abbey* as well as political pamphlets.

ENGLISH 54 - Children's Literature

Spring.

In this course, we examine the emergence of children's literature in Britain and America by tracking the historical development of this genre from early fairy tales to the first works specifically written for children. Works will include a selection of late seventeenth- to nineteenth-century fairy tales, including tales written by Charles Perrault and the Grimm Brothers, as well as Hans Christian Andersen and Oscar Wilde. The second half of the course will focus on two novels: *Alice in Wonderland* and *Treasure Island*. This course includes both critical and creative writing assignments.

ENGLISH 55 - Multigenerational Narratives

Spring.

In this course we will have the opportunity to both read and write family narratives that span multiple generations. In examining the powerful role that heritage and family lore plays in shaping who we are, we will consider the generational divides that pull family members apart, and the intergenerational experiences and shared histories that unite them. We will read a series of novels that weave together family narratives spanning multiple generations. Texts studied might include Min Jin Lee's *Pachinko*, Louise Erdrich's *Love Medicine*, Rebecca Makkai's *The Great Believers*, Jhumpa Lahiri's *The Namesake*, and Jaqueline Woodson's *Red at the Bone*. In addition to writing critically about the texts we read, students will also research and craft a personal family narrative of their own.

ENGLISH 56 - Un-plotting the Marriage Plot

Spring.

What happens when the novel no longer ends in marriage? This course will examine texts that consider how novelists in the late nineteenth and early twentieth century troubled the marriage plot. We will read narrative theory alongside novels and short stories that work to imagine endings beyond the neat resolution of wedding bells. Readings may include: *The House of Mirth* by Edith Wharton, *Quicksand* by Nella Larsen, *A Room with A View* by E.M. Forster, and "The Story of an Hour" by Kate Chopin. At the end of the course, we will theorize how the recent genre of the "romcom" builds upon and challenges the narrative conventions of the marriage plot and its afterlives.

ENGLISH 57 - Laughing into the Abyss: Humor, Despair, and the Absurd

Spring.

Why do we laugh in the face of suffering, chaos, and meaninglessness? In this course we will explore how writers employ dark humor not merely as a coping mechanism in the wake of tragedy, but as a lens through which to examine what it means to be human. Using Sigmund Freud's *Jokes and their Relation to the Unconscious* as a framework for understanding the psychology of humor, we will read works such as Kurt Vonnegut's *Slaughterhouse-Five*, Samuel Beckett's *Waiting for Godot*, short fiction by Shirley Jackson, Flannery O'Connor, and George Saunders, poetry by Sylvia Plath, Emily Dickinson, and Tony Hoagland, and essays by Samantha Irby and David Foster Wallace. Rather than asking simply why something is funny, we will consider the deeper ontological stakes of humor. What do satire, irony, and the absurd reveal about grief and existential dread? What distinguishes dark humor from mere taboo? Why did the chicken cross the road, and why is it funny–and strangely profound–if it never makes it to the other side?

ENGLISH 59 - Baseball in Literature

Spring.

Baseball has long been considered "America's Pastime". This course will seek to examine the ways that baseball has impacted American mythology and will take a critical look at the game and our culture around it. We will examine fiction, poetry and nonfiction to discuss the history of the game and the way it has mirrored or perhaps deviated from American history. We will examine work from authors like Chad Harbach, Roger Kahn, Mark Harris and others. This is a writing intensive course that will include a trip to a WoSox game where students will write a personal essay about their own experience of the game. Students should expect to write both critical essays and creative responses.

ENGLISH 60 - Jane Austen

Fall.

Many readers have argued that Austen's novels cultivate a narrow and self-enclosed worldview. For some, this creates an ideally limited space for the author to experiment with the novel form and to represent individual psychological experience. Others consider the social world of her novels to be claustrophobic and limiting. As we read, we will question the underlying assumption of this view of Austen's novels. In our study of Austen's major completed novels, we will discuss the relationships between irony, shame, satire, social manners, and the novel form. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

ENGLISH 61 - Politics, Power, and the Artist

Spring.

"All literature is protest. You can't name a single novel that isn't protest." --Richard Wright. What is the political responsibility of the artist? How do writers and artists use poetry, plays, music, and prose to reflect a reality that is oppressive and unjust? To what extent do these artistic representations of life refute and protest against political oppression, and to what extent do they shape our understanding of that political oppression? How have ideas of identity, justice, freedom, and citizenship been informed by literature? How do emerging ideas of nationalism refute and reshape themselves as artists criticize politics and power? This course will look at how writers respond to politics and power as artists. We will read widely, in both prose and poetry, and in subjects from the Soviet Union to contemporary Syria, Ukraine, Ireland, and America. Texts may include Milan Kundera's *The Unbearable Lightness of Being*, Ilya Kaminsky's *Deaf Republic*, Omar El Akkad's *What Strange Paradise*, Audrey Magee's *The Colony*, the short fiction of Isaac Babel and Louise Erdrich, Ross Gay's *Be Holding*, and Colson Whitehead's *Nickle Boys*, among other texts. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

ENGLISH 62 - Race and Gender in the Southern Gothic

Spring.

Ghosts, real and metaphorical, haunt the American South. In this course, we'll explore how Southern Gothic literature makes use of visions, the grotesque, and decay to expose deep-seated anxieties about race, gender, power, and the legacies of slavery and the Civil War. We will read classic and contemporary works of the genre, like William Faulkner's macabre tale of a family of farmers transporting their mother's coffin to her burial site, *As I Lay Dying*; Jesmyn Ward's haunting and poetic novel about race, family, and addiction, *Sing, Unburied, Sing*; and, possibly, works by Carson McCullers, Flannery O'Connor, Daniel Woodrell, Katherine Anne Porter, Toni Morrison, and others. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

WORLD LANGUAGES

[Head of the Department: Daniel Barber]

The World Languages Department seeks to honor the history and mission of the school by offering students a rich variety of opportunities to build linguistic and cultural competencies while gaining a deeper appreciation of our shared humanity across cultural differences. To study a language is to communicate and understand, to build foundations and make connections, to collaborate and explore, and ultimately to develop the intellectual curiosity and cosmopolitan outlook of scholars and the global citizens.

All students must study a single world language through Middlesex's third-year level or continue the study of a single world language through the conclusion of their 12th grade year. Students may not satisfy this requirement by completing two years in one language and an additional year in another. Students admitted during their 11th grade year who have successfully completed three years of one world language in high school are encouraged, but not required, to continue the study of a world language. The School will support the efforts of native and heritage speakers to take appropriate national standardized tests. Middlesex will not allow a 9th or 10th grade student who enrolls with skills sufficient to take the AP test in a language to meet the School's language requirement in that language. Students are encouraged to continue their language study through their 12th grade year. A student may study two world languages simultaneously only if the student has reached Middlesex's second year of study in one of the languages. An incoming student is placed according to their level and experience in the language, based upon the student's performance on the departmental placement evaluation.

Advancement in language courses is based on mastery of the material in a course. Any student who achieves a grade below 70 in a particular course must remain at that level and repeat the course. Students in 9th or 10th grade who earn a semester grade between 70 and 75 and a cumulative exam score below 70 in a particular course must remain at that level and repeat the course. The

department may recommend that a student repeat a level after receiving a semester grade between 70 and 75 regardless of the score on the cumulative exam for that course. Note that a specific course may be repeated only once. Any student taking a repeat course who fails to make satisfactory progress in the repeat course will be recommended to take a summer school course. It is also possible for a student to advance to a higher section if, according to the judgment of the department, the student is capable of handling the more advanced work.

CLASSICAL LANGUAGES

Since its founding, Middlesex School has offered instruction in two classical and ancient languages, Greek and Latin. The study of antiquity connects us to the lived experience of our ancestors and builds foundational grammatical and linguistic skills. The language and literature of the Greeks and Romans are rich resources for understanding the cultural identity of the modern world.

These subjects are naturally interdisciplinary, intersecting vitally with the study of history, philosophy, literature, rhetoric, art, mathematics, and science. They are inherently multicultural and diverse, in view of the vast geographic and cultural range they span. By their broad representation of human experience, the classical literatures provoke a wealth of questions, and impel us to examine their values and assumptions, whether to confirm or contest our own cultural biases.

LATIN 10 - Latin
Year.

This introductory course is designed to present the essentials of Latin grammar in a streamlined and economical fashion. Our text, written and revised by Middlesex teachers, helps students absorb linguistic forms by emphasizing the logic and simplicity of Latin structure. Grammatical presentations are reinforced by practical exercises in translation, and readings in mythology and history are introduced as early as possible.

LATIN 20 - Latin Literature
Year. Prerequisite: Latin 10 or its equivalent.

This course provides a comprehensive review of Latin grammar and syntax, in preparation for the transition to authentic Roman literature. Readings may include excerpts from Livy's *History of Rome* (adapted), Caesar's *Commentaries on the Gallic Wars*, and Ovid's *Art of Love*.

LATIN 30 - Advanced Latin Literature
Year. Prerequisite: Latin 20 or its equivalent.

This course will explore some of the principal genres of Roman literature. It may include orations by Cicero, historical writings by Sallust, and the epic and elegiac poetry of Ovid. The study of literature is supplemented by continued attention to grammar and syntax, and by regular practice at sight translation.

The following Latin courses are open to students who have completed Latin 30 or its equivalent.

LATIN 41 - Guarding the Guardians: Roman Satire
Fall.

The scathing and subversive genre of Latin hexameter satire offers an unparalleled view into the often tumultuous daily life of the ancient Romans, savaging in satiric and comic fashion the extravagance, gluttony, corruption and adultery of the burgeoning imperial metropolis. Students will read excerpts from the satires of Horace and Juvenal, the two most influential practitioners of the genre, and consider satire's development from earlier models as well as its abiding influence on modern media and literature.

LATIN 42 - A Funny Thing Happened: Roman Comedy
Spring.

Students will read selections from Plautus' *Curculio,* and study the art of comedy through the works of the ancient comic poets and their modern descendants, examining how Plautus's situational comedy and caricatures have filtered down to our own day. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

LATIN 43 - Hell Hath No Fury: Roman Elegiac Heroines
Spring.

Students in this course read selections from the Roman elegiac poets and focus on the various roles women play in Latin literature. Selections from Catullus, Ovid, Tibullus, Sulpicia and Propertius provide students with an opportunity to translate a variety of poetic styles and explore the range of ways in which women are portrayed: as lovers, as warriors, and as leaders. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

LATIN 44 - Maintaining the *Aequam Mentem*: Roman Philosophy
Fall.

This course will explore the rich tradition of philosophical discourse in Latin through the examination of several authors, including Cicero, Lucretius, Seneca, among others. Students will consider philosophical ideas as well as the historical and societal contexts of Epicureanism, Stoicism and Skepticism. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

LATIN 45 - Vergil: The Aeneid and Beyond

Fall.

This course will expose students to the surviving works of arguably Rome's greatest poet, Publius Vergilius Maro. From the bucolic poetry of the *Eclogues* through the didactic wisdom of the *Georgics* to the epic grandeur of the *Aeneid*, we will study each of Vergil's works in their social and political context, as well as in the poetic tradition of which they are the culmination. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

LATIN 46 - No Place Like Rome: The Roman Novel

Spring.

In this course students will follow colorful (and unreliable) narrators on their weird and wonderful journeys through the Roman world. They will experience a strange dinner party with stranger food and an incredible double metamorphosis of human to donkey and then donkey to human. Through a study of Petronius' *Satyricon* and Apuleius' *Metamorphosis*, students will consider how these remarkable novels shed new light on the fixations and irritations of first-century Roman society.

LATIN 47 - Tyranny and Terror: Roman Imperial Historiography

Fall.

The empire of Rome under the Julio-Claudian and Flavian emperors stretched from the shores of the Atlantic to the headwaters of the Euphrates, holding much of the known world in its sway; yet the imperial capital, though gathering to itself tribute from the corners of the earth, was roiled in turn by intrigue, sedition, persecutions, assassinations, conflagrations and the infamous decadence of the emperors and their household. In this course, students will examine the literary and historical works of Suetonius and Tacitus, two authors who rose to prominence during this tumultuous period and who best record its pleasures and its discontents. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

LATIN 60 - Advanced Placement Latin

Year. Prerequisite: Permission of the Department.

The AP syllabus pairs readings from the letters of Pliny the Younger and Vergil's *Aeneid* for a detailed examination of some different conceptions of war and peace, heroism and endurance, and courage and mercy. The readings are Roman, but the concepts are timeless. The course prepares students for the Advanced Placement Examination in Latin. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

LATIN 61 - Advanced Studies in Latin Poetry: Horace and Catullus

Year. Prerequisite: Permission of the Department.

In this advanced-level course, students will read representative selections from the works of Catullus and Horace, the two most influential lyric poets of classical Rome. Of central concern will be the nature and origin of the genre of Latin lyric and these two poets' engagement with (or disengagement from) the political and social upheavals of their day. The innovative meters of ancient lyric, as well as its intertextuality, manuscript traditions and abiding influence on modern poetry will also be covered in detail.

LATIN 62 - Advanced Studies in Latin Literature: Roman Letters and Epistles

Year. Prerequisite: Permission of the Department.

This advanced-level course will consider the nature and function of friendship by examining Cicero's treatise *De Amicitia* and selected poems of Rome's most distinguished lyricists, Catullus, and Horace. The course will challenge the students to define "friendship" and to understand the complexity of this relationship both for themselves and for the Romans. Students will evaluate the philosophic tradition of discussing friendship and consider how this personal relationship compares with other forms of social affiliation among the Romans and their attitudes regarding public and private life. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

LATIN 63 - Advanced Studies in Latin Literature: Literary Culture from Nero to Domitian

Year. Prerequisite: Permission of the Department.

The glittering and decadent culture of imperial Rome from the elevation of Nero through the principate of Domitian is a study of opposites; boundless power and affluence juxtaposed with abject servility, imperial beneficence alternating with conspicuous and public cruelty, and brilliant and prolific philosophers, poets and historians flourishing under unstable and oppressive regimes. In this advanced course, students will consider, through the lens of the Julio-Claudian and Flavian writers, the nature of tyranny and imperialism, the experience of conquered and oppressed peoples, and the sensible and insensible constraints on freedom of expression. Readings in Latin from Lucan, Seneca, Suetonius, Juvenal, and Tacitus will be complemented by archaeological and epigraphic evidence as well as select passages in English from Josephus and the New Testament. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

GREEK 10 - Greek

Spring.

This course introduces the syntax and grammar of Attic Greek. Emphasis is placed from the beginning on the acquisition of vocabulary, composition of sentences, translation of passages, and mastery of inflected forms. In the latter half of the course, in conjunction with grammatical topics, we will also delve into the fascinating world of Greek mythology, history and culture.

GREEK 20 - Greek Literature

Year. Prerequisite: Greek 10 or its equivalent.

This continuation of Greek 10 encompasses the review and completion of Attic Greek grammar in order to focus as soon as possible on literature. Students will read selections from Homer's *Iliad* for the remainder of the course, learning Homeric dialect and its relationship to Attic Greek.

GREEK 30 - Advanced Greek Literature

Year. Prerequisite: Greek 20 or its equivalent.

The third-year course in Greek continues the exploration of Greek literature, with greater emphasis on the prose and poetry of classical Athens. Works by authors such as Plato, Herodotus, Thucydides, Sophocles, and Euripides will be studied in the context of Athenian history and culture; contemporary issues of justice, education, civil unrest, piety, and gender will also be discussed.

GREEK 40 - Advanced Topics in Greek Literature

Year. Prerequisite: Greek 30 or its equivalent.

This advanced literature course focuses on Platonic philosophy, specifically the foundational contributions made by the works of Plato to political philosophy and literary criticism. Excerpts from Plato's *Republic*, *Phaedrus* and/or *Gorgias* will be studied, as well as passages from Euripides, Aristophanes, and other poets.

MODERN LANGUAGES

Middlesex School offers courses in Chinese, French and Spanish. The study of a foreign language provides the student with the opportunity to become a more versatile member of the world community. It also gives the student a unique perception of the student's culture as distinct from another way of life and thought.

All classes are conducted primarily in the language studied. The skills of listening, speaking, reading, and writing are taught simultaneously. Courses use a full range of materials: texts, periodicals, literature, recordings, films, videos, and online language learning resources. Throughout their career every student is called upon to demonstrate listening, speaking, reading, and writing competence. A variety of techniques are employed to encourage advanced students to approach the competence of a native speaker of the same age: extensive vocabulary study, thorough grammatical review, readings in modern literature and periodicals, digital recordings, films, and guests. Advanced Placement courses are offered in Chinese, French, and Spanish.

The School encourages Middlesex students to participate in foreign travel. Language specific trips are offered during spring break and summer vacation when there are enough interested students and teachers.

CHINESE

Spoken by more than one billion people, Chinese is the most common language in the world. Its primary dialect, Mandarin, alone is the most common native tongue among the global population. When students choose to study the Chinese language at Middlesex, they will be prepared to interact linguistically and culturally in a contemporary Chinese context. The objective of the study of Chinese is to develop listening, speaking, reading, writing, and typing skills and to cultivate a level of competency through which students can comfortably communicate in a variety of settings. Classes are led in Mandarin, and English is only used to help in the explanation of grammar. Materials include textbook, workbook, DVDs, periodicals, websites, online programs, and language computer programs, with access to virtual language lab tools. As students advance in each level of study, they will gain further insight into the Chinese language and culture enabling them to participate more fully in a global community and marketplace.

CHINESE 10 - Chinese

Year. For students with no previous or limited experience with Chinese.

As students embark on their journey in learning Chinese, they will find themselves immersed in the language and its culture. The focus of Chinese 10 is to introduce students to both the Mandarin Chinese language and Chinese culture. It is a highly interactive course designed to help students build a solid foundation in speaking and listening skills while introducing Chinese characters. Students are immediately immersed in the spoken language through the use of short stories, videos and authentic materials. Teachers and students read and also create comprehensible and compelling stories together. Students narrate stories, describe pictures, and make Chinese videos. Elements of Chinese culture including Chinese cooking, calligraphy, painting and music, and topics on diversity, equity and inclusion are discussed. During the spring semester, students have opportunities to test their language skills through email exchanges and video conferencing with native Chinese students.

CHINESE 20 - Intermediate Chinese

Year. Prerequisite: Chinese 10 or its equivalent.

This course is a continuation of Chinese 10. It builds on the skills learned in Chinese 10 and continues to use stories and authentic materials to improve students' ability to narrate, describe and express opinions. Authentic materials are introduced in the form of stories, short news articles, current affairs, movies, and music videos to help students increase their vocabulary and acquire more complex grammatical structures. Topics on the importance of diversity, equity and inclusion and the life of overseas Chinese are discussed. Chinese 20 continues to expose students to elements of Chinese culture such as poetry, proverbs, colloquial expressions, and different cultural artifacts. E-mail exchanges and project collaboration with Chinese schools provide opportunities for students to practice interpersonal communication skills and intercultural exchange.

CHINESE 30 - Advanced Chinese

Year. Prerequisite: Chinese 20 or its equivalent.

A continuation of Chinese 20, Chinese 30 will strengthen students' ability to communicate in Mandarin and help them transition to an intermediate level of proficiency. This class will be conducted mostly in Mandarin. Students will learn more extensive vocabulary and complex grammatical structures through authentic materials. Students will read Chinese stories, blogs, news and watch movies. The class will continue to expose students to Chinese culture such as Chinese poetry, proverbs, colloquial expressions, cooking, calligraphy, and different cultural artifacts. Students will collaborate with Chinese students in China throughout the year to write about and discuss a variety of topics such as traveling, interviewing for study abroad programs, college application, job hunting, Chinese cuisine, market, and architecture, as well as diversity, equity and inclusion.

CHINESE 41 - Cultural Connections and the Exploration in Mandarin

Fall. Prerequisite: Chinese 30 or its equivalent.

Chinese 41 provides students with various opportunities to further develop their aural, oral, and writing proficiency skills. This course is taught almost entirely in Mandarin Chinese and interweaves the study of Chinese language and culture. Students learn more complex sentence patterns and vocabulary through the use of a wide range of primary resources. The course explores themes of traveling, life outside the classroom, literature, art performance, going abroad, diversity, equity, and inclusion. They will collaborate with Chinese native speakers on cultural projects throughout the semester.

CHINESE 42 - Mandarin for a Changing World

Spring. Prerequisite: Chinese 30 or its equivalent.

This course consolidates the students' overall aural, oral, and writing proficiency. It is taught almost entirely in Mandarin Chinese and develops students' awareness of social and environmental issues, including global societal changes brought by China's economic development, environmental protection, feeding the world and marching towards prosperity. Students are encouraged to initiate self-expression and discussion of current events. Students will continue to work with native Chinese speakers to practice interpersonal and intercultural exchange.

CHINESE 43 - Chinese Literature

Fall. Prerequisite: Chinese 30 or its equivalent.

In this course, students will read a variety of Chinese literature works of various literary genres selected from different historical periods, including Chinese poetry, prose, drama etc. Based on the reading of the literature works, students will discuss and research topics in Chinese history and culture. The course is mainly conducted in Mandarin Chinese. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

CHINESE 44 - Chinese Culture

Spring. Prerequisite: Chinese 30 or its equivalent.

In this course, students will watch and analyze famous Chinese movies and TV programs from Mainland China, Hong Kong, and Taiwan that are of cultural significance. Through discussion and research, students will develop an understanding of the programs' themes, backgrounds, content, and culture. Students will also learn vocabulary and language expressions through the study of the scripts. The course is mainly conducted in Mandarin Chinese. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

CHINESE 60 - Advanced Placement Chinese Language and Culture

Year. Prerequisite: Chinese 30 or equivalent and Permission of the Department.

This course is taught entirely in Mandarin Chinese. It is designed for those students who are interested in deepening their immersion into Chinese language and culture. The course provides students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills. The course prepares students for the Advanced Placement Examination in Chinese Language and Culture.

FRENCH

The French program at Middlesex takes pride in offering challenging linguistic training enhanced by a rich exploration of French and francophone cultures. Classes are taught in French from the beginning with a balanced emphasis on the four language

modalities: listening, speaking, reading, and writing. All instruction is thematic and makes frequent use of authentic texts -- materials written in French and designed for a francophone audience -- including print news, radio broadcasts, short stories, plays, and films. From school life to the environment, students use language meaningfully and spontaneously both to express themselves on everyday topics and to give their opinions on critical issues. By studying culture through the lens of products, practices, and perspectives, we master cultural comparison as a means to better practice empathy as interculturally literate citizens. As bi- and multilingualism are the global norm, our program ultimately aims to help students confront and celebrate the reality of linguistic diversity.

FRENCH 11 - French Part I

Fall. For students with no previous or limited experience with French.

Students will learn to speak, write, and read French from the beginning. Materials used include textbook, workbook, audio, and web-based content. Units include introducing oneself, student life, and family. Students work on their pronunciation, vocabulary, and grammar and are exposed to Francophone culture. Students will use interactive web-based video chat content to further their communicative skills outside the classroom. This course teaches both conversational and written skills.

FRENCH 12 - French Part II

Fall, Spring. Prerequisite: French 11 or Permission of the Department.

Students further develop their pronunciation, vocabulary, reading, writing, and elementary conversation skills. Units include ordering food at a café, outings, and pastimes. Materials used include textbook, workbook, audio, and web-based content. Students will use interactive web-based video chat content to further their communicative skills outside the classroom. The study of grammar and the exploration of Francophone culture continue to be an integral part of the course.

FRENCH 21 - Intermediate French Part I

Fall, Spring. Prerequisite: French 12 or Permission of the Department.

Assuming previous experience with French, this course reviews the basic grammar of the first year. We introduce readings that help develop comprehension and communication skills. Units include holidays and celebrations, vacation and travel, and home life. Structured, but increasingly free compositions are required. The study of Francophone culture continues to be an integral part of the course.

FRENCH 22 - Intermediate French Part II

Fall, Spring. Prerequisite: French 21 or Permission of the Department.

This course is a continuation of French 21. At this level, emphasis is placed on communication in French to develop oral comprehension and speaking skills. In addition, original compositions will be required. Units include food and cuisine, health and the body, and technology. A higher level of fluency and autonomy is the goal. The study of Francophone culture continues to be an integral part of the course.

FRENCH 31 - Advanced French Part I

Fall, Spring. Prerequisite: French 22 or Permission of the Department.

This course stresses the improvement of basic language skills. It also introduces an extensive review of verb forms and grammatical structures. The study of Francophone culture continues to be an integral part of the course. Units include city life, the future and the working world and the environment. Readings of moderate difficulty are introduced for oral discussion and written appreciation. Speaking skills are developed in classroom discussions and simulations.

FRENCH 32 - Advanced French Part II

Fall, Spring. Prerequisite: French 31 or Permission of the Department.

A continuation of French 31, this course further studies the essentials of French grammar. The course includes authentic works (poems, fables, short stories, comics) from nineteenth, twentieth, or twenty-first-century authors, as well as French-language films. Regular compositions, tests, and oral presentations are required. Units include personal relations, media and technology, nature, society, and the environment. Students will use interactive web-based video chat content to further their communicative skills outside the classroom.

FRENCH 41 - Colonisation française des Amériques / French Colonization of the Americas

Fall. Prerequisite: French 32 or Permission of the Department.

How did Francophone America come to be? In this course, we will cover the history of the French settlement in the Americas, beginning in the 16th century with the arrival of French explorer Jacques Cartier, through the Quiet Revolution in Québec in the 1960s. Additional study will include explorer narratives, the French and Indian War, Acadian migration, the Haitian Revolution, French Canadian literature, and the role of the Roman Catholic Church. Throughout this survey, students will give presentations and write short papers, all while fine tuning the grammar covered in the first six semesters. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

FRENCH 42 - Enjeux contemporains en Amérique française / Topics in 21st Century North American Francophone Society

Spring. Prerequisite: French 32 or Permission of the Department.

This class examines socio-political issues in Canada, Louisiana, Haiti, and the French overseas territories. Topics include bilingualism, postcolonialism, indigenous communities, and social movements; we will also study the literature, film, and music that these societies have produced. In addition to refining our grammatical mastery and acquiring new vocabulary, there will be a significant emphasis on presentations and compositions. Students who successfully complete this class should be prepared for French 60 (*AP French Language and Culture*) in the fall. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

FRENCH 43 - Cuisine, Culture, and Francophone Heritage

Fall. Prerequisite: French 32 or Permission of the Department.

In this course, we will explore the culinary significance of France and the Francophone world through history, literature, and film. We will trace the evolution of some of France's most iconic dishes and analyze the fundamental role of agriculture in French history and political life. From the famous quote attributed to Marie-Antoinette – "Let them eat cake" – to the importance of bread in society today, we will study the connections between food, culture, and identity. We will also examine the influence of French cuisine on various Francophone cultures through literary excerpts, short films, and documentaries such as Appellation Contrôlée. Assessments will include written analyses, presentations, and class discussions focused on comprehension, vocabulary, and oral and written expression. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

FRENCH 44 - L'Afrique: le lendemain du français /Africa: the future of French

Spring. Prerequisite: French 32 or Permission of the Department.

By 2050, there will be 400+ million additional speakers of French; French will rival Mandarin Chinese as the most spoken first language on the planet. How? On the eve of its population boom, this class will take the plunge into francophone Africa, a diverse community of 100 million people who continue to redefine themselves in the postcolonial era. Through various lenses–including family and societal values, media, literary arts, and business and industry–we will come to better understand this part of the world, its cultural significance, and the role it will come to play throughout the 21st century. Students will continue to refine their listening, speaking, reading, and writing skills; special emphasis will be placed on presentations and written compositions. Students who successfully complete this class should be prepared for French 60 (*AP French Language and Culture*) in the fall.

FRENCH 45 - Evolution of the French Language Through Popular Culture

Spring. Prerequisite: French 32 or Permission of the Department.

In this course, we will explore the evolution of spoken French through the lens of popular culture, examining how literature, music, media, and social trends have shaped contemporary language use. We will analyze 20th-century literary works to trace such shifts and dive into popular music lyrics, particularly those influenced by North African immigration and Francophone Africa after World War II. Special focus will be given to French slang and *verlan*, the playful reversal of syllables to create hidden or alternative meanings. We will also study the unique linguistic adaptations of French-Canadian communities, where direct translations from English have given rise to distinctive regional expressions. Students will work with news articles, magazines, music videos, TikTok and YouTube shorts, and radio segments. Assessments will include written analyses, presentations, and class discussions, emphasizing comprehension, vocabulary, and both oral and written expression. Students who successfully complete this class should be prepared for French 60 (*AP French Language and Culture*) in the fall. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

FRENCH 46 - Cinematic Explorations of Language and Culture in the Francophone World

Fall. Prerequisite: French 32 or Permission of the Department.

This elective explores contemporary France and the broader Francophone world through the study of short films. Students will analyze how filmmakers represent issues of modern life, such as immigration, identity, racism, education, and social mobility in France and other French-speaking regions. The course examines the legacy of French colonialism and its continuing impact on cultural identity and social dynamics today. Special attention is given to multilingualism, linguistic evolution, and the blending of languages in multicultural spaces. Through close film analysis, students will study cinematic techniques, symbolism, and narrative structure while engaging in meaningful discussions about language, belonging, and power. By the end of the course, students will understand film as both an artistic medium and a powerful tool for exploring the cultural and linguistic complexity of the Francophone world.

FRENCH 60 - Advanced Placement French Language and Culture

Year. Prerequisite: Permission of the Department.

The course will incorporate interdisciplinary topics addressing six basic themes: Global Challenges, Sciences and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. We will work with authentic non-literary, literary, and audio texts. This course prepares students to be grammatically proficient, fluent, and accurate when they speak and write. Students are also trained to be "au courant" and well-versed in the various cultures, literature, and languages of France and the Francophone world. This course prepares students for the Advanced Placement Examination in French Language and Culture.

FRENCH 70 - Advanced French Poetry

Fall. Prerequisite: Any French 40-level course or higher and Permission of the Department.

An introduction to French texts through verse, this course is for passionate French students looking to read and write on French poetry. Grounded in a firm understanding of the nature of the French line and its rhetorical figures, we will analyze medieval *chansons de geste*, Renaissance poetry, 17th century neoclassical tragedy, and 19th century decadent poetry. We will also explore the historical and cultural contexts which produced these works in order to arrive at sound and substantiated interpretations thereof. Students will refine the grammar and vocabulary covered in the language courses in order to give the polished presentations and well-crafted essays which will constitute a large portion of the grade. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

FRENCH 71 - Advanced French Prose

Spring. Prerequisite: Any French 40-level course or higher and Permission of the Department.

This class is for all students who would like to explore French literature through prose. Literary analysis in French will be approached through textual elements including character, theme, structure, and style. Essays will be organized around questions concerning definitions, medium, cause and effect, comparison, and the work's value. Finally, students will learn about the practices of French literary studies and history to enhance their skills as critics. Novels–read in French in their entirety–will include Diderot's *La Religieuse*, Maupassant's *Pierre et Jean*, and Camus's *L'étranger*. Students who successfully complete this course should be prepared for college-level coursework in French literature. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

SPANISH

The study of Spanish at Middlesex incorporates the study of Spanish-speaking countries' culture and literature to enhance communication and interaction in Spanish. All courses are conducted in Spanish in order to create a learning environment where students develop interpersonal, interpretive, and presentational modes of communication. Because oral communication is an important part of a modern language, it is an integral part of Spanish courses. Course content at every level is structured to promote exploration of Spanish in context and develop students' understanding of the language and cultures which speak it. Vocabulary and grammar are essential insofar as they help a student to communicate, be it in writing or speaking. The goal is for students to be able to use Spanish in real-life settings. **Students who are native Spanish speakers are only permitted to take Spanish 70.**

SPANISH 11 - Spanish

Fall. For students with no previous or limited experience with Spanish.

This is the foundation course in Spanish, stressing both the oral and grammatical functions of the language. The language in the classroom is Spanish; English is used only to help in the explanation of grammar. Equal consideration is given to oral comprehension, pronunciation, and self-expression (both written and spoken). Materials include textbook, workbook, and audio programs linked to the text.

SPANISH 12 - Spanish Grammar

Fall, Spring. Prerequisite: Spanish 11 or Permission of the Department.

This course is the continuation of Spanish 11. Its goals are to introduce stem-changing and irregular verbs as well as more complex grammar like direct object pronouns. The course seeks to amplify vocabulary and increase oral and written expression. Students are also exposed to longer audios to help them develop listening comprehension. Materials include textbook, workbook, and audio programs linked to the text.

SPANISH 21 - Intermediate Spanish Part I

Fall, Spring. Prerequisite: Spanish 12 or Permission of the Department.

Grammar skills are reinforced with writing assignments and in-class conversation. Vocabulary and idiomatic expressions are expanded. Students are expected to be able to take notes from what they hear. Materials include textbook, workbook, audio programs linked to the text, and outside readings.

SPANISH 22 - Intermediate Spanish Part II

Fall, Spring. Prerequisite: Spanish 21 or Permission of the Department.

This course is a continuation of Spanish 21, emphasizing self-expression and conversational skills. Grammar topics include commands and the introduction of the subjunctive mood. Materials include textbook, workbook, audio programs linked to the text, and outside readings.

SPANISH 31 - Advanced Spanish Part I

Fall, Spring. Prerequisite: Spanish 22 or Permission of the Department.

The course offers an introduction of advanced grammar topics with further acquisition of vocabulary and idiomatic expressions. Additional tenses and compound structures are presented and incorporated through reading and writing. Active vocabulary and proficiency in speaking and listening are developed through conversations and oral presentations. Spanish and Latin American texts and film are used to support curricular objectives and provide the subject matter for in-class discussions and short compositions. Materials include textbook, workbooks, audio programs linked to the text, and outside readings.

SPANISH 32 - Advanced Spanish Part II

Fall, Spring. Prerequisite: Spanish 31 or Permission of the Department.

The continuation of Spanish 31, this course further studies the essentials of advanced Spanish grammar and offers an exploration of more complex contextual themes. Students develop higher proficiency in all areas of language in preparation for special topic and/or Advanced Placement courses. This course requires regular compositions, oral presentations, and class discussion. Materials include textbook, workbooks, and outside readings and audios.

SPANISH 41 - The Latino Experience in USA

Fall. Prerequisite: Spanish 32 or Permission of the Department.

This course will explore the complex history and the rich cultural production of Latinos in the US, and their peculiar position in American society. Despite having partaken in the American experience from the very beginning, Latinos have been stubbornly perceived as outsiders and strangers. However, from their frequently marginal position Latinos have managed to leave their mark on every aspect of American life. Through the discussion of literary works, scholarly articles, art, film, and music, the students will expand their knowledge of the heterogeneous and complex Latino experience and improve their conversational Spanish. The development of vocabulary and grammatical sophistication will also be cornerstones of the course, thus giving students the opportunity to continue on to the Advanced Placement level. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

SPANISH 42 - Latin America: Culture and Social Turmoil in the 20th Century

Spring. Prerequisite: Spanish 32 or Permission of the Department.

This course will introduce the students to a variety of materials concerning relevant topics of the history and culture of Latin America. Focusing on specific historical events, such as the Cuban and Mexican Revolutions, students will be exposed to literary works, films and articles that dealt, and in some instances even contributed to shape, the historical events discussed. Advanced grammar topics will be reviewed in connection with the material, and class discussions, presentations, and papers will be used to assess the improvement of the spoken and written Spanish. The development of vocabulary and grammatical sophistication will also be cornerstones of the course, thus giving students the opportunity to continue on to the Advanced Placement level. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

SPANISH 43 - Spanish and Latin American Film

Fall. Prerequisite: Spanish 32 or Permission of the Department.

This course uses Spanish language cinema to highlight cultural issues in the Spanish-speaking world. By way of carefully chosen films from a variety of Spanish-speaking countries, students will examine a wide variety of geographic, cultural, and historical settings. For example, in *Nueve reinas* students will learn about recent Argentinian history and will discuss issues of national identity and representation, in *También la lluvia* they will learn about social conflicts in South America and the legacy of Spanish colonialism, and in *No* they will learn about Pinochet's dictatorship in Chile and the transition to democracy. The class will be taught entirely in Spanish. The development of vocabulary and grammatical sophistication will also be cornerstones of the course, thus giving students the opportunity to continue on to the Advanced Placement level. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

SPANISH 44 - Gender Studies in Hispanic Literature

Spring. Prerequisite: Spanish 32 or Permission of the Department.

In this course students will read a mix of novels, plays, essays, and poems, with the goal of furthering their analytical ability, vocabulary, and cultural understanding. It is a student-centered course with heavy emphasis on in-class discussion, oral presentations and written analysis of works studied. The class will be taught entirely in Spanish. The development of vocabulary and grammatical sophistication will also be cornerstones of the course, thus giving students the opportunity to continue on to the Advanced Placement level. Works studied will include poetry by Sor Juana, Gabriela Mistral and Alfonsina Storni, *La casa de Bernarda Alba* by Federico García Lorca and a selection of readings from the essay *Breve historia de la misoginia* by Anna Caballé. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

SPANISH 45 - Spain in the Twentieth Century

Fall. Prerequisite: Spanish 32 or Permission of the Department.

The main objective of this course is for students to acquire the basic knowledge to analyze Spain's recent past. Students will learn about the Spanish Civil War, the authoritarian regime of Francisco Franco and the transition to democracy. Course material includes texts, pictures, and documentaries concerning this historical period. Discussion of these sources will include the motivation of their creators and the specific interests that drove them to create their pieces. Students will comment on and analyze contemporary Spanish cases and will examine manifestations of Spanish culture affected by the Civil War. The development of vocabulary and grammatical sophistication will also be cornerstones of the course, thus giving students the opportunity to continue on to the Advanced Placement level.

SPANISH 46 - Spanish Americas: Politics and Social Issues

Spring. Prerequisite: Spanish 32 or Permission of the Department.

In this course students will explore, analyze and discuss current events in countries and regions that speak Spanish. Topics of current and pressing importance, such as education, women's rights, and the environment, will be covered at length. Students will be expected to read and listen to primary source material and discuss the relevant issues in class. They will also be required to

write about current events, and to voice their own opinions, with the goal of building cultural understanding as well as linguistic competence. The development of vocabulary and grammatical sophistication will also be cornerstones of the course, thus giving students the opportunity to continue to the Advanced Placement level.

SPANISH 49 - Culture and Identity in the Hispanic World

Fall. Prerequisite: Completion of Spanish 32 or the fourth year course with a semester average of 88 or higher and Permission of the Department.

This course, a prerequisite to take *AP Spanish Language and Culture* (Spanish 60) in the spring, provides students with opportunities to demonstrate their proficiency in each of the three modes of communication: interpersonal, interpretive, and presentational. None of the materials (videos, podcasts, newspaper articles, short stories) used in class are designed for language students but are instead materials meant for native users of Spanish. The course is centered on six themes, which we explore throughout the semester: Families in Different Societies, The Influence of Language and Culture in Identity, Influences of Beauty and Art, How Science and Technology Affect Our Lives, Factors that Impact Quality of Life, and Environmental, Political and Social Challenges. One of the main objectives, besides learning about Latin American and Hispanic culture, is for students to reflect on the commonalities and differences between these communities and their own. The course is taught exclusively in Spanish.

SPANISH 60 - Advanced Placement Spanish Language and Culture

Spring. Prerequisite: Spanish 49 and Permission of the Department.

A continuation of Spanish 49, this course follows the guidelines and procedures specified by the College Board AP Spanish Language and Culture curriculum. It is designed to develop and enhance students' knowledge of the Spanish language through the development of the five skills involved in language learning: reading, writing, listening, speaking, and adapting to new cultures. The class is conducted entirely in Spanish, and students are encouraged and expected to also communicate in Spanish using the three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century. These three modes of communication are the foundation of the *AP Spanish Language and Culture* course. This course prepares students for the Advanced Placement Examination in Spanish Language and Culture.

SPANISH 70 - Advanced Placement Spanish Literature and Culture

Year. Prerequisite: Successful completion of Spanish 60 or its equivalent and Permission of the Department.

This course follows the guidelines and procedures specified by the College Board AP Spanish Literature and Culture curriculum. This course is intended to be the equivalent of a college third-year Introduction to Spain and Latin American literature and prepares students to analyze critically representative works of prose, poetry, and drama of Spain and Latin American literature of different historical periods from Medieval to the most recent trends. Students acquire a sense of literary expression as part of the human experience and understand the characteristics of major literary movements and the forces that shaped them. This allows for a profound analysis and understanding of the works presented without neglecting the enjoyment of literature as an art and reflection of themselves. Since this course is presented entirely in Spanish, students have the opportunity to communicate and improve their language skills as well as learn new basic vocabulary of critical terms. This course prepares students for the Advanced Placement Examination in Spanish Literature and Culture.

STEM DIVISION

[Head of the Division: Michael Schaeberle]

The Science, Technology, Engineering and Math (STEM) Division is made up of the Mathematics, Science, and Computer Science departments. These departments have in common an approach to the solution of problems through mathematical analysis and an emphasis on the scientific method, i.e., empirical observation leading to the formulation of general mathematical laws which can be used to predict new observations.

In the classroom, STEM courses at Middlesex emphasize not only subject-specific knowledge, but also critical thinking, problem solving, and effective communication of scientific and mathematical ideas. Hands-on activities and laboratory investigations illustrate both the concepts and process of problem solving. Students use technology to see principles in action and to learn to make conclusions about the world based on evidence. We expect students to be prepared for and engaged in classroom activities. While the challenge of learning may vary among our students, we believe that a student's understanding is strengthened by both independent and collaborative contemplation of and grappling with new concepts and problems. Teachers work with students to develop their skills and individual interests.

These tools attain their greatest power when students learn how to approach problems by integrating mathematical modeling, creative thought, previous mathematical experience, and scientific inquiry, to clearly see their way to a solution that might be generalized to all problems of that nature. Technology has an important part to play in both the presentation of material and the students' ability to solve problems.

All courses offered in this Division confer distributional credit for 12th and 11th grade students, but only those courses so designated in the descriptions confer credit toward departmental requirements in laboratory science or mathematics. Advanced Placement courses are available to 12th and 11th grade students or with the permission of the Department.

MATHEMATICS

[Head of the Department: Mike Harrington]

The Mathematics Department aspires to lead students to greater understanding of and appreciation for the power of mathematics. Through traditional offerings in algebra, geometry, calculus, and statistics as well as through our advanced topics courses, students are encouraged to think in a quantitative fashion in order to model aspects of their experience and the world around them. Students should learn how to approach problems by integrating mathematical modeling, creative thought, and previous experience to find their way to a solution. To this end we support when needed, challenge when appropriate, inculcate sound reasoning skills, and encourage articulate communication of mathematical ideas. Our intention is to have students assume responsibility for the mathematics they explore—to understand theorems that are developed, to be able to use techniques appropriately, to know how to test results for reasonability, to learn to use technology when advantageous, and to welcome new challenges whose outcomes are unknown. Beyond this, we very much wish to impart a sense of the utility, power, and beauty of mathematics.

The Mathematics Department assumes new students will arrive having studied some algebra. To help the Department determine the appropriate course, a placement test will be sent to all entering students. Students who will benefit from a review of first year algebra will be placed in Math 12; those with stronger algebra backgrounds will be placed in Math 21 or higher.

Courses 12 through 32, each one-semester long, comprise the core of the mathematics curriculum. Middlesex uses a variety of approaches in its mathematics courses with a particular focus on problem solving. We expect that, by the end of the core courses, a student will have a full grasp of the fundamental tools of algebra, and confidence in tackling problems which are both challenging and original.

Advancement in math courses is based on mastery of the material in a course. Any student who earns a grade below 70 or a semester grade between 70 and 75 and a cumulative exam score below 70 in Math 21 or 31 must remain at that level and repeat the course. The Department may recommend that a student repeat a level after receiving a semester grade between 70 and 75 regardless of the score on the cumulative exam for that course. Should a student taking a repeat course fail to make satisfactory progress in the repeat course, the student will be recommended to take a summer school course.

Middlesex offers a rich variety of math courses beyond the required sequence. It is our belief that students are well served by seeing branches of mathematics other than the purely algebraic. Math 37, 38 and the 40-level courses may be taken in any order after completion of Math 32. In some instances, a student may wish to enroll in one of these courses concurrently with a core course Math 32 or below. This is allowed only with permission of the department. Students should note that Math 39 serves as the prerequisite for Advanced Placement level courses in either statistics or economics and that Math 49 serves as a prerequisite for Advanced Placement level courses in statistics, calculus, or economics.

MATH 12 - Intermediate Algebra

Fall.

This one-semester course is a review and extension of the topics of a first-year algebra course. It is designed for those students who have had an introduction to algebra and who would benefit from a review of the material. Topics covered include linear equations and their graphs, exponents and roots, functions, and systems of equations.

MATH 21 - Algebra and its Functions

Fall, Spring.

This one-semester course is designed to strengthen and extend first year algebraic knowledge. Topics will include a review of linear functions, rational and radical expressions, inequalities, and quadratic functions. Students will use graphing calculators to explore concepts.

MATH 22 - Geometry

Fall, Spring. Prerequisite: Math 21 or its equivalent.

This one-semester course will consist of an inductive study of the principles and properties of Euclidean geometry. Definitions will be established and theorems will be developed, verified, and proved. The treatment of proof will center on parallel lines and transversals, congruence and similarity, and properties of triangles and quadrilaterals. ***New students who have not yet studied geometry will be placed into geometry in the SPRING semester.***

MATH 31 - Advanced Algebra

Fall, Spring.

This one-semester course extends knowledge of algebra and functions to include the graphs, behaviors, applications, and properties of a variety of functions. Students will work extensively with exponential and logarithmic functions. Students will investigate transformations, compositions, and the inverses of functions.

MATH 32 - Pre-calculus: Trigonometry

Fall, Spring.

The circular functions will be examined in depth in this one-semester course, which includes trigonometric functions, identities, inverse trigonometric functions, applications to triangles, and vectors.

The following courses are open to all students who have completed their mathematics requirements through the level of Math 32 or concurrently with a core math course with the permission of the department.

MATH 37 - The Development of Mathematical Knowledge – Ancient Foundations

Fall.

Mathematical ideas have been developed independently by cultures across the globe. This course will introduce students to fields and applications of mathematics from a variety of ancient cultures in Africa, Asia, and the Americas expanding beyond a traditional Euro-centric focus. In addition to exploring and applying these ideas, incorporating problem-solving, reading, and writing, students will also learn and discuss the cultural and historical context leading to these developments.

MATH 38 - The Development of Mathematical Knowledge – Asia and the Arab World

Spring.

This course will introduce students to mathematical developments from a variety of cultures in Asia and the Arab world. Students will explore ideas that have been built upon or borrowed as part of what we consider contemporary mathematics, even while they are not often properly credited in traditional Euro-centric textbooks. Through discussion of mathematics within a cultural context, students will develop insight into the modern concept of mathematics as it fits within their own cultures and communities.

MATH 39 - Pre-calculus with Data Analysis

Fall, Spring.

This one-semester course continues the study of functions and introduces polynomial and rational functions, descriptive statistics, and probability. Students will gain skill in analyzing functions and making connections between analytic, graphical, and numeric representations. Pre-calculus concepts will be applied to real world scenarios and students will learn about regression techniques and model selection as they seek to understand and explain the world in which they live. This course incorporates several data-driven projects. ***Students may not take Math 39 concurrent with or subsequent to Math 49. This course satisfies the prerequisite for Math 51 as well as Economics 41.***

MATH 40 - Advanced Topics in Mathematics – Discrete Mathematics

Fall.

This one-semester course will cover topics in mathematics which do not depend upon concepts of infinity. Topics which naturally fall into this category and will be considered in this course are symbolic logic, sets and counting, probability, and graph theory.

MATH 41 - Advanced Topics in Mathematics – Mathematical Modeling

Fall.

In this project-based course, students will work individually and collaboratively to formulate and analyze mathematical models used to solve complex real-world problems. Examples might include developing the best strategies for boarding and deboarding different types of airplanes or using data to determine if King Kong could really exist. Solutions and results of students' work will be summarized in written reports and presentations.

MATH 42 - Advanced Topics in Mathematics – Coding Mathematical Algorithms

Spring.

This course serves as an introduction to the principles of computer coding, requiring logic and problem-solving skills as students work towards the goal of producing a gaming application. Participants will learn to manipulate graphics and animations, use code to solve math problems, and develop algorithms to achieve desired behavior for characters and objects in their games. No prior programming experience is required, though students should be comfortable working independently and solving problems creatively. ***As this is an introductory course, students who have taken any Computer Science or Computer Programming course Computer Science 24 or higher may not enroll in Math 42.***

MATH 43 - Advanced Topics in Mathematics – Quantitative Analysis

Fall.

The focus of this course is on quantitative literacy — the ability to interpret, analyze, and interact with quantitative data and concepts, with an emphasis on financial markets. The course explores a variety of personal finance issues, including interest rates, comparing loan offers, taxes, retirement savings, and offers an introduction to statistics, probability, and game theory. The goal of this course is to explore the real-world application of mathematics in our everyday lives, emphasizing learning-by-doing using Excel and other online tools.

MATH 44 - Advanced Topics in Mathematics – Problem Solving

Spring.

This course focuses on mathematical problem solving. Everyday situations can lead an inquisitive problem solver to profound and far-reaching mathematical principles. Discussions accompanying the problems reinforce important techniques in discrete mathematics, and the solutions - which require verbal arguments - show that proofs and careful reasoning are at the core of doing mathematics. In addition, we will learn that asking good questions is just as important to the progress of mathematics as answering questions. This course will serve interested students seeking to improve their problem-solving knowledge and know-how.

MATH 45 - Advanced Topics in Mathematics – Analytic Geometry

Spring.

This course connects algebra and pre-calculus to geometry through equations of circles, the distance formula, and coordinate methods for analyzing and constructing polygons. Students will explore geometric transformations in two and three dimensions and further develop three-dimensional reasoning through applications of surface area, volume, and properties of polyhedra. The course concludes with a study of conic sections and their geometric properties. Emphasis is placed on mathematical reasoning, modeling, and visual interpretation of geometric relationships.

MATH 46 - Advanced Topics in Mathematics – Calculus

Spring. Preference given to 12th grade students.

This one-semester course is designed to give an intuitive introduction to the techniques of calculus and to the sorts of problems with which elementary calculus deals. Students will investigate limits and derivatives as tools for analyzing algebraic functions. Applications will include descriptions of motion, marginal analysis, and optimization. ***This is an introductory course that cannot be taken concurrent with or subsequent to Math 52 or 53.***

MATH 47 - Advanced Topics in Mathematics – Statistics

Fall. Preference given to 12th grade students.

This course covers many of the major topics of descriptive statistics. Topics covered will include displays of sample data, measures of center and spread, probability, discrete random variables, and normal distributions. ***This is an introductory course that cannot be taken concurrent with or subsequent to Math 51.***

MATH 48 - Advanced Topics in Mathematics – Inferential Statistics

Spring. Prerequisite: Math 47 or Math 51 and Permission of the Department.

This course builds upon topics covered in Math 47 with an increased focus on inferential statistics. Students will learn to test hypothetical claims, as well as look at different measures of location and variability. Students will examine fascinating questions about life and the world around them by investigating the underlying statistical questions which they can analyze through data and simulations in order to draw conclusions. ***Students who completed Math 48 may not take Math 51.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

MATH 49 - Advanced Pre-calculus with Limits

Fall, Spring.

This one-semester course is designed to prepare students who have shown significant interest in algebra for AP-level calculus. The focus of the course will be on problem solving using mathematical models to represent real world situations. Extensive detail is paid to polynomial and rational functions. Students will investigate sequences, series, and limits. ***Students may not take Math 49 concurrent with Math 39. This course satisfies the prerequisite for Math 51, 52, 53 as well as Economics 41.***

MATH 51 - Advanced Statistics and Probability

Fall. Prerequisite: Math 39 or Math 49 and Permission of the Department.

Data descriptive statistics, data collection, and probability are the foci of this course. Students are introduced to categorical and quantitative variables and multiple summarization modules, including tables, graphs, and summary statistics. This is followed by the analysis of correlation and regression, which then leads to data collection and experimental design. Finally, students dive into probability and random variables. ***Students may not take Math 51 subsequent to Math 48.***

MATH 52 - Differential Calculus

Fall. Prerequisite: Math 49 and Permission of the Department.

This in-depth course in calculus will develop and explore the concept of limit and then progress to the development of the derivative. Derivatives of polynomial, trigonometric, and exponential functions, and their applications to graphing, velocity, acceleration, max-min problems, and related rates will be studied. ***Students may not take Math 52 subsequent to Math 53.***

MATH 53 - Advanced Differential Calculus

Spring. Prerequisite: Math 49 and Permission of the Department.

This rigorous introduction to Calculus includes a deep investigation of limits and rates of change. Students will explore the ways in which they tie together and explain many concepts from Algebra and Pre-calculus. Students will gain a deeper understanding of function behavior and analysis. They will explore both theoretical and practical uses of calculus including applications to motion, optimization, related rates, linear approximation, and modeling. ***Students may not take Math 53 subsequent to Math 52.***

MATH 55 - Advanced Integral Calculus

Fall. Prerequisite: Math 53 and Permission of the Department.

The idea of accumulation and the closely associated topic of the area will motivate much of the discussion in this extensive exploration of integral calculus. Students will study analytical and numerical approaches to integration, and they will investigate a series of related physical problems dealing with growth, decay, volume, length, and density. ***Students may not take Math 55 subsequent to Math 62.***

MATH 61 - Advanced Placement Statistics

Spring. Prerequisite: Math 51 and Permission of the Department.

Building on the discussion of statistics and probability in earlier coursework, this course is focused on inferential statistics. The course begins with the analysis of sampling distributions and then turns to the study of confidence intervals and tests of significance for means and proportions, which also includes power and error, chi-squared tests, and inference for regression. This course prepares students for the Advanced Placement Examination in Statistics.

MATH 62 - Advanced Placement Calculus AB

Spring. Prerequisite: Math 52 or Math 53 and Permission of the Department.

This course introduces integration as a counterpart to differential calculus and offers students tools to apply calculus reasoning to various physical problems. Topics covered include the Fundamental Theorem of Calculus, applications to area and volume, and an introduction to differential equations. This course along with either Math 52 or Math 53 prepares students to take the Advanced Placement AB Calculus Exam. ***Students may not take Math 55 subsequent to Math 62.***

MATH 65 - Advanced Placement Calculus BC

Spring. Prerequisite: Math 55 or Math 62 and Permission of the Department.

This advanced course in calculus extends the study of derivatives and integrals to include analysis of vector valued functions, parametric and polar curves, and differential equations. The course also covers the convergence of improper integrals and infinite series which will provide the theoretical underpinnings of Taylor Series. Together with their earlier courses in Differential and Integral Calculus, this course equips students with tools and ideas that are essential for a comprehensive understanding of mathematical analysis. This course prepares students to take the Advanced Placement BC Calculus Exam.

MATH 71 - Multivariable Calculus

Fall. Prerequisite: Successful completion of Math 65.

After a brief review of the topics in analytic geometry, polar coordinates, and parametric equations, we will study vectors in 2D-space and 3D-space. The topics will include tangent and normal vectors, curvature, dot product, cross product, curves and planes in 3D-space, and quadric surfaces.

MATH 72 - Vector Calculus

Spring. Prerequisite: Math 71.

This course will be a study of multivariable calculus with attention paid to partial derivatives, multiple integrals, and their applications, Stokes' and Green's theorems, and the related underpinnings of vector theory.

MATH 73 - Linear Algebra, Part I

Fall. Prerequisite: Successful completion of Math 65.

This is a course in the study of vector spaces and the structure of linear mappings between them. Topics in this course include vector spaces, matrices, linear transformations, and solutions of systems of linear equations. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

MATH 74 - Linear Algebra, Part II

Spring. Prerequisite: Math 73.

In this continuation of the study begun in Math 73, we will study eigenvalues, eigenvectors, and the diagonalization of matrices, along with applications to differential equations. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

MATH 75 - Differential Equations

Fall. Prerequisite: Successful completion of Math 65.

This course in Ordinary Differential Equations (ODEs) explores the fundamental principles and techniques for analyzing and solving differential equations that model various dynamic phenomena in science, engineering, and other fields. Students will delve into the classification of ODEs, solution methods, and the qualitative behavior of solutions. Topics include linear and nonlinear first-order equations, special higher-order equations, systems of ODEs, Laplace transforms, and numerical methods. Applications across diverse disciplines will be highlighted to demonstrate the relevance and versatility of ODEs in describing real-world processes. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

MATH 76 - Analysis of Probabilistic Systems

Spring. Prerequisite: Math 75.

This one-semester course introduces the nature, formulation, and analysis of probabilistic situations. Topics include the axioms of probability; discrete, continuous, and jointly distributed random variables; conditional probability; and moment generating functions. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

SCIENCE

[Head of the Department: Steven Whitt]

The Science Department at Middlesex helps students develop a deep understanding of the natural world and the ability to think and work like scientists. We prepare future scientists, engineers, and medical professionals for the next phase of their education, while also equipping all students regardless of their future field of study with habits of mind that will serve them for life. Middlesex science students become informed citizens, confident problem solvers, and effective collaborators, who are able to navigate a data-driven world with both clarity and ethics.

Science at Middlesex emphasizes not only subject specific knowledge, but also critical thinking, problem solving, and clear communication of scientific ideas. Through hands-on activities and laboratory experiments, students learn experimental design, data collection, analysis, interpretation, and evidence-based reasoning. Students regularly write, revise, and present scientific work, developing the ability to explain complex ideas clearly. We employ technology for modeling systems, visualizing data, and testing hypotheses. We encourage our students to come to class prepared and engaged, as their teachers work closely with them to support their growth, curiosity, and individual interests.

We value both breadth and depth in our science program. We believe that a rigorous science education includes both a strong foundation in the major scientific disciplines as well as freedom to explore areas of personal interest. In most cases, students begin with biology, followed by chemistry and then physics, so that they grow alongside our students' cognitive and mathematical maturity. This sequence allows students to build a coherent understanding of scientific ideas and to see how core principles such as energy and structure appear across different disciplines.

After completing the introductory sequence, students are encouraged to pursue further study through our advanced offerings, which include both AP and elective courses. These courses emphasize sustained inquiry, independent thinking, and real-world application. Students sharpen their understanding of scientific concepts while developing confidence, intellectual autonomy, and a clearer sense of their academic and professional interests.

Ultimately, the Science Department at Middlesex seeks not only to teach students what is known, but also how knowledge is created, tested, and refined. In a world shaped by rapid technological change and global challenges, we aim to graduate scientifically literate and intellectually flexible leaders in STEM. Our graduates are prepared to question the status quo, contribute to their fields, and lead with confidence in a complex world.

BIOLOGY 10 - Biology

Fall. Open to all grades. Biology 10 and Biology 11/12 constitute a full year course.

This introductory course develops a basic understanding of how living organisms function. The course aims to instill in students a perspective on themselves as living organisms and to develop skills in experimental techniques and scientific reasoning. Topics studied include anatomy and physiology, biochemistry, cellular biology, and energy processing. Students continue on to Biology 11 or Biology 12 in the spring semester.

BIOLOGY 11 - Biology

Spring. Open to all grades. Prerequisite: Biology 10.

This course is a continuation of Biology 10, with an emphasis on the concepts of cellular energy and reproduction, genetics, evolutionary theory, and topics in climate change.

BIOLOGY 12 - Honors Biology

Spring. Open to all grades. Prerequisite: Biology 10 and Permission of the Department. Intended for students with a strong record of accomplishment in Biology 10.

This course will more rigorously approach and develop the topics offered in Biology 11 and will cover additional material. Topics include cellular reproduction, genetics, biotechnology, evolution, and topics in climate change.

BIOLOGY 30 - Advanced Placement Biology

Year. Prerequisite: Biology, Chemistry 11 or higher, and Permission of the Department. Students will be ranked and admitted to the course based on their performance in previous science courses (biology, chemistry). Preference will be given to 12th and 11th grade students and students who have completed physics.

This challenging full-year, college-level biology course is offered as a second-year course in biology for extraordinary science students, especially those who have an interest in the fields of medicine or biological research. The two main goals of the course are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The ongoing

knowledge explosion in biology makes these goals even more challenging. This course follows the AP Biology syllabus published by the College Board and covers major topics in the fields of biochemistry, cellular and molecular biology, classical and modern genetics, biotechnology, ecology, and evolution. Successful students in this course are those who are able to connect concepts across topics in order to understand how they fit together into a larger framework. Inquiry based labs are an integral part of this course, as are nightly reading assignments and homework assignments that are designed to have the students apply the concepts learned in class. This course uses an eBook as a primary resource as well as several online resources to further explore the topics. This course prepares students for the Advanced Placement Examination in Biology.

CHEMISTRY 09 - Chemistry

Year. Open to all grades. Prerequisite: Completed or concurrent enrollment in Math 21 or Permission of the Department.

This year-long course is designed to develop fundamental study skills along with quantitative and conceptual understanding of chemistry. The general approach is based on the principle of modeling in which students generate physical, conceptual, and mathematical representations of real phenomena. Students are tasked with articulating and defending their ideas through the use of data and observations. Students will be introduced to concepts fundamental to studying matter at the molecular level. Learning will be done through discovery-based processes, work in small groups, and laboratory experimentation that involves qualitative analysis and quantitative techniques. Topics will include scientific measurement, atomic structure, periodic trends, chemical bonding, chemical reactions, stoichiometry, gas laws, electrochemistry, and acid-base chemistry. If time allows, advanced topics such as chemical kinetics, equilibrium, food chemistry or forensics may be explored. ***Students who enroll in Chemistry 09 may not take Chemistry 10 or higher.***

CHEMISTRY 10 - Accelerated Chemistry

Fall. Open to all grades. Chemistry 10 and Chemistry 11/12 constitute a full year course. Prerequisite: Completed or concurrent enrollment in Math 31 in the spring semester.

This course explores a core of principles that organizes the whole of chemistry. Coverage will include topics such as atoms and molecules, introduction to stoichiometry, prototypical reactions, periodic properties of the elements, bonding, and the mole. Emphasis will be placed on progressing from the general to the specific and from the simple to the complex as we explore current understanding in the field of chemistry. Instruction will include both lecture and laboratory, and effort will be made to engage the student in the learning process. In addition to reading and problem sets, there will be in-class collaborative learning assignments, computer-based tutorials, and online resources. ***Students may not take Chemistry 10 concurrent with or subsequent to Chemistry 09.***

CHEMISTRY 11 - Accelerated Chemistry

Spring. Open to all grades. Prerequisite: Chemistry 10 and concurrent enrollment in Math 31 or higher.

This course is a continuation of Chemistry 10 and will cover stoichiometry, gas laws, chemical equilibrium, and acid base chemistry. Emphasis will be placed on understanding chemical concepts on both the macroscopic and microscopic, (particle level), that underlie the topics discussed. A mathematical approach to the topics will be supported with online tutorials, practice problem sets, and in-class group work. Laboratory work will be designed to provide students with hands-on examples of the topics covered.

CHEMISTRY 12 - Honors Accelerated Chemistry

Spring. Open to all grades. Prerequisite: Chemistry 10, concurrent enrollment in Math 31 or higher and Permission of the Department.

This course is a continuation of Chemistry 10 and will cover stoichiometry, gas laws, chemical kinetics, chemical equilibrium, acid base chemistry, oxidation reduction reactions, and electrochemistry. This course is designed for students with a strong record of accomplishment in Chemistry 10, who are prepared for a mathematically more rigorous approach to the study of chemistry. Students will be responsible for making their own connections between what they are taught and greater chemical principles at large. Laboratory work takes on a more quantitative and data driven approach and is designed to reinforce and expand a student's understanding of the topics covered.

CHEMISTRY 30 - Advanced Placement Chemistry

Year. Prerequisite: Chemistry 11 or higher, Physics 12 or higher, Math 39, 49 or higher and Permission of the Department. Students will be ranked and admitted to the course based on their performance in previous science courses (chemistry, physics) and Math 39 or 49. Preference will be given to 12th and 11th grade students and students who have completed biology, chemistry, and physics.

Equivalent to first year college chemistry, this course is designed for students intending to concentrate their studies in science, engineering, or medicine. This course follows the AP Chemistry syllabus published by the College Board and covers the advanced topics including atomic structure, compound structure and properties, intermolecular forces, chemical reactions, chemical equilibria, kinetics, thermodynamics, electrochemistry, spectroscopy, and acid-base chemistry. Inquiry-based labs are an integral part of this course and will include quantitative and qualitative analysis and further develop lab skills. This course prepares students for the Advanced Placement Examination in Chemistry.

PHYSICS 10 - Physics

Fall. Open to 10th, 11th, and 12th grade students. Prerequisite: completion or concurrent enrollment in Math 31. Physics 10 and Physics 11/12 constitute a full year course.

This course introduces the fundamental ideas of physics, emphasizing conceptual explanations and algebraic problem solving. The course includes a study of waves and sound, as well as the basics of the electromagnetic spectrum and the behavior of light. The movement of energy is a theme for the whole semester, including calculations of kinetic energy and gravitational potential energy. Students will learn skills of data analysis, lab report writing, and design.

PHYSICS 11 - Physics

Spring. Open to 10th, 11th, and 12th grade students. Prerequisite: Physics 10.

This course is a continuation of Physics 10 and will employ hands-on activities and projects to study the concepts of circuits, motion, free fall, forces, vectors, projectiles, and energy. Problem solving and conceptual explanations continue to be emphasized.

PHYSICS 12 - Honors Physics

Spring. Open to 10th, 11th, and 12th grade students. Prerequisite: Physics 10 and Permission of the Department.

This course is a continuation of Physics 10 and uses the tools of algebra and basic trigonometry to enhance conceptually rigorous analyses. The course starts with topics of circuits and electricity. It then turns to a description of motion (kinematics and vectors). Using these tools, the concepts of forces and conservation laws are applied to real world problems.

PHYSICS 20 - Advanced Mechanics

Fall. Open to 10th, 11th, and 12th grade students. Prerequisite: completion or concurrent enrollment in Math 32 and a semester average of 93 or better in Chemistry 11 or a semester average of 89 or better in Chemistry 12. Preference will be given to 12th and 11th grade students. In the case of over-enrollment, students will be ranked and admitted into the course based on their performance in chemistry and Math 31.

This challenging college-level introductory physics course is offered as a first-semester course in physics for extraordinary science students. The emphasis is both conceptual understanding and mathematical problem solving. This course follows much of AP Physics 1 syllabus published by the College Board, covering topics of Newtonian mechanics including rotational dynamics and angular momentum. Successful completion of this course is a prerequisite for students entering Physics 22 in the spring.

PHYSICS 22 - Advanced Placement Physics 1: Algebra-Based

Spring. Open to 10th, 11th, and 12th grade students. Prerequisite: Physics 20 and Permission of the Department.

This course requires successful completion of Physics 20 and completes the AP Physics 1 syllabus published by the College Board. Topics include work, energy, power, simple harmonic motion, and fluid mechanics. Inquiry based labs are an integral part of this course and will include quantitative and qualitative analysis. This course prepares students for the Advanced Placement Examination in Physics 1: Algebra-Based.

PHYSICS 25 - Advanced Placement Physics 2: Algebra-Based

Year. Open to 11th and 12th grade students. Prerequisite: Biology, Chemistry 11 or higher, Physics 12 or higher and Permission of the Department. In the case of over-enrollment, students will be ranked and admitted into the course based on their performance in chemistry and physics.

This challenging college-level introductory physics course is offered as a second-year course in physics and covers wave mechanics, thermodynamics, electricity and magnetism, optics, and modern physics. Inquiry-based labs are an integral part of this course and will include quantitative and qualitative analysis. This course prepares students for Advanced Placement Examination in Physics 2: Algebra-Based.

PHYSICS 30 - Advanced Placement Physics C

Year. Open to 11th and 12th grade students. Prerequisite: Successful completion of Physics 22, and either completion of Math 62 or completion or concurrent enrollment in Math 55 and Permission of the Department. In the case of over-enrollment, students will be ranked and admitted into the course based on their performance in Physics 22 and Math 53 or 62 courses.

This calculus-based physics course is a challenging and detailed examination of two central parts of classical physics: mechanics and electricity and magnetism. The course is intended for students with a strong interest in science and mathematics. AP Physics C aims to instill in students a deeper understanding of major topics in first-year physics, with more derivations, more difficult problems, and more sophisticated mathematics. This course prepares students for both Advanced Placement Examinations in Physics C (Mechanics, and Electricity and Magnetism).

ENVIRONMENTAL SCIENCE 30 - Advanced Placement Environmental Science

Year. Prerequisite: Biology, Chemistry 11 or higher or Chemistry 09 and Physics, and Permission of the Department. Preference will be given to 12th and 11th grade students and students who have completed physics. In the case of over-enrollment, students will be ranked and admitted to the course based on their performance in previous science courses (biology, chemistry).

This course introduces students to ecological principles and their application to real-world environmental issues. Students will examine environmental problems, explore human population dynamics, evaluate how natural resources are used, analyze pollution sources and mitigation options, and consider environmental policy solutions. Fieldwork in Estabrook Woods and at Bateman's Pond is included, with an optional pre-orientation trip in August at the Hurricane Island Center for Science and Leadership off the coast of Maine to learn more about sustainability and field science. Students will use a textbook and engage with current articles

from newspapers and periodicals. The course prepares students for the Advanced Placement Examination in Environmental Science.

In the case of over-enrollment, in *Applied Science* courses, preference will be given to 12th grade students.

SCIENCE 40 - Applied Science: Human Anatomy and Physiology

Fall. Preference given to 12th and 11th grade students.

The structure and function of the human body have been a study for ages. This course offers a deeper examination of anatomical features and their function by examining individual body systems and connecting them into the larger context of function with the human body. With this, students will better understand concepts of homeostasis and how each system affects the next. While some may consider the study of anatomy and physiology a thing of the past, the implications of understanding these components are invaluable in health science. This course will be a mixture of lecture, lab, and discussion. Dissections will play an integral part in this course study. Students will be assessed both by tests and practicums related to the foundations of human anatomy.

SCIENCE 41 - Applied Science: Marine Biology and Conservation Policy

Fall. Preference given to 12th and 11th grade students.

Marine Biology broadly refers to the study of marine organisms, their behaviors, and interactions with the environment, while Conservation Policy is the guiding procedure, philosophy, or course of action for preserving and renewing human and natural resources (Gemet). This course is not an "animal identification" course or one that focuses on animal behaviors. Instead, this course is designed to prepare students to explore both the basics in Marine Biology as well as the effects that humans have on marine ecosystems and ways to preserve them through policy-based action. Using five key themes (Habitat Loss, Climate Change, Pollution, Invasive Species, Overharvest), students explore the ways in which humans are altering marine ecosystems around the world as well as techniques to conserve these biodiverse or otherwise valuable areas. The course opens with a consideration of the connection between humans and the wild through readings in *Animal Liberation* by Peter Singer, before delving into each of the five themes. Through readings, videos, several hands-on labs, group projects, and a trip to the New England Aquarium, students navigate the interactions between human needs and conservation priorities in the marine world. The course ends with a poster project where students choose a specific marine ecosystem to research through the lens of three of the key themes. A part of their research process is observing species from their chosen ecosystem at the New England Aquarium. They present their research to the class and, in doing so, learn about a variety of marine ecosystems that their peers researched. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

SCIENCE 42 - Applied Science: CSI: Middlesex – An Introduction to Forensic Science

Spring. Preference given to 12th and 11th grade students.

This course examines the science and practical techniques behind crime scene investigation. Judging by the numerous TV shows about solving mysteries through careful analysis of material clues, forensics is a hot topic. This interdisciplinary course will incorporate a basic understanding of principles of chemistry, physics, biology, geometry, and physiology with a practical use of the scientific method to help reconstruct criminal events. Topics to be covered include fingerprinting, toxicology, serology, blood spatter, hair, fiber, and DNA analysis. Lab activities will accompany each topic. Students will be evaluated by lab reports, semester long projects, and class attendance and participation.

SCIENCE 44 - Applied Science: Biotechnology and Equity

Spring. Preference given to 12th and 11th grade students.

This course examines the myriad of technological advances that have enhanced the study of the life sciences. Biotechnology is the study of life science through technical applications. These new and evolving technologies have furthered our own understanding of many molecular and cellular processes that can be harnessed for the benefit, and sometimes detriment, of society. This course will examine the intersections between these technologies and how they are often exploited to perpetuate systemic oppression and increase health disparities among marginalized communities. In this course, students will examine the most common tools utilized by researchers from the academic, medical, agricultural, industrial, and environmental fields, including gene manipulation, production of biological molecules, and gene mapping. Students will understand these techniques through a combination of laboratory experimentation, lectures, discussions, and dialogue about the context of these topics in current events. In this course, students will be evaluated by classroom participation, lab reports, and unit assessments.

SCIENCE 45 - Applied Science: Advanced Astronomy

Fall. Includes 1 evening observation session weekly. Prerequisite: Chemistry 09 or higher. Preference given to 12th and 11th grade students.

This semester-long astronomy course begins with a survey of the night sky. We will then move on to describe and explain astronomical phenomena on both the scale of the very near and the very, very far. Exact topics will depend on the interests of the class and the celestial objects visible during the semester. Possible areas of exploration include tides, lunar phases, the space program, our solar system (including planets and our Sun), stellar evolution (including red giants, supernovae, neutron stars, and black holes), galaxy formation, cosmology (including the big bang and fate of the universe), and extraterrestrial life. Frequent projects should be expected. Students in this course will, through required regular nighttime observing sessions, learn the basics

of naked-eye astronomy and become proficient in the use of our rooftop telescopes in the Middlesex Observatory. Opportunities to use the 18-inch Centurion telescope housed in the dome will also be provided.

SCIENCE 46 - Applied Science: Climate Change: Science, Solutions and Stories

Fall. Preference given to 12th and 11th grade students.

This course will explore climate change by investigating the causes and consequences of a warming planet while considering options for the future. Topics include the physical science behind climate change, the greenhouse effect, carbon cycling and natural and anthropogenic activities that affect the climate. Additionally, students will study the impacts of climate change on ecosystems and human communities, adaptation and mitigation strategies. The course will balance a global perspective with a focus on climate predictions and actions in Massachusetts and on the Middlesex campus. Through projects, students will learn how stories shape public understanding and motivate change. They will work on developing their own voices as climate communicators who translate complex science into compelling messages that inspire awareness and action. Students in the course have the option to participate in pre-orientation trip in August at the Hurricane Island Center for Science and Leadership off the coast of Maine to learn more about sustainability and field science.

SCIENCE 47 - Applied Science: Forest Ecology

Fall. Preference given to 12th and 11th grade students.

This course will introduce students to field methods, using the science of forest ecology and the richness of Estabrook Woods as the primary resource. Labs will have a significant outdoor component, offering students the opportunity to do hands-on work and collaborative projects by conducting field studies in the forest itself, with an emphasis on original observation and experiential learning. Topics include geology and soils, hydrology, disturbance and succession, phenology (the timing of natural events), dendrology, mycology and the significance of fungi, nutrient cycling, invasive species, landscape interpretation, and climate change.

SCIENCE 48 - Applied Science: Engineering

Fall. Preference given to 12th and 11th grade students.

This course engages students in authentic engineering practices and inspires them to embrace an engineer's habits of mind. Collaborative, student-directed projects build resilient problem-solving skills and empower students to think like engineers, to adopt engineering processes, and to pursue engineering disciplines for the betterment of our world. Students discover the design process by creating cameras for people with disabilities. They reverse engineer a crank flashlight to think about how someone else designed it – and how they could do it better. Students uncover the challenges and opportunities of working together to collect, analyze, represent, and argue from data. The course culminates as they use these skills to redesign a building in an earthquake zone. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

SCIENCE 49 - Applied Science: Robotics

Spring. Preference given to 12th and 11th grade students.

Robots are programmable machines. They are our agents, building and working in industry at repetitive tasks or in dangerous places we cannot go. Equipped with sensors, these machines gather data and respond to changes in the world around them. Combined with artificial intelligence, these machines can explore the surface of Mars, disarm explosives, learn to perform delicate surgery, or respond to danger faster than we can on our own. Robotics is about improving our quality of life and pushing the limits of what humans can do. This hands-on, minds-on course introduces the field of robotics through a series of projects that challenge us to build, design, and code robots. Students will work as engineers, individually and in teams, to think creatively and critically as they tackle real world problems and prototype solutions. Students will be assessed on their contributions, successes, and reflections during each step of the problem-solving process. By the end of this course, students will have learned the basics of this exciting branch of engineering, and they will have a deeper insight into their own problem-solving styles and talents. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

COMPUTER SCIENCE

Computer Science extends beyond simply typing code into a computer. In an ever more interconnected world, understanding the Internet, data abstraction and storage, encryption, web security, and the global impact of technology has become exceedingly important. Thus, the Middlesex Computer Science Department aims to educate students about the principles of computer science and advance the problem solving abilities of its students through courses that emphasize the development and implementation of creative algorithms. The true essence of programming lies in creatively approaching a problem, designing a solution, and then translating that solution into executable code. While instruction in the higher level programming courses primarily focuses on Java, students will develop an intuitive understanding of programming language structure and object-oriented programming, which allows them to learn new languages with ease.

The department recognizes that students' interests in computer science will vary widely, and thus the department attempts to meet these varying interests by providing multiple entry-points into the computer science curriculum at Middlesex. A two-semester course sequence (Computer Science 20/31) exists for students seeking an introduction to computational thinking, algorithms, and fundamental programming concepts. This specific course sequence is designed for students desiring a general understanding of

their technological world and the fundamentals of programming. Students in Computer Science 31 will also take the Advanced Placement Examination in Computer Science Principles.

Students seeking to develop extensive computer programming skills and pursue college-level coursework should begin their computer programming study with Computer Programming 40, which in conjunction with Computer Programming 55 covers the material on the A Level Advanced Placement Computer Science examination. These two courses are equivalent to the first semester of computer science as taught at virtually all universities and colleges that use Java in their coursework for computer science majors. Upon completion of Computer Programming 55, accomplished students can further their study through the Computer Programming 61/62 (algorithms and data structures) and Computer Programming 63/64 (user experience design and full stack development) course sequences, which are offered in alternating years. Students having completed these courses should possess the ability to use functional and object-oriented programming algorithms, constructs, data structures, and databases to solve advanced computational problems. Additionally, they will be able to analyze algorithm and program efficiency with respect to both execution time and space requirements. Students should note, however, that completion of four semesters of history during their Middlesex careers is a graduation requirement, which should be taken into consideration as they plan their computer science course progression.

In addition to these offerings, students may additionally take a variety of topics courses (Computer Science 22 - 24; Computer Programming 26, 28), which are offered on a rotating basis.

COMPUTER SCIENCE 20 - Principles of Computer Science

Fall. Prerequisites: Math 22, or Math 21 with Permission of the Department. In the case of over-enrollment, preference will be given to 12th and 11th grade students, and students will be ranked by performance in Math 21, Math 22, and other core math courses.

This course introduces students to the foundational concepts of computer science where they will explore how complex digital information such as numbers, text, images, and sound are represented and stored and how the logic behind these representations preserves essential qualities of the data. Fundamental programming concepts and collaborative software development processes will be studied enabling students to develop a variety of apps utilizing variables, conditionals, and functions. This course emphasizes leveraging creative problem solving to create real-world applications related to students' everyday lives.

COMPUTER SCIENCE 22 - Cyberethics

Fall.

This course considers both the legal and philosophical perspectives of the internet's influence on our society and our lives. Students will gain a deeper understanding of current policies and issues surrounding censorship, intellectual property, information privacy, and cybersecurity. Case studies will include major corporate data breaches, fair use and the Crypto Wars, and the political impact of regulation and "fake news." Students will be expected to contribute to class discussions daily, as well as write position papers throughout the semester. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

COMPUTER SCIENCE 23 - Artificial Intelligence Tools

Fall.

This course explores current, publicly available artificial intelligence tools. While students will learn the fundamental principles behind machine learning and neural networks to understand the strengths and weaknesses of each tool, the focus of the course will be to learn how to productively use these AI tools as well as considerations of the ethical ramifications of their use. The culminating project of the course will involve developing a useful application leveraging one or more of the AI tools studied. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

COMPUTER SCIENCE 24 - Website Development Tools

Spring.

Websites are integral to the twenty-first-century workplace. Small local businesses, large corporations, academic institutions, and both local and national governments are just a few examples of entities that have recognized the importance of providing and maintaining a useful website. This project-focused course will teach students to design, build, and enhance their own personal website using HTML and CSS. Opportunities for developing additional enhancements using professional web development and graphic design software, PHP, and JavaScript will also be provided. ***No programming experience is necessary, but it is recommended that students complete Computer Science 20 or Computer Programming 40 prior to enrolling in this course.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

COMPUTER PROGRAMMING 26 - Mobile App Development

Spring.

This project-based course is designed to introduce students to the fundamental tools and algorithms necessary for the development of mobile applications for both the Android and iOS platforms. Software such as Android Studio and XCode will be utilized to apply concepts such as touches, swipes, graphics, sounds, and game programming. Specialized topics such as maps, voice recognition, data retrieval, GPS, and encryption will also be incorporated. ***No programming experience is necessary, but it is recommended that students complete Computer Science 20 or Computer Programming 40 prior to enrolling in this course.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

COMPUTER PROGRAMMING 28 - Programming in Python

Spring.

Python provides students with a solid platform of key problem-solving skills that translate easily across programming languages. This course incorporates comprehensive real-world projects in areas such as image processing, cryptography, astronomy, the Internet, and bioinformatics, to teach core design techniques and Python programming. Problem-solving, extrapolation, and the development of independent exploration and solution-building will be emphasized. While students solve problems of general interest, language elements are introduced with deliberate and incremental exposure to the fundamentals. ***No programming experience is necessary, but it is recommended that students complete Computer Science 20 or Computer Programming 40 prior to enrolling in this course.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

COMPUTER SCIENCE 31 - Advanced Placement Computer Science Principles

Spring. Prerequisite: Computer Science 20 and Permission of the Department. Students will be ranked and admitted based on their performance in Computer Science 20.

In this course, students will build upon the concepts studied in Computer Science 20 to create a wider variety of apps for the purposes of entertainment and solving problems. Students will design and analyze algorithms used for everyday computer tasks, explore logic behind data formatting, as well as research and debate current events at the intersection of internet, data, public policy, law, ethics, and societal impact. This course prepares students for the Advanced Placement Examination in Computer Science Principles, which involves the completion of a digital artifact that will be submitted to the College Board in addition to the student sitting for the written Advanced Placement exam.

COMPUTER PROGRAMMING 40 - Programming in Java

Fall. Open to 12th and 11th grade students and to 10th and 9th grade students with Permission of the Department. Prerequisites: Successful completion of Math 22 and Math 31or their equivalents. In the case of over-enrollment, preference will be given to 12th and 11th grade students, and students will be ranked by performance in previous computer science and math courses.

This course teaches the fundamentals of object-oriented programming using Java. Topics covered will include computer number systems, data types, selection constructs, loops, methods, strings, and object encapsulation. The course stresses the understanding of problem solving in terms of algorithmic development.

COMPUTER PROGRAMMING 55 - Advanced Placement Computer Science A

Spring. Prerequisite: Computer Programming 40 and Permission of the Department. Students will be ranked and admitted based on their performance in Computer Programming 40.

In this course, students examine and write larger and more complex programs consisting of multiple classes. It will consider style and expression, structured coding, modularization, implementation, testing, and maintenance of software. Related topics include arrays, the construction of classes, inheritance, polymorphism, and recursion. Measuring algorithm efficiency will be considered with particular emphasis on sorting and searching. This course prepares students for the A Level Advanced Placement Examination in Computer Science.

COMPUTER PROGRAMMING 61 - Discrete Mathematics and Data Structures

Fall. Prerequisites: Computer Programming 55 and Permission of the Department.

This course introduces discrete mathematics topics necessary for advanced study of computer science such as predicate logic, Boolean algebra, digital electronics, bit-string flicking, regular expressions, mathematical induction, and graph theory. Additionally, after an introduction to file manipulation and graphical user interfaces using Java, there will be an in-depth examination of the data structures in the Java Collections library. Collaborative skills to work in teams to complete larger programming projects will also be developed. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

COMPUTER PROGRAMMING 62 - Advanced Data Structures and Algorithms

Spring. Prerequisite: Computer Programming 61 and Permission of the Department.

This advanced course in data structures will begin with a detailed discussion of problem solving with the following abstract data types: iterators, linked lists, stacks, queues, trees, graphs, maps, tables, and priority queues. Big-Oh algorithm analysis and proving the correctness of recursive functions will also be considered. Time permitting, students will also be taught how to use the typesetting language LaTeX. The course concludes with the completion of a large programming group project. Students enrolled in this course will participate in the American Computer Science League contests. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

COMPUTER PROGRAMMING 63 - User Experience (UX) Design

Fall. Prerequisites: Computer Programming 55 and Permission of the Department.

In this foundational semester, students act as lead designers and developers for their own web-based projects. Rather than following a rigid template, students are challenged to conceptualize and build a custom personal website that reflects their unique identity and goals. They will learn to bring their visions to life using a full stack of tools, including HTML, CSS, JavaScript, and PHP. A key component of the course is Human-Computer Interaction (HCI) theory. As students build their sites, they must make independent design decisions to ensure their software is accessible and inclusive for all audiences. This semester-long course

empowers students to take ownership of their digital footprint, requiring them to navigate the ethical landscape of intellectual property and copyright as they curate content for their original creations.

COMPUTER PROGRAMMING 64 - Full Stack Development

Spring. Prerequisites: Computer Programming 63.

This second semester course builds on the curriculum of Computer Programming 63, expanding into advanced software engineering and interactive system design. Students are challenged to conceptualize and build comprehensive software solutions that address specific real-world problems or human needs. Utilizing professional cross platform development environments, students will create dynamic projects that move beyond the screen to interact with the user's environment and behavior. Students will determine which advanced technologies best serve their specific goals, choosing how to integrate Voice Recognition, Artificial Intelligence, Geolocation (GPS/Maps), or specialized APIs. As they build these "smart" tools, students are responsible for designing the security infrastructure of their project. They will make critical decisions regarding encryption, data retrieval, and information privacy, ensuring their custom solutions not only work effectively but protect the user's fundamental rights.

SOCIAL SCIENCE DIVISION

[Head of the Division: Cal Hitzrot]

The Social Science Division provides a forum for students to investigate a wide range of ideas in history, religion, psychology, art, government, and economics. Throughout the Division, faculty members share the goal of developing the skills of critical thinking, efficient research, and effective analysis. During classes, students engage in discussions, exchange knowledge, make observations, and ask questions, so that over time, they develop and articulate their own views and philosophies. Students routinely encounter the unfamiliar, in the form of new content and in the form of ideas that may challenge previous ways of thinking. In such situations, students are encouraged to engage with rigorous curiosity and a desire to deepen their understanding, so that they may become engaged citizens of the twenty-first-century world.

All students must take four semesters of history (any course designated as History). Students in grade 9 are encouraged to enroll in history both semesters. In the fall semester, students should enroll in *The Ancient World* (History 10). In the spring semester, students should enroll in one of the *Topics in World History* courses (History 11, 12, 13, 14 or 15). These courses are designed to solidify the skills students will need for future study within the Division.

Students in grade 10 are encouraged to enroll in history both semesters. In the fall semester, students should enroll in *Early Modern World History* (History 20). In the spring semester, students should enroll in *Modern World History* (History 21). **Students who wish to take the Advanced Placement World History Examination in May should enroll in both *Early Modern World History* (History 20) and *Modern World History* (History 21). An optional Advanced Placement preparation workshop will be offered in concert with *Modern World History* in the spring.**

Students in grade 11 are required to take *United States History* (History 30). Alternatively, they may enroll in *AP United States History* (History 41) if they have completed History 20 and achieved a grade of 90 or higher in History 21. Students may not request *AP United States History* if they have not taken History 20 and History 21. Students in grade 12 may enroll in Advanced Placement or seminar courses of their choice.

Upper-level courses, which may be elected by any 12th grade and 11th grade student, focus on specific areas within the larger framework of the Social Sciences. These advanced courses encourage students to use the skills and techniques acquired in earlier courses to delve more deeply into fields of personal interest. In cases of over-enrollment, preference will be given to 12th grade students.

All upper-level courses taken by a 12th or 11th grade student in any area within the Social Science Division, including *United States History*, confer credit towards the distributional requirement in the Social Sciences. Only courses designated as History will count toward the departmental requirement.

HISTORY

[Head of the Department: Kate Hession Hoar]

HISTORY 10 - The Ancient World

Fall.

History 10 is a one-semester survey that investigates early civilizations. The course asks students to examine the stories, laws, religions, and traditions of the ancient peoples of Mesopotamia and India. It also introduces Buddhism and several philosophies of the ancient Greeks. The curriculum focuses on the choices that early peoples made, as they interacted with their environment and with each other, to organize and maintain their pre-modern societies.

HISTORY 11 - Topics in World History: Greece and Rome

Spring.

History 11 is a one-semester course that introduces students to the history of ancient Greece and Rome. Starting with the Mycenaeans, the first half of this course will explore the rise of the Greek city-states, the conflicts with Persia, and the struggle between Athens and Sparta before following Alexander the Great on his grand campaign. We will then pivot west to Italy and examine the rise of the Roman Republic, the challenges of rule, and the creation of the Roman Empire. Along the way, we will consider the various and varying elements of mythology, imperialism, philosophy, warfare, and entertainment. Through an interdisciplinary approach involving texts, inscriptions, and archaeology, students will experience the appeal of the ancient Mediterranean as well as developing their reading and writing skills.

HISTORY 12 - Topics in World History: The Islamic World

Spring.

History 12 is a one-semester survey of the history of the Middle East from the life of the prophet Muhammad (c. 600 CE) to the Ottoman conquest of Constantinople (1453 CE). The goal of this class is to provide students with an understanding of Islam and the development of an "Islamic world." Using a multidisciplinary approach, this course will explore the geography of the region; the development of monotheism in Judaism, Christianity, and Islam; the Umayyad and Abbasid Dynasties; the Fatimid Dynasty and the Berbers; the Crusades; the Mongol invasions; and finally, the rise of the Ottoman Empire. In this course, students will develop geography skills, hone their reading comprehension skills, and craft written responses to essential questions.

HISTORY 13 - Topics in World History: China

Spring.

History 13 is a one-semester course that introduces students to the history of China through a study of the rise, flourishing, and seeds of decline of imperial China. Beginning with the Zhou, Qin, and Han dynasties, students learn about the emergence of the three philosophies — Confucianism, Taoism, and Legalism—and how they became intertwined with imperial rule and culture. Next, Buddhism is briefly revisited and then focus turns to the cultural and economic flowering of China under the Sui, Tang, and Song dynasties, when China boasted a brilliant, cosmopolitan culture and remarkable commercial and technological development. After studying the Mongol invasion and rule under the Yuan dynasty, the course concludes by the Ming dynasty's shift from international engagement to increasing insularity. Using primary sources--including artifacts, literature, and art--and secondary materials, this course continues to emphasize effective reading comprehension and evidence-based writing skills.

HISTORY 14 - Topics in World History: West Africa

Spring.

History 14 is a one-semester course that explores the history of West Africa from about 400 CE to the modern day. Using primary and secondary sources, newspapers and periodicals, and African literature, we will investigate Africa's central role in world history. Students will become familiar with both oral and written historical narratives. Key units include the Trans-Saharan trade network, the rise of sub-Saharan empires, early interactions between Christian Europe and West Africa (including the Trans-Atlantic Slave Trade), and the processes of decolonization and independence in the 20th century. We will also read Chinua Achebe's masterwork of world literature *Things Fall Apart*.

HISTORY 15 - Topics in World History: the Americas

Spring.

History 15 is a one-semester survey that explores the history of the American continents from the earliest peoples migrating across the land bridge from Siberia to the arrival of the Spanish in the 1520s CE. The course will focus on the study of indigenous peoples, most notably the Maya of the Yucatan Peninsula, the Aztecs of Mesoamerica, and the Inca of the Andes Mountains, and several North American Native American ethnic groups, including the Anasazi and the Iroquois Confederacy. Students will also read selections from Norse sagas about the discovery and attempted colonization of Vinland (L'Anse aux Meadows in Newfoundland) by Vikings from Greenland. In this course, students will develop geography skills, hone their reading comprehension skills, and craft written responses to essential questions.

HISTORY 20 - Early Modern World History

Fall.

History 20 is a one-semester survey course that focuses on World History from 1450 to the early 1800s CE. While the course incorporates a wide range of topics pertaining to the processes of globalization, there is an emphasis on the political, intellectual, and cultural issues that shaped the early modern world. Specific attention is paid to learning how to interpret primary source materials and how to extract critical key terms and information from assigned readings. Students will also work on writing effective paragraphs, utilizing many of the same tenets taught in Sophomore Writing Workshop. Students who wish to take the Advanced Placement examination in World History should enroll in this course and attend the exam preparation workshop offered by the Department during the spring semester.

HISTORY 21 - Modern World History

Spring.

History 21 is a one-semester survey course that focuses on world history from the early 1800s to the present. Its focus is to continue to develop the skills of analysis and synthesis, through examination of primary sources, the writing of research-based papers, and

the presentation of ideas in class discussions. This course features a formal research assignment in lieu of a semester exam. Students intending to take the Advanced Placement examination in World History should complete *Early Modern World History* and participate in the workshop offered by the Department during the spring semester.

HISTORY 30 - United States History

Year.

This yearlong course examines the history of the United States through the present day. Using a variety of sources and approaching American history from a range of perspectives, the course aims to explore the events, ideas, and processes that have contributed to the development of the nation's identity, actions, values, and institutions. This historical study simultaneously serves as our lens for building and practicing critical thinking, writing, reading, and research skills that are useful in the discipline of history and beyond.

HISTORY 40 - Advanced Placement Art History

Year. Prerequisite: Permission of the Department. Admission to AP Art History is based on performance in United States History, and English 30 and 31.

Spanning from the Paleolithic art of cave painting to new-media installations of the twenty-first century, this course offers a comprehensive investigation of the history of art. Students will also study art from diverse, global traditions, with units dedicated to the arts of Africa, the Americas, Asia, and Europe. As a college-level course, this class will rely on primary sources, academic articles, and a course textbook. Throughout the year, students will also refine the skills associated with art-historical writing and criticism, and the class will make periodic trips to area museums. This course prepares students to take the Advanced Placement Examination in Art History. ***Distributional credit in the Social Sciences, the Humanities, or the Arts.***

HISTORY 41 - Advanced Placement United States History

Year. Prerequisite: History 20 and History 21 (with a minimum grade of 90 in History 21). In the case of over-enrollment, students will be ranked and admitted based on their performance in History 21.

This course covers the same topics as History 30 but with a more varied and in-depth approach to inquiry based critical reading through historiography and the interpretation of primary and secondary sources. This reading intensive course is intended for highly motivated students of history and emphasizes a blend of content mastery with the development of extemporaneous expository writing skills. The course relies on seminar discussion and student-centered activities and will prepare students to take the Advanced Placement Examination in United States History.

HISTORY 42 - Advanced Placement European History

Year. Open to 12th and 11th grade students. Prerequisite: History 30 (with a minimum grade of 87) or History 41 (with a minimum grade of 85). In the case of over-enrollment, students will be ranked and admitted based on their performance in their previous History courses.

This content intensive course investigates the political, social, economic, diplomatic, intellectual, and cultural history of Europe, from the Renaissance (c.1350 CE) to the present day. This course is intended for highly motivated students of history and relies on seminar discussion and student engagement. This course will prepare students for the Advanced Placement Examination in European History. ***Distributional credit in the Social Sciences or the Humanities.***

The following seminar courses are open to all 12th and 11th grade students. In the case of over-enrollment, preference will be given to 12th grade students.

HISTORY 50 - Afro-American History

Spring.

This course will explore the African-American experience from the seventeenth to the late twentieth centuries. Using primary and secondary sources, students will hear the stories, explore the cultures, and delve into the causes and effects of slavery in Colonial America, and explore the black presence in the Era of the American Revolution. Students will learn about the complex interplay of freedom and restriction in the Antebellum, Civil War, and Reconstruction periods. Modern African-American History focuses on the struggle to dismantle segregation against the forces of resistance through the World War periods, culminating in the advances of the Civil Rights Movement of the 1950s and 1960s. Students will deepen their understanding of the complexities of color, class, and race in United States History. ***Distributional credit in the Social Sciences or the Humanities.***

HISTORY 51 - The Viking Age

Fall.

In this course, we will set sail with the notorious Vikings as we follow their journeys east to Russia and Constantinople, south to the Mediterranean, and west to England, Iceland, and the New World. Along the way we will compare traditional narratives of bloodthirsty conquerors, soulless heathens, and soldiers of fortune with more modern interpretations of the Viking Age. Secondary source readings will be combined with primary source documents and archaeology. Students will meet such historical figures as Harald Bluetooth, Ivar the Boneless, and Leif Erikson, as well as the more notorious gods and goddesses of the Norse Pantheon. Students will write a series of analytical essays and conduct a research project centered on the Viking Age. ***Distributional credit in the Social Sciences or the Humanities.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

HISTORY 52 - War and Reconciliation

Fall.

In his provocative 2002 book, the war correspondent Chris Hedges asserted that "war is a force that gives us meaning." This course will investigate that assertion, based on case studies of human conflict throughout history, from sacred texts in the Torah and from Homeric epic poetry, and with special attention to the ongoing war in Ukraine. Course materials will be drawn from primary source texts, news articles from a variety of media sources, and video clips. Students will write reflections and short essays in response to the course readings and in response to the issues that arise from class discussion. ***Distributional credit in the Social Sciences or the Humanities.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

HISTORY 53 - History of Colonial America

Spring.

This course will investigate the founding and expansion of the English settlements along the Eastern Seaboard of North America during the 17th and 18th centuries. Using primary and secondary sources, we will explore the social, political, and economic features of colonial society and study such topics as the development of slavery, the rise of colonial assemblies, and relations between colonists and Native Americans in colonial Virginia, Plymouth, Massachusetts Bay Colony, and other settlements. During the final weeks of the term, we will examine the Anglo-American conflict of the 1760s and 1770s which culminated in the War of the American Revolution and Independence for the United States of America. ***Distributional credit in the Social Sciences or the Humanities.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

HISTORY 54 - Modern China

Fall.

In 1800, China produced one-third of the entire world's manufactured goods. At the same time, its system of government had flourished for two thousand years. Within decades, China's economic and political systems collapsed, and the next century was characterized by famine, foreign dominance, and political chaos. And while its struggles continued throughout the second half of the twentieth-century—at times at scales that stagger comprehension—China re-emerged in the twenty-first-century as one of the world's great powers, with an eagerness to actively reshape global balances of power. At the same time, an evolving government has been met with concomitantly shifting domestic challenges, whether political, economic, or biological. Capitalizing on skills developed over the course of students' study of history at Middlesex, this course will explore the precipitous fall, mortal turmoil, explosive rise, global power, and internal complexity of China, from the Opium Wars to the present. Using diverse primary and secondary sources, as well as multiple media, students will obtain an introduction and overview to one of the most fascinating periods of Chinese history. Through this course, students will acquire an understanding of China's role in the world today, and how that role very much reflects and responds to its recent past. ***Distributional credit in the Social Sciences or the Humanities.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

HISTORY 55 - Era of the American Civil War: 1850-1877

Spring.

Students will explore the complex variables which made the Civil War arguably the most transformative event in US History. Through a variety of primary, secondary, and multimedia sources, students will delve into the political, economic, and social factors which contributed to the coming of the war. We will also examine the formation of the Confederacy, the military campaigns, and the key developments which led to Union victory. The course will close with an examination of the Reconstruction Era which further challenged the restored Union. A principal focus throughout the course will be the "peculiar institution" of American slavery, its abolition, and the ongoing racial tensions which continued to divide the fragile peace of the post-Civil War. ***Distributional credit in the Social Sciences or the Humanities.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

HISTORY 56 - Global Studies

Fall.

Global Studies is a one-semester course which will introduce students to the study of globalization. Global Studies aims to help students develop tools and language to help better equip them to understand and navigate the complexities of our ever-connected and quickly changing world. Through the study of history, geography, politics, philosophy, economics, and religion, students will be introduced to an interdisciplinary understanding of contemporary issues such as migration, justice, and culture, to name a few. Students will have the opportunity to supplement their readings and class discussions with current events. By the end of the course, students will have a more focused idea on how to think through the experiences of others, both on campus and around the world. ***Distributional credit in the Social Sciences or the Humanities.***

HISTORY 57 - The Rise and Fall of Rome

Spring.

How did an upstart, hillside village on the banks of the Tiber transform into the imperial juggernaut of the Roman Empire? What was so special about Scipio, so appealing about Augustus or so nefarious about Nero? How did Rome change from Monarchy to Republic to Empire and what made their success so special? This course will examine the rise of the Roman Republic, its descent into civil war(s), and its emergence as an Empire before considering its collapse and lasting legacy. Along the way, students will examine primary sources like inscriptions, consider artwork, and consult histories, poetry, and epics. All texts will be in translation,

and no prior knowledge of Greek or Latin is required. The course will explore key questions about power dynamics, imperialism, colonialism, and the lasting connections between the Capitoline hill and the U.S Capitol. ***Distributional credit in the Social Sciences or the Humanities.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

HISTORY 58 - From Siddhartha to America: The Origins and Evolution of Mindfulness

Spring.

This course explores the history, origin, and evolution of mindfulness meditation. We will begin with the teachings of the Buddha, Siddhartha Gautama, in the 6th century BCE and examine the recent mainstream mindfulness movement in America. Students will learn about how mindfulness was taught in the original texts, and how the definition has evolved and adapted over centuries. We will also study the different ways in which mindfulness is moving into literature, education, healthcare, corporations, and other social and cultural institutions, and the ethical debate behind this movement. Throughout the course, students will also be testing the validity of the teachings from a first-person perspective in their own meditation practice. ***Distributional credit in the Social Sciences or the Humanities.***

HISTORY 59 - Art and Life in Nineteenth-Century France

Spring.

From Courbet's *Burial at Ornans* to Monet's *Waterlilies* and from the Arc de Triomphe to the Eiffel Tower, many of France's most recognizable cultural contributions were executed during the nineteenth century. In this course, we will consider the historical backdrop against which these monuments were created, gaining insight into the unique conditions that led to a flourishing of culture and, ultimately, to a radical reconsideration of France's established institutions. Making use of scholarly secondary sources and a wide range of primary sources—including art, essays and works of fiction—we will pursue an in-depth investigation of this period and its persistent impacts on the conditions of modern life. ***Distributional credit in the Social Sciences, the Humanities, or the Arts.***

HISTORY 60 - Lost Gospels, Church Fathers, and Secrets: A History of Early Christianity

Spring.

Unlike the Greek goddess Athena, Christianity did not spring into the world fully formed, and in this course, students will explore the turbulent, confusing, and challenging history of Early Christianity. We will examine the Greco-Roman context in which Jesus of Nazareth preached, the spread and interpretations of his followers, and the discord and competition between different groups of believers. We will meet Donatists, Montanists, and Arians, as well as the various saints (Augustine, Valentine, and Nicolas to name a few) and sinners who helped shape the trajectory of this world religion. Students will ask historical questions as we seek to explain how a small mystery cult rose to become the state religion of the Roman Empire. Readings will be pulled from primary sources, the Old and New Testaments, as well as textbook passages and articles. This class is a history course, and not a theology seminar; as such we will be reading religious texts as historical documents and asking questions which may challenge traditional or religious narratives. Assessments will include analytical essays and a research project. No prior knowledge of Christianity, Greek, or Latin required. ***Distributional credit in the Social Sciences or the Humanities.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

HISTORY 61 - Unraveling Racism: The Sources and Impacts of Discrimination

Fall.

Building off of the work of U.S. History, this one-semester course examines the pervasive nature of racism, both in policy and in practice. Using a variety of sources, including books, articles, TED talks, and podcasts, students will work together to examine — to "unravel" — the ways that race has been utilized to construct our modern-day "American society." The course begins with an analysis of the African-American experience, though we also examine the experiences of Latin, Asian, Native, and LGBTQIA+ Americans. This course will rely heavily on robust student engagement in class discussions and in ongoing reflection in journals. This course requires students to pursue independent research, and to compose a college-level research paper. ***Distributional credit in the Social Sciences or the Humanities.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

HISTORY 62 - Dangerous Women: Gender, Power and Prejudice in Greek and Roman History

Fall.

In this course, students will examine, through a close reading of ancient and modern sources, the lives of remarkable women from across the ancient Mediterranean. We will consider how each wielded power and influence within her world, and we will analyze the ways in which these women both conformed to and rebelled against societal constraints and expectations, hoping to discover what has made them dangerous throughout the millennia. Queens and empresses from Tomyris, Aspasia and Cleopatra to Livia Drusilla, Agrippina, and Theodora will be studied alongside legendary figures such as the revolutionary Briton Boudicca and Olympias, mother of Alexander the Great. All readings will be in English translation; no knowledge of Greek or Latin is required or presumed. ***Distributional credit in the Social Sciences or the Humanities.*** THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

HISTORY 63 - Democracy, Democratization, and Democratic Decline

Fall.

In the twenty-first century, the word "democracy" has attained almost universal acceptance as the gold standard of just and righteous government. This course examines the values, processes, and institutions that make democratic governance possible and effective, as well as the patterns that occur when democracies slip back toward authoritarianism. Using a variety of materials from political theory, American and comparative political science, the history of democratic transitions, and from news coverage of contemporary events, we will examine what makes a strong democracy and will cast a critical eye over the state of democracy around the world today. ***Distributional credit in the Social Sciences or the Humanities.***

ENGLISH 48 - Historical Fiction: Revolutionary Concord

Fall.

This course is designed to understand and practice the historical methodology that goes into the writing of historical fiction. Students will work throughout the semester to create a brief work of historical fiction set in Concord during the Revolutionary Era through the blend of historical research and creative storytelling. Readings will consist of William Martin's historical fiction novel *Citizen Washington*, and selections from *The Minutemen and Their World* by Robert A. Gross and *Black Walden: Slavery and Its Aftermath in Concord, Massachusetts* by Elise Lemire, and other sources as appropriate. The final project consists of research and writing with focus on plot, setting, moral tension, character development, relationships within the historical context, and all of the nuanced details that will enhance the writing and create a sense of place inherent to the historical town in which we live and work. ***Distributional credit in the Social Sciences or the Humanities. Departmental credit in History or English.***

BUSINESS MANAGEMENT

BUSINESS MANAGEMENT 50 - Business Management: What Would You Do?

Fall. In the case of over-enrollment, preference will be given to students not enrolled in AP Economics.

In this course, we will use Harvard Business School cases to examine real-world business problems for businesses like Crocs, Starbucks, Trader Joe's, and Netflix. Students will step into the shoes of case protagonists and learn frameworks and analytical tools for facing tough business challenges, ultimately answering the question "what would you do?" in each case study. We will consider the role of organizations in society; decision-making frameworks and principles; and the functional areas of strategy, marketing, operations, and finance. For a final project, student teams will pitch a business or service concept to a panel of "investors". Coursework will include reading case studies, analyzing and synthesizing data, and writing case essays to recommend a course of action. It will also include guest speakers from across industries and functions.

BUSINESS MANAGEMENT 51 - Leadership and Decision Making

Spring. In the case of over-enrollment, preference will be given to students not enrolled in AP Economics.

Using Harvard Business School cases and other materials, we will study leaders facing challenges in business, politics, sports, and other areas of society and consider the facets of great leadership. What is the difference between power and influence? How do leaders motivate teams and build culture? Why did Abraham Lincoln choose a "team of rivals" for his cabinet? What happened to the team climbing Mt. Everest in 1996? What leadership failures led to the Columbia Shuttle disaster? We will consider the psychology of decision making, learn various decision-making frameworks, explore group dynamics, and investigate what makes a great leader. Coursework will include reading case studies and other materials, writing case essays to analyze various leadership scenarios, and completing a final research project and presentation. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

BUSINESS MANAGEMENT 52 - Social Entrepreneurship

Spring. In the case of over-enrollment, preference will be given to students not enrolled in AP Economics.

Social enterprises blend profit with purpose; they apply innovative business strategies to solve social or environmental challenges. They act as agents of change, transforming sectors through financially sustainable models. In this course, we will look at how organizations balance profit with social and environmental responsibility, like Patagonia, which announced in 2022 that it will have a single shareholder: Earth. Dave's Killer Bread actively employs people with criminal records, while brands such as TOMS and Warby Parker donate their goods to those in need. Ben & Jerry's believes that ice cream can change the world. How will you change the world? This class will feature service-learning opportunities with a local nonprofit; coursework will include case studies of social enterprises, independent research, and the creation of a business solution to solve a social issue.

ECONOMICS

ECONOMICS 41 - Advanced Placement Economics

Year. Admission to AP Economics is based on performance in United States History (85 in AP US History or 87 in US History) and in mathematics (85 in Math 49 or 87 in Math 39). In the case of over-enrollment, students will be ranked and admitted based on their performance in History and Math courses.

Economics is the study of choice. At all levels of society we, as individuals, organizations, and governments, must make choices about how to best utilize our scarce resources. Economics develops problem solving approaches that help us to identify and value the benefits and costs of these decisions. Economics is applied to many facets of our lives, such as environmental protection and climate change, healthcare, international relations between countries, and social welfare policies. This course introduces students to the economic approach to problem solving. The course is split into two halves: macro- and microeconomics. The

macroeconomics portion of the course will discuss the indicators used to judge the economic health of a nation and how policy makers use fiscal and monetary policy to target economic growth, low unemployment, and price stability. The microeconomics section of the course will analyze the behavior of individual consumers and producers in competitive and non-competitive markets and analyze the societal impact of government policies. This course prepares students to take the Advanced Placement Examinations in Microeconomics and Macroeconomics.

POLITICAL SCIENCE

POLITICAL SCIENCE 40 - American Government

Fall. Prerequisite: a grade of at least 84 in United States History or the previous year's history course and Permission of the Department.

The study of political science aims to identify and understand fundamental patterns in political institutions and human behavior that explain political outcomes. How do citizens acquire partisanship? What factors influence the outcomes of elections? How do members of Congress decide how to vote on legislation? The first half of this course focuses on American citizens, their knowledge of politics, and their ability to structure and participate in a functioning democracy. Throughout the course, we pay particular attention to understanding contemporary politics through the lens of the various theories and findings we encounter.

POLITICAL SCIENCE 41 - Advanced Placement American Government and Politics

Spring. Prerequisite: A grade of 84 or above in Political Science 40 and Permission of the Department.

A continuation of Political Science 40, the second semester of the American Government and Politics sequence focuses on the institutions of government, including the political parties, elections, Congress, the presidency, and the Supreme Court, aiming to understand whether these institutions effectively represent the American people and how the polarization of politics has influenced the effectiveness of the American political system. As in the first semester, this material is heavily grounded in examples from contemporary politics. Together with Political Science 40, this course prepares students for the Advanced Placement Examination in American Government and Politics.

HISTORY 63 - Democracy, Democratization, and Democratic Decline

Fall.

In the twenty-first century, the word "democracy" has attained almost universal acceptance as the gold standard of just and righteous government. This course examines the values, processes, and institutions that make democratic governance possible and effective, as well as the patterns that occur when democracies slip back toward authoritarianism. Using a variety of materials from political theory, American and comparative political science, the history of democratic transitions, and from news coverage of contemporary events, we will examine what makes a strong democracy and will cast a critical eye over the state of democracy around the world today. ***Distributional credit in the Social Sciences or the Humanities.***

PSYCHOLOGY

PSYCHOLOGY 50 - Psychology

Spring.

What does it mean to be human? Who are you and why are you the way you are? How do people suffer and how are these problems addressed in psychotherapy? These are just a few of the big questions we will explore in this introductory course on psychology. To this end, we will examine psychological theories and research in the realms of personality, developmental, social, cognitive, psychopathology and clinical psychology. We will read case studies, explore current research, and observe our own experiences in order to better understand ourselves and how we relate to the world around us. This is an activities, discussion, and research-based class requiring a curious and open mind and a willingness to participate in self-reflection.

RELIGIOUS STUDIES

RELIGIOUS STUDIES 50 - The Human Experience

Spring.

For as long as humans have existed, we have struggled to answer several existential and timeless questions: Why do bad things happen to good people? Is there life after death? What is the meaning of life? Is there a god? This elective will examine the various answers to these questions from the five major world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. Our reading will include both primary and secondary sources, and we will end the semester with a research project of the student's own choice. Daily discussions will be an integral part of the class expectations and assessments, as well as several reading quizzes and analytical essays. Take this class to decide if indeed “we are not human beings having a spiritual experience, [but rather] spiritual beings having a human experience” (Pierre Teilhard de Chardin). ***Distributional credit in the Social Sciences or the Humanities.***

RELIGIOUS STUDIES 51 - BIG Questions

Fall.

In this course we will examine several philosophical "BIG questions" of human existence, focusing on reality, free will, existentialism, and ethics. We will study these elusive and enigmatic questions by reading selections from ancient Greeks to modern day Americans (such as Plato, Descartes, Kant, Camus, Sartre, Vonnegut, Nagel, and Singer); we will also watch some relevant films (such as *The Truman Show, Sliding Doors, Groundhog Day,* and *Pleasantville).* Daily discussions will be an integral part of the class experience and academic assessment, and students will write a series of papers, both personal and analytical. This class is for the open-minded student, secure enough to consider new ideas, confident enough to defend their ideas, respectful enough to hear other ideas, and prepared enough to participate avidly each day. ***Distributional credit in the Social Sciences or the Humanities.***

ARTS DIVISION

[Head of the Division: Thomas Kane]

The Arts Division works to expand students' confidence, awareness and discipline through their own creative works and performances. By studying work from different cultures--both contemporary and historic--students become more accomplished practitioners and learn to articulate informed and meaningful responses to works of art.

The Division includes three departments: Music, Theater and Visual Art. In addition to formal courses the division generates student performances and exhibitions throughout the year. This work is enhanced each year with visiting professional artists.

GRADE 9: Students entering 9th grade must enroll in one *Elements of Style* course (Art 11, 12M or 12E, 13 or 14) each semester. While the four courses may be taken in any order, students in 9th grade typically take Art 12M or 12E and Art 13; all four must be completed by the end of a student's 10th grade year. Students in 9th grade may enroll in additional full-credit Arts Division courses only with the permission of the Academic Office. Chorus and/or Music Lessons may be taken in addition to the required curriculum without such permission.

GRADE 10: Returning members of 10th grade must complete their requirements in *Elements of Style* (Art 11, 12M or 12E, 13 or 14) by taking those courses not taken during their 9th grade year. New students in 10th grade must enroll in one *Elements of Style* course (Art 11, 12M or 12E, 13 or 14) each semester. While new 10th grade students wishing to play in an ensemble may take Art 12E, students in 10th grade typically take Art 11 and Art 14. Students may enroll in additional full-credit Arts Division courses only with the permission of the Academic Office. Chorus and/or Music Lessons may be taken in addition to the required curriculum without such permission.

GRADES 12 and 11: Members of 12th and 11th grades must satisfy their distributional requirement in the arts during their last two years by one of the following methods:

1. taking two half-credit courses in the Division. (Space may be available in Art 11, 12M or 12E, 13 or 14, but only after 9th and 10th grade enrollment is complete.)
2. taking one full-credit course in the Division.
3. regular participation in the Chapel Chorus for two full years with no academic credit.
4. regular participation in the Small Chorus or SWAG for one full year with no academic credit.
5. regular participation in Music Lessons for two individual semesters (do not have to be consecutive) with no academic credit. To satisfy distributional credit, students must attend a minimum of 11 lessons per semester and perform in the recital at the end of the semester.
6. taking a major role in a full-length play or musical with no academic credit.
7. taking a supporting role in two full-length plays or musicals with no academic credit.
8. serving on the production/running crew of two full-length plays or musicals.

PLAQUES: As a nonacademic diploma requirement, students in 12th grade must design and carve a plaque for permanent display at the School. The scheduling of woodcarving classes will be arranged at the beginning of the year.

ELEMENTS OF STYLE

Required of 9th and 10th grades (see note above). Open to 11th and 12th grades only if space permits.

These four half-credit courses are at the core of the Arts Division curriculum. The courses share a set of terms common to all the Arts. The intent is to give each student the ability to sharpen their ability to look, listen, and participate in the Arts with perception and discretion.

ART 11 - Elements of Style in Art History

Fall, Spring. Half credit.

This course introduces students to the elements of style in painting, sculpture, and architecture. The course is organized thematically, giving students the opportunity to interpret universal concerns in art-making through the context of diverse cultures and time periods. Students will develop their skills in formal analysis, historical interpretation, and appreciation of artistic choices

as they learn to interpret and articulate their observations with precision. Students will also explore the concept of period style, and they will fuse this understanding of style with the appropriate historical contexts. Through writing approximately four essays over the course of the semester, students will become increasingly confident in their critical judgment and will leave the course with a better understanding of the expressive power of the visual arts.

ART 12M - Elements of Style in Music: Foundations

Fall, Spring. Half credit. A student will take ART 12M or ART 12E, but not both.

This course provides an introduction to perceptive listening, an exploration of world music, an understanding of how music reflects the society and culture in which it was created, and basic instruction in singing and playing. With the hope of inspiring students to pursue future music electives, this class serves as an introduction to the offerings of the department. Students will begin with a survey of the nature of sound production. They will explore basic elements of music such as rhythm, melody, and tone. Students will learn basic singing techniques and will sing together as a group most days of the semester. Students will also learn to play steel drums and other percussion instruments. The class continues with a study of world music focused on how current and historical cultures have used music for art, religion, and celebration. Additional projects in digital music will occur during this portion of the class.

ART 12E - Elements of Style in Music: Ensemble

Fall. Half credit. A student may take ART 12M or ART 12E, but not both. Open to all instrumentalists with some degree of proficiency on their instruments; no audition necessary.

This course provides an introduction to ensemble playing. Students will spend time focusing on skills acquisition and development, through playing a variety of music genres. Emphasis is placed on proficiency and preparation for playing in the Chamber Orchestra or Jazz Ensemble.

ART 13 - Elements of Style in Visual Studies

Fall, Spring. Half credit.

This studio art course is designed to develop a student's ability to recognize and employ various artistic forms. They will use diverse media to engage in the creative process as they explore drawing, design, color theory, and three-dimensional form. Students can expect to leave the course with a strong foundation in both the technical and conceptual skills needed to continue in studio coursework.

ART 14 - Elements of Style in Theater

Fall, Spring. Half credit. Open to 10th grade students.

This course will serve as an introduction to American realistic theater. Recognizing that theater is the study of human behavior, as students take on the roles of both actor and playwright, much attention will be paid to the motivations that inform language and action. The class will culminate in a public performance of original scenes.

VISUAL ART

[Head of the Department: Stacey McCarthy]

The Visual Arts Department maintains that learning about, thinking about, and creating art are vital and valuable curricular pursuits. Whether developing critical and analytical skills, visual sensitivity, technical skills, or visual vocabulary, the visual arts curriculum at Middlesex provides opportunities to expand and sharpen each student's appreciation for and experience with the visual arts. Through an integrative studio-based approach, students at every level are expected to not only create and engage visually with different media, but also to research, write, and verbally critique their own work and the work of their peers. Ishibashi Gallery, art-history courses, and research projects within the studios introduce students to a diverse array of works from around the world and throughout time. Ultimately, in creating works of art and in studying the works of others, students develop a better understanding of themselves in relation to history and to the world they inhabit. Full-credit courses are open to 12th and 11th grade students, and to others with the permission of the Academic Office.

ART 20 - Drawing

Fall, Spring.

This course builds upon the visual language and techniques studied in Art 13. In this studio-based course, we will begin by drawing from direct observation, but will quickly expand our practice to include non-traditional approaches to image making, including, but not limited to, drawing from imagination, collage, historical and contemporary references. We will use drawing as a means to problem solve, exploring the relationship between process and concept. Students will be required to maintain a sketchbook and work in the studio outside of class time. Individual and group critiques, artist research, and exhibition of artwork are integral components of this course.

ART 21 - Painting

Fall, Spring.

This course is designed to introduce students to the language of painting through a variety of assignments beginning with gesture drawing, monochromatic still life studies, and color theory experiments. After a formal introduction, students will be encouraged to develop their technical skills and expressive ideas as artists through their investigation of the landscape and figure. Students will be required to paint in the studio outside of class time, incorporate research into their process, and discuss ideas in individual and group critiques.

ART 22 - Advanced Painting

Fall, Spring. Prerequisite: Art 21.

This course builds upon the materials, concepts, and methods studied in *Painting.* Students will continue to work from observation but will also explore abstraction and figuration through traditional and experimental methods. Assignments will become increasingly student driven and independent, and artist research will be encouraged to help students explore the relationship between technique and idea. Group and individual critiques will remain an integral component of the curriculum.

ART 23 - Advanced Studio Projects

Fall, Spring. Prerequisite: Two or more studio courses.

This course is designed for the advanced student who has already completed at least two electives and who is ready to take on more independent conceptual and experimental research-based work in the studio to develop their portfolio in the arts. Students will be asked to submit a substantial proposal at the start of the semester elucidating their objectives for the semester and will work closely with the teacher throughout the semester to carry out their proposal. Weekly research, dedicated studio practice, critiques, and discussions are essential components of the course.

ART 24 - Architecture

Spring.

This introductory architecture course invites students to explore design as both an art form and a way of shaping everyday life. Through imaginative projects, students design and draw blueprints for a single-family home, a commercial building, and a small city neighborhood. The course emphasizes creative thinking, visual storytelling, and experimentation with form. Students build sculptural models using balsa wood, foam board, and mixed materials, transforming sketches and ideas into expressive three-dimensional works. Studio time, critiques, and hands-on making encourage students to develop their own design voice while learning how spaces influence how people experience the world around them.

ART 25 - Graphic Design

Fall.

In our world, graphic design is constantly all around us! We see it being used to develop brand identities, advertise and sell products, convey messages, and much more. In this course, students will blend art and technology, using digital media as a creative tool for communication. They will gain experience using top graphic design programs, such as Adobe Photoshop and Illustrator, to create a visual representation of ideas and messages. They will make logos for imaginary and local companies, create infographics, advertisements and use digital media as a form of art and personal expression.

ART 26 - Printmaking and Design Thinking

Fall, Spring.

Especially since the invention of the printing press, graphic design has played a large role in media production and pop culture. The principles of design are equally at play in traditional printmaking methods. In this course, students will explore how two-dimensional design principles are used to communicate impactful messages for commercial, informational and fine art purposes. From simple digital platforms to manual printmaking techniques, including use of the printing press, students will craft visual messages with a specific audience in mind. In the first quarter of the course, special emphasis will be placed on typography, in combination with photography and drawing (digital and manual). In the second quarter, students will be introduced to silkscreen, monoprint and intaglio techniques. As an open final project, students will use one or more of these methods to create a series of images that explore a particular theme of interest.

ART 27 - Video Production

Fall, Spring.

This course is an introduction to video production as a means of telling a story. Through a series of project-based assignments, students will develop basic skills in digital video production, while becoming familiar with the medium's unique technical and aesthetic qualities. Using an array of tools, including cameras, computers, microphones, and Adobe Premiere editing software, students will explore multiple strategies of making art with video.

ART 28 - Advanced Video Production

Fall, Spring. Prerequisite: Art 27 or Permission of the Department.

During this course, students will create more sophisticated and complex video productions. We will consider approaches to film as a medium of communication and as an art form through examining an assortment of popular, historical, and international productions. Students will explore the many uses of the advanced editing programs Adobe Premiere and After Effects. We will

focus on developing editing skills such as transitions, color correction, audio, graphics, and special effects. Students will also work on larger scale projects and gain a greater understanding of the specifics of how to plan and manage a bigger production.

ART 30 - Ceramics

Fall, Spring.

This course introduces students to traditional and experimental ceramic techniques with an emphasis on technical skill development and personal expression. The semester begins with an exploration of hand-building methods, including pinch pots, slab building, and coil construction, applied through a series of conceptual projects. The course then transitions to functional ware, introducing wheel throwing and the fundamentals of working with clay, glazing, and under glazing. Weekly assignments and research-driven projects encourage students to develop a personal aesthetic while building fabrication skills. Practice outside of class is essential to developing proficiency and a meaningful relationship with clay. The course culminates in a final critique and self-reflection focused on artistic growth and process.

ART 31 - Advanced Ceramics

Spring. Prerequisite: Art 30.

Advanced Ceramics builds upon the technical and conceptual foundations established in *Ceramics*. Students create artwork in response to conceptual and thematic prompts, exploring narrative, storytelling, and sculptural approaches to working with clay. Emphasis is placed on refining individual artistic practices, expanding technical and material understanding, and engaging in critical dialogue. Through discussion, critique, and collaborative studio work, students learn to develop their voices while fostering skills within an active artistic community.

ART 32 - Advanced Studio Projects: 3-D

Fall, Spring. Prerequisite: Art 31 and Permission of the Department.

Students committed to mastering their skills in sculptural form in clay are offered the opportunity to tailor a course program to further explore areas of interest. This might include alternative firing techniques, jewelry making, clay sculpture or advanced decorative techniques. Each student will design, create, and host their own final exhibit at the end of the semester.

ART 33 - Conceptual Sculpture in the Modern Era

Fall, Spring. Prerequisite: Art 31.

This course invites students to explore the intersection of art, philosophy, and the human experience through the medium of sculpture. Focusing on contemporary practices, students will delve into the conceptual frameworks that inform modern sculpture, examining how artists respond to social, political, and existential questions. The class encourages a critical engagement with materials, form, and space, while prompting students to consider sculpture as a vehicle for communicating ideas, emotions, and narratives that extend beyond traditional representation. Projects will challenge students to push the boundaries of their creative processes, asking them to reflect on themes such as identity, memory, technology, and environmental change. Throughout the course, emphasis will be placed on the conceptual underpinnings of each piece, as students learn to integrate research, theory, and personal insight into their work. By the end of the semester, students will have gained both a technical and intellectual understanding of how sculpture can be the ultimate tool for exploring complex and abstract aspects of the human condition.

ART 34 - The Art of the Vessel

Fall. Prerequisite: Art 30.

The Art of the Vessel examines the vessel as both a functional object and a conceptual form. Students explore historical and contemporary approaches to vessel-making while developing advanced skills in hand building and wheel throwing. Through thematic and conceptual prompts, students investigate form, surface, narrative, and meaning in ceramic vessels. Emphasis is placed on refining craftsmanship, material understanding, and personal aesthetic, as well as participating in critique and collaborative studio practices within an artistic community.

ART 35 - Photography

Fall, Spring.

This course is for both beginning students and those who already have some photographic experience. Students will learn the basics of digital camera function and Photoshop workflow. Assignments will involve a variety of photographic genres, such as, but not limited to, portraiture, nature, conceptual, and studio photography. Students will focus on gaining a deeper understanding of utilizing photography as a medium and form of personal expression. Those who do not have access to a digital camera may borrow one from the department.

ART 36 - Advanced Photography

Fall. Prerequisite: Art 35 or Permission of the Department.

Students in this course will take a more rigorous approach to the aesthetic and conceptual aspects of their work with emphasis on the development of a personal photographic vision. By the end of the semester each student is required to produce a portfolio of images organized around a coherent theme and expressing an individual aesthetic point of view, informed by the work of the great

photographic masters, both classic and contemporary. It is expected that throughout the semester students will regularly shoot photographs outside of the designated class periods, and on occasion, be available to go off campus on shooting expeditions.

ART 37 - Advanced Photography: Photographic Portraiture

Fall. Prerequisite: Art 35 or Permission of the Department.

Since its inception in the nineteenth-century, photography and portraiture have been inextricably linked. In this course, students will explore the rich legacy of photographic portraiture, becoming acquainted with the giants of the medium such as Leibovitz, Avedon, Sander, Cartier-Bresson, Hurrell, Arbus, and Lorca DiCorcia. Initial assignments will flow from our study of historical styles and philosophical approaches. Technical aspects may include, but are not limited to – studio lighting, camera angles, and compositional considerations. As a final project, each student will be required to create an original portfolio of portraits that exhibit both a personal visual style and coherent, conceptual point of view.

ART 38 - Advanced Photography: The Photo Book

Spring. Prerequisite: Art 35 or Permission of the Department.

Even in this age of ever evolving technology, the photo book remains a significant art form, central to the practice of many contemporary photographers. In this course, students will create their own self-published photo book utilizing on-line services such as Blurb. We will consider the various factors that contribute to a successful photo book, such as the unity of concept and vision, sequencing of images, as well as aspects of design and typography. For inspiration, students will be exposed to a wide variety of photo books, from those that changed the course of photo history, to others that are more unusual and esoteric. As a prerequisite, students must already have produced an aesthetically and thematically consistent body of work that will provide the foundation necessary to create a meaningful photo book.

ART 39 - Advanced Photoshop

Fall, Spring. Prerequisite: Art 35 or Permission of the Department.

This course will address the technical aspects of digital workflow and Photoshop technique on a more advanced level. Concepts covered will include, but not be limited to: Camera Raw, Adobe Bridge, Adobe Lightroom, Layers, Masks, Filters, Advanced Color Workflow, Composite Images and HDR. While the assignments will be structured around the goal of mastering a variety of digital processes, it is expected that students will be photographing subjects suitable for the creation of a final portfolio that manifests both technical skill and artistic merit.

HISTORY 40 - Advanced Placement Art History

Year. Prerequisite: Permission of the Department. Admission to AP Art History is based on performance in United States History, and English 30 and 31.

Spanning from the Paleolithic art of cave painting to new-media installations of the twenty-first century, this course offers a comprehensive investigation of the history of art. Students will also study art from diverse, global traditions, with units dedicated to the arts of Africa, the Americas, Asia, and Europe. As a college-level course, this class will rely on primary sources, academic articles, and a course textbook. Throughout the year, students will also refine the skills associated with art-historical writing and criticism, and the class will make periodic trips to area museums. This course prepares students to take the Advanced Placement Examination in Art History. ***Distributional credit in the Arts, the Humanities, or the Social Sciences.***

ART 41 - Advanced Placement Drawing

Year. Open to 12th grade students. Prerequisite: ART 20 or ART 21 and one or more Visual Arts courses. Students must state their interest during 11th grade and will be selected for participation in the AP Studio Art course by the Department.

Advanced Placement Drawing is a rigorous college-level course where students produce an extensive art portfolio of 18 works of art. Students who enroll in this course should do so with the understanding that they will participate in the Advanced Placement evaluation in early May. This course has been designed to meet the external criteria established by the College Board and will address both sections of Portfolio development: sustained investigation and quality. Through direct teacher instruction, individual and group critiques, and independent focused studio research and practice, students will acquire the conceptual, technical, and critical abilities to execute their personal ideas and complete a portfolio which demonstrates mastery in concept, composition, and execution. A gallery exhibition will be presented in late spring featuring each student's work.

ART 42 - Advanced Placement 2-D Art and Design

Year. Open to 12th grade students. Prerequisite: ART 35 and one or more Visual Arts courses. Students must state their interest during 11th grade and will be selected for participation in the AP Studio Art course by the Department.

Advanced Placement 2-D Art and Design is a rigorous college-level course in which students are required to produce a thematically diverse portfolio consisting of 18 exhibition quality photographs. Students who enroll in this course should do so with the understanding that they will participate in the Advanced Placement portfolio evaluation. This course has been designed to meet the external criteria established by the AP program, and as such, will entail a substantial time commitment. Students will address both sections of Portfolio development: sustained investigation and quality. The first semester will be dedicated to the breadth portfolio, which consists of assignments that focus primarily on design considerations as expressed through a diversity of photographic genres. The second semester is devoted to the development of a personal body of work that explores a particular

subject, theme, or concept in a coherent and compelling manner, demonstrating technical and critical mastery of the medium. This will involve learning to work in a more independent manner. The course will culminate in a gallery exhibition in the late spring featuring each student's work.

ART 43 - Advanced Placement 3-D Art and Design

Year. Open to 12th grade students. Prerequisite: ART 30 and one or more Visual Arts courses. Students must state their interest during 11th grade and will be selected for participation in the AP Studio Art course by the Department.

Advanced Placement 3-D Art and Design is a rigorous college-level course where students produce an extensive art portfolio of 18 works of art. Students who enroll in this course should do so with the understanding that they will participate in the Advanced Placement evaluation in early May. This course has been designed to meet the external criteria established by the College Board and will address both sections of Portfolio development: sustained investigation and quality. Through direct teacher instruction, individual and group critiques, and independent focused studio research and practice, students will acquire the conceptual, technical, and critical abilities to execute their personal ideas and complete a portfolio, which demonstrates mastery in concept, composition, and execution. A gallery exhibition will be presented in late spring featuring each student's work.

HISTORY 59 - Art and Life in Nineteenth-Century France

Spring.

From Courbet's *Burial at Ornans* to Monet's *Waterlilies* and from the Arc de Triomphe to the Eiffel Tower, many of France's most recognizable cultural contributions were executed during the nineteenth century. In this course, we will consider the historical backdrop against which these monuments were created, gaining insight into the unique conditions that led to a flourishing of culture and, ultimately, to a radical reconsideration of France's established institutions. Making use of scholarly secondary sources and a wide range of primary sources—including art, essays and works of fiction—we will pursue an in-depth investigation of this period and its persistent impacts on the conditions of modern life. ***Distributional credit in the Social Sciences, the Arts, or the Humanities.***

The following offering does not receive academic credit, but it is required curriculum for all 12th grade students.

PLQ - Plaque

Year. 1 meeting weekly. Required of all 12th grade students.

Honoring one of the most powerful traditions of the School, each graduate of Middlesex creates a plaque that is displayed with those of their classmates. This course orients students to the plaque creation process, from technique to design, to understanding each plaque's place in the School's tradition. A completed plaque is a requirement for graduation and members of 12th grade will remain enrolled in this course until their plaque is finished.

MUSIC

[Head of the Department: Pierson Wetzel]

The Music Department at Middlesex recognizes the intrinsic merit of music and firmly believes music training and the appreciation of musical values are important factors in the growth and development of the whole person. Through the study of music from different cultures, we seek to gain a deeper understanding of our connection as humans and to find the commonalities in our existence. The discipline of learning an instrument teaches students the value of dedication, the joy of playing with others, and the satisfaction that comes through mastery and self-expression. To that end, we provide ensemble experiences, recital opportunities, and private study that meets the students where they are and challenges them to develop their talents in depth.

The following courses may be taken for academic credit.

MUSIC 22 - Advanced Studio Music

Spring. Requires weekly private lessons and additional practice times. Open to 12th and 11th grade students. Prerequisite: Prior music lessons and Permission of the Department.

This is an advanced course in studio music. Admission to the course is based upon a student's previous accomplishment in music as evaluated by the student's private teacher and an audition with the Department. The student's performance in the Winter Music Recital may be considered as an audition for this course. The student is required to attend one lesson per week, practice at least three sessions per week (to be scheduled by the Music Department), outside of class practice time, and perform in the Spring Recital and the Thoreau Music Recital. In addition, each student will be responsible for memorizing and performing at least two pieces of diverse style, learning six major and six minor scales and arpeggios, and completing weekly assignments in etudes or comparable exercises to build technique. A student's grade will reflect their in-class work, lessons, outside of class practice time, and recital performances. Private music lessons are not covered by tuition. Students will be charged the School's usual fee for lessons.

MUSIC 23 - Middlesex Jazz Ensemble

Fall, Spring. Additional weekly private lessons required. Open to woodwind, brass, and rhythm section instrumentalists; audition required.

The Jazz Ensemble offers music students the opportunity to play and learn about jazz and jazz improvisation. By working on standard compositions from the jazz repertoire, from lead sheets and written arrangements, students can experience both a small group setting (with emphasis on improvisation) and big band ensemble playing. Students are expected to attend regular rehearsals, take weekly private music lessons, and practice regularly each week. A student's grade will reflect their outside practice time and ability to perform the ensemble repertoire. Private music lessons are not covered by tuition. Students will be charged the School's usual fee for lessons.

MUSIC 24 - Chamber Orchestra

Fall, Spring. Additional weekly private lessons required. Open to string, woodwind, brass, and piano instrumentalists; audition required.

The Chamber Orchestra offers classical music students an opportunity to explore and perform chamber and orchestral music of the Baroque, Classical, Romantic eras and the twentieth century. Students will learn to develop non-verbal, musical communication skills necessary for playing intimate chamber music. Focus will be placed on preparing music for the Holiday Concert and Spring Instrumental Concert. A student's grade will reflect their outside practice time and ability to perform the ensemble repertoire. Private music lessons are not covered by tuition. Students will be charged the School's usual fee for lessons.

MUSIC 25 - Steel Pan Ensemble

Spring.

This course is designed for students who have an interest in learning to play the steel pan and being part of a fun performance band, performing at the Spring Instrumental Concert. Beyond learning to play the steel pans in class, students will learn basic music theory and study the culture and music of the Caribbean. Music experience is not a prerequisite. The group is also open to students who play drums, guitar, or bass.

MUSIC 27 - Middlesex Foundations Ensemble

Fall, Spring. Additional weekly private lessons required. Open to all instrumentalists with some degree of proficiency on their instruments; no audition necessary.

Students who want to develop the necessary skills to perform with the Chamber Orchestra or Jazz Ensemble are invited to practice these skills in this course. Students who wish to participate as a pianist, drummer/percussionist, or guitarist will need special permission from the Head of the Music Department. The Foundations Ensemble will prepare music across a variety of genres, from pop/jazz to Classical and traditional concert band repertoire. Special attention in class is given to intonation, rhythmic accuracy, and tone quality. The focus will be on skills acquisition and refinement, with the hopes of advancing to Chamber Orchestra or Jazz Ensemble. Private music lessons are not covered by tuition. Students will be charged the School's usual fee for lessons.

MUSIC 40 - Advanced Placement Music Theory

Year. Prerequisite: Permission of the Department.

The broad goals of this course are to develop fundamental music literacy necessary to function effectively among fellow musicians and to develop tools to understand music in new ways. We begin this course with a study of the basic elements of music theory (scales, key signatures, rhythm, etc.) and quickly progress to a study of chord progression and the principles of voice leading. To facilitate this learning, aural skills will be developed incorporating melodic and rhythmic dictation and sight-singing. The course then advances to the study of secondary dominants, chromaticism, and mode mixture. Assessments include nightly workbook assignments and larger, long-term composition and transcription projects. This course prepares students for the Advanced Placement Examination in Music Theory. ***Distributional credit in the Arts or the Humanities.***

The following offerings do not receive academic credit but may be used to fulfill upper-level distributional credit in the Arts.

Music Lessons. Fall, Spring. Private lesson weekly. A student in 12th or 11th grade will receive half credit toward fulfilling the Arts distributional requirement for each individual semester of participation in Music Lessons. This program develops the student's vocal and/or instrumental talent through a private weekly lesson with a teacher and independent practice by the student. To receive credit, students must attend a minimum of 11 lessons per semester and perform in the recital at the end of the semester. Private music lessons are not covered by tuition. Students will be charged the School's usual fee for lessons.

Chapel Chorus. Fall, Spring. Chapel Chorus Block. Students in 12th or 11th grade may fulfill the Arts distributional requirement by participating in all required rehearsals and performances for two years. Chapel Chorus is a non-auditioned singing ensemble which performs both *a cappella* and accompanied choral works. Anyone is invited to join and no previous musical background or experience is necessary. Public performances throughout the year include a candlelight Holiday Concert in early December, and the Spring Concert in April.

Small Chorus. Year. Members must be available the MXolydian/Bullfrogs/Small Chorus blocks. Small Chorus members must be members of Chapel Chorus. Audition is required at the beginning of the school year. Students in 12th or 11th grade can fulfill the Arts distributional requirement by participating in all required rehearsals and performances for one year. Small Chorus is the heart of the choral program at Middlesex. It is a select mixed singing ensemble of 24-28 members who perform sophisticated choral works, including madrigals, classical masterworks, and collegiate style *a cappella* contemporary/popular

songs. The Small Chorus performs in the same concerts as the Chapel Chorus and gives additional concerts for other school events including Accepted Student Days, Family Weekend, and Terry Room performances. The soprano and alto group, the MXolydians, and the tenor and bass group, Bateman's Bullfrogs, are chosen from the members of Small Chorus.

SWAG. Year. SWAG block. In combination with Chapel Chorus, students in 12th or 11th grade can fulfill the Arts distributional requirement by participating in all required rehearsals and performances for one year. SWAG members must be members of Chapel Chorus. Audition is required at the beginning of the school year. SWAG is a singing ensemble of 12-14 sopranos and altos who sing at the Holiday Concert and informal school performances.

THEATER

[Head of the Department: Thomas Kane]

The goals of our program are twofold. Primarily, the focus is on the making of theater; we want students to become stronger practitioners of the theater arts. At every level of study, something is produced: a staged performance, a written scene, a short film, an original design, a fully realized production. In doing this work, students are asked to apply and develop a sense of creativity and imagination, to stretch their abilities, to take risks, and to develop a sense of artistic discipline. Secondly, as theater is the study of human behavior and experience, the Department wants students to gain a sense of empathy and understanding for the world around them. Through the act of creating a theatrical world, they should develop a stronger understanding for the world they live in.

In addition to the courses listed below, advanced students may design with the department Independent Courses in direction, playwriting and design.

THEATER 33 - Approaches to Acting

Fall.

Working from the techniques laid out in the Atlantic Theater Company's book, *A Practical Handbook for the Actor*, students will practice creating characters for the stage. We will focus first on performing scenes from modern playwrights and then on performing scenes from Shakespeare. In all our work, emphasis will be placed on creating realistic, connected, purposeful and dynamic performances.

THEATER 34 - Advanced Approaches to Acting

Spring. Prerequisite: Theater 33 or Permission of the Department.

Using the fundamentals laid out in Theater 33, students will work to expand their range as actors. Starting with scenes from Chekhov and then working our way to newer playwrights, students will continue to explore what is needed to create truthful and fully embodied characters for the stage.

THEATER 37 - Technical Theater

Fall.

This course serves as an introduction to basic technical theater techniques. Students will learn and use various skills focused on building and painting sets and props, hanging, and focusing lights, and programming the light board. Students will exercise creative and practical skills through in-class projects of set, lighting, and sound design. Each student will be required to give and receive peer feedback and work collaboratively and safely. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

THEATER 38 - Theater Design

Spring. Prerequisite: Theater 37 or Permission of the Department.

This course is an in-depth look at designing for theater. Building on skills developed in Theater 37, students will utilize script analysis techniques employed by designers and directors to develop a clear production concept for a full-length play. Working off of a common text, the semester focuses on creating and presenting set, sound, lighting, and costume designs to the class. Each student will be required to give and receive peer feedback and work collaboratively and safely. The opportunity to design for a Middlesex production as part of this class is a possibility. THIS COURSE WILL NOT BE OFFERED IN 2026-2027.

THEATER 80 - Projects in Theater: Improvisation and Devised Theater

Fall. Prerequisite: Theater 34 or Permission of the Department.

This class will explore collective performance creation by the ensemble. Using long form improvisation and group storytelling exercises, this class will focus on the creation of a live performance to be presented in the Hugh Fortmiller Studio Theater.

THEATER 90 - Advanced Projects in Theater

Spring. Prerequisite: Theater 34 or higher or Permission of the Department.

Bringing three semesters worth of technique to practice, students collaborate to choose and rehearse their final performance as an ensemble. The course ends in a full-length workshop production in the Hugh Fortmiller Studio Theater.