MISSION
Maret is a vibrant, K–12, coeducational, independent school in Washington, DC. We ignite our students’ potential; foster their academic, artistic, and athletic talents; and promote their well-being. We develop the mind, nurture curiosity, welcome challenge, embrace joy, and build community that is equitable and inclusive.

PHILOSOPHY
Maret provides a vigorous and dynamic curriculum, created by a skilled faculty of lifelong learners. We instill a devotion to academic excellence and a love for discovery and exploration. From our inception in 1911, Maret has adopted proven educational tenets while pursuing innovative approaches to learning. At every grade level, our students receive a broad and deep educational experience that allows them to cultivate individual strengths and interests.

Maret believes that social and emotional development is central to students’ well-being and success. We encourage our students to tackle challenges in a culture of nurtured risk taking. We want them to push beyond their comfort zone so they can build resilience, character, and robust problem-solving skills. We understand the need for balance in our lives and seek opportunities to infuse our school day with moments of laughter and surprise.

Maret is an inclusive community that embraces diversity of perspective, experience, identity, circumstance, and talent. Our size and single campus foster meaningful connections among students, faculty, and parents. Our historic campus and its location in the nation’s capital are integral to our program. We engage in service opportunities that enhance students’ sense of civic responsibility and leadership. Students graduate from Maret well equipped to excel in future academic endeavors and to lead confident and fulfilling lives in an ever-changing world.

CORE VALUES
Maret’s core values are respect, integrity, excellence, creativity, the individual, connectedness, and joy.
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Understanding that change is inevitable and fast-paced, we recognize that it is important to move beyond the traditional canon of content to concentrate on the cultivation of essential skills. These skills are carefully woven throughout the entire K–12 program with the goal that our students will become good stewards of the world.

**Collaboration**
- Explore, understand, and grapple with multiple perspectives across difference and practice effective listening and responsible cooperation.

**Communication**
- Effectively express, receive, and engage with a range of ideas and information, develop the ability and confidence to advocate for oneself and others, and master multiple languages and forms of expression.

**Creativity & Innovation**
- Construct knowledge and original solutions through the iterative process and experimentation, both independently and in partnership with others.

**Cultural & Global Competence**
- Study and experience global cultures and histories in order to understand, empathize, and constructively engage in our immediate and broader world.

**Leadership**
- Act courageously and honestly, set and achieve goals, engage with others, and positively impact our community and the world.

**Problem-Solving**
- Gain the capacity and confidence to engage critically and analytically with open-ended, complex questions, using diverse research methods.

**Technology, Information & Media Literacy**
- Engage competently with our rapidly evolving technological world, participate respectfully online, and exercise the ability to analyze, interpret, and leverage quantitative and qualitative data.

**Wellness**
- Learn how to best take care of one’s emotional, social, and physical well-being in order to promote a healthy sense of identity and thoughtful decision-making.
Guidelines for Academic Accommodations
At Maret, both our Mission Statement and our Core Values emphasize the individual and respect for different cultures, talents, and interests. We strive to nurture and encourage the intellect, creativity, love of learning, and pursuit of individual excellence in each of our students. We recognize that this may take different forms in different students, and we embrace and celebrate those variations within our school community.

Our appreciation of individual styles helps shape the way we guide the education of our students with learning differences. The Maret faculty understands that all of our children approach learning in their own unique ways, and that some of our children have specific and special needs. We address those needs within small class settings and a flexible curriculum, with the guidance of our student support team. While we are successful with many of our students with specific needs, we also realize that these supports are limited. Maret works to ensure that efforts to serve particular students are balanced between other students’ opportunities to learn and realistic expectations for teachers.

Parents are expected to share any existing assessments or educational support plans which will allow us to determine if the School can successfully meet the needs of the student. This information will allow us to meet the child’s needs from the beginning of his/her Maret career. During a child’s attendance, parents are responsible for obtaining any services, assessments, or therapies that are recommended by a team of teachers, advisors, administrators, and student support team representatives. The School has designated funds to support those families on financial aid who need to obtain such outside services. Suggested accommodations that result from professional evaluations will be reviewed by the Maret team to determine the feasibility of their use in the classroom. The use and benefit of these accommodations will be reviewed periodically.

Targeting Success
Some of the hallmarks of Maret’s educational program include:

- Faculty who initiate close and trusting relationships with students
- Small class sizes
- A curriculum that offers breadth and affords considerable choice
- Classroom strategies that acknowledge multiple intelligences and different learning styles
- Possibilities for communication between teachers/advisors and parents beyond routine parent-teacher conferences
- Opportunities for extra help, such as the supervised study hall in Middle School or appointments with teachers
- Limited allocation of space in school for work with tutors, hired by parents
- Parent-teacher conferences and narrative evaluations that address the student as a whole person, honoring effort and improvement as well as achievement

Addressing Student Needs
Parents who expect that accommodations may be necessary for a student to work successfully at Maret are advised to begin conversations with the division director, learning specialist, teachers and advisors as early as possible. Accommodations will be considered on an individual basis, as recommended by Maret faculty and/or professional evaluations, in the context of existing resources.

In the Lower School, accommodations could include, but are not limited to:

- Preferential seating
- Verbal prompts
- Previewing material
- Supportive technology
In the Middle and/or Upper School, accommodations could include, but are not limited to:
• Opportunity to use another student’s notes or teacher’s notes when available
• Note-taking on a laptop, provided by the parent
• Alternative test/assignment formats to demonstrate competence
• Enlarged font, to increase readability
• Extended time on quizzes, tests, exams
• Use of computer/laptop to take tests and exams
• Testing in an isolated environment for reduced distractions
• Modified schedule

The College Counseling Office
The US Learning Specialist will assist parents and students with the College Board and ACT process to request accommodations. Students applying for accommodations on the College Board and/or ACT exams must have documentation on file that meets their respective guidelines. Students must be using the requested accommodations on school-based tests for at least four months prior to submitting the application to the College Board or ACT.

Maret does not provide
• Individualized Educational Programs
• Constant monitoring or one-on-one instruction/attention
• Extensive attention to drill or emphasis on rote learning
• Written description of all class activities

Learning Specialists
There are three Learning Specialists who support lower, middle, and upper school students, faculty and parents. They help interpret and summarize professional evaluations for teachers, attend parent conferences, and help plan how to best support students based on identified recommendations. The Learning Specialists act as a resource for parents and teachers by making connections to outside educational professionals when appropriate.

Counseling Department
The Counseling Department serves as a resource to all members of the Maret community, including students, faculty, staff, and parents. The school psychologist offers individual and group counseling for students on a short-term basis, acts as a consultant to faculty, and maintains an extensive network of referrals and resources based in the Washington metropolitan area. Students may receive these, or other, services offered by the school psychologist as part of our regular academic program. All services are confidential as appropriate. Under certain circumstances, confidential information may be shared with people who have a legitimate need to know it. The department is also actively involved with diversity programs, substance abuse education programs for students and parents, advisor/advisee groups, the assembly program, the human development program, and student activity groups.

Early Release for Students
The Maret community understands that our children have diverse talents and that some of our children may have specific and special needs in relation to those talents. These needs may require modifications in our traditional academic schedule, including early release. We will work in partnership with families to determine if the school can successfully meet the needs of these students. However, this may not always be possible given other curricular demands. We will review annually schedule adjustments to assess their continuing benefits and feasibility.
INTRODUCTION

Maret’s upper school curriculum is rich, challenging, and exciting. Upper school students prepare for college with intentional instruction in analytical reading and writing, study skills, laboratory work, and research methods. Working with faculty advisors, students craft a course of study that is appropriate and engaging.

Students in ninth grade take core English and history classes. In upper grades, they choose electives based on their abilities and interests. Some students take advanced classes through MSON seminars with peers from across the country. Students may enrich their education through immersive summer courses.

Upper school students develop as thoughtful, healthy, empathetic, and engaged adults who are involved in their communities. Maret’s core values (Respect, Integrity, The Individual, Connectedness, Creativity, Excellence, and Joy) become second nature to our students. Faculty, administrators, and staff ensure that

- Students are respectful of each other and of adults
- Harassing or offensive comments or acts are recognized, addressed, and corrected
- Students are academically honest and understand and avoid plagiarism
- Fair play and sportsmanship are encouraged in athletics
- Open debate and differing points of view are respected
- Creativity is celebrated

Students expand and enrich their thinking through assemblies, which include outside speakers, films, and performing groups. In each grade, upper school students have increased freedoms and are encouraged to take intellectual risks.

SCHEDULE

Ninth grade students generally take five academic courses: a foreign language, Biology or Physics with Algebra, mathematics (often Geometry), History 9: Shaping of the Modern World, and English 9: Elements of Literature. They also take two half-credit courses in the arts—one in visual art and one in the performing arts. Students are aided in the design of their academic programs; division directors and department chairs work with ninth grade students to build a challenging yet manageable schedule. Ninth grade families are invited to join in early discussion of the students’ upper school schedules.

In tenth and eleventh grades, students usually take five academic courses and one non-homework class. Non-homework classes include visual and performing arts and some technology courses. Tenth graders typically take courses in a foreign language, English 10, US History, science, math, and either art or music. Eleventh grade students take five academic courses, which typically include two humanities electives, a foreign language, science, and math. Juniors and seniors have between five and 10 free periods a week. Faculty members aid students in the crafting of their academic schedules.

With the help of division heads and advisors, seniors design their schedules to meet their individual interests and needs. Seniors must take at least four homework courses; many elect to take five. The options are flexible. Students who take four academic courses may drop foreign language or, less typically, a science course. However, some seniors choose to take three humanities courses and a language course.
REQUIREMENTS
Students are required to complete 21 credits; a credit is defined as a two-semester course.

Discipline Requirements
- **Humanities**: 7 credits (including 4 literature credits)
- **Mathematics**: Completion of math progression through Precalculus or 4 years of mathematics
- **Science**: 3 credits, at least one credit in each discipline of biology, chemistry, and physics.
- **World Languages**: 3 credits in 1 language OR 2 credits in each of 2 languages
- **The Arts and Technology**: 2 credits total: 1/2 credit each in visual art and performing arts and 1 additional credit in any of the three disciplines
- **Physical Education**: 11 of 12 seasons, or participation on 2 Maret team sports per year
- **Community Service**: 30 hours

CERTIFICATE OF COMPLETION
Students unable to complete senior year due to unusual circumstances (medical or otherwise) may be awarded a certificate of completion in lieu of a diploma. The certificate indicates that the student successfully completed Maret’s rigorous graduation requirements in non-traditional ways.

ADVANCED AND ACCELERATED COURSES
Maret’s flexible and rigorous high school curriculum lets students explore many challenging topics in depth. Although some advanced and accelerated courses are similar in rigor and complexity to conventional Advanced Placement (AP) classes, none are designated as AP. That designation signifies adherence to an externally prescribed curriculum that might offer fewer benefits than Maret’s student-centric program. However, Maret recognizes that colleges and universities may utilize AP exam results to determine placement, especially in math, science, and languages.

Students in some advanced Maret classes opt to take an AP exam upon successful completion of a specific course. Others sit for AP exams for which Maret’s coursework has equipped but not explicitly prepared them. Maret students routinely excel in AP exams, including Calculus (AB and BC), Chemistry, Computer Science, Economics, English Language, English Literature, Environmental Science, and

MSON COURSES
MSON courses blend synchronous instruction—real-time video conferencing seminars and discussions—with asynchronous instruction—recorded lectures and exercises, which students complete outside of the class. Each course enrolls a maximum of 16 students allowing for a virtual discussion seminar, and is delivered in high-definition classroom set-ups that allow students and teachers to see one another, interact throughout class, and form meaningful relationships. Thirty-four courses are offered in the 2019–2020 academic year, spanning the humanities, math, performing arts, science, technology, and world languages.

MSON PARTNER SCHOOLS
- Brownell Talbot School (NB)
- Canterbury School (IN) Casady School (OK)
- Casady School (OK)
- Chadwick School (CA)
- The Derryfield School (NH)
- Fort Worth Country Day School (TX)
- Hopkins School (CT)
- Indian Springs School (AL)
- Manlius Pebble Hill School (NY)
- Maret School (DC)
- Mounds Park Academy (MN)
- Newark Academy (NJ)
- The Prairie School (WI)
- Porter-Gaud School (SC)
- The Roeper School (MI)
- St. Andrews Episcopal School (MS)
- Severn School (MD)
- Stanford Online High School (CA)
- Trinity Preparatory School (FL)
- University School in Nashville (TN)
- Waynflete School (ME)
- Wilmington Friends School (DE)
- Winchester Thurston School (PA)

INDEPENDENT STUDY
Students who wish to pursue an academic interest not available at Maret or through MSON may seek approval for an independent study in that subject, arranged with the department chair, the director of Upper School, and the assistant head for curriculum development. Any extra costs incurred through independent study are the responsibility of the family.

SENIOR OPTION
Seniors may broaden their studies by creating a senior option course with the approval of the director of upper school and the associate head for curriculum development. These courses do not involve homework and earn a pass/fail and a credit. Recent senior options have included coaching middle school sports, studying child development as an assistant in the Lower School, and working on a presidential campaign.

ACADEMIC AND LEADERSHIP AWARDS
Students in the top 20 percent of their graduating class are eligible for election to the national Cum Laude Society. A faculty committee representing various disciplines selects students based on engagement in intellectual inquiry, the level of courses taken, and demonstrated academic excellence.

Students that have attended Maret for a minimum of four semesters in grades 9-12 are eligible to become valedictorian. The School selects the class valedictorian based on cumulative GPA, rigor of academic course load, and intellectual curiosity. Maret also recognizes seniors’ achievements through the School’s annual Core Value Awards.

For all academic and leadership distinctions, a student’s standing as a positive and contributing member of the Maret community is considered.

SERVICE LEARNING
Upper school students apply newly acquired academic skills and knowledge in real-life situations that promote awareness of and involvement in the larger community. Service learning projects are conducted collaboratively between the School and community organizations and are designed to meet identified needs of community partners. Students engage in short-term and sustained service learning initiatives with local, regional, national, and global communities. In the classroom, students reflect on, discuss, and write about their experiences. They develop communication skills, educational competence, and a sense of personal and social responsibility.

The ninth grade history course includes a unit on hunger and its relationship to major historical events. Ninth graders participate in a service retreat, serving in soup kitchens, homeless shelters, and food banks. Upper grades engage in service learning through electives such as Chemistry in the Community, Precalculus, Civil Liberties, Advanced Spanish I, World Literature, and Advanced Environmental Science.

CO-CURRICULAR PROGRAMMING
At the beginning of the week, all upper school students gather together at Convocation to share news of the week, athletics results, and other important information. Longer assembly periods twice a week allow students to appreciate musical performances, hear speakers from outside of school, gather for discussions on issues of current interest, and meet with their academic advisors.

Upper school students participate in over 35 student-led clubs. Faculty advisors help student leaders manage the clubs, substantively and logistically. Many clubs meet weekly during breaks; other clubs meet less frequently or seasonally.

INTENSIVE STUDY WEEK (ISW)
ISW provides enriching educational experiences outside the traditional classroom format. Students select their top five choices and are placed in a program by the ISW chair. The School covers most ISW costs; qualified students may request financial aid for any additional fees.

FATEH LIBRARY AND CENTER FOR INQUIRY
Students develop effective research and inquiry practices through the Center’s innovative information-literacy programs. Students cultivate a lifelong love of reading and can peruse the vast online catalog of offerings on their hand-held devices.

The director of the Center supports teachers through the creation of curriculum resource programs; trains faculty in current research and information-processing techniques; and shares with other independent schools current methodologies, ideas, and best institutional and educational practices.
2019–2020 COURSE LISTING

HUMANITIES

Required Courses
English 9: Elements of Literature
History 9: Shaping of the Modern World
English 10: American Literature
History 10: United States History

History and Social Science Electives
Accelerated United States History
Advanced Macroeconomics (MSON), fall
Advanced Microeconomics (MSON), fall 2020
African History: Panoramas, Portraits, Perspectives
American Democracy and Civic Engagement (MSON), fall
The American Food System:
  Past, Present, Future (MSON), fall
Are We Rome? (MSON), spring
Bob Dylan's America (MSON), fall
Building Utopia (MSON), fall
Civil Liberties
Communist Cultural Revolutions of 20th century, fall
Cultural Revolutions in the Middle East, spring
Diversity in a Global Comparative Perspective (MSON), fall
A Discourse on Colonialism, fall
Economics
Environmental Bioethics (MSON), spring
Globalization and the Modern World
Human Geography: Understanding Our World
  Through Spatial Relationships
International Relations, Climate Change, and Conflict, spring
Law, Culture, and Society
Man's Inhumanity to Man: Genocide and Human Rights in the 20th Century (MSON), spring
Multiculturalism and Social Justice in the American Musical Theatre
Playing God? The Ethics of Biomedical Advancement (MSON), fall
Positive Psychology (MSON), fall
The Power of Story
Sex, Gender, and Society: An Introduction to Queer Studies, fall
Stolen Lives: Captivity in History and Contemporary Contexts (MSON), fall
Think Global, Debate Local, (MSON), fall
Topics in Psychology
Wartime Dissent in American History (MSON), fall
Writing Herself In: US Women's History and Literature

Literature Electives
American Voice, American Speech: Word as Action from Anne Bradstreet to Donald Trump (MSON), spring
Black Millennial Autobiography, spring
Black Women Writers, fall
Bob Dylan's America (MSON), fall
Comedy and Satire
Communist Cultural Revolutions of the 20th Century, fall
Comparative Literature
Contemporary American Literature
Creative Non-Fiction Writing Workshop (MSON), spring
Creative Writing in the Digital Age (MSON), fall
Cultural Revolutions in the Middle East, spring
Etymology of Scientific Terms (MSON), fall 2020
Exploration of Ethics through Literature
The Fiction of James Joyce (MSON), spring
Law, Culture, and Society
Literature and Theories of Knowledge
Lovers, Warriors, Poets, & Thinkers of the Ancient Mediterranean
Narratives of Place / The Place of Narrative on the North American Prairie (MSON)
Nuestra America
Philosophy in Pop Culture (MSON), spring
The Power of Story
The Question of Evil from Voltaire to Camus
Sex, Gender, and Society: An Introduction to Queer Studies, fall
Speech Matters: Public Speaking in Everyday Life, fall
Writing Herself In: US Women's History and Literature

MATHEMATICS

Geometry
Advanced Geometry
Algebra 2 & Trigonometry
Advanced Algebra 2 & Trigonometry
Accelerated Algebra 2 & Trigonometry
Precalculus
Advanced Precalculus
Accelerated Elementary Functions
Advanced Statistics
Calculus
AB Calculus
BC Calculus
Multivariable Calculus (at Maret and MSON)
Linear Algebra (MSON), fall 2020
Advanced Applied Math Through Finance (MSON), spring
PERFORMING ARTS

Chorus and Band
Chorus
Maret Singers, spring or full year
Concert Band/Strings
Advanced Concert Band/Strings
Introduction to Music Theory (MSON), fall 2020

Film and Theatre
Film Production
Basic Acting Technique
Introduction to Technical Theatre
Advanced Technical Theatre, fall or full year
Multiculturalism and Social Justice in the American Musical Theatre

PHYSICAL EDUCATION AND ATHLETICS

Interscholastic Program
Boys
Baseball, spring
Basketball, winter
Club Ice Hockey, winter
Football, fall
Lacrosse, spring
Soccer, fall
Tennis, spring

Girls
Basketball, winter
Lacrosse, spring
Soccer, fall
Softball, spring
Tennis, fall
Volleyball, fall

Coed
Cross Country, fall
Golf, fall
Swimming, winter
Track and Field, spring
Ultimate Frisbee, spring

P.E. and Lifetime Activities
Dance, winter
Step Team (student run group), winter and spring
Strength and Conditioning, all seasons
Yoga, fall and winter

Independent P.E.

SCIENCE

Biology
Biology 9
Biology 11/12
Advanced Biology

Chemistry
Chem Com (Chemistry in the Community)
Chem Study
Advanced Chemistry

Physics
Physics with Algebra
Physics A
Advanced Physics B
Accelerated Physics C: Mechanics

Science Electives
Advanced Environmental Science
Advanced Topics in Chemistry (MSON), spring
Biotechnology: Techniques and Applications, fall
CSI: MSON Forensic Science (MSON), spring
Einstein's Relativity and The Evolution of the Quantum Model (MSON), Fall 2020
Genetics and Genomics:
  Diving into the Gene Pool (MSON), fall
  Gravitational Astrophysics, spring
Introduction to Organic Chemistry (MSON), fall
Lab Research in Biology, spring
The Quantum Mechanical World (MSON), spring 2021
Waves, Optics, and Musical Physics, fall

TECHNOLOGY

Programming and Design Fundamentals
Computer Science and Programming in Java
Design Thinking, Making, and the World
Data Structures and Design Patterns (MSON)
Explorations in Computer Science: Solving Multidisciplinary Problems with Computational Methods (MSON)
Robotics (MSON), spring
Independent Study: Special Topics in Computer Science

VISUAL ART

Grade 9 Core Courses
Clay Core
Drawing and Painting Core
Mixed Media Core
Photography Core
Sculpture Core

Advanced Courses
Advanced Clay
Advanced Computer Graphics (fall, spring, or full year)
Advanced Drawing and Painting
Advanced Mixed Media
Advanced Publications Design
Advanced Photography
Advanced Sculpture
Advanced Art Seminar: Photography (not offered in 2019–20)
Advanced Art Seminar: Studio Art
Advanced Art Courses: Levels II and III
WORLD LANGUAGES

CLASSICS
Intermediate Latin
Survey of Latin Literature
Lovers, Warriors, Poets, & Thinkers of the Ancient Mediterranean
Ancient Greek 1 (Language and Literature) (MSON)

MODERN LANGUAGES

Arabic
Arabic 1 (MSON)
Arabic 2 (MSON)

Chinese
Chinese 1: Elementary Chinese
Chinese 2: Elementary Chinese
Chinese 3: Intermediate Chinese
Chinese 4: Advanced Intermediate Chinese
Chinese 5 (MSON)

French
French 3
French 4
Advanced French Grammar
Francophone Cultures
The Question of Evil from Voltaire to Camus
The Invention of Modern-Day Food Writing: Excursions in France's Gastronomic Library from the 18th to the 21st Century (MSON)

Spanish
Spanish 1
Intensive Spanish
Spanish 2
Spanish 3
Spanish 4
Spanish in Film
Topics in Latino Cultures
Survey of Hispanic Literature
Hispanic Cultures
Hispanic Literature
Comparative Literature

Summer Language Electives
Maret in Spain
Maret in France
Maret in Taiwan

Humanities
Requirements: 7 credits
Chair: Nicholas Michalopoulos
Reading lists are subject to change.

OVERVIEW
Maret's humanities courses explore the human condition in a variety of forms, including literature, history, art, psychology, anthropology, economics, philosophy, religion, and film. The Humanities Department strives to broaden and deepen students' understanding of the universality of ideas, themes, and images, while emphasizing the unique qualities of individual works and events.

The range of courses meets the needs of students with varied backgrounds, interests, and abilities. Careful reading; crisp, clear writing; critical thinking; research; and articulate speaking are the goals of every course. Students will:
• Improve reading comprehension, interpretation, analysis, and synthesis
• Develop clear, persuasive, accurate, and imaginative ways of writing
• Engage in critical thinking through close analysis, rigorous questioning, and lively debate
• Practice public speaking through discussion, debate, speeches, and oral presentations

The Humanities Department encourages respectful in-class dialogue and advocates creative approaches to analysis, writing, and problem solving.

REQUIREMENTS
Seven humanities credits are required for graduation, four of which must be English and three of which must be history. Most students accrue eight or nine credits. Of these, English 9: Elements of Literature, History 9: Shaping of the Modern World, English 10, and US History are required for every student.

In all courses, students are expected to write frequently and at length, through journals, short essays (1–2 pages), and longer analytic or interpretive essays (5–10 pages). English 10, US History, and most electives require at least one substantial research paper. All electives expand on the core skills acquired through tenth grade. Electives typically require students to engage in a variety of assessments including diverse forms of writing, presentation, and varied depths of research. In certain electives, students conduct lengthier, original research projects and present them as part of Maret's Capstone on the last day of school.
Students confer with their advisors before deciding upon electives that are appropriate to their interests and needs.

**REQUIRED COURSES**

**English 9: Elements of Literature**

Students read, discuss, and write about literature from the Renaissance through the twenty-first century to enjoy the diversity of human experience and to understand the literary techniques that animate them: setting, characterization, point of view, motif, theme, symbolism, and the elements of style. Students refine their critical reading abilities by learning to value—and analyze—textual patterns and writers' decisions about language. They advance their writing skills, focusing on clear organizational structure, effective use of evidence in analytical writing, and powerful stylistic choices infused with their own emerging voices. They also learn to appreciate the craft of writing through creative pieces inspired by the texts they read. Students develop the interpersonal skills necessary for effective classroom discussion, debate, and performance.

**Texts:**
- Baldwin, “Notes of a Native Son”
- Dargan, selected poems
- Díaz, “Invierno”
- Fugard, *My Children, My Africa*
- Hurston, *Their Eyes Were Watching God*
- Sedaris, “Us and Them”
- Shakespeare, *Macbeth* (or alternate play)
- Sijie, *Balzac and the Little Chinese Seamstress*

**Summer Reading:**

- Selected American poetry
- Fitzgerald, *The Great Gatsby*
- Jacobs and Douglass, *Incidents in the Life of a Slave Girl* & *Narrative of the Life of an American Slave*
- Walker, *The Color Purple*
- Yang, *American Born Chinese*

**English 10: American Literature**

This course introduces a diverse range of texts that span American literature and examines the techniques, themes, values, and ideas that shape America's literary tradition. Students deepen analytical reading skills, structure and support complex written arguments, and polish their ability to effectively use vocabulary and grammar by frequently writing short and long essays. A longer research paper, which places a work in historical and cultural context, hones note-taking, bibliography, and revision skills.

**Texts:**
- Selected American poetry
- Selected turn-of-the-century short stories by women
- Fitzgerald, *The Great Gatsby*
- Jacobs and Douglass, *Incidents in the Life of a Slave Girl* & *Narrative of the Life of an American Slave*
- Walker, *The Color Purple*
- Yang, *American Born Chinese*

**Summer Reading:**

- English 10 and History 10 combine summer reading to give students a choice of reading two texts from a large list of classic and contemporary American literature.

**History 10: United States History**

Students gain a conceptual understanding of the issues, events, and personalities that have shaped American history from colonial times to present day. They explore the tension between individual freedom and majority rule; analyze the causes and consequences of major events and developments; draw parallels between past and current events; and explore multiple perspectives on the construction and meaning of “history.” Students are encouraged to challenge their biases and preconceptions and to reach their own conclusions about American history. Students are evaluated through quizzes, tests, papers, group discussions, class projects, and short, informal writing exercises. Themes and topics in this course complement those in English 10.

**Texts:**
- Foner, *Give Me Liberty*
- Kilborne, *Woodley and its Residents*
- Selected primary source materials

**Summer Reading:**

- History 10 and English 10 combine summer reading to give students a choice of reading two texts from a large list of classic and contemporary American literature.
HISTORY AND SOCIAL SCIENCE ELECTIVES

Accelerated United States History
Grades 10–12
Prerequisite: departmental recommendation

In this accelerated course, students cover American history from indigenous history to the present. Students are exposed to extensive primary and secondary sources and to the interpretations of various historians. Class participation through discussions and debates is required. Special emphasis is placed on critical reading and essay writing to help students prepare for college history courses. The course is structured chronologically in the first semester and thematically in the second semester to allow students a more in-depth look at topics in the late 19th and 20th centuries. Students are introduced to archival work and participate in historical research.

Texts:

Advanced Macroeconomics (MSON)
Fall; Grades 11–12
Prerequisite: Microeconomics or specific text and screencast assignments

Taught by: Severn School

Advanced Macroeconomics is a semester course that covers the study of an economic system as a whole. Topics include economic performance measures, price-level determination (inflation and deflation), the financial sector, monetary and fiscal policies, economic growth, productivity, unemployment, and international trade and the balance of payments. Students will manipulate economic models and “think like an economist.” While the course does not follow the AP curriculum, students will be positioned, with extra work on their own, to take the AP exam if they wish.

Advanced Microeconomics (MSON)
Fall 2020; Grades 11–12
Prerequisite: Precalculus (prior or concurrent)
Taught by: Severn School

Advanced Microeconomics is a semester course that covers decisions at the individual consumer, producer and market level. Topics include scarcity, supply and demand, elasticity, international trade and the theory of the firm. The role of the government, both distortive and restorative, in the areas of regulation, public goods, market failures and the environment, will be debated. Students will manipulate economic models and “think like an economist.” While the course does not follow the AP curriculum, students will be positioned, with extra work on their own, to take the AP exam if they wish.

African History: Panoramas, Portraits, Perspectives
Grades 11–12

This course spans from the origins of humanity to Africa’s present-day prospects and challenges. It addresses both developments within Africa and Africa’s relationship to the wider world. Broad *panorama* topics include the spread of peoples, languages, and technologies; the rise of large and small-scale states; local and world religions; slavery and slave trading; colonialism; and contemporary successes and struggles. Students use biographies and case studies for more sharply drawn *portraits*. Topics may include medieval Angola; slavery, gender, and early colonialism in West Africa; Liberia’s history; the Rwandan genocide of the 1990s; and Chinese-African connections. *Perspectives* also matter. Students consider how different groups, including students and teachers in the course, hold particular perspectives about Africa’s past, present, and future. They examine what differing perspectives can tell us about Africa, and what they can tell us about the perspective holders.

American Democracy and Civil Engagement (MSON)
Fall; Grades 11–12
Taught by: Waynflete School

American Democracy and Civic Engagement combine a deep study of the roots and traditions of America’s unique form of democracy with civic engagement and actual dialogue across the political divide. Students will study the form of government established by the Constitution, paying particular attention to federalism, the separation of powers, and checks and balances. Students will learn how individual citizens form a political identity and how those identities form the foundation of US political culture. The course takes advantage of the broad geographic diversity inherent in the Malone School Online Network to experience how political ideology and perspectives on democracy differ in various parts of the country. Students will learn the skills of dialogue across difference using techniques and protocols developed by Waynflete School for use in the New England Youth Identity Summit and the “Can We?” Project. Students will be asked to reflect on where their own political viewpoints come from as well as to seek a deeper understanding of beliefs that are different than their own. This work will include engaging in political dialogue and taking on positions that may differ from one’s own.
The American Food System: Past, Present, Future (MSON)

Fall; Grades 11–12
Taught by: The Derryfield School

The American Food System consists of the interrelated components of how we get food from “farm to fork,” including the producing, harvesting, processing, transporting, marketing, distributing, and the eating of food. Through a humanities-based, interdisciplinary approach the course will examine the political, social, economic, and environmental aspects of the system, as well as the challenges and opportunities in moving from our current industrial food system to a more sustainable one.

Students will engage in a variety of projects, allowing them to understand their regional and local food systems, while learning from their classmates throughout the country. Topics to be covered include animal agriculture, organic farming, local production and distribution, the debate over GMOs, the marketing of unhealthy food to children, and the problem of hunger in America.

Are We Rome? (MSON)

Spring; Grades 11–12
Prerequisite: US History (prior or concurrent); background in classics not required
Taught by: The Derryfield School

Inspired by Cullen Murphy’s 2007 book of the same name, “Are We Rome” will examine the similarities between the Roman empire and the United States. This course is designed to be a capstone for study in classics and history. The interdisciplinary nature of this course will serve as a vehicle by which students of Latin and history can expand their knowledge and apply that knowledge in an intercultural comparison. Since 1776, from our system of government to the architecture of government buildings, the United States has used Rome as a foil for itself, and forefathers of the US created many institutions using Rome as a model. This course will be structured around one basic question: How can the United States learn from Rome?

We will organize our investigation around three symbolic American geographies: the frontier, the city, and the south. Using Dylan’s masterworks and subsequent official “bootleg” recordings as touch-stones, students will consider a variety of texts, including poetry, fiction, and cultural history; biography and autobiography; and popular and documentary film. Works may include Bob Dylan’s Chronicles, Volume I (2005), Greil Marcus’ The Old, Weird America: The World of Bob Dylan’s Basement Tapes (2001), Don DeLillo’s Great Jones Street (1973), Michael Ondaatje’s Coming Through Slaughter (1976), D. W. Griffith’s Birth of a Nation (1915), Alan Crosland’s The Jazz Singer (1927), Sam Peckinpah’s The Wild Bunch (1969), D. A. Pennebaker’s Don’t Look Back (1967), and Martin Scorsese’s No Direction Home (2005).

Building Utopia (MSON)

Fall; Grades 9–12
Prerequisite: None; background in ancient and European history recommended
Taught by: Severn School

Utopia, “a good place,” as defined by the Greeks, is a term coined by Sir Thomas More referring to a fictional ideal island society. The act of intentionally shaping one’s environment to be “a good place” modeled after sustainability, economy, and delight is a uniquely human endeavor. This semester long study examines the course of Western Architecture from the Ancient Egyptians to the 21st century through the lens of the primary philosophic ideas that have been the drivers of aesthetic vision of Western civilization architecture through the ages. The course will offer an introduction to design principles, the visual language of architecture, and design analysis. The
necessities, desires, and spiritual beliefs which go into the shaping of a culture’s aesthetic vision of their ideal built environment will be examined in a series of seven units of the course of the semester:

1. Forming the Human Universe: Mark Making and the Necessity of Shelter
2. Creativity and Humankind: Beauty Defined and the Building of Civilizations
3. Immortality and the Gods: Building for the Greater Glory
5. Power and Production: Society and the Machine
7. Back to the Future: Palimpsest and Irony

**Civil Liberties**

*Grades 11–12*

This course explores the range of freedoms and rights guaranteed by the US Constitution and the government’s role in protecting them. Students examine such controversial topics as hate speech, prayer in schools, gun control, equal protection, abortion, and the death penalty to determine the boundaries of personal rights protected by the Constitution. Students read and analyze leading Supreme Court cases and legal commentary to develop their conclusions. Current event topics also help to shape the curriculum. Students are required to rely on both personal opinion and grounded analysis in their decision-making process. Class time centers on student dialogue and debate; all members of the class are expected to contribute actively to discussions and to consider issues with nuance and not rigidity. Students participate in local mock trial and moot court competitions and create political videos for national competitions. Students work in teams to develop Social Venture Projects as part of LearnServe’s Seeding Social Innovation program, so they not only learn about how others have effected change, but become change agents themselves. Field trips to the Supreme Court and lower-level courts, as well as a wide range of guest speakers, further enrich students’ understanding of the political system. Through the content of the class, students cultivate their analytic, writing, research, and oral advocacy skills.

**Text:**

Epstein and Walker, *Constitutional Law for a Changing America*

**Summer Reading:**

Stewart, *The Summer of 1787*

**Communist Cultural Revolutions of the 20th Century**

*Fall; Grades 11–12*

*May also be taken as a literature elective*

This course begins with understanding the fundamentals of communist and socialist philosophies that lay the foundation for the communist and cultural revolutions of China and Cuba. Students subsequently take deep dives into the revolutions of these two countries, studying the history, literature, art, and societies of these unique cultures whose social upheavals still reverberate deeply in the world in which we live. Ultimately, students question whether revolutions are an effective means of social change or whether they reproduce the problems of the past in new forms. Required books are a mixture of historical and literary texts.

**Cultural Revolutions in the Middle East**

*Spring; Grades 11–12*

*May also be taken as a literature elective*

Students examine the dissolution of the Ottoman Empire and the resulting formation of the current Middle East and how this geo-political construction laid the foundation for many social changes in the region later in the 20th century. Subsequently, students take a deep dive into the Iranian revolution of the late 1970s and the Arab Spring of the last decade, using history, literature, and art ways to further understand the complex societies in which these revolutions occurred. Current issues of the Middle East also serve as part of course content and ultimately serve as a sounding post in answering whether these cultural revolutions effectively changed the societies in which they occurred or whether they reproduced the problems of the past in new forms. Required books are a mixture of historical and literary texts.

**Diversity in a Global Comparative Perspective (MSON)**

*Fall; Grades 11–12*

*Taught by: Canterbury School*

This course examines the ways our Human Family has sought to create, marshal, contest, and maintain identities through Culture and relations of power. These identities can be appreciated through “lenses of analysis.” The course critically engages the traditional “Big Three” lenses of analysis: Race, Class, and Gender, understanding that Culture serves as an important backdrop against which these identities emerge. Once students appreciate the important ways the Social Sciences have engaged with, written about, and debated these three core modes of analysis, the course expands to incorporate other, equally rich, lenses: age, ableism, intellectual diversity, geographic diversity, cognitive and neurological diversity, and the business case for Diversity, as well as how to study
synergistically intertwined phenomena. Film and Critical Film Studies, as well as the role Colonialism has played in the major conflicts of the last 500 years, each serve to enrich student understandings of Diversity.

**A Discourse on Colonialism**  
*Fall; Grades 11–12*

Students examine the impact of various ideological and economic principles and Colonialism on both the colonizer and colonized. Through literature and the examination of primary sources, students investigate the contradictions and hypocrisy implicit in western notions of “progress” and “civilization” upon encountering the “savage,” “uncultured,” or “primitive.” In this course, students reaffirm Asian, African, and Latino values, identity, and culture, and their relevance, exploring how it “is equally necessary to decolonize our minds, our inner life, at the same time that we decolonize society.”—Aimé Césaire

**Economics**  
*Grades 11-12*

This yearlong course provides a broad view of the social science of economics. It builds on real world applications so that students can gain a basic understanding of economic concepts and our economic system. Students will explore both micro- and macroeconomics and relate these systems to familiar, real world situations. Students will be introduced to the basics of economic principles, and will learn the importance of understanding different economic systems. They will be presented with economic applications in today's world in order to understand, analyze, and interpret economic concepts such as the laws of supply and demand, market systems and structures, money and banking, domestic and global economic performance and trade, monetary and fiscal policy interventions, and unemployment and inflation. Upon completion of this course, students should be able to:

- Explain the basic concepts of economics
- Compare and contrast traditional, command, market, and mixed economic systems
- Evaluate how supply and demand work together to determine market prices
- Describe economic factors involved in business, including product markets and factor markets
- Discuss components of the US economy and ways to measure domestic economic performance
- Students will also use their learning to:
  - Analyze the traditional role of markets in order to predict future trends and issues.
  - Make educated strategic decisions that contribute to the ideal climate for the success of business.
- Justify banking and financial decisions that impact personal and business solvency.
- Develop and justify policy recommendations that provide for the optimum health of the US economy.
- Develop and justify policy recommendations to promote necessary changes to the international economic system.

**Environmental Bioethics (MSON)**  
*Spring; Grades 11–12*  
*Taught by: Wilmington Friends School*

This course will focus on such cases as environmental sustainability, global energy and food resources, gathered from sources in literature, journalism, and film. The academic study of ethics examines how people make the decisions. Curricula will build on a foundation of theoretical moral theories, more specifically, how one makes decisions when faced with complex, often controversial, issues. No prior knowledge of philosophy is assumed, however, authentic assessment of students' initial facility with logical analysis will ensure that all students are challenged to grow and deepen their theoretical and practical understandings of the subject.

**Globalization and the Modern World**  
*Grades 11–12*

Globalization is very much in the news. After decades of political and economic elites around the globe widely agreeing upon globalization’s value, those advocates are now on the defensive. But what does globalization actually mean politically, economically, and culturally? How has it affected societies and individuals—materially, in overall well-being, in the routines of daily life, and in the construction of identities? Through a wide variety of readings, discussions, projects, writing, and activities, students are introduced to and analyze many different aspects of globalization. Through different units, students examine the political economy, how people make culture in the globally connected age, economics and trade, current issues, and reflect on the impacts of globalization in the USA and the world at large. Students also prepare a case study and research paper on either China’s or India’s globalization. The course uses a variety of assessments, ranging from traditional to unusual.

**Human Geography: Understanding Our World Through Spatial Relationships**  
*Grades 11–12*

Technology has connected the world and magnified the need for an awareness of spatial relationships. Human geography explores the influence of physical landscape,
location, and spatial connections on human cultural expressions and economic activities. Students deepen their basic geographic knowledge, strengthen their analytical skills, and develop empathy for the experiences of people in communities throughout the United States and the world. Students develop their independent reading and research skills as they investigate and explain the patterns of human activities through questions such as:

- What brought my family to the Washington, DC area? Where will I eventually live?
- What are the most effective approaches for improving health and standards of living?
- How can we explain cultural, economic, and political differences among U.S. communities?
- How is the role of nation-states changing in a world of influential networks of cities?
- How do pop culture fashions and trends spread; how does traditional folk culture persist?
- Why are some places more congested? Why are some places more pedestrian-friendly?
- Why do people speak with different accents and dialects? How do languages develop?
- Where does my electricity come from? How will changes in energy infrastructure affect me?

**Texts:**
- Chinni and Gimpel, *Our Patchwork Nation*
- Cline, *Overdressed: The Shockingly High Cost of Fast Fashion*
- Estabrook, *Tomatoland*
- Maathai, *The Challenge for Africa*
- Marshall, *Prisoners of Geography: Ten Maps That Explain Everything About the World*
- Neufeld, A.D., *New Orleans After the Deluge*
- Rifkin, *The Third Industrial Revolution*
- Rubenstein, *The Cultural Landscape*
- Speck, *Walkable City: How Downtown Can Save America, One Step at a Time*

**Summer Reading:**
Students choose an enjoyable geography-related nonfiction text from a list of options.

**International Relations, Climate Change, and Conflict**
**Spring; Grades 11–12**
Have you ever considered why some countries are major actors on the world stage and others seemingly always are engaged in conflict? In this course, students synthesize information about current civil conflicts, comparative advantages in the global economy, and the role of natural resources and climate change to explain consistent root causes of global events. Using tools such as charts, maps, and demographic data, this elective course focuses on these contemporary world and local issues that affect students’ everyday lives. Students also use a variety of media and formats to enhance their digital citizenship—newspapers, online media, cartoons, and newscasts support class discussion. Group projects, presentations, and work with primary source materials and opinion pieces deepen students’ understanding of the world around them.

**Law, Culture, and Society**
**Grades 11–12**
*May also be taken as a literature elective*
Debate over the role of law in our society is not limited to courtrooms and newspapers; it is waged in literature, on stage, in movie theaters, on radio and television, and online. This course explores the nexus of law, society, and culture. Students study how cultural expression influences public perceptions of the law and justice. Students examine the meaning of justice, the relationship between law and morality, the difference between justice and revenge, and the proper aims of the criminal justice system, while digging into legal controversies around race, gender, social class, and sexuality. Students learn principles of criminal law and criminal procedure that they use to dig into literary murder cases, hate crime law, mass incarceration, and Innocence Project cases. They work as historians and as cultural critics, analyzing a wide range of works such as Bryan Stevenson’s memoir *Just Mercy*; the play *The Laramie Project*; the novels *The Stranger* by Albert Camus and *The Hate U Give* by Angie Thomas; the documentary *Making a Murderer*; and the podcast *Serial*. Students hone their research and writing skills through literary and cultural analyses, creative projects, position papers, closing statements, document investigations, essays, and op-eds. The class is highly interactive, with discussions, debates, oral and media projects, formal presentations, and Socratic seminars.

**Man’s Inhumanity to Man: Genocide and Human Rights in the 20th Century (MSON)**
**Spring; Grades 11–12**
**Taught by: Mounds Park Academy**
The story of genocide in the 20th century stands in stark contrast to the social progress and technological advancements made over the last 100 years. As brutal culmination of nationalist and racist attitudes and policies, as well as a poignant reminder of both the cruelty and resilience of human beings, these genocides punctuate modern history with harsh reality. This course explores the many facets of genocide through the lenses of history, literature, art, sociology, and law. We will turn
our attention to understanding the framing of genocide as a legal concept. Using the holocaust as our foundation, we will examine examples of additional genocides from the 20th century. Ultimately, we will train our attention to the enduring legacy of genocides around the world, especially as we consider attempts to recognize, reconcile, and memorialize genocide from the individual to the collective.

Students will read and analyze primary source material, secondary historical accounts, genocide testimony and memoirs, in addition to examining individual fictional and artistic responses and the collective memories and memorials of whole societies.

**Multiculturalism and Social Justice in the American Musical Theatre**  
**Grades 11–12**  
**May also be taken for performing arts credit**

The American Musical Theatre has always acted as a real-time reflection of American society, and for much of its history, has defined international popular music. From the beginnings of the genre in minstrelsy, through the Golden Age of Rodgers and Hammerstein, to *Hamilton* today, musical theatre has been at the forefront of American popular culture and has often led the charge in important movements such as gender equality, civil rights, immigration, and LGBTQ rights. Students explore the American narrative through the lens of the musical theatre using primary and secondary sources, including texts, films, images, recordings, libretti, and musical scores. Students will study the birth, development, and ascendance of the Broadway musical as social commentary and its defining effect on the national story.

**Playing God? The Ethics of Biomedical Advancements (MSON)**  
**Fall; Grades 11–12 (Grade 10 students require teacher recommendation)**  
**Taught by: Wilmington Friends**

The objective of this course is to provide students with the tools and experience necessary to better make difficult, ethical decisions. In order to achieve this, we will study and evaluate critically several different ethical theories including Utilitarianism, Virtue Ethics, and Deontology. Which framework students choose to use as their guide is up to them, but by the end of this course they should be able to defend their choices and ethical decisions clearly.

The course strives to develop a cross conversation between two academic disciplines - philosophy (ethics) and biology (medical research, molecular genetics). This is a collaborative teaching effort between Joyce Lazier (background in philosophy and ethics) and Ellen Johnson (background in biology and genetics), and an evolution of two previously existing courses. Both teachers will be present for all classes, focusing on the growth that comes from a shared discourse.

**Positive Psychology (MSON)**  
**Fall; Grades 10–12**  
**Taught by: Waynflete School**

This course begins by providing a historical context of positive psychology within broader psychological research, and helps explain why the field is of particular importance to those in a high school or college setting. Students will be introduced to the primary components and related functions of the brain in order to understand the biological foundation of our emotional experiences. Current research will be used to develop a broader sense of what positive psychology is and is not, and how it can be applied in students’ own lives. Additionally, students will gain an understanding of basic research methods and their application to the science of psychology.

This course will require substantial reading (sometimes on par with 100 level college courses) and writing. Students will be asked to reflect regularly on their individual experiences in order to integrate course material into their daily lives. One of the key learning outcomes is to have each participant identify his or her own strengths while simultaneously recognizing and respecting the attributes others bring to the course.

**The Power of Story**  
**Grades 11–12**  
**May also be taken as a literature elective**

“The purpose of a storyteller is not to tell you how to think, but to give you questions to think upon.”  
Brandon Sanderson, *The Way of Kings*

Stories are essential ways we come to know ourselves and the world around us. Stories affirm who we are and where we have been, and allow us to experience the similarities and differences between ourselves and others. This course examines how we choose to tell stories, whose stories get told, and the impact of these decisions on how we learn history. This course first focuses on the art of storytelling, looking at the building blocks of what makes a strong narrative. Students then study different vehicles for storytelling, including literature, film, oral traditions, art, animation, radio, and newer digital platforms. We use experts from the field to deepen our understanding of the elements of compelling storytelling and participate
in storytelling events in the community. In addition, students experiment with a range of mediums to tell their own stories, those of others, and those of history, both past and current. This course is largely student-driven and project based, providing class members the opportunity to pursue content that is interesting and exciting to them. This course emphasizes and develops students’ analytic, research, communicative, creative, and collaborative skills.

**Summer Reading:**
A memoir and biopic of student’s choosing

**Sex, Gender, and Society: An Introduction to Queer Studies**
*Fall; Grades 11–12*
*May also be taken as a literature elective*

Students explore the history, politics, and representations of biological sex, human sexualities, and gender constructions and performances that impact our everyday lives. Studying primary sources in addition to literature and film, students reflect, inquire, and act as we question: *How have sex and gender evolved with significant historical movements and philosophical ideas? What consequences does sex have on gender and vice versa? How has queerness (the destabilization of sex and gender as normative) impacted people’s everyday lives?* Raising their voice and choice, students' readings delve into lesbian, gay, bisexual, transgender, queer, and questioning perspectives on topics such as body image, love, family, work, religion, race, ethnicity, loss, childhood, and coming of age. Throughout the course, students write some shorter reflective, creative, and analytical essays as well as a longer qualitative research paper. Moreover, students help educate and engage the Maret community by planning and hosting an event for LGBTQ+ History Month in October. Students also work with local organizations that support or provide programs for the LGBTQ+ communities in DC as part of a service learning and community engagement project.

**Stolen Lives: Captivity in History and Contemporary Contexts (MSON)**
*Fall; Grades 11–12*
**Prerequisite: United States History or world history preferred**
**Taught by: Casady School**

Captive taking and enslavement have been near-universal trends among human societies throughout history. Traditionally, the majority of these captives were young women and children. This course will explore captivity in a variety of contexts, beginning with a broad survey of captive-taking practices worldwide and an examination of the crucial role that captives have played not only in delineating the differences between nations, but also serving as cultural mediators, purveyors of new technology, and agents of change. Students will then read a variety of captivity narratives, discerning the patterns, themes, and tropes of this genre and comparing narratives across time and cultures. The final section of the course will focus on instances of modern-day captivity including, the treatment and fate of incarcerated individuals, victims of human trafficking, and non-human captives.

**Think Global, Debate Local (MSON)**
*Fall; Grades 11–12*
**Taught by: Roeper School**

Water justice. Gentrification. Housing. Education. Race Relations. Public Safety. Environmental Issues. Is it wrong to shut off water service to households that are delinquent on their water bills? When forced to choose, should a city invest limited funds in education or public safety? Should cities and states focus more on improving neighborhoods or enticing business investments? When in conflict, should environmental issues take priority over the needs of businesses?

Many cities in the United States (and around the world) struggle with these and other challenges. In Debate Local, Think Global, we use our local experiences to take deep dives into the facts and philosophies underlying the challenges, values, and perspectives that shape our cities, neighborhoods, and homes, and that form the foundation of our experiences within them. The overarching goal of this course is for students to teach each other about important topics in their own neighborhoods, towns, states, and regions, and to use debate as a tool to examine the arguments surrounding those topics. Other goals include: achieving a better understanding of complex issues by taking on and arguing for the viewpoints of various stakeholders; discovering ways to shift from an adversarial to a cooperative relationship when disagreements arise; and understanding the ways different values can be used as filters through which to view a given issue.

**Topics in Psychology**
*Grades 11–12*

*What type of learner am I?*  
*What motivates me?*  
*How does my brain influence my behavior?*  
*How do I better use my memory and intelligence to improve my performance for that next test?*  
*What type of personality do I have?*
How do social interactions affect my individual decision making?

Students ponder these and other questions about the human mind, the individual, and real-world behavior. They seek to understand the mind’s capacities and limitations in biological, cognitive, developmental, and sociocultural senses as well as how individual minds vary.

The course balances inquiry and story to engage students in discussion- and activities-based approaches and examinations of topics including:

- Biological bases of behavior, sensation and perception, and consciousness
- Learning and human development
- Memory and language
- Thinking and intelligence
- Motivation and emotion
- Stress and health
- Gender and sexuality
- Personality and psychological disorders, and their treatments
- Social cognition, influence, and interactions

Students also learn to apply psychological knowledge by exploring case studies, developing observational skills, creating and administering surveys, and running small experiments. They select topics for independent research and presentation such as how psychology affects and is affected by class status, gender, sexuality, race, and ethnicity; work environments; sports and entertainment; schools and prisons; health; driving and traffic; evolution; religions; social media, etc. Students design and report on their own experiment for the Maret Humanities Capstone event.

**Texts:**
- Branagh, *Shakespeare’s Hamlet with Screenplay, Introduction and Film Diary*
- Marcus, *The Norton Psychology Reader*

**Film:**
- Branagh (dir.), *Hamlet* (1996)

**Wartime Dissent in American History (MSON)**

**Fall; Grades 11–12**

**Prerequisite: AP US History or equivalent**

**Taught by: Prairie School**

Benjamin Franklin once said that “They that can give up essential liberty to obtain a little temporary safety deserve neither safety nor liberty.” An oft-cited quotation by champions of American civil liberties protections and anti-war activists, Franklin’s passage illustrates how dilemmas regarding the balance between free speech and national security have tested and often perplexed American politicians, courts, and citizens since the inception of the country. During wars the government reserves the right to draft men into the armed services, confiscate the property of individual citizens, set prices, ration food and fuel, and drastically increase taxes. Viewing them through the prism of the nation’s existential crisis, most citizens accept these compromises on their liberty. Ben Franklin, however, lived in a premodern world devoid of anthrax, drones, Internet communication, and long-range nuclear weapons. The Founding Fathers could not have foreseen the awesome power nor puissant pressure of commanders-in-chief who, obligated to protect the lives of millions, regularly criticize dissenters. And thus lines must be drawn between civil liberties and national security - but where?

Through reading, discussing, and critically analyzing primary and secondary sources from each American war (from the Revolutionary War through the War on Terror), students will emerge with a better understanding of American wars, their dissenters, and the meaning of freedom under its most intense stress tests.

**Writing Herself In: US Women’s History and Literature**

**Grades 11–12**

*May also be taken as a literature elective*

The course moves beyond a compensatory or contributory model of social history to unearth and examine the experiences of women from all backgrounds throughout US history. Using writings by women from a variety of fiction and non-fiction genres, students will investigate the civic, economic, and activist strains of women’s public lives from the precolonial era to the present. Women who write often defy simple characterizations of being either literary or historical, ethnographic or personal. The course focuses on the role of gender and sexual identity, paid and unpaid labor, political exclusion and participation, and racial and ethnic identity through the experiences of women who have recorded and kept their own histories. Students will work together to bridge the past and present through reflective writing, analysis of current events, historical research, hosting guests, and collaborative digital projects.
LITERATURE ELECTIVES

American Voice, American Speech: Word as Action from Anne Bradstreet to Donald Trump (MSON)
Spring; Grades 11–12
Prerequisite: US History (prior or concurrent)
Taught by: Indian Springs School

In this course, students will listen across history to the American voice—from Bradstreet and John Winthrop, through Franklin, Thoreau, Whitman, Dickinson, Jacobs, Douglass, Twain, Cole Porter, James Baldwin, and Gertrude Stein, to MLK, Dylan, Steinem, and Obama. We will listen to music, look at art and film, and consider the more tangled “voice” of advertising, television, and political theater.

Even as it has proliferated and transformed, the American voice has maintained an urgent ambivalence about what it means to speak the truth, who should speak it, and to what end. We will look at the ongoing, central tension in much of American speech between the individual and the democratic collective, and also consider the related tension between reflection and action as conditions of possibility. We will also investigate what forms of speech are surrounding our students and how we might replicate them in order to understand them.

Among other writing assignments, students will maintain an ongoing analytical blog and submit a final paper on a topic of the student’s choosing in consultation with the teacher.

Black Millennial Autobiography
Spring; Grades 11–12

What does it mean to live “the Black experience” in the United States after the civil rights and Black Power movements? Strength? Resilience? Wonder? Hope? Rage? Joy? Autobiography is the form students use to unpack this question as they explore the interplay between the writer and the listener as it speaks to Black life in our country. Topics include multiple identities, colorism, capitalism, mass incarceration, queerness, formations of faith, the silencing of Black voices, and the body. Students write short responses, craft long-form essays, give book talks, debate, and complete a final presentation exploring their own intersectional autobiographical identities.

Readings:
Arceneaux, I Can’t Date Jesus
Option: Rae, Misadventures of An Awkward Black Girl / McMillan, Thick

Summer Reading:
Thurston, How to Be Black

Films:
13th
Dark Girls
Good Hair
Holler if You Hear Me: Black and Gay in the Church
Moonlight
Pariah

Black Women Writers
Fall; Grades 11–12

Chimamanda Adichie writes, “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue but that they are incomplete. They make one story become the only story.” This course dismantles the single story of Black women that has been told across the ages in our music, our media, and, especially, in our literature. Students explore written work exclusively by Black women authors featuring Black female protagonists. To be clear: the use of the words woman and female in this course refer to anyone who identifies with girlhood or womanhood, whether biologically assigned, cisgender, or transgender.

Rooted in writing theory from Toni Morrison and bell hooks, students explore what it means to be a Black woman in this country and how Black women authors seek to convey the truth of Black women’s 21st century experience. Themes include: the Black woman’s body; faith and formations; queerness and transness; family ties; Black protectionism; and Black Girl Magic. Students engage in vibrant discussion, complete short analytical writings, and a culminating project: a short story, a television episode, or a chapter of a longer work that centers a Black woman’s intersectional experience.

Texts:
Acevedo, The Poet X
Braithwaite, My Sister, The Serial Killer
Jones, An American Marriage
McMillan, Thick

Summer Reading:
Evans, Before You Suffocate Your Own Fool
Bob Dylan’s America (MSON)
Fall; Grades 11–12
Prerequisite: US History and American Literature
(prior or concurrent)
Taught by: University School of Nashville
May also be taken as a history/social science elective

Arguably the most influential, important, and closely scrutinized American artist of the past six decades, Bob Dylan is as difficult to define as the nation that produced him. Connecting his work to contemporary theories of cultural memory, this course looks at the ways in which Dylan, both in his music and his cultivation of various public personae, maps the contours of the national imagination and explores the prevailing attitudes of class, race, gender, and place in American culture.

We will organize our investigation around three symbolic American geographies: the frontier, the city, and the south. Using Dylan’s masterworks and subsequent official “bootleg” recordings as touch-stones, students will consider a variety of texts, including poetry, fiction, and cultural history; biography and autobiography; and popular and documentary film. Works may include Bob Dylan’s Chronicles, Volume I (2005), Greil Marcus’ The Old, Weird America: The World of Bob Dylan’s Basement Tapes (2001), Don DeLillo’s Great Jones Street (1973), Michael Ondaatje’s Coming Through Slaughter (1976), D. W. Griffith’s Birth of a Nation (1915), Alan Crosland’s The Jazz Singer (1927), Sam Peckinpah’s The Wild Bunch (1969), D. A. Pennebaker’s Don’t Look Back (1967), and Martin Scorsese’s No Direction Home (2005).

Comedy and Satire
Grades 11–12

In addition to making people laugh, comedies and satires often raise provocative questions about society and its treatment of individuals. In this course, students learn and use theories of humor to explore classic and contemporary comedic works and their own senses of humor. Students interrogate whether humorists challenge or reinforce societal values relating to gender, race, sexuality, and social class. As they investigate the often-controversial nature of comedy and satire, students consider whether there are lines that these works should not cross. Units often team older and newer works, such as Shakespeare’s original romantic comedy Much Ado About Nothing with contemporary film rom-coms, Plautus’s plays with modern films involving stock characters, and Lorraine Hansberry’s drama A Raisin in the Sun with the satire Clybourne Park that picks up where Hansberry’s play ends. Students write both analytically and imaginatively, honing their powers of persuasion in formal essays and developing their creative flairs in comedic pieces. Students engage actively with one another through in-class discussions, online discussion forums, peer feedback, formal presentations, and debates.

Communist Cultural Revolutions of the 20th Century
Fall; Grades 11–12
May also be taken as a history and social science elective

This course begins with understanding the fundamentals of communist and socialist philosophies that lay the foundation for the communist and cultural revolutions of China and Cuba. Students subsequently take deep dives into the revolutions of these two countries, studying the history, literature, art, and societies of these unique cultures whose social upheavals still reverberate deeply in the world in which we live. Ultimately, students question whether revolutions are an effective means of social change or whether they reproduce the problems of the past in new forms. Required books are a mixture of historical and literary texts.

Comparative Literature
Grades 11–12
May also be taken as a Spanish elective

Students connect contemporary Spanish-speaking authors with international counterparts through a comparative study of their works that isolates and explores common literary and philosophical concepts. Literary works are grouped by theme and studied concurrently. Selected units explore the topics of tension between individual and society; narrative ambiguity; tension between individual and family; the nature of reality; the role of mathematics in literature; and Cain and Abel’s allegory in literature and film. Class discussions are in Spanish. Spanish works can be read in English translation. Papers are written in English.

Texts:
Borges, Fictions
Camus, The Plague
García Márquez, Chronicle of a Death Foretold
García Márquez, Eyes of a Blue Dog
Kafka, The Trial
Kafka, The Metamorphosis
Unamuno, Abel Sánchez
Unamuno, Don Manuel Bueno Mártir

Viewings:
Abre Los Ojos
Amadeus

Summer Reading:
García Márquez, One Hundred Years of Solitude
Contemporary American Literature
Grades 11–12

Students consider how authors interrogate the “politics of identity” in order to make their works compelling, effective, and critical. Through study of genre, form, and content, students explore how writers push boundaries and use their characters as vehicles to reconcile the limitations imposed on them as authors. Students discuss how and why marginalized writers create, collapse, and capitalize on intersectional identities to enrich their critiques of racism, privilege, and power. The coursework includes expository and creative writing assignments, oral presentations, interviews, and personal essays. Writing assignments focus on the construction of strong, well-supported, compelling arguments which interlace close reading with theory and self-exploration. Daily coursework is largely discussion based, designed to stretch students beyond mere analysis of the stories they read and toward a greater understanding of how the texts operate as artifacts of culture. All the while, students explore their own identities and how they intersect with those identities explored in the texts.

Texts:
- Lahiri, *The Namesake*
- Bulter, *Kindred*
- Diaz, *The Brief Wondrous Life of Oscar Wao*
- Wolfe, *The Colored Museum*
- Lorde, *Zami: A New Spelling of My Name*
- Wallace, *Consider the Lobster*

Summer Reading:
- Alexie, *Flight*

Creative Non-Fiction Writing Workshop: If Only You Could See this Place (MSON)

Spring; Grades 11–12
Taught by: Waynflete School

How do we write great non-fiction (and this includes all flavors of essays—college essays, literary journalism, memoir, and more), so that our stories have an injection of narrative tension that invites the reader to sit down inside our stories and stay awhile? This workshop will help you become a better writer so that your stories contain an electrical charge that starts at the sentence level and travels through the entire piece. This tension, or electrical charge, is the engine that great non-fiction runs on. Students will search the places in one’s life that have mattered most, and using a series of fun writing prompts, generate new writing, using place as a portal to help land on the life stories that students’ most want to tell. Later, the class will move into class workshops of each student’s work. Each session will also look at other specific craft aspects: primarily beginnings, endings, and the weaving of multiple story lines in one essay. This is an ideal course for juniors beginning to think about ideas and drafts of their personal essay for college.

Creative Writing in the Digital Age (MSON)

Fall; Grades 11–12
Taught by: Severn School

Storytelling is as important today as it was hundreds of years ago. What has changed, in many cases, is the media through which writers tell their stories. Today’s literary artists take advantage of digital tools to spread their messages and tell their stories in new ways that combine narrative and contemporary form. Students will begin with the traditional forms of poetry, short prose, and literary non-fiction and then go beyond those forms to explore how contemporary tools can enhance expression. We will study master writers in each of the traditional forms and be inspired by their examples. Then, we will look at how communication in the 21st century has provided us with even more ways to share our thoughts and to be creative. Possible explorations include hyperlinked narratives, social media as inspiration and tool, animated text, audio, videos, and all manner of non-linear narrative. The class will ask an essential question: what happens when communication becomes wider and has an instant audience? The class routine, based around writing, reading, and discussion, will include weekly critiques of student work and required writing, including in some non-traditional, contemporary formats.

Cultural Revolutions in the Middle East

Spring; Grades 11–12
May also be taken as a history and social science elective

Students examine the dissolution of the Ottoman Empire and the resulting formation of the current Middle East and how this geo-political construction laid the foundation for many social changes in the region later in the 20th century. Subsequently, students take a deep dive into the Iranian revolution of the late 1970s and the Arab Spring of the last decade, using history, literature, and art ways to further understand the complex societies in which these revolutions occurred. Current issues of the Middle East also serve as part of course content and ultimately serve as a sounding post in answering whether these cultural revolutions effectively changed the societies in which they occurred or whether they reproduced the problems of the past in new forms. Required books are a mixture of historical and literary texts.
Etymology of Scientific Terms (MSON)
Fall 2020; Grades 11–12
Taught by: Winchester Thurston School

The purpose of the course is, to quote the textbook, “By teaching … the root elements of medical terminology—the prefixes, suffixes, and combining forms of Greek and Latin … not only to teach students modern medical terminology, but to give them the ability to decipher the evolving language of medicine throughout their careers.” This is in many ways a language course, and deals with elements that are used to create terms to meet the specific needs of medical scientists. As material is introduced, students will complete practice exercises during each class meeting, as well as complete approximately one quiz per week. Outside of class, students are expected to analyze and define fifty terms each week. Additional material deals with complex etymologies, the history of our understanding of certain aspects of medical science, and relevant material from Greek and Latin texts.

Exploration of Ethics through Literature
Grades 11–12

This course uses literature to examine complex moral dilemmas which evade simple, “right” answers. Students explore readings by a variety of classical and modern thinkers to glean a deeper understanding of ethics, a field of philosophy which strives to clarify how people ought to behave. The texts raise questions such as: What is justice? Who is in my universe of obligation? What is a creator’s responsibility to his or her creation? Can external structures mitigate an individual’s responsibility for his or her actions? In this discussion-based seminar, readings draw from classical and contemporary world literature, including mostly novels, but also current articles, fairytales, short stories, comic books, and excerpts from philosophical works. The texts and discussions may, at times, evoke feelings of discomfort or confusion because they grapple with complicated issues and murky solutions. In unpacking these nuanced concepts, students work to arrive at a better understanding of themselves when confronted with moral dilemmas, especially as the outside forces that accompany them challenge their reasoning and decision making. Over the course of the year, students expand their thinking and continue cultivating their voices through reflective journaling, debates, thoughtful discussions, and analytical essays.

The Fiction of James Joyce (MSON)
Spring; Grades 11–12
Prerequisite: Equivalent of AP Language & Composition or AP Literature & Composition (prior or concurrent)
Taught by: Porter-Gaud

James Joyce created the most beautiful literature of the Twentieth Century, prose that has thrilled and at times confounded readers for generations. Simply put, Ulysses, his 1922 masterpiece, changed the landscape for the novel as a whole. This course will unpack the mystery and loveliness of two Joyce novels, A Portrait of the Artist as a Young Man and Ulysses, giving students the close-reading tools to appreciate and make sense of Joyce’s particular literary power, to scale the edifice of Ulysses to see it for what it truly is: a marvel of stylistic achievement, a testament to the ways in which language shapes us as we shape it, and, at its core, a gorgeous love story and an exploration of the everyday heroism that we often overlook.

In particular, we will explore how Joyce tried to render the authentic human experience through language: how Joyce wanted literature to look and feel more like life than like “art,” how he wanted literature to mirror the texture of the actual thinking and feeling mind. To that end, while the course will give students an intensive look at arguably the greatest literary mind since Shakespeare, it will also have us—teacher and student alike—consider what it means to inhabit fully our hearts, minds, and selves in the modern world.

Law, Culture, and Society
Grades 11–12
May also be taken as a history and social science elective

Debate over the role of law in our society is not limited to courtrooms and newspapers; it is waged in literature, on stage, in movie theaters, on radio and television, and online. This course explores the nexus of law, society, and culture. Students study how cultural expression influences public perceptions of the law and justice. Students examine the meaning of justice, the relationship between law and morality, the difference between justice and revenge, and the proper aims of the criminal justice system, while digging into legal controversies around race, gender, social class, and sexuality. Students learn principles of criminal law and criminal procedure that they use to dig into literary murder cases, hate crime law, mass incarceration, and Innocence Project cases. They work as historians and as cultural critics, analyzing a wide range of works such as Bryan Stevenson’s memoir Just Mercy; the play The Laramie Project; the novels The
Stranger by Albert Camus and The Hate U Give by Angie Thomas; the documentary Making a Murderer; and the podcast Serial. Students hone their research and writing skills through literary and cultural analyses, creative projects, position papers, closing statements, document investigations, essays, and op-eds. The class is highly interactive, with discussions, debates, oral and media projects, formal presentations, and Socratic seminars.

**Literature and Theories of Knowledge**  
*Grades 11–12*

In this philosophy-based literature course, students develop a coherent approach to learning and understanding through thoughtful inquiry into different ways of knowing and different types of knowledge. They focus on how reality is perceived, with emphases on Plato’s and Aristotle’s doctrines. Students question their assumptions about reality through diverse philosophical and literary texts, and try to answer this seminal question: *What level of certainty, if any, can I assign to a given assertion of knowledge?* Through diverse readings in various genres, students reflect on their own experiences as learners and discover how different academic disciplines are interconnected. They read literary works that explore realms of knowledge spanning the arts to mathematics, and make connections between and across ways of knowing and areas of knowledge. They read a combination of excerpts from philosophical works and complete works from various literary genres, including Aristotle, Cantor, Descartes, Frege, Gödel, Heidegger, Hume, Kierkegaard, Kant, Leibniz, Locke, Machiavelli, Maimonides, Nietzsche, Pascal, Plato, Rousseau, Russell, Sartre, and Wittgenstein.

**Summer Reading:**  
Watch: Andy and Lana Wachowski, The Matrix  
Nolan, Inception

**Texts:**  
Carroll, Through The Looking Glass  
Doxiadis, Logicomix: Epic Search for Truth  
Hesse, Narcissus and Goldmund  
Mann, Death in Venice  
Murakami, Hard-Boiled Wonderland and the End of the World  
Machiavelli, The Prince

**Lovers, Warriors, Poets, and Thinkers of the Ancient Mediterranean**  
*May also be taken as credit in world languages.*

Murderous mothers, philandering gods, and avenging furies are just some examples of tensions and conflicts to examine and explore in ancient literature. Students come to comprehend the context of the original pieces of literature, but more importantly also realize that little has changed among mortals in their expressions of horror and fear, love and inspiration, and the fundamental goal to understand the world around them. Works by such prominent male authors as Plato, Euripides, and Vergil and surviving poems by female writers such as Sappho and Sulpicia are covered. Students explore a survey of classical literature from a range of genres (poetry, tragedy, comedy, satire, philosophy). Finally, as classical works have over the last two millennia exerted a consistent and undeniable influence on arts and literature, students appreciate parallels in modern works of visual arts, contemporary literary adaptations, film, and music. While there are essays and response questions to help guide readings, there also are many opportunities for creative projects—both individually and as groups—in this highly interactive and engaging course. Students who take this course as a Latin credit read selections of the curriculum in the original Latin.

**Narratives of Place / The Place of Narrative on the N. American Prairie (MSON)**  
*Grades 11–12*

**Prerequisite:** United States History; American Literature; some familiarity with environmental science recommended

**Taught by:** Bownell-Talbot

Prairie ecosystems have long played a formative role in the history and culture of the North American midcontinent, dating back to pre-contact indigenous communities, through the eras of Euro-American exploration and settlement, up to the predominance of large-scale industrial agriculture that characterizes the region today. This course will interrogate the transformation of a once thriving, but now degraded, ecosystem through an interdisciplinary approach centered upon analysis of a wide array of texts—oral tradition, travel narrative, canonical poetry and fiction, documentary film, folk music, and more—that also explores concepts in prairie ecology and cultural geography to enhance understanding of this greatly misunderstood region. The role narrative plays in creating, altering, and sustaining sociocultural attitudes toward a given place will be a major point of emphasis, as students work through a variety of texts with contrasting, and often contradictory, outlooks on the place of the prairie in American life, identity, and experience. Instruction will also include on-site tutorials and virtual interactions with remnant and reconstructed prairies throughout eastern Nebraska and western Iowa.
Nuestra America
Grades 11–12
The American identity will never be fixed and final; it will always be in the making.”—Arthur Schlesinger Jr.

Hispanic. Latino/a. Chicano. Nuyorican. Latinx. In this course, students learn more about these terms and the people, culture, and traditions they describe. Through a study of fiction, non-fiction, poetry, film, and murals by US born writers and artists of Puerto Rican, Cuban, Mexican, and Dominican descent, students consider the construction and negotiation of identity in terms of language, ethnicity, religion, race, gender, sexuality, class, and politics. They explore the tension between assimilation and cultural preservation and the distinctions and similarities that exist in Nuestra America. Throughout the course, students build skills in close reading, critical thinking, and analytical and creative writing.

Philosophy in Pop Culture (MSON)
Spring; Grades 11–12
No prerequisite, but some familiarity/experience with logic helpful
Taught by: Canterbury School
Have you ever had a realistic dream that you were sure was true and then work up confused? How do you know that you are not in the Matrix? What is real and what is not? This course will investigate the nature of existence. It will combine classic philosophic works, like Descartes, with contemporary movies like The Matrix and Inception, to contemplate what it is to exist and what the meaning of life is or should be.
Materials required:
Netflix subscription.

The Power of Story
Grades 11–12
May also be taken as a history and social science elective
“The purpose of a storyteller is not to tell you how to think, but to give you questions to think upon.”
Brandon Sanderson, The Way of Kings
Stories are essential ways we come to know ourselves and the world around us. Stories affirm who we are and where we have been, and allow us to experience the similarities and differences between ourselves and others. This course examines how we choose to tell stories, whose stories get told, and the impact of these decisions on how we learn history. This course first focuses on the art of storytelling, looking at the building blocks of what makes a strong narrative. Students then study different vehicles for storytelling, including literature, film, oral traditions, art, animation, radio, and newer digital platforms. We use experts from the field to deepen our understanding of the elements of compelling storytelling and participate in storytelling events in the community. In addition, students experiment with a range of mediums to tell their own stories, those of others, and those of history, both past and current. This course is largely student-driven and project based, providing class members the opportunity to pursue content that is interesting and exciting to them. This course emphasizes and develops students’ analytic, research, communicative, creative, and collaborative skills.
Summer Reading:
A memoir and biopic of student’s choosing

The Question of Evil from Voltaire to Camus
May also be taken for a credit in world languages
Students explore how French literature represents and makes sense of the manifestation of evil in the modern world. From Candide’s satirical treatment of theodicy and optimism to The Plague’s absurdist yet hopeful approach, students examine the many facets of evil, how they face it, and its sources. Students also explore in detail the historical events that frame their readings, with a particular emphasis on the impact those events have had on the arts and philosophy. This class is conducted entirely in French.
Texts:
Voltaire, Candide
Maupassant, Le Horla
Sartre, Huis-Clos
Anouilh, Antigone
Ionesco, La leçon
Vian, Les fourmis
Sain-Exupéry, Le Petit-Prince
Summer Reading:
Camus, La Peste

Sex, Gender, and Society:
An Introduction to Queer Studies
Fall; Grades 11–12
May also be taken as a history and social science elective
Students explore the history, politics, and representations of biological sex, human sexualities, and gender constructions and performances that impact our everyday lives. Studying primary sources in addition to literature and film, students reflect, inquire, and act as we question: How have sex and gender evolved with significant historical movements and philosophical ideas? What consequences does sex have on gender and vice versa? How has queerness (the
destabilization of sex and gender as normative) impacted people’s everyday lives? Raising their voice and choice, students’ readings delve into lesbian, gay, bisexual, transgender, queer, and questioning perspectives on topics such as body image, love, family, work, religion, race, ethnicity, loss, childhood, and coming of age. Throughout the course, students write some shorter reflective, creative, and analytical essays as well as a longer qualitative research paper. Moreover, students help educate and engage the Maret community by planning and hosting an event for LGBTQ+ History Month in October. Students also work with local organizations that support or provide programs for the LGBTQ+ communities in DC as part of a service learning and community engagement project.

**Speech Matters: Public Speaking in Everyday Life Spring**

“Speech is power: speech is to persuade, to convert, to compel.” —Ralph Waldo Emerson

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” —Dr. Maya Angelou

Students examine the significance of public speaking throughout history and in our contemporary world. Students also study the art and craft of speech as the coalescing of words, voice, and body to create a powerfully unique connection to the audience. The course guides students to intentionally develop public speaking skills that will give them advantages in communications and leadership throughout their lives.

Students discuss rhetoric and public discourse by reading, watching, and studying historic speeches from world figures like Pericles, Queen Elizabeth, Sojourner Truth, Adolf Hitler, Angela Davis, Lou Gehrig, Barry Goldwater, Benazir Bhutto, Nelson Mandela, Angela Merkel, and Emmanuel Macron. Students also focus on delivery of informative speeches, persuasive speeches, and speeches for special occasions. Studying various prepared and extemporaneous delivery styles, including TED Talks, toasts, inaugurations, debate, and storytelling, students practice speechmaking in different real-world situations. They also engage in exercises where improvisation, taking risks, and messing up help build their confidence before an audience. Throughout the course, students reflect on their growth as speakers, listeners, readers, and learners. As writers, they craft creative composition, face personal fears of public speaking, and develop stronger voices. Students conclude the course with a culminating speech performance of presentation.

**Texts:**
- Shakespeare, *Julius Caesar*
- Course packet, selected readings and speeches

**Film:**
- Hooper (dir.), *The King’s Speech*
- Washington (dir.), *The Great Debaters*

**Writing Herself In: US Women’s History and Literature**

Grades 11–12

*May also be taken as a history and social science elective*

The course moves beyond a compensatory or contributory model of social history to unearth and examine the experiences of women from all backgrounds throughout US history. Using writings by women from a variety of fiction and non-fiction genres, students will investigate the civic, economic, and activist strains of women’s public lives from the precolonial era to the present. Women who write often defy simple characterizations of being either literary or historical, ethnographic or personal. The course focuses on the role of gender and sexual identity, paid and unpaid labor, political exclusion and participation, and racial and ethnic identity through the experiences of women who have recorded and kept their own histories. Students will work together to bridge the past and present through reflective writing, analysis of current events, historical research, hosting guests, and collaborative digital projects.

**MATHEMATICS**

**Requirements: Completion of the math progression through Precalculus or four years of mathematics**

**Chair: Dr. Berook Alemayehu**

**See chart on page 45 for sequence of math courses.**

Mathematics at Maret is innovative, exciting, rigorous, and challenging. Students at all levels grapple with complex problems, work collaboratively, and present solutions. They acquire content, practice skills, think creatively, synthesize ideas, and master a range of problem-solving techniques. Our students are encouraged to notice and wonder about interesting problems, to tinker with them, to rise to challenges, and to be willing to make mistakes that they can learn from on their way to finding elegant, interesting, and creative solutions. Throughout the program, students utilize technological resources appropriately to gather, analyze, and explore real data, model natural phenomena, and solve complex equations.
The mathematics program reflects a range of abilities, learning styles, and interests. The department offers regular, advanced, and accelerated courses; placement is made through consultation with students, families, and teachers. The program is flexible; students choose an appropriately challenging schedule each year and are not locked into a specific math track. Most Maret students take four years of high school mathematics.

**Geometry**

Students learn about the patterns and shapes that form the foundation of the physical world. They explore two- and three-dimensional shapes and participate in inquiry-based activities that require a synthesis of ideas. Traditional two-column proof is deemphasized; students make conjectures and prove theorems using algebra and coordinate geometry. They practice skills while studying patterns, points, lines and angles, triangles, trigonometry, quadrilaterals, polygons, circles, solids, and non-Euclidean geometry. During the second semester, students broaden computational and design-thinking skills through a programming unit. They gain basic understanding of creating a program using Python, test code, and then create an interactive project that uses Python to solve a geometric problem.

**Advanced Geometry**

Students are challenged with complex problems that require creative thought and a willingness to persevere when solutions are not apparent. They focus on the development of algebraic and geometric problem-solving strategies, and effectively and efficiently communicate through oral presentation of their work. During the second semester, students broaden computational and design-thinking skills in a programming unit. They gain basic understanding of creating a program using Python, test code, and then create an interactive project that uses Python to solve a geometric problem. Geometer’s Sketchpad and other software programs are used as exploratory and problem-solving tools.

**Algebra 2 & Trigonometry**

Students explore families of functions: characteristics, graphs, and real-world applications. They review operations with rational numbers and study rational functions, asymptotes, and graphs. With the aid of a graphing calculator, students represent functions graphically, numerically, and algebraically. They examine the applications of function using hands-on labs, videos, and interactive websites.

**Advanced Algebra 2 & Trigonometry**

Students explore a variety of functions—exponential, polynomial, rational, and trigonometric—with a focus on the patterns in function behavior. Students apply their knowledge to unique problems that do not lend themselves to an algorithm. They develop learning strategies, critical-thinking skills, and problem-solving techniques vital in a data-driven world.

**Accelerated Algebra 2 & Trigonometry**

Students take part in a rigorous, enriched survey of advanced algebra concepts, skills, and applications. They undertake an in-depth study of functions—exponential, polynomial, rational, and trigonometric. Students analyze the graphs of functions as visualizations of mathematical models. They are challenged to stretch their mastery of skills by applying knowledge to novel situations.

**Precalculus**

Students reinforce and extend their problem-solving and analytical skills. They continue to explore families of functions, focusing on the relationships between functions and their inverses. They study probability and statistics and the fundamental ideas of calculus. Students work with Maret lower school students as Math Buddies, reinforcing their own understanding of mathematics concepts by explaining them to young children.

**Advanced Precalculus**

Students gain a deep understanding of the fundamental concepts and applications of functions. Students build upon their knowledge to creatively incorporate algebraic and geometric concepts when solving novel problems. Students dive into the study of probability and statistics, exploring data displays, descriptive statistics, and probability theory. The course culminates in a survey of the fundamental ideas of calculus.

**Accelerated Elementary Functions**

Using a problem-solving format, students work on challenging multistep problems, utilizing geometry, trigonometry, and algebraic skills. They learn about vectors, parametric equations, and polar coordinates as they explore new ways to convey mathematical ideas. Students engage in lively dialogue and exhibit conceptual understanding. Students dive into the study of probability and statistics, exploring data displays, descriptive statistics, regression, survey design, and compound probability theory. The course culminates in a survey of the fundamental ideas of calculus.
Advanced Statistics

**Prerequisite: Precalculus (prior or concurrent)**

Students explore topics in modern statistics including data displays, regression analysis, hypothesis tests, and survey design. Students construct and critique arguments based on empirical evidence, learn to use a statistical analysis software program, construct data sets of their own, and apply statistical techniques to produce their own research.

Calculus

Students explore the fundamental concepts and problem-solving techniques of calculus and study limits and derivatives in depth. Students are introduced to the basic mechanics and applications of integration. Using a conceptual approach to calculus, students review prerequisite mathematics and problem-solving strategies. Successful students will be prepared for introductory college calculus.

AB Calculus

The ancient Greek philosopher Heraclitus said, “The only constant is change.” Students learn the basic mathematical methods used to analyze phenomena that change. Through the study of limits, derivatives, integrals, and differential equations, students model population growth, profit maximization, and dynamic motion. Successful students may take the AP Calculus AB Exam.

BC Calculus

This college-level course is a study in single-variable calculus. Students explore differentiation and its applications; integration techniques and problems utilizing the integral; differential equations; and infinite sequences and series. They also study the history of calculus. Successful students may take the AP Calculus BC Exam.

Multivariable Calculus

**Grades 11–12**

**Prerequisite: BC Calculus**

**Taught at Maret and offered as an MSON course**

- MSON Section A taught by Maret School; Section B, Stanford Online High School; Section C, Chadwick School

The mathematics of three dimensions is the emphasis of this college-level course. Multivariable Calculus will explore the geometry of three-dimensional space, including vector arithmetic. It will also explore three-dimensional surfaces, using the tools of derivatives and integrals expanded into multiple dimensions. A robust unit on differential equations will allow students to review the topics of single-variable calculus. The emphasis throughout the course will be on problem solving and on real-world applications of the tools students learn in fields such as economics, astronomy, physics, engineering, and medicine.

Linear Algebra (MSON)

**Fall 2020; Grades 11–12**

**Prerequisite: BC Calculus**

**Taught by: Indian Springs School**

A standard treatment of linear algebra as presented to university-level science and engineering majors. Course topics will include row-reduction, matrix equations, linear transformations, matrix operations, invertibility, LU-factorization, subspaces of Euclidean space, dimension, rank, determinants (elementary product definition, expansion by minors, and row-reduction), vector spaces, null and column spaces, linear independence, bases, change of basis, eigen-theory, algebraic and geometric multiplicity, diagonalization, inner product, length, orthogonality, orthogonal sets, projections, the Gram-Schmidt process, QR-factorization, and the method least-squares. Time permitting, the remainder of the course will be spent exploring applications of linear algebra to various disciplines. Regular problem sets will allow the students to practice and master the techniques introduced in class. Topic mastery will be exhibited through both written and oral exams.

Advanced Applied Math Through Finance (MSON)

**Spring; Grades 11–12**

**Prerequisite: Algebra II**

**Taught by: Severn School**

This one-semester course will provide students a mathematical and conceptual framework with which to make important personal financial decisions using algebraic tools. Specifically, the class will investigate i) the time value of money (i.e., interest rates, compounding, saving and borrowing) using exponential functions; and ii) the characteristics and risk/reward tradeoff of different financial instruments/investments, such as stocks, bonds and mutual funds, using algebra, probability and statistics. Other financial algebra topics selected with student input may include financial accounting, depreciation methods and foreign currency exchange. The course will stress use of the TI-83/84 calculator, Excel spreadsheets and iPad apps. Students should be comfortable with exponential growth models and, preferably, the concept of the number e for continuous compounding. They should be willing to exhibit an interest in mathematical reasoning and display a hefty dose of curiosity about the language and problem solving nature of personal finance.
PERFORMING ARTS

Requirements: ½ credit in performing arts, plus one additional full credit in performing arts, advanced art, or technology

Chair: Charles Owens

The Performing Arts Department develops self-expression through theatrical and musical arts. By creating, performing, analyzing, and critiquing dramatic and musical performances, students broaden their view of the world.

Through music, students develop vocal, compositional, and instrumental technique. They also examine the basic elements of music: melody, harmony, form, rhythm, texture, and timbre. Participating in performing arts ensembles, students develop aesthetic sensitivity, advance their vocal and instrumental skill, and experience success in a group structure.

In drama, students view and construct dramatic works and study performance techniques in large group settings. Maret’s theatrical productions introduce students to acting technique, dancing, and singing, set building and design, and aspects of life set in historical periods.

CHORUS AND BAND

Chorus
Grade 9 (1/2 credit)
Grades 10–12 (1 credit)
No prior choral singing experience required

In this non-auditioned chorus, students learn introductory music theory, sight-singing, and singing in 3–4 parts, as well as vocal performance technique. Repertoire includes accompanied works of varied styles, ranging from classical to contemporary. Students join the Combined Maret Concert Choir, which also includes members of the Maret Singers. Students may participate in on-campus and off-campus concerts as well as the ISW tour as appropriate.

Maret Singers
Spring (1/2 credit) or full year; (1 credit) Grades 9–12
Enrollment by audition only

Students in Maret’s flagship, advanced singing ensemble refine their vocal ability and enhance their sense of style. They study advanced sight-reading, solo singing, and advanced performance techniques while exploring a varied repertoire in accompanied and a capella works. Students also join the Combined Maret Concert Choir along with students in the Beginner Chorus. Students participate in two major on-campus concerts, off-campus performances, and a tour during ISW.

Concert Band/Strings
Grade 9 (1/2 credit)
Prerequisite: Two or more years experience playing a standard string, wind, or percussion instrument or by departmental approval

Ninth graders join the Advanced Concert Band/Strings students two days a week and develop their playing skills by rehearsing scales, etudes, and standard band and string repertoire. They practice correct posture, breathing, instrument-specific playing techniques, rhythmic/tonal literacy, and musicianship. Students perform a variety of musical genres and learn to be well-rounded musicians. Students participate in two major on-campus concerts, pep rallies, lower school events, off-campus performances, and a short tour during ISW.

Advanced Concert Band/Strings
Grades 9–12 (1 credit)
Prerequisite: Ninth graders by audition only; all students should have two or more years experience playing a standard string, wind, or percussion instrument or departmental approval

Students meet four days a week and develop their playing skills by rehearsing scales, etudes, and standard band and string repertoire. They practice correct posture, breathing, instrument-specific playing techniques, rhythmic/tonal literacy, and musicianship. Students perform a variety of musical genres and learn to be well-rounded musicians. Students participate in two major on-campus concerts, pep rallies, lower school events, off-campus performances, and a short tour during ISW.

Introduction to Music Theory (MSON)
Fall 2020; Grades 11–12
Prerequisite: Basic music literacy (rhythm and note reading (at least in one clef)) required

Taught by: Canterbury School

Music theory deepens the knowledge and intellectual understanding of the building blocks of music: scales, rhythms, chords, formal analysis, counterpoint, musical forms, and the different stylistic periods of music history. This class is geared primarily for musicians who are serious about music performance, improvisation and/or composition, but also perhaps just interested in pursuing a deeper understanding of the theoretical components of music. Basic musical literacy is a prerequisite. During the course of this class students will learn to:
• Identify all notes in both clefs and all key signatures
• Learn and identify all forms of minor scales
• Learn to transpose within different keys
• Learn and identify time signatures
• Aurally and visually identify major, minor, augmented and diminished chords
• Practice and attain proficiency in rhythmic and melodic dictation
• Learn the basics of voice-leading
• Harmonize a simple tune
• Practice rhythmic and melodic dictation
• Chord analysis
• Discuss and identify different characteristics of Medieval/Renaissance/Baroque/Classical/Romantic eras, as well as cover some of the compositional techniques of the 20th and 21st century.

Discuss and identify major composers within the above noted eras.

**Required:**
Access to a keyboard, even an inexpensive, roll-up one

**FILM AND THEATRE**

**Film Production**
*Full year (1 credit); Grades 10–12*
Students acquire technical, creative, artistic, and historical background in the fields of video, broadcasting, and film production, as well as an understanding of the essential elements for a live production and how content is consumed by contemporary viewers. They gain experience in audio production, lighting technique, video editing, story development, special effects, and production management, while learning to operate a variety of camera systems. Students produce films in several categories including documentary, commercial, and traditional film styles.

**Basic Acting Technique**
*Grade 9 (1/2 credit)*
Students acquire basic acting techniques and terms through performance exercises that acquaint them with the fundamental tools of acting: voice and body. Students learn how to analyze a script as an actor, identify the circumstances of a scene, and develop a character’s physical actions. They perform monologues and scenes for the class and finish the year with a performance in front of a small audience.

**Introduction to Technical Theatre**
*Grade 9 (1/2 credit)*
Students gain introductory technical experience in stage carpentry, lighting, and sound. They learn the skills necessary to work backstage for a live production and are encouraged, but not required, to work on the fall and/or spring tech crew for a Maret theatrical production.

**Advanced Technical Theatre**
*Fall (1/2 credit) or full year (1 credit); Grades 10–12*
**Prerequisite:** Introduction to Technical Theatre or previous tech theatre experience by department approval
Students with an interest in technical theatre further develop and apply stagecraft skill sets. They take part in hands-on class projects, work on Maret productions during class time, and are encouraged, but not required, to spend time outside of class working on Maret productions.

**Multiculturalism and Social Justice in the American Musical Theatre**
*Full year (1 credit); Grades 11–12*
*May be taken for a humanities credit as a history and social science elective*
The American Musical Theatre has always acted as a real-time reflection of American society, and for much of its history, has defined international popular music. From the beginnings of the genre in minstrelsy, through the Golden Age of Rodgers and Hammerstein, to Hamilton today, musical theatre has been at the forefront of American popular culture and has often led the charge in important movements such as gender equality, civil rights, immigration, and LGBTQ rights. Students explore the American narrative through the lens of the musical theatre using primary and secondary sources, including texts, films, images, recordings, libretti, and musical scores. Students will study the birth, development, and ascendance of the Broadway musical as social commentary and its defining effect on the national story.
PHYSICAL EDUCATION/ATHLETICS
Chair: Liz Hall

OVERVIEW
Maret's physical education and athletics programs center on student achievement and enjoyment. Through a variety of team and individual physical activities, students learn good sportsmanship and self-discipline. Students develop skills, learn basic rules and strategies, and gain an understanding of the importance of lifelong physical fitness.

The school year is divided into three athletic seasons. Students partake in a combination of physical education and/or interscholastic team sports 11 of the 12 seasons between Grades 9 and 12. Students who successfully complete 11 seasons may choose a one-season exemption during senior year. An exception is made to this requirement for students who participate in two team sports in one year: They have the option of taking the third season off.

Interscholastic Team Sports
Twenty-nine Maret junior varsity and varsity teams participate in interscholastic competition:

Fall
Cross Country, Coed Varsity
Football, Boys Varsity
Golf, Coed Varsity
Soccer, Boys JV and Varsity
Soccer, Girls JV and Varsity
Tennis, Girls Varsity (boys in spring)
Volleyball, Girls JV and Varsity

Winter
Basketball, Boys JV and Varsity
Basketball, Girls JV and Varsity
Club Ice Hockey, Boys Varsity
Swimming, Coed Varsity

Spring
Baseball, Boys JV and Varsity
Lacrosse, Boys Varsity
Lacrosse, Girls JV and Varsity
Softball, Girls Varsity
Tennis, Boys Varsity (Girls in fall)
Track and Field, Coed Varsity
Ultimate Frisbee, Coed Varsity

Girls compete in the Independent School League (ISL) and boys compete in the Mid-Atlantic Athletic Conference (MAC). Participation on interscholastic teams is encouraged. Tryouts are required for team sports; selection is based on ability.

Physical Education and Lifetime Activities
Students choose activities that promote lifelong physical fitness and pleasure. All activities are held after school and include:

Fall
Strength and conditioning (T, TH 3:30–5:00 p.m.)
Yoga (M, T, TH 3:30–4:30 p.m.)

Winter
Dance (M, F 3:30–5:00 p.m.)
Step Team (student run group; M, T, TH 3:30–4:30 p.m.)
Strength and conditioning (T, TH 3:30–5:00 p.m.)
Yoga (T, TH 3:30–5:00 p.m.)

Spring
Step team (student run group; M, T, TH 3:30–4:30 p.m.)
Strength and Conditioning (M 3:30–5:00 p.m. and W 2:00–3:30 p.m.)

Independent Physical Education
Prerequisites: Department approval
Students who wish to pursue an activity not offered at Maret may apply for an independent P.E. program, including verification of time fulfilled and instruction received. Three hours of supervised instruction per week are required.

Recent independent P.E. programs include horseback riding, crew, dance (jazz, ballet, and modern), martial arts, and rock climbing.
SCIEN E
Requirements: 3 credits; at least one credit in each discipline of biology, chemistry, and physics
Chair: Reyna Pratt
See chart on page 46 for sequence of science courses.

Maret’s upper school science program includes a wide selection of courses in each discipline, geared to a range of scientific abilities and interest. Students have several options for progressing through the program; see the accompanying sequence chart for possible scenarios.

The Science Department provides students with challenging hands-on experience and instruction. Three years of science are required; most students complete four or more courses. Some juniors and seniors take two sciences concurrently. Students are required to take a course in each discipline of biology, chemistry, and physics. Some courses develop the advanced knowledge and laboratory techniques needed to excel in college science; others provide students with the breadth of scientific knowledge and problem-solving skills needed in real world situations.

Maret has three fully equipped upper school science labs. Most science courses are laboratory-based, and all require critical analysis and the application of mathematics at a level appropriate to the course. Technology is used to enhance data collection and analysis.

BIOLOGY
Biology 9
Grade 9
Students develop the research and analytical thinking skills required to succeed in numerous disciplines. Students engage in activities, laboratory investigations, and discussions to develop their understanding of the unifying themes of modern biology. Topics include:

- Ecology
- Evolution
- Cell Biology
- Cell cycle, mitosis and meiosis
- Mendelian Genetics
- Photosynthesis and respiration
- Human physiology and reproduction

Students collect and analyze data using a variety of tools, including computer-based lab probes, spreadsheets, and graphing software. Lab exploration includes basic microscopy, dissection, and models of biological processes. Students demonstrate their understanding of the material with research-based lab reports, models, and other projects.

Biology 11/12
Grades 11–12
Using evolution as the unifying theme, students study human biology. They study the structure and function of cells, genetics, the major physiological systems, and human ecology, all with an emphasis on human health and disease. Lab work is used to illustrate key concepts and to develop analytical and reasoning skills using the hypothetico-deductive methodology of science. Students will organize and assimilate large amounts of material into coherent dynamic models that represent human biology at multiple levels of scale from cell to ecosystem.

Advanced Biology
Prerequisite: Chem Study
Students come to understand biology in the context of evolution and homeostasis from the molecular to the organismal levels; develop their analytical thinking skills as biologists; and prepare for college-level biology. This comprehensive, college-level survey of general biology covers:

- Evolution/speciation/origins of life
- Biomolecules
- Cellular biology
- Metabolism
- Molecular genetics and heredity
- Molecular biology
- Biodiversity, ecology, conservation biology
- Organ systems of Homo sapiens

Students acquire laboratory skills such as experimental design, instrument use, technique, data collection and interpretation, analysis, and writing experimental conclusions. Six weeks of lab are devoted to *Drosophila melanogaster* crosses and the interpretation of the results.

CHEMISTRY
Chem Com (Chemistry in the Community)
This course emphasizes the everyday impact of chemistry as students explore the important role that it will play in their personal and professional lives. Class discussions, laboratory activities, and exercises in decision making and problem solving develop students’ aptitude in understanding major chemistry concepts and applying important scientific skills. Units include water, chemical resources, petroleum, food, nuclear chemistry, air and
climate, and health. The approach to learning major chemistry concepts is application-based and integrates a service-learning component.

Chem Study
Prerequisite: Current science teacher recommendation

Students engage in a quantitative approach to chemistry. The course integrates chemical theory, quantitative approaches, and experimental observations. Students acquire problem-solving skills and use particle level models to describe the theoretical material. Topics may include:

- Basic stoichiometric relationships
- Gases and their ideal behavior
- Development of modern atomic theory from a historical perspective
- The periodic table
- Bonding and molecular structure
- Equilibrium
- Acid-base reactions

Students use laboratory experiments to understand and reinforce principles of chemistry. Students considering enrolling in Advanced Biology or Advanced Chemistry should take Chem Study.

Advanced Chemistry
Prerequisites: Biology, Chem Study

Taught at the college level, this course covers topics included in the AP Chemistry Curriculum. Students learn essential lab techniques necessary for college science. They work independently, in small groups, and with lab partners. Lab work constitutes about 35 percent of the course. Topics covered include an in-depth study of equilibrium, thermodynamics, kinetics and bonding, quantum mechanics, acid base chemistry, and electrochemistry. College-level lab experiments involve acid base titrations, qualitative analysis, gravimetric analysis, redox titrations, spectrophotometry, and other techniques. Students may take the AP Chemistry Exam, but it is not required.

PHYSICS

Physics with Algebra

Students develop a strong understanding of fundamental physics topics and their applications to everyday science through hands-on laboratory exercises and activities, problem solving using algebra, and group discussions of concepts seen in action. They delve into many branches of classical physics, including motion and energy, the nature of waves, light and sound phenomena, and electricity. Students receive ongoing support in note taking and organization as well as a great deal of practice in solving multistep problems.

Physics A
Co-requisite: Precalculus, Calculus, or AB Calculus

Students explore the theory and application of classical mechanics, energy, electrostatics, and circuits. Equal emphasis is placed on studying the concepts of physics, problem solving, and applications to the real world. Students learn to recognize both explicit and implicit information, and they use graphical techniques and vector analysis to more deeply understand and analyze physical systems.

Advanced Physics B
Co-requisite: Advanced Precalculus, Accelerated Elementary Functions, or AB Calculus

Students are exposed to classical mechanics, electrostatics, and circuits on a level similar to that presented in an introductory college physics course. Study of the underlying concepts of physics, multistep problem solving, and applications to the real world are emphasized. Students will learn to use graphical and algebraic representations of functions to model the physical world, make predictions, and discover patterns. Labs and lecture demonstrations occur throughout the course and involve qualitative and quantitative analysis of experimental results. Topics covered include the graphical description of motion, constant acceleration, two-dimensional motion, forces and Newton’s Laws of motion, conservation of energy, electrostatics, and circuits.

Accelerated Physics C: Mechanics
Co-requisite: AB Calculus or BC Calculus or beyond

This fast-paced, mathematically rigorous college-level introduction to physics is intended for students likely to pursue college science or engineering. Students study classical mechanics, the analysis of motion, Newton’s laws, projectiles, momentum, friction, springs, energy, gravity, and rotational motion. Students demonstrate their understanding by making predictions, solving problems, and performing labs. Labs occur every two weeks and emphasize finding and analyzing patterns in data. Students will apply the concepts of derivatives and integrals where applicable. Second semester tests are cumulative to help students prepare for the AP Physics C: Mechanics Exam.
ELECTIVES

Advanced Environmental Science
Prerequisites: Biology and either Chem Study or Chem Com
Using a systems approach, students study the ways in which humans impact and are impacted by the environment. They explore the science behind major environmental issues and ask how humans can live more sustainably. Students review ecology and evolution as well as:
- Human population
- Environmental health
- Energy (including fossil fuels, nuclear, and alternative sources)
- Urbanization
- Water resources and their pollution
- Air pollution
- Global climate change
Students achieve a deeper understanding of current environmental issues and improve their ability to rationally judge environmental arguments. If students choose to take the AP Environmental Science Exam, they will need to study additional topics in order to be prepared for the exam.

Advanced Topics in Chemistry (MSON)
Spring; Grades 11–12
Prerequisite: Chem Study
Taught by: Maret School
This semester course explores aspects of chemistry that are often skimmed over or omitted in most chemistry courses—chemical applications and the history of chemistry. Real-world applications abound in areas such as nuclear, medical, atmospheric, industrial, food, water, and consumer product chemistry. We will begin with an exploration of energy sources such as nuclear power, solar power, and lithium ion batteries. We will then explore computing—both the properties of the elements that power the computers we use every day as well as computational techniques that have revolutionized the ability of scientists and students to visualize and understand chemical processes at a molecular level. Throughout the semester, we also explore the history and life events of scientists who discovered the chemical elements and have impacted the history of the world through chemistry. In independent projects, students will explore the periodic table for daily applications and technologies, from cell phones to photovoltaic cells to medical treatments. This course will be heavy in applications and theory, with less of the traditional problem-solving found in other courses.

Biotechnology: Techniques and Applications
Fall
Prerequisites: Biology, Chem Study (or Chem Com and instructor’s permission)
Students explore the many techniques used in a biotechnology setting and develop an understanding of how these techniques are used in scientific research. Students must be able to function relatively independently in the laboratory (after directions and demonstrations are provided) and to complete independent follow-up. The course mimics an NIH (National Institute of Health) internship experience. Students perform hands-on techniques including the extraction and electrophoresis of DNA and proteins; restriction digestion of DNA; amplification of DNA using the polymerase chain reaction; and the cloning of DNA. They share their study of fluorescence and its many applications (e.g., microscopy, DNA sequencing, and microarrays) in oral presentations. They are introduced to the use of computer software to conduct bioinformatics research. Students discuss how these techniques help solve real-world problems. They also learn how to use the biomedical research bibliographic database PubMed and begin the transition from using online resources to primary scientific literature. Students choose a final research project accompanied by an oral presentation.

CSI: MSON Forensic Science (MSON)
Spring; Grades 11–12
Prerequisites: Completion or concurrent enrollment in Chem Study or Biology and Algebra II
Taught by: Trinity Preparatory School
This course is designed for those interested in learning the discipline of forensic science and crime scene investigation. Students will be introduced to some of the specialized fields of forensic science and topics will include blood spatter and pattern analysis, death, ballistics, trace and glass evidence, toxicology, entomology, anthropology, serology, and DNA fingerprinting. Students will explore the forensic analysis of substances such as glass, soil, hair, bullets, gun powder, blood and drugs. This class includes a mixture of laboratory experiments, demonstrations, and speakers who are experts in the field.
Materials required:
Lab kit (provided by teacher)
Einstein’s Relativity and the Evolution of the Quantum Model (MSON)
Fall 2020; Grades 11–12
Prerequisites: Physics; completion or concurrent enrollment in AB Calculus
Taught by: Hopkins School
This is a mathematically rigorous course in which students study contemporary physics. The course begins with Einstein’s theory of relativity, and then takes on a chronological exploration of the development of quantum mechanics. Time travel, quantum tunneling, and the acceptance of seemingly impossible dualities mark highlights of this course.

Genetics and Genomics: Diving Into the Gene Pool (MSON)
Fall; Grades 11–12
Prerequisites: Chem Study and Biology
Taught by: Manlius Pebble School
This course will emphasize classic Mendelian genetics, molecular genetics, and population and evolutionary genetics. The topics include structure and function of genes (and the genome), biological variation, and regulation of gene expression. Subsequently, the course will explore current genome analysis methods, and genome manipulation technologies such as CRISPR. We will also discuss the implication of our use of this information in society. Topics include recombinant DNA technology, mathematical models and statistical methods for data analysis. Papers from the current and classic literature will supplement lecture materials.

Materials required:
Access to compound microscope, laptop

Gravitational Astrophysics
Spring; Grade 12
Prerequisite: Algebra 2 & Trigonometry and any physics course (concurrent or prior)
Students delve into the concepts and mathematics of Newton’s Law of Universal Gravitation within the context of astrophysics. Topics include orbital motion of satellites and planets, ocean tides on Earth, gravitational potential energy, black holes, and the search for exoplanets. Students will engage in periodic physics lab experiments, virtual labs on the computer, and independent projects.

Introduction to Organic Chemistry (MSON)
Fall; Grades 11–12
Prerequisite: Chem Study
Taught by: Maret School
This semester course will provide useful background information in organic chemistry by covering topics not typically found in high school chemistry courses. The course will give insight into the importance of the chemistry of carbon compounds to our daily lives. Topics covered will include organic nomenclature, structural formulas, stereochemistry, bonding, reaction mechanisms, and chemical transformations of functional groups. Completion of the course should make students more confident in their chemical background when entering college biology or chemistry courses.

Lab Research in Biology
Spring semester
Prerequisites: Chem Study required. Biology 11/12 or Advanced Biology (fall semester) or Biotechnology strongly recommended.
In this laboratory-based class, students learn the practical implementation of the scientific method as applied to an experiment of their own design. They use one of two invertebrates: Caenorhabditis elegans and Drosophila melanogaster as model eukaryotic organisms for study. An introduction to PubMed and the critical reading of primary literature assist the students’ developing understanding of the importance of a sound hypothesis. Students discuss several real-world experimental designs before designing an appropriately controlled experiment, preferably using one of the model organisms. They utilize the same processes used by working scientists to conduct a valid study. Students produce data that can be quantitatively analyzed for its biological implications rather than a demonstration of a fundamental principle. Students are self-motivated, take instruction, stay organized, and maintain an accurate record of their laboratory experience.

The Quantum Mechanical World (MSON)
Spring 2021; Grades 11–12
Prerequisite: Accelerated Physics C, or equivalent, and AB Calculus
Taught by: Roeper School
This class is designed for students who have a firm introduction to classical (Newtonian) mechanics and would like to see how things change when working on the atomic/sub-atomic scale. The first third of the class begins with a review of some of the important facts from classical mechanics, and follows a historical introduction to how we learned that there was more going on than
what Newton’s Laws suggest. While we learn of these discoveries, we will begin to introduce some of the mathematics needed to understand quantum mechanics, such as complex numbers and probability theory. In the second third of the course, we will begin to study some of the consequences of the principles of quantum physics by solving the trapped “particle in a box” problem. We will use this system to understand many of the difficult concepts of quantum physics in a definite setting; such as the probability interpretation, expectation values of observables, and the uncertainty principle. In the last third of the course, we will study the issues of Quantum Theory that caused Schrödinger to say, “I don’t like it, and I’m sorry I ever had anything to do with it!” We will consider the EPR Paradox, the Measurement Paradox, Bell’s Inequalities, and survey some “Quantum Philosophies” such as the Copenhagen, Many-worlds and Hidden-variables interpretations.

Waves, Optics, and Musical Physics
Fall; Grade 12
Prerequisites: Algebra 2 & Trigonometry and any physics course (concurrent or prior)

Students examine the theory and applications of waves, sound, and optics. They use the theory of traveling and standing waves to study the properties of sound waves and their relationship to the Doppler effect and to musical instruments. Students explore the nature of light along with everyday examples of physical optics such as polarizing sunglasses and soap bubbles. They use the ray model of light, the foundation of geometrical optics, to explain the physics of mirrors and lenses. Labs involving quantitative data analysis are a significant component of this course; students work independently on research projects throughout the semester.

SUMMER ELECTIVE

Subtropical Zone Ecology
Rising Grades 10–12
Vieques, Puerto Rico

Students take advantage of the unique ecological characteristic of Puerto Rico during this month-long course. The course has three components: a morning science class, a midday Spanish language and community engagement class, and an evening environmental literature class. In the science class, students study the terrestrial and marine ecologies of the island through hands-on experiential learning, field trips, and research. Students have the opportunity to interact with local community members both to enrich their Spanish-speaking skills and to experience and learn about Puerto Rican history and culture. Through the literature class, students read and discuss environmental literature and poetry and work on their writing skills. Maret awards one science credit for successful completion of the program.

Technology

Director of Academic Technology: Erika Eason

Technology education at Maret teaches students to use computers to improve academic writing and research skills, develop and reinforce programming aptitude, and express creativity. Students also develop computer skills necessary for coursework in other departments. Students achieve competence in word processing, spreadsheet calculations, multimedia, web-based research, and presentation software. They study programming and making, understand a computer’s strengths and limitations, and learn technology skills for college and beyond.

Programming and Design Fundamentals
Students new to computer programming explore the design process from concept through software creation. They study simple and complex system designs and learn fundamental concepts of programming using various coding methods. Students create their own websites and programs, incorporating object-oriented programming skills, such as defining parameters and variables, if/then statements, looped processes, and recursive statements.

Computer Science and Programming in Java
Students study the syntax and organization of Java, the use of object-oriented programming concepts, and the standard constructs of arrays, recursion, searching, and sorting. They write many small programs and proceed to larger projects, such as graphical games through applets, small database applications, graphing calculators, web-based email, and calendar checkers. Students learn through a self-paced online course (open courseware) with seminar-style classroom support. They program independently and work in small groups to practice techniques and to build a code portfolio.

Design Thinking, Making, and the World
Students are introduced to the concepts of design thinking—an iterative process used to identify and solve problems—and the Maker movement, and use the two together to address real-world problems in their local, regional, national, and global communities. Students learn and practice the fundamentals of design and fabrication,
using equipment such as 3D printers and laser cutters for prototyping. Later in the course, they employ basic statistical processes to gather, analyze, and then utilize data in order to design solutions. This course is for artists, thinkers, doers, writers, mathematicians, statisticians, scientists, designers, and others who are excited about the opportunities to think differently about the world around them, deepen their understandings, and apply their skills to make a positive impact. Note: while there is limited homework, this course requires additional work outside of class meeting times.

**Data Structures and Design Patterns (MSON)**
*Grades 11–12*
*Prerequisite: AP Computer Science or equivalent*
*Taught by: Chadwick School*

This course is a yearlong course that will give advanced students the strong foundation needed to build complex applications using object-oriented principles and the skills needed to gain a top-level internship at a tech firm. This course covers the design and implementation of data structures including arrays, stacks, queues, linked lists, binary trees, heaps, balanced trees (e.g. AVL-trees) and graphs.

The course will also serve as an introduction to software design patterns. Each pattern represents a best practice solution to a software problem in a specific context. The course covers the rationale and benefits of object-oriented software design patterns. Numerous problems will be studied to investigate the implementation of good design patterns. Students will receive assistance in crafting an effective resume and go through sample interview questions.

**Materials required:**
- Laptop and other devices and equipment

**Robotics (MSON)**
*Spring; Grades 10–12*
*Taught by: University School*

This course will center on LEGO robotics kits and students working in pairs. Students will complete a series of escalating challenges using the kits that would build their knowledge of both mechanical and programmatic elements of robotics. Students will learn about gears, leverage, traction, and power through building robots to accomplish various tasks. In the visual programming language of LEGO Mindstorms, students will learn about loops, conditionals, and other programming structures. Project challenges will mostly reflect real-world robotics challenges.

**Independent Study: Special Topics in Computer Science**
Students with exceptional talent in computer science may submit a proposal for independent study in computer science for approval by the department chair and a faculty sponsor.

**Visual Art**

**Requirements:**
*Grade 9: ½ credit*
*Grades 10–12: one additional credit in advanced art, performing arts, or technology*

**Chair: Cynthia Hutnyan**

Our goal is to create visually literate students who understand the role of the artist in society. Students broaden their understanding of visual art and their ability to think creatively and express themselves visually by studying specific art disciplines within our year-long, studio-based curriculum. Teachers emphasize fundamental techniques and creative problem solving, and guide each student to discover their personal artistic voice. Students
build greater competence and deeper understanding through a curriculum that is progressively more complex and challenging. Differentiated teaching allows for individual modes of expression and ensures that students reach their full potential.

The program instills an appreciation of historical and contemporary art and how artists communicate diverse ideas and experiences. Across all grade levels, students acquire the vocabulary used for analysis, interpretation, and discussion of art. Students further their understanding of the historical, technical, and aesthetic aspects of artistic expression through visits to the many museums and galleries in the DC area. The critical thinking and creative problem-solving that we nurture in our K–12 students are life-long skills that are essential to both their artistic growth and personal development.

Ninth graders choose from several half-credit core courses and examine the concepts and techniques in that specific concentration. Students in upper grades select advanced courses and explore the structural, formal, and creative challenges of a medium while expressing creative potential.

**GRADE 9 CORE COURSES**

**½ credit**

**Clay Core**
Students explore the various uses of clay as an art medium. They learn the fundamentals of working with clay from functional and sculptural approaches. Students study the hands-on techniques of coil, slab, press molds, modeling, and the potter’s wheel. They develop a strong sense of design and craftsmanship and a personal direction in clay.

**Drawing and Painting Core**
Students master the basic techniques of drawing and painting in acrylic, pastel, pencil, ink, charcoal, and watercolor media. They hone their observation skills and work from life, still life, landscape, and abstraction.

**Mixed Media Core**
Students work with a broad range of techniques and materials in both two- and three-dimensional formats. They experiment with painting, drawing, printing, transfer, casting, and assemblage, and explore various methods for using foam, wire, Celluclay, sculpey, plaster, and found objects. Students study technical and conceptual concerns and work to develop a personal artistic vision.

**Photography Core**
Students study black-and-white film photography as both an art and a craft and express their ideas with imagination and clarity. They master camera controls and basic darkroom techniques, study lighting and composition, and investigate portraiture, landscape, and still life photography. This course requires the use of 35mm cameras with manual controls. Cameras are available to students on loan for the duration of the year.

**Sculpture Core**
Students express themselves through a variety of sculpture materials and techniques. They learn carving, modeling, casting, and fabrication using materials that may include plaster, clay, wood, and stone.

**ADVANCED COURSES**

**1 credit**

**Advanced Clay**
Students embark on an in-depth study of the technical and conceptual aspects of clay work. They develop fundamental skills and explore both functional and sculptural approaches. Students are introduced to various clays, glazes, and finishing techniques. They use plaster molds, coil, slab, modeling, extruded, and potters’ wheel methods of clay construction. Students develop a personal direction in clay, acquire a strong sense of design and craftsmanship, and understand and appreciate the expressive potential of clay.

**Advanced Computer Graphics**

1 credit for full year or ½ credit per semester

**Fall: Photoshop and InDesign**

**Spring: Illustrator and 3D design**

Students examine methods of creating computer art. They learn basic principles of art and design—such as composition and use of text—as well as the fundamentals of color, optics, and resolution for printing. Students generate original images for drawn graphics, scanned objects, digital photos, and the 3-D printer, and produce print and online portfolios using a variety of software including Photoshop and InDesign (fall semester) and Illustrator and 3D design (spring semester).

**Advanced Drawing and Painting**

Students build skills while exploring ideas in a variety of drawing and painting media. Subject matter ranges from landscapes to still life, the figure, and abstract work. Students visit DC-area galleries and museums for inspiration.
Advanced Mixed Media
Students explore the expressive possibilities of resists, textural techniques, printmaking, encaustic, and three-dimensional assemblage. They create observational drawings from the figure, still life objects, and the real world and use these drawings as a springboard for their creativity. Students maintain a sketchbook as a source of inspiration.

Advanced Publications Design
Students learn to create a print publication that is visually compelling and communicates content through effective design elements and solutions. The interdisciplinary approach focuses on such fundamentals of effective print design as fonts, color, using images/graphics, visual consistency and flow, etc. Hands-on practical skills include taking, editing, and managing digital photographs; using InDesign for page layouts; art appreciation and critical analysis; and writing/editing captions and other text elements. Through both individual and collaborative teamwork, students apply the concepts explored in this class to real-life situations, including personal publications, Maret’s yearbook, and the Literary and Visual Arts Magazine.

Advanced Photography
Students learn the art and craft of black-and-white film photography. They master basic camera and darkroom techniques so that they can express their ideas and begin to develop a personal style and vision. Students study composition, design, natural light portraits, landscape, and photo essays. This course requires the use of 35mm cameras with manual controls. Cameras are available to students on loan for the duration of the year.

Advanced Sculpture
Students translate ideas three-dimensionally, using traditional sculpture techniques such as carving, fabrication, mold making, and casting. They experiment with stone, wood, plaster, clay, and cement to acquire a strong sense of design and craftsmanship. Inspired by the work of various artists, students develop a personal vision for their work.

Advanced Art Seminar: Photography
Not offered in 2019–2020
Prerequisite: Two or more classes in photography
This course is for students who are ready for a more rigorous and demanding photography curriculum. The seminar format of the class focuses on ideas and group dynamics. Students work in their choice of photographic format(s), honing their creative vision through personal inquiry and self-reflection. They develop a fluent, art-based vocabulary and participate in group critiques and discussions.

Advanced Art Seminar: Studio Art
Prerequisite: Two or more classes in a given art discipline
This course is for students who are ready for a more rigorous and demanding studio art curriculum. The seminar format of the class focuses on ideas and group dynamics. Students generate a conceptually coherent body of artwork based on personal inquiry and self-reflection. They develop a fluent, art-based vocabulary and participate in group critiques and discussions.

Advanced Art Courses: Levels II and III
Prerequisite: One year of advanced-level art
These courses feature greater individualized attention and increasingly rigorous expectations as students build on their experience. Students pursuing a third year of study in a chosen medium produce a coherent body of work demonstrating personal expression, quality of ideas, conceptual ability, and technical mastery.

World Languages
Requirements: 3 credits of one language or 2 credits of two languages
Chair: Jaime Estrada
See charts on pages 47–50 for sequence of world language courses.

OVERVIEW
Maret requires three language credits for graduation; however, many students study language all four years. Class placement is based on individual learning style, skill development, level of interest, and performance in a current language course (for returning Maret students) or on placement tests and data in the admissions files (for students new to Maret).

CLASSICS
Students of Latin examine the language, culture, and ideas of some of the earliest architects of Western civilization and consider their influence on modern language, culture, literature, and philosophy. Learning ancient languages helps cultivate attention to detail, memory,
logic, and critical reasoning. Maret’s Latin courses elicit an appreciation of the subtlety and power of language. Students learn to analyze ancient prose and poetry through a variety of literary and linguistic techniques, improving their ability to read, write, and think critically.

**Intermediate Latin**
Intermediate Latin students prepare to read original Latin texts by expanding their knowledge of Latin vocabulary, grammar, and idiom while honing their reading skills. In addition to grammar lessons, they read stories of increasing difficulty set during the first-century Flavian dynasty. Students master the fundamentals of Latin grammar while encountering the nuances of more complex syntactical structure. Latin readings are supplemented by translations of contemporary Roman authors, lectures, films, and projects that increase students’ familiarity with Roman culture, institutions, and history.

**Survey of Latin Literature**
In this accelerated course, students complete their mastery of basic Latin grammar and make the transition from textbook Latin to authentic Roman literature.

**Lovers, Warriors, Poets, and Thinkers of the Ancient Mediterranean**
*May also be taken as a literature elective*
Murderous mothers, philandering gods, and avenging furies are just some examples of tensions and conflicts to examine and explore in ancient literature. Students come to comprehend the context of the original pieces of literature, but more importantly also realize that little has changed among mortals in their expressions of horror and fear, love and inspiration, and the fundamental goal to understand the world around them. Works by such prominent male authors as Plato, Euripides, and Vergil and surviving poems by female writers such as Sappho and Sulpicia are covered. Students explore a survey of classical literature from a range of genres (poetry, tragedy, comedy, satire, philosophy). Finally, as classical works have over the last two millennia exerted a consistent and undeniable influence on arts and literature, students appreciate parallels in modern works of visual arts, contemporary literary adaptations, film, and music. While there are essays and response questions to help guide readings, there also are many opportunities for creative projects—both individually and as groups—in this highly interactive and engaging course. Students who take this course as a Latin credit read selections of the curriculum in the original Latin.

**Ancient Greek 1 (Language and Literature) (MSON)**
*Grades: 9–12*  
*Taught by: Hopkins School*
This is a beginning course for students who have not studied ancient Greek before or whose background in Greek is not sufficient for more advanced work. Students proceed through a study of grammar and vocabulary to the reading and writing of sentences and short narratives in the language of Athens of the fifth century B.C.E. Selected topics in Greek history and art are also considered.

**MODERN LANGUAGES**
Students develop effective communicative skills and acquire a general understanding of some of the cultures that speak those languages. Specifically, students learn to:
- Understand the language when spoken at a normal speed on a topic within the range of the student’s experience
- Communicate efficiently with a native speaker on a topic within the range of the student’s experience
- Write using authentic patterns of the language and appropriate registers of speech
- Read and understand materials on general-interest topics without recourse to translation or dictionary

Advanced-level courses provide an introduction and exploration of literary analysis in a modern language. For students who wish to study abroad, Maret offers summer programs in Spain (Spanish), Taiwan (Chinese), and France (French).

**ARABIC**

**Arabic 1 (MSON)**
*Grades 9–12 (juniors receive priority)*  
*Section A taught by: Hopkins School; Section B: Stanford Online High School*
This course is an introduction to Modern Standard Arabic, the language of formal speech and most printed materials in the Arab-speaking world. Students will learn to read and write the Arabic alphabet and will develop beginning proficiency in the language. Through frequent oral and written drills, students will develop their basic communication skills.
Arabic 2 (MSON)
Grades 10–12
Prerequisite: Arabic I
Taught by: Hopkins School
This course is a continuation of the introduction to Modern Standard Arabic, the language of formal speech and most printed materials in the Arab-speaking world. Students will learn to read and write the Arabic alphabet and will develop beginning proficiency in the language. Through frequent oral and written drills, students will develop their basic communication skills.

Chinese
Chinese 1: Elementary Chinese
Beginning students are introduced to Mandarin Chinese using the Pinyin system of Romanization and simplified characters. They learn standard Mandarin pronunciation, tones, and basic grammatical structures through oral/aural and written exercises. Substantial use of audiotapes and internet-based materials are required. Units on Chinese culture and customs complement the language instruction.

Chinese 2: Elementary Chinese
Building on their foundation, students accelerate acquisition of characters. There is further emphasis on Mandarin pronunciation and tones as well as consistent review of grammatical structures. Units on Chinese culture and customs complement the language instruction.

Chinese 3: Intermediate Chinese
Students continue to expand their vocabulary, study and review grammar, and gain increased language fluency through classroom activities and reading and discussing simple texts and articles. Increased emphasis on writing, with frequent, short writing assignments such as reports and correspondence. Readings and assignments based on Chinese history and culture are an integral part of the course.

Chinese 4: Advanced Intermediate Chinese
Students continue to study grammar and broaden their vocabulary through intermediate textbook readings and authentic materials—including articles on current social topics, plays, and short stories—of increasing complexity. Students improve their listening comprehension skills and understanding of Chinese culture by watching a Chinese television series. They participate in class discussions and prepare written assignments. Students may have the opportunity to use their language skills by helping recent immigrants from China navigate life in their new community. This course requires a significant time commitment outside of class.

Chinese 5 (MSON)
Grades 11–12
Prerequisite: Chinese 4 or honors level
Taught by: Hopkins School
This intermediate level course, conducted entirely in Chinese, involves the reading of authentic texts of modern Chinese society and culture. Students explore current cultural topics through stories, dialogues, and documentaries using multimedia materials ranging from Internet, television, and films to traditional textbooks. Throughout the year, students write papers, critique films, and participate in oral discussion and debates.

French
French 3
Students consolidate and integrate high-intermediate second-language skills. Students develop significant accuracy in reading, writing, and spoken communication and receive a sound linguistic base for further study of advanced concepts. They discuss short stories, magazine articles, video news clips, and internet sources and engage in an intensive review of grammar. Students are introduced to contemporary topics in French culture with opportunities for enjoyment, creativity, and intellectual stimulation.

French 4
This class anchors advanced French skills. Students study the intricacies of French grammar through extensive oral and written practice to improve accuracy and enhance understanding of French language structure. Students read literary and journalistic texts in French as a basis for literary analysis and as models for writing assignments that demand stylistic skill and sophistication. These assignments include compositions and critical essays.

Advanced French Grammar
Students consolidate and integrate advanced skills. In addition to completing an extensive grammar review, students develop significant accuracy in their reading, writing, speaking, and listening skills. Materials include audio-visual reports, documentaries, and newspaper articles covering current events. Students actively participate in class discussions and prepare a number of special presentations.
Francophone Cultures  
**Grades 11–12**

Students develop high proficiency in speaking, reading, listening, and writing. They improve their ability to understand spoken French in various contexts and express themselves coherently, resourcefully, and with reasonable fluency and accuracy. They develop a sufficiently ample vocabulary for reading newspapers, magazine articles, and literary texts. This course emphasizes a better understanding of the civilizations and cultures of the Francophone world. Successful students are prepared to take the AP French Language and Culture Exam.

**The Question of Evil from Voltaire to Camus**  
*May also be taken as a humanities credit*

Students explore how French literature represents and makes sense of the manifestation of evil in the modern world. From *Candide*’s satirical treatment of theodicy and optimism to *The Plague*’s absurdist yet hopeful approach, students examine the many facets of evil, how they face it, and its sources. Students also explore in detail the historical events that frame their readings, with a particular emphasis on the impact those events have had on the arts and philosophy. *This class is conducted entirely in French.*

**Texts:**  
- Voltaire, *Candide*  
- Maupassant, *Le Horla*  
- Sartre, *Huîtres*  
- Anouilh, *Antigone*  
- Ionesco, *La leçon*  
- Vian, *Les fourmis*  
- Sain-Exupéry, *Le Petit-Prince*

**Summer Reading:**  
Camus, *La Peste*

**The Invention of Modern-Day Food Writing:**  
*Excursions in France’s Gastronomic Library from the 18th to the 21st Century (MSON)*  
**Grades 11–12 (juniors receive priority)**  
**Prerequisite:** AP French or equivalent or interview with the instructor  
**Taught by:** Chadwick School, Palos

The hunt and consumption of food have preoccupied visual artists since the first paintings were drawn on the walls of caves, approximately 35,000 years ago. Certainly, the same fascination can be seen in literature, from Rabelais’s war between sausages and cooks to Proust’s madeleine. This constant desire for a visual or literary depiction of the culinary realm begs the following questions: How and why does food operate as a metaphor? What is the relationship between memory and food?

As students investigate these questions, there are three objectives of the course: (1) present a survey of French literature in prose (including Zola, Balzac, Proust, and Desbiolles as well as other genres); (2) provide strategies for literary analysis; and (3) teach theoretical approaches to analyzing French culture. Through literature, students will explore the origins of food journalism written in early-19th-century Paris, and they will examine the evolving perception of the cultural figure of the gourmand, from overweight buffoon to gastronomic dandy. In the end, students will study the extent to which the “foodie” ubiquitous in our culture today descends from the French gourmand. The class will culminate in a focus paper and presentation.

**Note:**  
This class is conducted entirely in French.

**SPANISH**

**Spanish 1**

Students focus on fundamental spoken and written Spanish. Intensive classroom discussions are conducted almost exclusively in Spanish. Students use the *Descubre* textbook and multimedia program in conjunction with other audio-visual materials. They read short stories and simple magazine articles, and complete writing exercises on topical subjects.

**Intensive Spanish**

Students who have had some exposure to Spanish but have not yet reached an elementary level, sharpen and acquire elementary Spanish skills at an accelerated pace. Depending on their development, students are placed in either Spanish 2 or 3 the following year.

**Spanish 2**

Building on work begun in Spanish 1 or Intensive Spanish, students build their mastery of oral and written language and learn about issues of current interest in the Hispanic world. Reading and writing activities are more complex and sophisticated. Consistent vocabulary and grammar review, verb formation and use, and word building are integral to this course. A comprehensive multimedia program complements the course work.
Spanish 3
Students consolidate and integrate high-intermediate second-language skills. They develop significant accuracy in reading, writing, and speaking as they read and discuss short stories, magazine articles, video news clips, and internet sources. Students review grammar intensively and learn about contemporary topics in Latin American culture.

Spanish 4
A sound understanding of standard Spanish grammar that facilitates creativity and clarity of expressions helps develop students' writing skills in Spanish. They achieve extensive vocabulary acquisition and are expected to recall and apply the grammatical rules in context. In addition, students are introduced to Hispanic literature and study the fundamentals of advanced composition.

Spanish in Film
Students in this intermediate-level Spanish course develop their listening, speaking, reading, and writing skills by examining cultural and historical issues depicted in Latin American and Spanish films. In addition to analyzing and discussing films shown in class, students read and write reviews, critiques, and essays.

Topics in Latino Cultures
Students acquire language proficiency through the exploration of Latin American history through historical documents, literary works, films, and visual arts. This intermediate-level Spanish course includes the African, the Indigenous, and the Iberian cultural heritages in Latin American history, and seeks to show how these strands have combined to produce a unique Latin American culture. Students also explore the relationship to Anglo-America, and especially the United States, on a cross-cultural basis.

Survey of Hispanic Literature
Students acquire comfort and fluency at a sophisticated and conceptual level by becoming immersed in a fast-paced, Spanish-speaking environment. Students develop significant accuracy in their reading, writing, speaking, and listening skills through the incorporation of new materials and are evaluated on their spontaneous class participation as well as extensive reading and writing assignments. Students read two novels, write well-constructed essays on abstract topics, and complete an overview of Spanish and Latin American literature.

Hispanic Literature
Grade 12
Students survey Spanish-speaking world literature from the Siglo de Oro to the present, with an emphasis on short stories and poetry. They read such authors as Quevedo, Quiroga, Borges, García Márquez, and others. Students become well versed in literary analysis in a foreign language while they explore Spanish and Latin American narratives.

Hispanic Cultures
Students significantly increase their vocabulary and strengthen their advanced grammar skills. Regular oral presentations and frequent essays help students attain fluency. Readings include newspaper editorials and literary selections. Successful students may take the AP Spanish Language and Culture Exam.

Comparative Literature
Grades 11–12
May also be taken as a humanities credit
Students connect contemporary Spanish-speaking authors with international counterparts through a comparative study of their works that isolates and explores common literary and philosophical concepts. Literary works are grouped by theme and studied concurrently. Selected units explore the topics of tension between individual and society; narrative ambiguity; tension between individual and family; the nature of reality; the role of mathematics in literature; and Cain and Abel’s allegory in literature and film. Student papers and class discussions are in Spanish. Spanish works are read in the original Spanish text.

Texts:
- Borges, Ficciones
- Camus, The Plague
- García Márquez, Crónica de una Muerte Anunciada
- García Márquez, Ojos de Perro Azul
- Kafka, The Trial
- Kafka, The Metamorphosis
- Unamuno, Abel Sánchez
- Unamuno, Don Manuel Bueno Mártir

Viewings:
- Abre Los Ojos
- Amadeus

Summer Reading:
- García Márquez, Cien Años de Soledad
SUMMER ELECTIVES

Maret in Spain
Students acquire language through linguistic and cultural immersion in this one-month program. Maret students experience a full-immersion environment, learning Spanish in context through daily life, interactive lessons, and cultural experiences. They reside in two renovated farmhouses near Burgos and Granada. The morning and evening lessons interact with the environment and setting. Students also learn the language through activities and field trips, communicating solely in Spanish. Activities include cooking lessons; learning from local cheese makers, potters, and olive growers; hiking and other outdoor activities; and numerous cultural field trips.

Maret in France
During this four-week linguo-cultural immersion experience, students focus on language acquisition. They live together in a rural house in Poitou-Charentes, about two hours from Bordeaux, with the presence of French students and assistant staff. Students participate in numerous day and overnight excursions to interact with local people and explore the history and culture of France from its “Gaulois” roots to modern times.

Maret in Taiwan
Students live with a Chinese host family, study Mandarin, and participate in enrichment activities and excursions during this intensive, four-week language immersion/homestay program based in Taipei. They attend small-group language classes for 20 hours each week. Afternoon excursions to cultural and historical sights in and around Taipei include the National Palace Museum, Longshan Temple, the Chiang Kai-shek and Sun Yat-sen Memorials, Taipei 101, the Confucius Temple, and Yangmingshan. Students enjoy cultural enrichment classes in traditional Chinese arts such as calligraphy, martial arts, painting, paper cutting, music, and cooking. Weekend trips to important sights may include visits to Alishan, Taroko Gorge, and/or Hualien.
MIDDLE SCHOOL AND UPPER SCHOOL MATHEMATICS SEQUENCE

Math and Science 5 → Math 6

Math 7 → Advanced Math 7

Advanced Algebra 1 → Advanced Math Topics 8

Geometry → Advanced Geometry

Algebra 2 & Trigonometry → Advanced Algebra 2 & Trigonometry → Accelerated Algebra 2 & Trigonometry

Precalculus → Advanced Precalculus → Accelerated Elementary Functions

Advanced Statistics → Calculus → AB Calculus → BC Calculus

Multivariable Calculus

MSON Offerings: Multivariable Calculus, Linear Algebra, Advanced Applied Math Through Finance
Three upper school science credits are required for graduation. One course each in biology, chemistry, and physics is required. Most Maret students take four years of upper school science, and some juniors and seniors take two science courses concurrently.

**Middle School and Upper School Science Sequence**

**Middle School**
- Math and Science 5
- Life Science 6
- Physical Science 7
- Chemistry 8

**Upper School**
- Physics with Algebra (Grade 9)
- Biology 9

**Semester Electives:**
- Adv. Topics in Chemistry (MSON)
- Biotechnology
- Einstein's Relativity and the Evolution of the Quantum Model (MSON, 2021)
- Forensic Science (MSON)
- Genetics and Genomics (MSON)
- Gravitational Astrophysics
- Intro. to Organic Chemistry (MSON)
- Lab Research in Biology
- The Quantum Mechanical World (MSON)
- Waves, Optics, and Musical Physics

**Summer Program (grades 10–12):**
- Subtropical Zone Ecology—Puerto Rico
WORLD LANGUAGES CLASSICS SEQUENCE

Language placement for students is reassessed at the end of each academic year.
WORLD LANGUAGES
ARABIC SEQUENCE

Language placement for students is reassessed at the end of each academic year.

Arabic 1 (MSON)

Arabic 2 (MSON)

WORLD LANGUAGES
CHINESE SEQUENCE

Chinese 1: Elementary Chinese

Chinese 2: Elementary Chinese

Chinese 3: Intermediate Chinese

Chinese 4: Advanced Intermediate Chinese

Chinese 5: Language & Literature (MSON)

Summer program: Maret in Taiwan
Typically students participate after ninth or tenth grade.
WORLD LANGUAGES
FRENCH SEQUENCE

Language placement for students is reassessed at the end of each academic year.

Middle School

Sixth Grade French

Seventh Grade French

Eighth Grade French

Upper School

French 3 → French 4

Advanced French Grammar

Francophone Culture

The Invention of Modern-Day Food Writing: Excursions in France's Gastronomic Library from the 18th To 21st Century (MSON)

The Question of Evil from Voltaire to Camus

Summer program: Maret in France
Typically students participate after ninth or tenth grade.
WORLD LANGUAGES  
SPANISH SEQUENCE

Language placement for students is reassessed at the end of each academic year.

Fifth Grade Spanish

Sixth Grade Spanish

Seventh Grade Spanish

Eighth Grade Spanish

Seventh Grade Spanish Beginner

Eighth Grade Spanish Beginner

Spanish 1

Intensive Spanish

Spanish 2

Spanish 3

Spanish 4

Topics in Latino Culture

Spanish in Film

Survey of Hispanic Literature

Hispanic Literature

Hispanic Cultures

Comparative Literature

Summer program: 
Maret in Spain  
Typically students participate after ninth or tenth grade.