

MARET

2016–2017 CURRICULUM GUIDE

MARET

NOSCERE VIVERE EST  TO LEARN IS TO LIVE

MISSION

Maret is a vibrant K-12, co-educational, independent school in Washington, DC. We ignite our students' potential and foster their academic, artistic, and athletic talents. 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 life-long 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.

Maret's core values are respect, integrity, excellence, creativity, the individual, connectedness, and joy.

Maret School stands firmly behind the principle that the admission of students, the employment of faculty, the operation of programs, and the governance of the School be open to all who are qualified regardless of race, creed, color, national origin, ethnic origin, or sexual orientation. We believe that this principle is both firmly grounded in the spirit of American democracy and in keeping with the civil responsibilities of an independent school.

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MARET | ADMINISTRATIVE OFFICES

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- Head of School Marjo Talbott
- Assistant to the Head Sheila Davidson
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- Faculty Development & Special Projects Susan Epps
- Student Life Lynn Levinson
- Academic Affairs Blake Spraggins
- Finance & Operations Darwin Walker
- Director of Curriculum Development Kathleen Glines
- Division Directors
- Lower School Christin Appleby '80
- Middle School Christina Kyong
- Upper School Steven Tejada
- Director of College Counseling Stephan Golas
- Director of Counseling Holly Hinderlie
- Lower/Middle School Counselor Megan Schneider
- Director of Admission Annie Farquhar
- Director of Development Sally Dunkelberger
- Director of Information Services & Technology Martha Cunningham
- Learning Specialists
- Lower School Amy Sheridan Potts
- Middle School Aaron Cahn
- Upper School Betty Sun
- MSON (Malone Schools Online Network) Registrar Stephanie Zobay

ACADEMIC DEPARTMENTS

- Humanities Nicholas Michalopoulos
- Mathematics Susan Lenane
- World Languages and Classics Jaime Estrada
- Performing Arts Will Breytspraak
- Physical Education/Athletics Elizabeth Hall
- Science Reyna Pratt
- Visual Art Cynthia Hutnyan

MAIN NUMBER 202.939.8800

WEBSITE www.maret.org

MARET | GENERAL INFORMATION

GRADUATION REQUIREMENTS

Humanities—7 credits

Required Courses

English 9—Elements of Literature
 History 9—Shaping of the Modern World
 English 10
 U.S. History

Mathematics—3 credits minimum

Completion of math progression through
 Precalculus OR four years of mathematics

Science—3 credits

Required Courses

Biology
 One course each in chemistry and
 physics strongly recommended

Language—3 credits in one area or 2 credits in each of two

Latin, French, Spanish, Chinese

Visual Art—1/2 credit

Clay, Drawing and Painting, Mixed
 Media, Photography, Sculpture, or
 Woodworking

Performing Arts—1/2 credit

Chorus, Band, Drama, or
 Music Composition/Appreciation

Visual or Performing Arts—1 additional credit

Physical Education—11 of 12 seasons

Community Service—30 hours

one credit = full-time year course

COLLEGES ATTENDED

by three or more Maret Students, 2013–2016

Bard College (3)	The University of North Carolina at Chapel Hill (3)
Barnard College (4)	Northeastern University (3)
Bates College (4)	Oberlin College of Arts and Sciences (7)
Bowdoin College (8)	Occidental College (4)
Brown University (7)	University of Pennsylvania (7)
Carleton College (3)	Rice University (5)
Colby College (6)	University of Rochester (3)
Colorado College (4)	Skidmore College (7)
Columbia University (4)	Stanford University (3)
Dartmouth College (4)	Swarthmore College (3)
Dickinson College (8)	Syracuse University (5)
Franklin & Marshall College (3)	Trinity College (3)
Georgetown University (4)	Tufts University (4)
Goucher College (3)	Tulane University (8)
Harvard University (4)	Washington University in St. Louis (9)
Haverford College (3)	Wellesley College (3)
Indiana University at Bloomington (4)	Wesleyan University (8)
Kenyon College (4)	Williams College (6)
Macalester College (4)	Yale University (5)
New York University (3)	

AVERAGE SAT SCORES

Class of	Critical Reading	Math	Writing
2016	684	681	n/a
2015	693	680	678
2014	672	658	671
2013	692	680	677
2012	676	681	690

AVERAGE ACT SCORES

2016	31.2
2015	30.6
2014	31.0
2013	31.0
2012	30.7

EXTRACURRICULAR ACTIVITIES

Lower School

Chess Club
Culture Club
Cyber Club
Drama Club
French Club
Girls on the Run
Karate
Tiny Chefs
Yoga

Middle School

Annual Play or Musical
Arts Club
Chess Club
Creative Writing Club
Girls on Track
Jazz Band
Math Counts
Math Club
Mythology Club
National Geographic Bee
Robotics Club

Upper School

Action for Women
Alpha Males
Anime Club
Asian Affinity Group and Asian Cultures Club
Baking Club
Black Student Union
Booster Club
Breakfast Club

Business Club
Cheese Club
Chess and Games Club
Christianity Club
Cycling Club
Community Service Club
Dance Club
Debate and Speech Team
Diversity at Maret
Drama
Dumbledore's Army
Engineering Team
Entrepreneurship Club
Fighting Homelessness in DC
Film Club
Foreign Policy Club
Gay-Straight Alliance
Grace Notes
Hiking Club
Horizons at Maret
Impov Club
Insight into the Wild
Israeli-Palestinian Conflict Discussion Group
It's Academic
Jazz Band
Jazz Combo
Jewish Culture Club
Literary & Visual Arts Magazine
Maret Livestreaming Club

Math Club
Mentors and Tutors at Maret
Middle Eastern American Cultures Club
Model United Nations/ Model Congress Club
Mythology Club
Politics Club
Q Affinity Group
Religion Club
Science Club
SEA—Students for Environmental Action
SETU Club
Social Justice Club
Step Team
Student Admissions Volunteer Group
Students Interested in Conversation (SIC)
Students Opposing Slavery (SOS)
Support the Troops Club
Tea Club
We Read DC
Woodley Leaves
Woodley Oaks (Yearbook)
Woodley Society
Young Democrats Club

SPORTS OFFERINGS

Middle School

Boys

Baseball
Basketball
Football
Lacrosse
P.E. Class
Soccer
Winter Running
Wrestling

Girls

Basketball
Lacrosse
P.E. Class
Soccer
Softball
Volleyball
Weight Training
Winter Running

Junior Varsity and Varsity Sports

Boys

Baseball
Basketball
Club Ice Hockey
Cross Country
Football
Golf
Lacrosse
Soccer
Swimming
Tennis
Track and Field
Ultimate Frisbee

Girls

Basketball
Club Ice Hockey
Cross Country
Golf
Lacrosse
Soccer
Softball
Swimming
Tennis
Track and Field

Alternate Options for Upper School for Boys and Girls

Independent P.E.
P.E. Class
Weight Training
Winter Running
Yoga

A SAMPLING OF INTENSIVE STUDY WEEK (ISW) OFFERINGS

Every February, regular classes are suspended for a week of hands-on experience.

Lower School

Lower school students participate in a school-wide themed ISW. Recently, themes have included Sustainability, Making a Difference, China, Global Mosaic, and Paul Salopek's *Out of Eden Walk*.

Middle School

Adventures in the City of Brotherly Love
Architecture 101: Amazing Buildings
Around the Asian Continent in Four Days
Civil War Battlefields
Connecting with the Lower School

Engineering Extravaganza
Film Making Frenzy
The DC Experience

Upper School

All Things Sports
Around the World in Four Days
Black Stories
Bohemian Paradise
Concert Choir Trip to Charleston
Coffee and Ice Cream
From Main Street to Wall Street
Habitat for Humanity, Rocky Mount, N.C.

Helping in the Lower School
Lending a Hand in DC
Life Hacks
Lights, Camera Action
Moviemaking 101
On the Town: Grab A Seat!
Power Problem Solving
Sketching Your Vision
Social Justice Advocacy
String Theory
Summit!
The Trouble with Travel
Upper School Band Rocks Atlanta

MARET | ESSENTIAL SKILLS

As our Mission states, “Maret School galvanizes the intellectual, analytical, creative, and physical capabilities of our students and equips them to excel in future academic endeavors.” Understanding the rapidly evolving world in which our students live and will mature, we recognize that it is important to move beyond the traditional canon of content to concentrate on the cultivation of skills. We believe that the core program should be used to develop students’ skills in academic, physical education, and social/emotional realms. Skills are carefully woven throughout the entire K-12 program with the goal that students will have these resources at their disposal to inquire and think critically in their physical, emotional, and intellectual lives. In particular, we focus on skills in the following domains:

Communication

- Master multiple languages and effectively use oral, written, and multimedia formats to communicate vital ideas and information in ways that show an empathetic understanding of diverse audiences.

Research, Exploration, and Problem Solving

- Develop a sophisticated understanding of problem-solving and the confidence to approach complex, open-ended problems that encourage deep questioning, analytical thinking, and real-world connections.

Wellness

- Maintain a balanced, healthy, and happy life that emphasizes making appropriate and sustainable choices.

Collaboration

- Welcome the perspectives of others and learn ways to collaborate creatively, effectively, and responsibly with a wide range of people from different cultures, interests, and talents.

Leadership

- Embrace opportunities to see beyond one’s self and to think deeply and ethically about problems faced by communities both near and distant, and acquire and practice the leadership skills needed to responsibly address them.

Creativity/Innovation

- Express unique perspectives effectively through original approaches to complex questions explored both independently and in collaboration with others.

Information, Media, and Technology Literacy

- Thoughtfully, creatively, and responsibly use technology to explore, evaluate, and synthesize information and ideas from traditional sources and new media.

Global Awareness

- Develop a nuanced understanding of global challenges and appreciate the impact of our decisions and actions, both as individuals and as citizens.

MARET | STUDENT SUPPORT

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

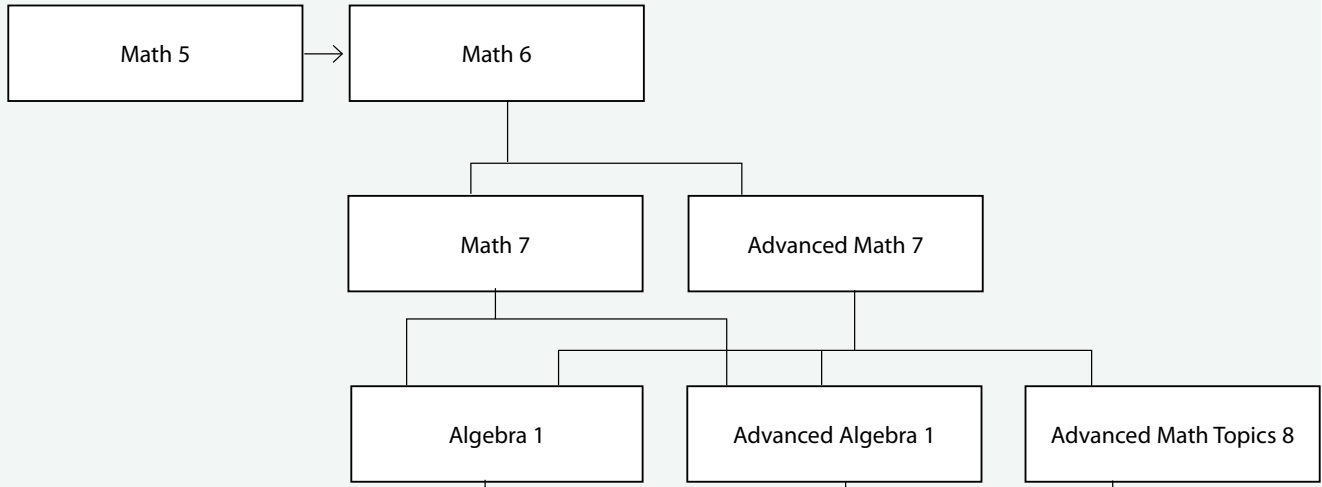
The Counseling Department serves as a resource to all members of the Maret community, including students, faculty, staff, and parents. The school psychologist offers individual and group counseling for students on a short-term basis, acts as a consultant to faculty, and maintains an extensive network 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

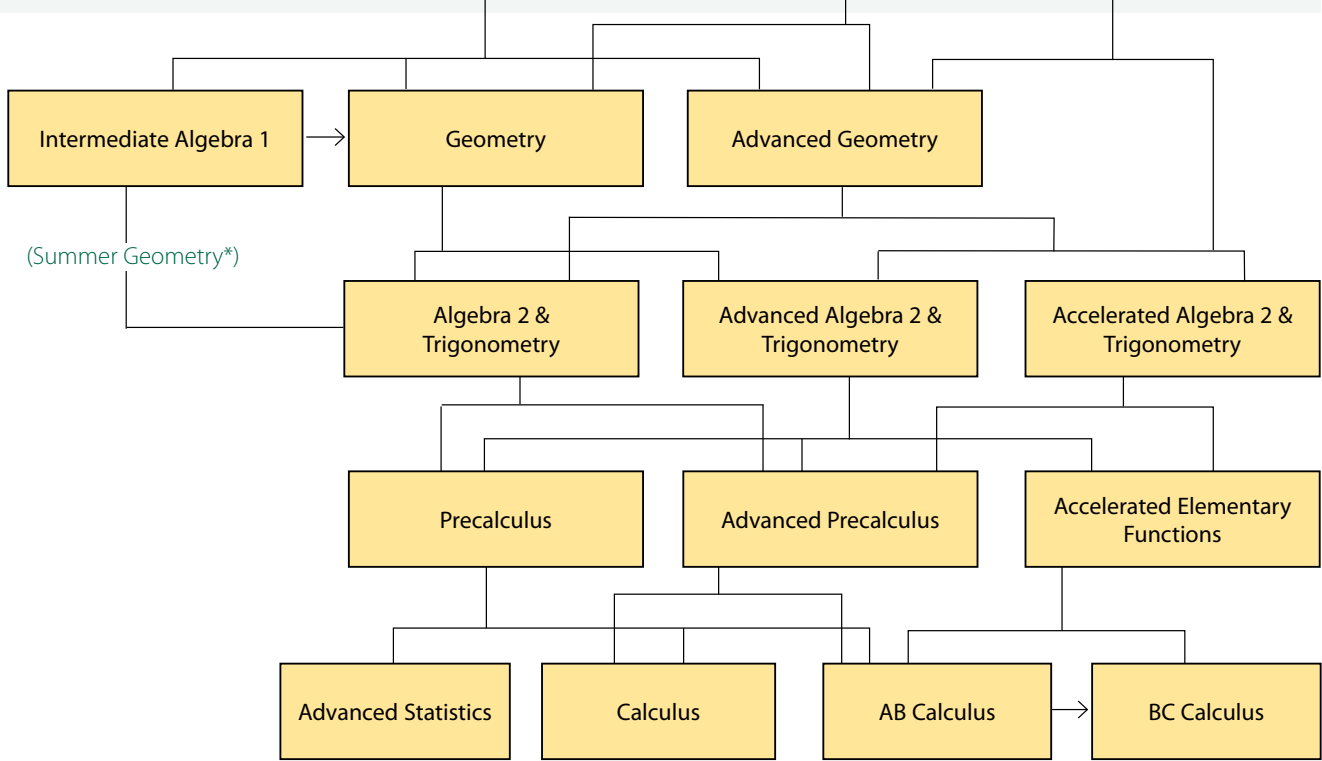
The Maret community understands that our children have diverse talents and that some of our children may have specific and special needs in relation to those talents. These needs may require modifications in our traditional academic schedule, including early release. We will work in partnership with 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.

MIDDLE SCHOOL AND UPPER SCHOOL MATHEMATICS SEQUENCE

Middle School



Upper School



MSON Offerings: Multivariable Calculus, Advanced Abstract Math, Advanced Topics in Mathematics Through a Geometry Lens

Statistics courses are available to seniors. Some students elect to take both a statistics course and a calculus course during senior year.
 *Summer Geometry not offered at Maret. Department approval required.

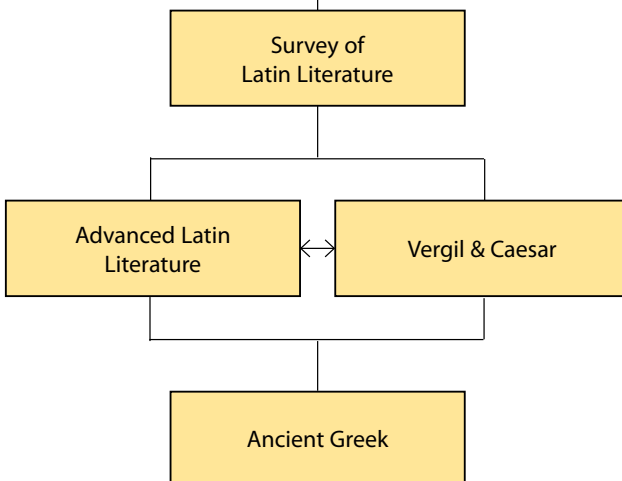
MIDDLE SCHOOL AND UPPER SCHOOL LATIN SEQUENCE

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

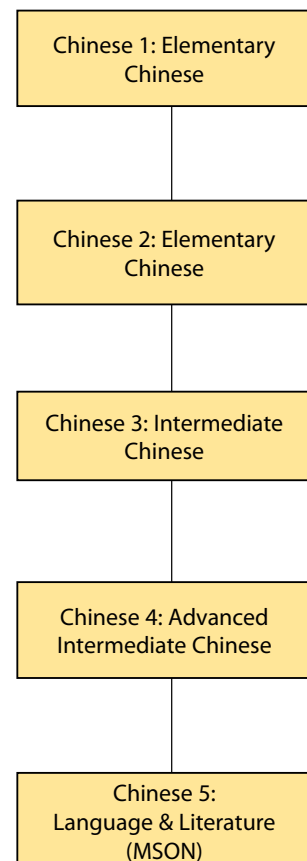
Middle School



Upper School



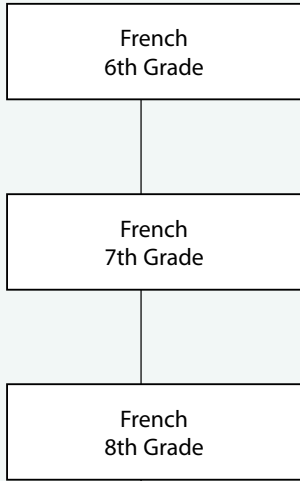
UPPER SCHOOL CHINESE SEQUENCE



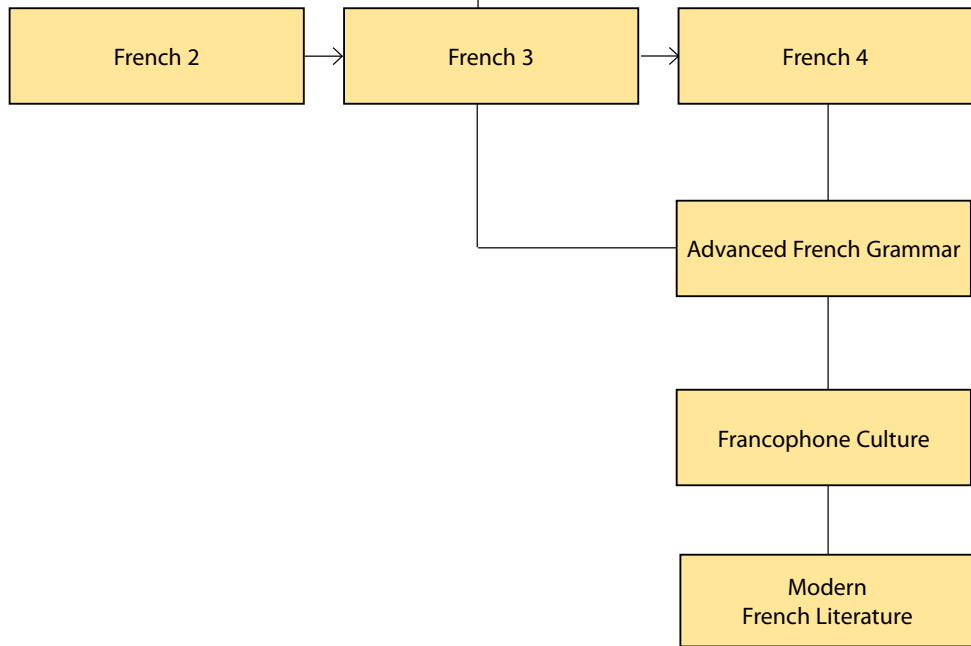
MIDDLE SCHOOL AND UPPER SCHOOL FRENCH SEQUENCE

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

Middle School



Upper School

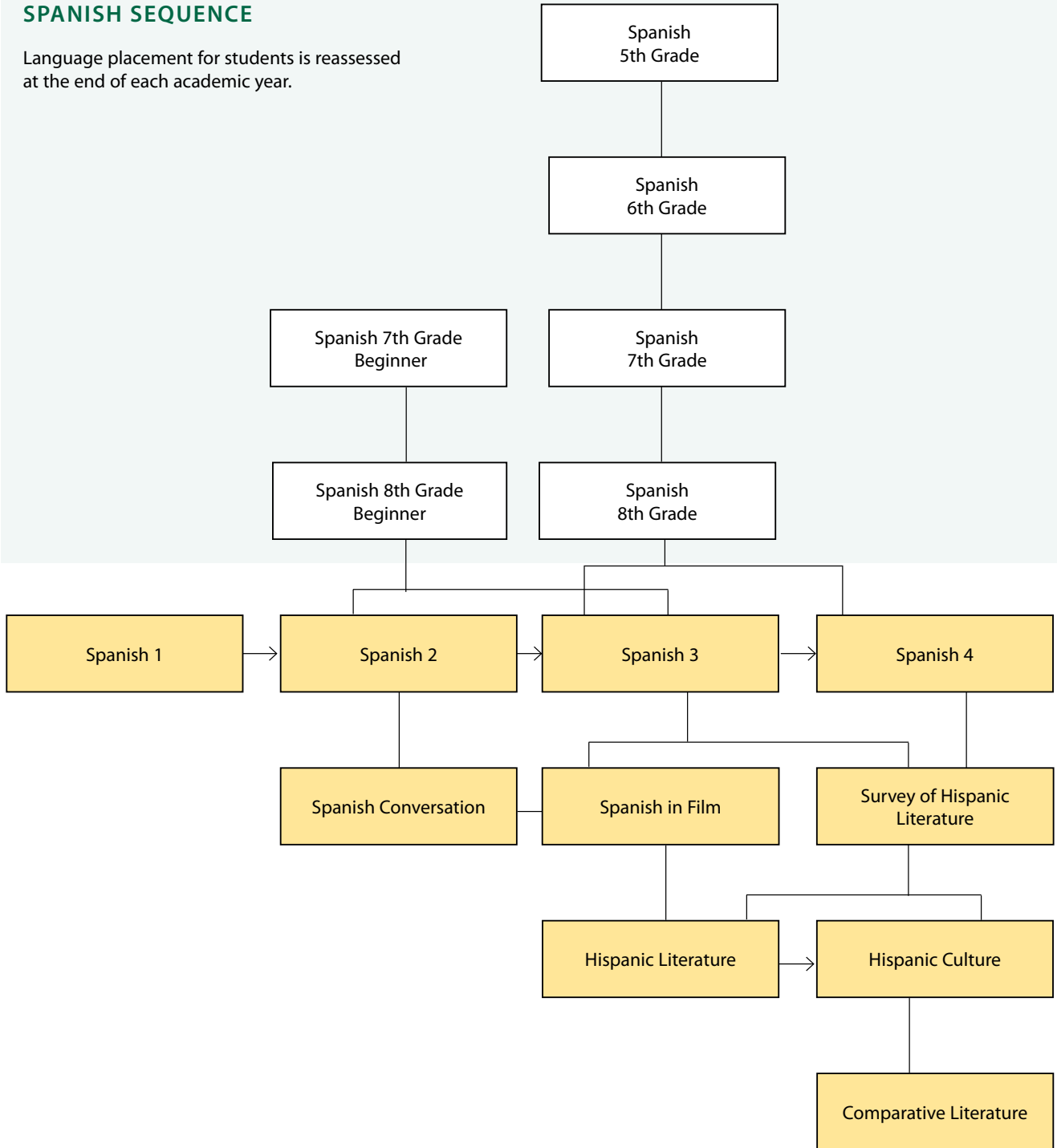


MIDDLE SCHOOL AND UPPER SCHOOL SPANISH SEQUENCE

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

Middle School

Upper School

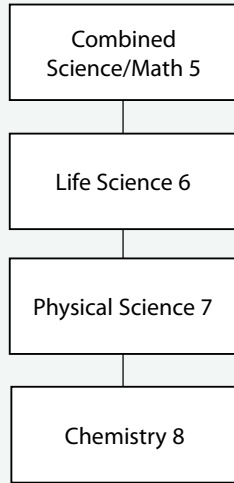


Summer program:
Maret in Spain
 Typically students participate after ninth or tenth grade.

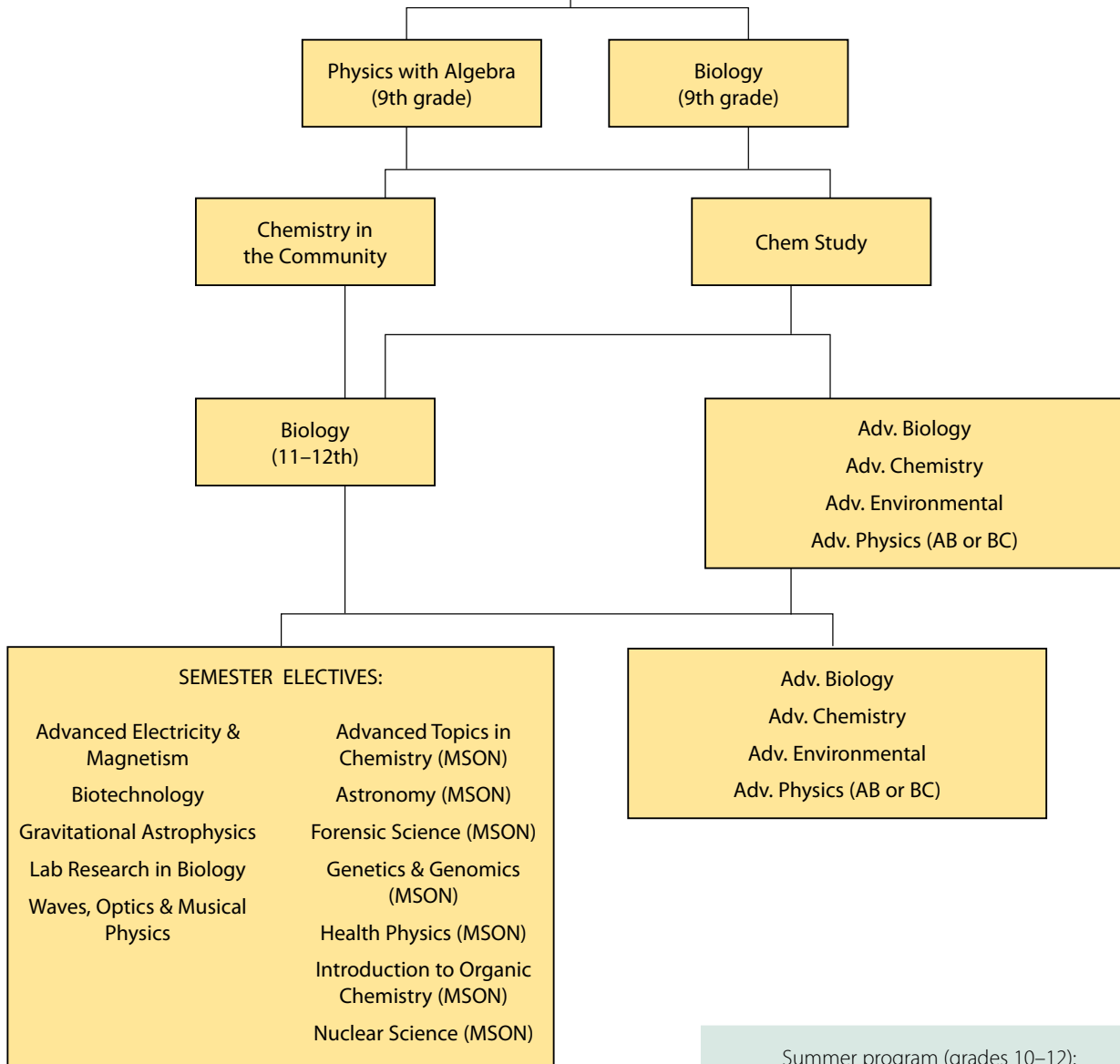
MIDDLE SCHOOL AND UPPER SCHOOL SCIENCE SEQUENCE

Three science credits are required for graduation. One course each in biology, chemistry, and physics is strongly recommended. Most Maret students take four years of science, and some juniors and seniors take two science courses concurrently.

Middle School



Upper School



Summer program (grades 10–12):
Sanibel Subtropical Marine Ecology

MARET | UPPER SCHOOL CURRICULUM

Maret's upper school curriculum is rich, challenging, and exciting. Building on the solid foundations laid by our lower school and middle school programs, the curriculum prepares students for study in college with intentional instruction in analytical reading and writing, study skills, laboratory work, and research methods. Each student's schedule is individually crafted to try to ensure that the course of study is appropriate and engaging. While most students in the ninth grade take the same English, history, and biology classes, there are fewer common courses each year, so that by the junior and senior years, a student's courses are chosen from available electives based on a combination of ability and interest. Independent study courses are available in most disciplines, and some students choose to take advanced language or mathematics classes at other schools, including universities. Students may also choose to enrich their academic program through summer courses offered through Maret or through other institutions.

A goal of the upper school program is to help students develop into adults who will be thoughtful, healthy, empathetic, engaged, and involved in their communities. We'd like our core values (Respect, Integrity, The Individual, Connectedness, Creativity, Excellence, and Joy) to become second nature to our students. Faculty, administrators, and staff work to ensure that students are respectful of each other and adults; that harassing or offensive comments or acts are recognized, addressed, and corrected; that students are academically honest and understand and avoid plagiarism; that fair play and sportsmanship are encouraged in sporting events; that open debate and differing points of view are respected; and that creativity in the performing and visual and literary arts is celebrated. The assembly program attempts to enrich and expand students' exposure to different thoughts, experiences, and realities through outside speakers, films, or performing groups. Students in the Upper School are given increased freedoms as they grow older and are encouraged to take intellectual risks. Students

who overextend themselves can alter or reduce their academic or athletic commitments without penalty.

SCHEDULE

Ninth grade students generally take five academic courses: a foreign language, Biology, a mathematics course (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.

In both the tenth and eleventh grades, students usually take five academic courses and one non-homework class. Non-homework classes include courses in the visual and performing arts and some technology courses. Tenth graders typically take a foreign language, English 10, US History, a science course, a math course, and either an art or music class. In eleventh grade, students again take five academic courses, but the programs are more widely varied. Students usually take two electives in the Humanities, a foreign language, a science course, and a math course. Juniors and seniors have between five and ten free periods a week.

The academic programs of seniors are the most widely varied. Seniors must take at least four courses with homework, but many elect to take five. Students who take four academic courses generally drop either their foreign language course or, more unusually, their science course. But students may, for instance, elect to take three Humanities courses and a language course. In short, the senior level schedule is designed to meet the interests and needs of individual students.

As students construct their academic programs, they are aided in the process at each step. Upon entering the ninth grade, division directors and department chairs work with the student to craft a suitably challenging but manageable schedule. Each January, every ninth grade family is invited to have

a conference at the school to discuss and plan the student's academic progress through the Upper School. In April, students choose their classes in consultation with their academic advisors and with a designated registration advisor who works to ensure that the student has a balanced, appropriate schedule.

To graduate, students are required to complete 21 credits; a credit is defined as a two-semester course. The credits must be distributed as follows:

Discipline Requirements

Humanities	7 credits
Mathematics	3 credits minimum completion of math progression through Precalculus or four years of mathematics
Science	3 credits
Modern Language and Classics	3 credits in one language OR 2 credits in each of two languages
Visual Art	½ credit
Performing Arts	½ credit
Visual or Performing Arts	1 credit
Physical Education	11 of 12 seasons
Community Service	30 hours

Certificate of Completion

For a student unable to complete his or her senior year due to unusual circumstances (medical or otherwise), Maret may offer the student a Certificate of Completion in lieu of a diploma. The certificate indicates that the student has completed Maret's graduation requirements, although s/he may have done so in non-traditional ways. The certificate indicates that the student has successfully completed Maret's rigorous high school curriculum.

Advanced and Accelerated Courses

Maret is proud of its flexible and rigorous curriculum, which enables students and teachers to explore many challenging topics in depth. Teachers develop materials, methods, and assessments that meet the needs of Maret's students and that often evolve over time. Although a number of our courses are similar in rigor and complexity to conventional Advanced Placement classes, we do not label any of our courses "AP," as that designation would signify adherence to a particular externally proscribed curriculum that might offer fewer benefits than our own flexible approach. Furthermore, we believe students should take courses



Malone Schools ONLINE NETWORK

MSON COURSES 2015–2016

The Malone Schools Online Network (MSON) is a consortium of 20 schools that have received funding from the Malone Family Foundation in recognition of their interest in and success with educating gifted and talented students. MSON provides upper level students (generally juniors and seniors) at participating Malone Schools with a variety of superior online courses that enhance each member school's existing curriculum. These courses are taught by experts in their fields. The teachers have experience with independent school education and share a commitment to excellence, small class sizes, and personal relationships. Course offerings target the most talented high school students at member schools. These students demonstrate sufficient independence and commitment to succeed in a virtual discussion seminar setting.

Each course takes a blended approach, combining synchronous instruction—real-time video conferencing seminars—with asynchronous instruction—recorded lectures and exercises students complete outside of the class. Each course has a minimum of 6 students and a maximum of 16 students. The result is a virtual discussion seminar that is delivered in high definition classroom set-ups.

MSON Participating Schools 2016-2017:

Canterbury School, Casady School, Chadwick School, The Derryfield School, Fort Worth Country Day, Hopkins School, Indian Springs School, Manlius Pebble Hill School, Maret School, Mounds Park Academy, Newark Academy, Porter-Gaud School, St. Andrew's Episcopal School, Stanford Online High School, St. Andrew's Episcopal Day School, Severn School, Trinity Preparatory, School, University School of Nashville, Waynflete School, Wilmington Friends School, Winchester Thurston School

that are not only appropriately challenging, but that speak to their interests and passions. At the same time, we recognize that colleges and universities may utilize AP exam results to determine placement, especially in math, science, and languages, and that AP credits can at some colleges help a student graduate more quickly. In addition, some Maret teachers find AP exams a valuable assessment of their particular course material. Students in some advanced Maret classes, therefore, may be encouraged to take an AP exam at the end of the year. Other students may benefit from sitting for an AP exam for which they feel Maret's coursework, such as in English, has equipped but not explicitly prepared them.

Teachers interested in pursuing the AP audit to gain access to materials provided by the College Board must seek approval from their department chair and the Assistant Head for Academic Affairs.

Students routinely take AP exams in numerous subject areas and do exceedingly well on them. The most common AP tests administered at Maret include English Language, English Literature, US History, Economics, Calculus (AB and BC), Statistics, Physics C: Mechanics, Environmental Science, Chemistry, Computer Science, Latin, Spanish Language, and French Language.

Some advanced courses are offered on a rotating basis.

INDEPENDENT STUDY

For students who wish to pursue an academic interest not available through Maret's curriculum, independent study is an option. It is available in each department through arrangements with the department chair, the Director of Academic Affairs, and the Director of Upper School. Any extra costs incurred are the responsibility of the family.

Students may also opt to take an online course. Maret is a member school of the Online School for Girls, so girls may choose one of that organization's options if appropriate. As a Malone Scholars school, online courses through the Stanford University Online High School are available to our students. Both options must receive the approval of the Director of Upper School and the Director of Academic Affairs.

SENIOR OPTION

Senior options are courses outside the traditional curriculum that allow seniors to broaden their studies in the Maret and Washington, D.C., communities. With approval of the Director of Upper School, seniors may create a senior option course and earn a grade and a credit. Some past senior options have included coaching middle school sports, studying child development while helping in a lower school classroom, and studying the political process while working on a Presidential campaign.

ACADEMIC AND LEADERSHIP AWARDS

The *Cum Laude Society* is a national honor society to which up to the top twenty percent of each graduating class is elected. A faculty committee representing various disciplines selects students based on an individual's engagement in intellectual inquiry, the overall level of courses taken, and demonstrated excellence within those courses. We also celebrate the achievements of seniors through our Core Value Awards, given every year at Closing Ceremony. In choosing a valedictorian each year, the School considers cumulative GPA, strength of program, and intellectual curiosity.

SERVICE LEARNING

In keeping with the broader educational mission of the school, *to prepare our students to become responsible, thoughtful, and well-informed adults who are able to play an active role in improving the world*, Maret offers programs that promote students' awareness of and involvement in the larger community. Implementing and sustaining a robust service-learning program is at the core of Maret's approach in providing meaningful engagements with its community. Service learning is organized within the context of an academic course, providing experiences in which upper school students apply newly acquired academic skills and knowledge in real life situations. Service learning projects are conducted collaboratively between the school and community organizations and are designed to meet identified needs of community partners. Through the structure of an academic course, students reflect on, talk about, and write about their experiences, thereby developing communication skills, educational competence, and a sense of personal and social responsibility. Maret strives to provide both short-term

and sustained service learning initiatives with local, regional, national, and global communities.

It is our goal that all Maret graduates will have engaged in a substantive service learning experience. Towards that goal, the ninth grade history course focuses on hunger and its relationship to major historical events. Ninth graders participate in a service retreat in which they serve in soup kitchens, homeless shelters, food banks, and children's centers. They also work with an organization in Ethiopia to raise funds to build schools and help AIDS orphans. Other upper school electives such as Chemistry in the Community, Precalculus Civil Liberties, Advanced Spanish I, Advanced Biology, World Literature, and Advanced Environmental Science regularly feature service learning projects.

CO-CURRICULAR PROGRAMMING

On the first day of every school week, students gather as a community in a short Morning Meeting to share news of the week, athletics teams results, and other important information. Longer assembly periods on Wednesdays and Fridays 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 also participate in over 35 clubs which are primarily student initiated and led. Each club has a faculty advisor who helps student leaders with the management of the club, both substantively and logistically. Many clubs meet weekly during breaks from class and at other available times; other clubs meet less frequently or seasonally. All upper school students are welcome and encouraged to participate in any club they wish.

INTENSIVE STUDY WEEK

ISW began over 25 years ago as an opportunity to provide enriching educational experiences outside the traditional classroom context. ISW currently runs for four days (Monday through Thursday) in the week of February prior to Presidents' Day. Upper school ISWs depend on individual faculty members (or teams) to design programs for students. These programs are offered to a single grade or to a mix of grades, as decided by the faculty leaders. Certain ISWs are offered consistently year after year while others change

from year to year. Students select their top five choices and then are placed by the ISW chair. Maret provides a generous ISW budget that helps absorb the cost of the great majority of ISW programs. For programs that aren't free, financial aid is available for students who receive tuition assistance.

LIBRARY AND CENTER FOR INQUIRY

In 2010, Maret School renovated the library and, to emphasize the innovative nature of the space, christened it the Library and Center for Inquiry. The Center infuses current research methodology in all aspects of our K–12 program, concentrating especially on our 7–12 program. The director of the Center, working in concert with the Head of School and classroom teachers, fosters and sustains a clear and compelling vision for how Maret's facilities and faculty can more effectively train students in current research and inquiry practices. The director of the Center provides curricular leadership through the creation of resources and exemplary programs and through modeling expert pedagogical practices, collaborates with faculty in integrating the program into the School's curriculum, trains faculty in current techniques of research and information-processing, and acts as a liaison with other area independent schools to foster dialogue about current methodologies, ideas, and best institutional and educational practices.

Humanities

Requirements: 7 credits

Chair: Nicholas Michalopoulos

The Humanities Department offers courses that explore the human condition in a variety of forms, including literature, history, art, psychology, economics, philosophy, religion, and film. Its course offerings reflect the richness of human experience and expression. At the same time, the courses demonstrate the interconnectedness of the humanities, in ways that may include interdisciplinary courses, interdepartmental courses, independent study, and varying methods and content within individual courses. The department strives to broaden and deepen each student's understanding of the universality of ideas, themes, and images, while emphasizing the uniqueness of particular works and events.

The Humanities Department offers courses that meet the needs of students with varied abilities, backgrounds, and interests. The courses have four clear goals: careful reading; crisp, clear writing; critical thinking; and articulate speaking. With these goals always in mind, students seek first to improve reading comprehension, interpretation, analysis, and synthesis. Second, students are encouraged to develop clear, persuasive, accurate, and imaginative ways of writing. Third, students engage in critical thinking, through close analysis, rigorous questioning, and lively debate. Finally, students practice public speaking through discussion, debate, speeches, and oral presentations. The department strongly emphasizes class discussion to encourage respectful dialogue and advocates creative approaches to analysis, writing and problem-solving.

Seven Humanities credits are required for graduation. Most students accrue eight and some even nine credits. Of these, English 9: Elements of Literature, History 9: Shaping of the Modern World, English 10, and U.S. History are required for every student. In addition to these four required courses, students must take at least three electives: one elective that encompasses history/social studies, one that encompasses literature, and a third elective of their choice. In all courses, students are expected to write, frequently and at length, in the form of journals, short essays (1–2 pages), and longer analytic or interpretive essays (5–10 pages). All history

electives and English 10 require at least one substantial research paper.

Analysis and imaginative response to literature and history are our highest priority. Students have individual conferences with advisors before building their schedules to ensure that courses are appropriate to students' interests and needs.

REQUIRED COURSES

English 9: Elements of Literature

Students study texts and genres composed from the Renaissance through the twentieth century, both to enjoy the works for their own richness and to gain an understanding of the elements of literature that animate great works. Through studying classical and contemporary texts by writers such as Shakespeare and Hurston, students learn to identify and appreciate elements such as setting, characterization, theme, symbolism, and the elements of style. Through close reading, analytical and creative writing, and lively class discussions, students demonstrate their growing understanding of the elements of literature and hone their own reading, writing, and speaking skills. Students refine their critical reading abilities by learning to value—and to analyze closely—textual patterns and writers' decisions about language. The course gives special attention to the development of students' writing, focusing on the development of a clear organizational structure, the effective use of evidence in analytical writing, and powerful stylistic choices. Additionally, students are encouraged to develop the interpersonal skills necessary for effective communication in the classroom. The course aims to help students become conscious of their roles in informal discussions and debates and to work towards an inclusive environment.

Texts:

Fugard, *My Children, My Africa*
 Hurston, *Their Eyes Were Watching God*
 Salinger, *Catcher in the Rye*
 Shakespeare, *Macbeth*
 Shaw, *Pygmalion*
 Sijie, *Balzac and the Little Chinese Seamstress*
 Spiegelman, *Maus*
 Selected short stories, poems, and speeches

Summer Reading:

Marchetta, *Jellicoe Road*

History 9: Shaping of the Modern World

This survey, running from the 1400s to today, examines how the world gradually became modern. Using a global perspective, the course shows how different societies both changed internally and interacted with each other. Students analyze those developments and learn more broadly how different societies and eras propelled, adapted, and continually reshaped what it has meant to be modern. The course covers political, intellectual, social, and cultural aspects to global history. Shaping of the Modern World course also includes a major service learning component focused on hunger, poverty, and wealth. Students study these issues on both local and international levels while participating in a variety of service activities. Students study the problem of hunger and related issues on both local and international levels while participating in a variety of service activities. The curriculum addresses how wealth, poverty, and hunger have changed over the past 500 years, even though they have been continuously present in the world. Throughout the year, students use the course content to hone essential academic skills—active reading, critical thinking, historical and comparative analysis, effective research, strong oral presentation, and clear, well-organized writing. The course requires both independent and collaborative work on projects throughout the year, several of which incorporate technology-related skills.

Text:

Strayer, *The Ways of the World*, vol. 2

Summer Reading:

Kamkwamba, *The Boy who Harnessed the Wind*

English 10

The last required English course for students before the humanities elective program, English 10 offers an introduction to American literature. The course exposes students to a diverse range of American voices by including a mix of works long considered classics, contemporary texts, and older works that have only recently earned appreciation. During the year, students examine not only the literary techniques and themes that have shaped America's literary tradition, but also the values and ideas that have determined how that tradition has been defined over the years. Students also deepen their skills in analytical reading and work on ways to structure and support arguments of greater complexity in their writing. Students develop fluidity

in their writing and polish their ability to effectively use vocabulary and grammar by writing frequent essays, both short (1-2 typewritten pages) and longer (5-7 typewritten pages). Students also write a longer research paper, in which they place a work in historical context while learning note-taking, bibliography, and revision skills. The course meets four times a week.

Texts:

Dickinson, Selected poetry
 Douglass, *Narrative of the Life of an American Slave*
 Selected turn-of-the century short stories by women
 Fitzgerald, *The Great Gatsby*
 Hawthorne, Short Stories
 Poe, Short Stories
 Williams, *A Streetcar Named Desire*
 Walker, *The Color Purple*
 Yang, *American Born Chinese*

Summer Reading:

Alexie, *Reservation Blues*

United States History

This course surveys American history from colonial times to the present, providing students with a conceptual understanding of the issues, events, and personalities that have shaped American history. Students explore the tension between individual freedom and majority rule in the American experience; analyze the causes and consequences of major events and developments; and explore multiple perspectives on how history is constructed and what it means. When possible, the course identifies parallels between past and current events and examines how historical events and developments have shaped the present day. Students are encouraged to draw their own conclusions about American history while challenging their own biases and preconceptions.

The class uses a basic text but utilizes considerable supplemental primary and secondary source material to add richness and depth to the study of history. Students are evaluated through quizzes, tests, and papers, as well as group discussions, class projects, and short, informal writing exercises. Themes and topics in this course complement those in the American literature studied in English 10.

Texts:

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

Summer Reading May Include:

Brown (adapted by Amy Ehrlich), *Wounded Knee: An Indian History of the American West*

HISTORY ELECTIVES**Accelerated United States History**

(Grades 10–12, open by recommendation)

This course offers an intensive U.S. History course geared towards the redesigned (AP) Advanced Placement exam in early May. Considerable focus is placed on both primary sources and essays of historical interpretation in the context of thematic learning objectives (such as the environment and geography, politics and power, and US foreign relations). Students who wish to take this course should bear in mind that it is the equivalent of a full year's introductory college course, and therefore the demands in terms of both time and commitment are considerable. Departmental recommendation is a prerequisite.

Texts:

Foner, *Give Me Liberty*

Summer Reading:

Kilborne, *Woodley and Its Residents*
 Sloan, *The Great Decision*

Advanced Economics: Macro & Micro (MSON)

(Prerequisite: completion or concurrent enrollment in Precalculus.)

The macroeconomic portion of this year long course teaches students the principles of economics that apply to an economic system as a whole. Specific topics include the study of national income and price-level determinants, economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. The microeconomic portion teaches students about the nature and functions of individual decision makers in the modern economic system. Specific topics include the nature of product markets, factor markets, and the role of government in promoting greater efficiency

and equity in the economy. Participation in the Florida Stock Market Challenge as a term project is to be determined. At the end of this course, students may elect to sit for the AP Economics exams.

The American Food System: Past, Present, Future (MSON)

(Fall semester)

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. We will examine topics such as 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.

Art History from Venus to Vera (MSON)

Students will learn about the history of three-dimensional art from its prehistoric beginnings to the present day. A focus will be representations of the human figure. Students will gain a fuller understanding of sculptural icons such as Michelangelo's David and other significant artworks, as well as the vocabulary to talk about these works of art. The structure of the course is a chronological study of the evolution of sculpture, which will serve as our vehicle to explore the depth and breadth of the human experience. Throughout the semester, students will make thematic connections between artworks with the goal of examining topics such as consumerism and body image. The aim of the course is not only to better understand the visual environment we live in but also to see how it reflects our own values and ideals.

Black America—A Cultural Study*(Grades 11–12; also available as a literature elective)*

This humanities course connects the history, literature, and the arts of African Americans to survey the African American experience. Through close reading of both canonical and noncanonical writers, analyzing political movements (slave revolts, American Reconstruction, Harlem Renaissance, American Civil Rights Movement, Black Power, Hurricane Katrina, and current events), and discussing recurring themes (the legacies of the Great Migration, the significance of art and music, lynching and racial violence, racial passing, etc.), students will engage in grappling with the rich culture of the African American community. From Douglass to Baldwin to Tupac, students will draw upon primary sources (film, print, and other art mediums) and scholarly articles and YouTube videos to assist discussions. Graded work will include projects, essays, participation, and a final poster project.

Text:

C. Carson, *The Struggle for Freedom*

Civil Liberties*(Grades 11–12)*

This course explores the range of individual freedoms guaranteed by the U.S. Constitution and the government's role in protecting these liberties. Students examine such controversial topics as hate speech, prayer in schools, gun control, discrimination, 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, as each week a student is assigned to present on "Civil Liberties in the News." Students are required to rely both on 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. Students participate in local mock trial and moot court competitions, and they create political videos and cartoons for national competitions. 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 Men Who Invented the Constitution*

Comparative Religion: Buddhism, Hinduism, and Islam*(Grades 10–12; not offered 2016-2017)*

In this course, students explore three powerful world religions, focusing on their origins in the ancient world, their dialogues and clashes with one another and with Judaism and Christianity, their growth and change over time, and their ongoing transformation in the crucible of modern events. Topics of study include mystical and fundamentalist strains in each faith, the entanglement of each religion with contemporary political and social movements (such as in Tibet, Burma, Kashmir, Iraq, and Egypt), films, and important works of literature shaped by each faith. Students carry out research, write analytical papers, and give oral reports. Invited speakers, as well as visits to local mosques, temples, and museum exhibits, offer students a more complex view of the amazing diversity and vast cultural impact of these often poorly understood faith traditions.

Texts:

Brodd, et al, *Invitation to World Religions*

Hanh, *Peace is Every Step*

Narayan, *Ramayana*

Novak, *World's Wisdom: Sacred Texts of The World's Religions*

Summer Reading:

Dalrymple, *Nine Lives: In Search of the Sacred in Modern India*

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

Diversity in Global Comparative Perspective 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, & 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.

Environmental Bioethics (MSON) Spring Semester

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 we make the decisions. Curricula will build on a foundation of theoretical moral theories, more specifically, how we make 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.

Environmental History and Philosophy

(Grades 10–12)

This course explores environmental issues and perspectives through history and the ones most critical to our time. Topics covered include climate change and strengthening hurricanes, eco-terrorism, management of global fisheries, polar exploration, causes for delayed reaction, and reasons for emerging hope. Students will examine the evolving perception of man versus nature and general issues like resource use and population pressures in diverse seminal works ranging from *The Wealth of Nations* and Frederick Jackson Turner's celebrated frontier thesis to modern pieces like *An Inconvenient Truth*, *The Perfect Storm*, *Into the Wild*, and *Collapse*. Numerous debates and hot-topic articles will augment our treatment.

Texts:

Achenbach, *The Grand Idea*
 Alexander, *Endurance*
 Diamond, *Collapse*
 Gore, *An Inconvenient Truth*
 Heller, *The Whale Warriors*
 Krakauer, *Into the Wild*
 London and Kelly, *The Last Forest*

Troost, *The Sex Lives of Cannibals*

Summer Reading:

Junger, *The Perfect Storm*

Globalization and the Modern World

(Grades 10–12)

Where does your cell-phone come from? Where will your first job out of college come from? Ten years ago, many people thought globalization was just a code word for American economic and cultural imperialism. A decade later, the new conventional wisdom is that America has been hammered by the pace and character of change in the global age. But what will the next few decades bring? And what is globalization, anyway? Is it old? New? Does it promote peaceful integration? Tension and hostility? Does it give people new ways to fashion their identities and allow societies to shape their cultures more creatively? Is it crushing regional cultures under the weight of corporate branding? Does it provide new opportunities for the world's poor? Exploit them more relentlessly? We examine these and other issues in general discussions about the meaning and impact of globalization, in repeated looks at the USA, and in two further case study regions: China and India. Specific readings change annually.

Texts:

Adiga, *White Tiger*
 Wise, *Cultural Globalization*

Summer Reading:

Rivoli, *The Travels of a T-Shirt in the Global Economy*

Human Geography—Understanding Our World Through Spatial Relationships

(Grades 10–12)

Human geography is a system of thinking that explores why human events, cultural expressions, and activities happen where they happen. Human geography flips history on its side by considering how the physical locations of human phenomena—and their relative distance from other phenomena—influence how the human story plays out over time. While human geography does take physical geography (the locations of mountains, rivers, harbors, arable land, etc.) into consideration, it is chiefly concerned with the activities that human beings undertake on the physical landscape—and, by extension, with how they change

that landscape over time. While these questions might at first seem somewhat esoteric, they turn out in practice to be fascinating and fun. Here are a few of the kinds of questions that we will explore in Human Geography: What brought my parents or previous ancestors to live in the Washington, DC area? Where will my children or grandchildren likely live? Why do people speak with different regional accents in different parts of the U.S. (and in different parts of our metropolitan area)? Is Syria really a country anymore? Is Kurdistan a state? Why is there so much tilapia in restaurants right now? Where does my paper come from? Where does my electricity come from? Why does my family vacation where we do? Why are there so many Starbucks in some neighborhoods? Why is Hollywood a world movie-making center, and why is Detroit known for auto manufacturing? As the internet has connected us virtually with so many places in the world, it has magnified—not erased—the need for an awareness of spatial relationships in understanding how our world operates at all kinds of scales, from the global to the very local. Our investigations in this course, and our exposure to models that help explain the spatial patterns of human activities, will enhance your “geographical imagination” and will change your perspective on everything you do and on all the places you go.

Man’s Inhumanity to Man: Genocide and Human Rights in the 20th Century (MSON)

(Spring Semester)

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 will explore the many facets of genocide through the lenses of history, literature, art, sociology, and law. Specifically, 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, including those in Armenia, Cambodia, Rwanda, and Bosnia (among others). 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.

Mapping Inequality in DC

(Grades 10–12)

Is our country’s long history of discriminatory housing and educational policy a principal cause of the present-day spatial and racial inequality of opportunity in cities like Washington DC? Most historians assume so. However, to date, no researcher or scholar has examined the primary source data—census data, archival data, etc.—in Washington DC to rigorously test this assumption. Students in this elective will test this research question using primary source data in the local Washington DC community. Students will work in teams to create research questions and then blend demographic data with a digital mapping program to draw conclusions about patterns of inequity in DC. In addition, we have a tentative agreement to collaborate with Prologue DC, a team of local professional historians, on their ongoing project mapping segregation in DC. Students do not have to consider themselves strong in math, nor do they need to have any computer experience; however, they should be open to learning a digital mapping program and working with data. Students in this elective will test this research question using primary source data in the local Washington DC community. This research has never been done before, so students will be contributing original knowledge to the scholarly fields of DC History and urban policy. Many are referring to digital history—and more specifically, the digital historical mapping—as “the future of history”. In other words, students will learn about history by actually doing history.

Inequity and Social Justice in DC

(Grades 10–12; not offered 2016–2017)

The “District of Columbia”—the step-sister of a city that lies in the shadows of the political and tourist “Washington” featured nightly in the news—is one of the most intriguing cities in the United States. Its 600,000 citizens, despite residing in the capital of the world’s “greatest democracy,” are denied voting representation in Congress and must seek Congressional approval of local budget and laws. DC is also unusual demographically. Thanks to a mass exodus of middle-class whites and blacks in the 1950–1970s, the city is polarized between a very wealthy and predominantly white elite located mostly west of Rock Creek Park, and an impoverished black underclass located mostly east of the Park. The city is a study in inequities: between rich and the poor, white and black, male and female, citizen and immigrant, and straight and gay. And despite—or perhaps because of this—DC is also home to some of the most inspiring and successful social justice campaigns in the country. This course will first explore the social and political inequities that divide DC, and then turn to the social justice activists and campaigns that fight to correct these inequities. As they learn about these topics, students will extend their note taking, research, and essay writing skills. Because community engagement is a major component of the course, they will also be learning advocacy and community organizing skills. A highlight of the year will be collaborating on a project with a local charter school.

Law, Culture and Society

(Grades 11–12; also available as a literature elective)

Does law serve justice or stand in its way? Throughout history, many in the United States have looked to the legal system to address societal inequities, but others have criticized this very system for serving the interests of the powerful. Debate over the proper role of law in our society has not been limited to the courtroom or the newspaper—it has often been, and continues to be, waged in literature, on stage, in movie theaters, on the radio, and on television. This course will explore the nexus of law, society, and culture. We will examine how cultural productions, such as novels, memoirs, plays, films, television shows, podcasts, and documentaries, both reflect and seek to influence public perceptions of the law and its quest for justice. The class will raise

big questions about the law, examining 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. We will see how these larger questions play out in contemporary life by digging into current legal controversies relating to race, gender, social class, and sexuality, such as mass incarceration, the criminalization of poverty, the prosecution of campus sexual assaults, and LGBTQ parental rights. In all of our inquiries, we will work both as historians and as cultural critics, employing methods relating to history, literature, and cultural studies. To investigate how culture both reports on and seeks to create change in the law, students will examine and analyze a wide range of cultural productions and historical texts, which may include works such as Bryan Stevenson’s moving memoir *Just Mercy*, Earnest Gaines’ novel *A Lesson Before Dying*, Michelle Alexander’s influential *The New Jim Crow*, the riveting *Serial* podcast, the provocative documentary “The Hunting Ground,” the television series “Orange is the New Black,” and the classic legal film *The Verdict*. Students will have the opportunity to hone their writing and research skills as they experiment with writing in a wide variety of forms, including literary and cultural analyses, creative responses, position papers, document investigations, research essays, and op-eds. The class will be highly interactive, featuring discussions, debates, oral and media projects, and Socratic seminars. We will hear from guest speakers drawn from the rich legal community of Washington, D.C. to help us understand the dynamics underlying legal controversies. Ultimately, the course will invite students to consider what role they themselves can play in working towards a more just society.

Medical Bioethics (MSON)

(Fall Semester)

This course will focus on such cases as medical practice, medical research and development, and health care policy, examined through a wide array of case studies, gathered from sources in literature, journalism, and film. The academic study of ethics examines how we make the decisions. Curricula will build on a foundation of theoretical moral theories, more specifically, how we make 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.

Music History: History of Rock and Roll (MSON)

(Spring Semester; No prerequisite, but students should have basic knowledge and understanding of music fundamentals.)

This course presents the historical evolution of contemporary American music. The course will primarily cover American pop/rock music through the lens of treating American pop music as a worldwide musical first. The course is the first of its kind, covering the pop/rock genre in a deep, consistent, and accessible way. The course includes detailed listening guides helping students understand compositional technique, musical timing, and lyric construction. Of particular significance is the inclusion of Interactive Listening Guides providing moment-by-moment descriptions of the music as it is performed.

Psychology

(Grades 11–12; not offered 2016–2017)

Psychology is the scientific study of the human mind, particularly as it influences human behavior. In this course, we'll examine several of the many branches of modern psychology (a discipline founded in 1879) and explore how psychological principles and theories can be applied to overcome problems in real-life situations. We start the year with an overview of four basic processes of our minds: perception, cognition, motivation and emotion, and memory and learning. We then turn our attention to personality, asking the questions, "How do we develop from infancy through adulthood?", "What factors make each of us unique?" and "In what ways can we be abnormal?" Next we think about relationships and consider how our minds are influenced by the wider social context (other people). In the last part of the year, we train our psychological lens on some of humankind's most perplexing and thorny social, economic, environmental, and political problems, and we will seek new ways forward in the light of psychological findings. Each unit of the course offers opportunities to apply psychology to questions about yourself (for example, "What is my unique style of learning?" "How has my early childhood influenced me?").

Each unit also applies psychological principles and theories to literature, film, popular culture, history, or current events (for example, considering how the film *Groundhog Day* relates to the theory of pattern relations, how Ralph Ellison's *Invisible Man* relates to the psychology of learning, or how the ongoing global economic crisis can be understood in light of social psychology and behavioral economics). Students will also have opportunities to do original research or simple experiments relating to a special topic of their choosing, such as organizational psychology, evolutionary psychology, sport psychology, or even traffic psychology. Students can expect to do a significant amount of writing and a fair amount of reading and independent research. Class meetings will involve lively give-and-take and plenty of student-directed presentations and discussions. The overall goal of this course is to help students move toward college and adulthood with an emerging sense of how their minds work, a more informed approach to collaborating with others, and an optimistic sense of how they can help to address and overcome pressing social problems both large and small.

Summer Reading:

Foer, *Moonwalking with Einstein*

Texts:

Arnold, *Small Move, Big Change*

Chabris, *Invisible Gorilla*

Cialdini, *The Psychology of Persuasion*

Catheri, *Psychology Book*

Gladwell, *Tipping Point: How Little Things Can*

Make a Big Difference

Kahneman, *Thinking Fast and Slow*

Kaysen, *Girl Interrupted*

Pink, *Drive*

Revolutions

(Grades 10–12; not offered 2016–2017)

Are revolutions an effective means of social change, or do they merely reproduce the problems of the past? This interdisciplinary course examines historical and cultural revolutions through a humanities lens, taking a multi-pronged approach to analysis, and requiring students to explore complex questions without clear answers. The class will also ask students to evaluate social revolutions by developing an understanding of their own identity and how this affects the way we perceive historical and social changes. The class

will utilize historical texts, philosophical documents, literature, music and film to analyze revolutions and social movements from a variety of times and places. Main units will include the American Cultural Revolution of the 1960's; the Chinese Cultural Revolution; the Greek war of independence; the Iranian Revolution and Cuban Revolution. Besides improving their writing and critical reading skills, students will produce assignments such as oral presentations, possible film projects, and ethnographies. Some units will culminate in an open-ended essay topic that requires students to explore and think critically about a variety of materials in their search for understanding. Some of the historical/philosophical texts we will study will include *Revolutions and Revolutionary Movements* (DeFranzo), *The Feminine Mystique* (Friedan) and *Creatively Maladjusted* (Richards). Some literature, music, paintings, TV and film we will examine includes selections from "Hellas," (Shelley), *Falling into Revolution* (Youssef), "Alabama" (Coltrane), "Killing US Softly 4" (Kilbourne), "The Stonewall Riots (PBS)," "The Stepford Wives", "Tankman (Frontline)", paintings by Eugene Delacroix, *Giovanni's Room* (Baldwin), *Slaughterhouse-Five* (Vonnegut), TV episodes from "Three's Company", "Seinfeld", "Modern Family" & "Leave it to Beaver" and the graphic novels *Boxers and Saints* (Yang) and *Persepolis* (Satrapi).

Texts:

DeFranzo, *Revolutions & Revolutionary Movements*
 Baldwin, *Giovanni's Room*
 Yang, *Boxers & Saints*
 Satrapi, *Persepolis*

Summer Reading:

Vonnegut, *Slaughterhouse-Five*

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?" These questions about the human mind and individual behavior constantly surface in school and in the real world. At the core of these questions, we seek to understand what

are the mind's capabilities and limitations both in biological, cognitive, developmental, and sociocultural senses as well as how the mind varies from one individual to the next. Balancing the power of inquiry with the power of story, Topics in Psychology will use discussion- and activities-based approaches to carefully examine each topic ranging from the biological bases of behavior and states of consciousness to human development and learning, thinking and intelligence, motivation and emotion, theories of personality and psychological treatments, and social interactions. With the goal of gaining psychological knowledge that is not only generated and developed but also applied, students will explore case studies, create and administer surveys, and run small experiments regularly. At different points in the course, students will select topics for independent research and presentation. Possible topics include 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. Ultimately, with guidance and study, students will design and report on a psychological experiment.

LITERATURE ELECTIVES

African American Literature: Shades of a Black Experience

(Grades 11–12; not offered 2016–2017)

In *Shades of a Black Experience*, we examine the joys, triumphs, struggles and defeats within the lives of many African Americans through a range of genres and literary media. This class will explore such concepts as the duality of scrutiny and disregard, the development of artistic cultural manifestos, and the never-ending search for one's identity. *Shades of a Black Experience* is where past and present meet. In each thematic unit, we analyze two literary works: one from the first half of the 20th century, and one from the second half of the 20th century. Within each unit, we will also analyze an album and film that correspond with the larger themes of the course. In this class, discussion of essays from the Civil Rights Era will go hand in hand with discussion of lyrics from the Golden Age of Hip-Hop. The emergence of Black Art in the Harlem Renaissance will be connected to the success

of Milestone Comics in the early 1990s. The lack of recognition addressed in Ralph Ellison’s *Invisible Man* will serve as the foundation of our examination of Kanye West and his turbulent celebrity. Students can expect frequent in-class journals and commentaries, as well as extended essays and presentations. Texts read during this course may include *Invisible Man*, by Ralph Ellison, *Ultimate Comics Spider-Man, Vol. 1*, by Brian Michael Bendis, *Black Superheroes, Milestone Comics, and Their Fans*, by Jeffrey A. Brown, selections from *The Fire Next Time*, by James Baldwin, and *Double-Take: A Revisionist Harlem Anthology*, edited by Venetria K. Patton.

Texts:

Ellison, *Invisible Man*
 George, *Hip-Hop America*
 Haggins, *Laughing Mad*
 Locke, *New Negro*
 McDuffie, *Icon, Hero’s Welcome*

Summer Reading:

Read: du Bois, *Souls of Black Folks*
 Listen and analyze the lyrics: Nas, *Illmatic*
 Watch: Simien, *Dear White People*

Black America—A Cultural Study

(Grades 11–12; also available as a history elective)

This humanities course connects the history, literature, and the arts of African Americans to survey the African American experience. Through close reading of both canonical and noncanonical writers, analyzing political movements (slave revolts, American Reconstruction, Harlem Renaissance, American Civil Rights Movement, Black Power, Hurricane Katrina, and current events), and discussing recurring themes (the legacies of the Great Migration, the significance of art and music, lynching and racial violence, racial passing, etc.), students will engage in grappling with the rich culture of the African American community. From Douglass to Baldwin to Tupac, students will draw upon primary sources (film, print, and other art mediums) and scholarly articles and YouTube videos to assist discussions. Graded work will include projects, essays, participation, and a final poster project.

Text:

C. Carson, *The Struggle for Freedom*

Children in Literature

(Grades 11–12; not offered 2016–2017)

What is a child? It may surprise you to learn that the answer depends on time and place. In this course students read and analyze a range of literary works—some intended for young people and some for adults—that offer contrasting visions of childhood (and by extension, adulthood). In some, like *Alice in Wonderland*, a child is curious and malleable, viewing a topsy-turvy grownup world with fresh eyes. In others, like *We Need to Talk About Kevin*, children are evil, pulling adults into webs of deceit and misery. Still others, like *Peter Pan*, paint a complex picture of childhood as a phase of life characterized not only by imagination and play, but also by fear and denial. We will explore whether the concept of childhood as we know it is disappearing as new forms of media undermine our sense of childhood as a protected and innocent space, and will examine how contemporary works, such as *The Hunger Games*, present images of childhood under siege. As we explore the evolution of literary images of children from the Middle Ages to the present day, we will also examine literary methods and styles, and psychological and moral messages (both overt and subliminal). Invited speakers, including local authors, and field trips to bookstores and art exhibits will help us better understand the artistic, cultural and political dimensions of representations of children. Students write analytical essays, carry out historical research, participate in debates, and produce original stories featuring their own ideas and images of childhood.

Texts:

Carroll, *Alice’s Adventures Underground*
 White, *Charlotte’s Web*
 Kincaid, *Annie John*
 Kipling, *The Jungle Books*
 Barrie, *Peter and Wendy*
 Burnett, *The Secret Garden*
 Foer, *Unbearably Loud and Incredibly Close*
 Shriver, *We Need to Talk About Kevin*

Summer Reading:

Brothers Grimm, *Selected Tales*
 Block, *The Rose and the Thorn*

Comedy and Satire

(Grades 11–12)

What is the funny business of comedy and satire? Comic writers make us laugh, but what else might they be up to? This course will examine how humorists both entertain us and raise provocative questions about our society and its treatment of individuals. We will begin the year by reading and viewing comic texts and videos by contemporary humorists, such as David Sedaris, to explore theories of humor. We will read classic comedies from writers like Plautus and Shakespeare to see how they employ techniques such as mistaken identity, wordplay, irony, and disguise to examine issues related to gender, sexuality, race, and social class. As we proceed, we will match older texts with newer versions, such as *Twelfth Night* and the movie *She's the Man*, to question whether works should ever be considered “out of bounds.” Contemporary texts may include Kurt Vonnegut’s exploration of weapons of mass destruction *Cat’s Cradle*, Gary Shteyngart’s novel *Super Sad True Love Story*, which examines our loss of privacy and dependency on social media, Bruce Norris’s play about the dynamics of racial identity, *Clybourne Park*, which begins where Lorraine Hansberry’s *A Raisin in the Sun* ends, and Stephen Colbert’s *I am American (And So Can You!)*. Throughout the year, students will have the chance to grow as analytical writers by honing their powers of literary analysis and to develop their creative flair by writing their own comedies and satires. Most important, the course invites students to think critically about the role of comedy and satire in our society.

Texts:

Plautus, *Selected Plays*
 Shakespeare, *Much Ado About Nothing*
 Swift, “A Modest Proposal”
 Vonnegut, *Cat’s Cradle*
 Hansberry, *A Raisin in the Sun*
 Norris, *Clybourne Park*
 Shteyngart, *Super Sad True Love Story*

Summer Reading:

Read: Sedaris, *Me Talk Pretty One Day*

Summer Viewings:

Select any film (except *Dr. Strangelove*) from AFI’s list of “100 Funniest American Movies of All Time.” You can find the list here: <http://www.afi.com/100years/laughs.aspx>

Coming of Age in the Modern World

(Grades 11–12)

In coming of age stories, characters encounter internal and external challenges as they leave a state of innocence (childhood) and transition into a state of knowing (adulthood). Readings for this course will include novels written from the 1950’s to today, as well as short stories, essays, and films that complement core texts. Students will examine texts from multiple perspectives as they attempt to understand the factors of environment—race, culture, school, historical era, class, religion, and gender—that dictate, provoke, complicate or demand a particular character’s progression. Specifically, students will look at how “families” (including not only traditional nuclear models but other forms, along with mentor or friend groups), schools, the nature of the individual, and times of crisis influence a character’s eventual transition; students will also try to decide what about these journeys may be universal or unique based on our understanding of environments that differ from our own. Students should expect frequent informal opportunities to write in class (journals and quotation analyses), the chance to present well-crafted and supported analytical essays (culminating with an essay exhibition and defense at the end of the year), and opportunities for creative and personal work throughout the year (using popular songs to enter certain stories or characters, for example). Texts may include *Old School*, by Tobias Wolfe, *Never Let Me Go*, by Kazuo Ishiguro, *Always Outnumbered*, *Always Outgunned*, by Walter Mosely, *The Bluest Eye*, by Toni Morrison, *The Virgin Suicides*, by Jeffrey Eugenides, and selections from *Casualties of Privilege: Essays on Prep Schools’ Hidden Culture*, by Louis Crosier.

Texts:

Eugenides, *Virgin Suicides*
 Morrison, *The Bluest Eye*
 Ishiguro, *Never Let Me Go*
 McEwen, *Atonement*
 Mosely, *Always Outnumbered*, *Always Outgunned*
 Roth, *Goodbye Columbus*
 Wolff, *Old School*

Comparative Literature

(Grades 11–12; can also be used as a Spanish credit)

This course connects contemporary Spanish-speaking authors with international counterparts through a comparative study of their works by isolating and exploring common literary and philosophical concepts. Literary works will be grouped by theme and studied concurrently. The course comprises of the following units, which are illuminated through selected readings: tension between individual and society; narrative ambiguity; tension between individual and family; existential anguish; the nature of reality; the role of the concepts of zero and infinity in literature; and Cainism and friendship. Class discussions will be conducted in Spanish. Papers are written in English. Works in Spanish can be read in English translation.

Texts:

Borges, *Fictions*
 Camus, *The Plague*
 García Marquez, *Chronicle of a Death Foretold*
 García Marquez, *Eyes of a Blue Dog*
 Kafka, *The Trial*
 Kafka, *The Metamorphosis*
 Unamuno, *Abel Sánchez*
 Unamuno, *Don Manuel Bueno Martir*

Viewings:

Abre Los Ojos
Amadeus

Summer Reading:

García Marquez, *One Hundred Years of Solitude*

Contemporary American Literature

(Grades 11–12)

In this class, we will examine a wide range of recent American literature. The class will ask not only what makes these texts distinctly “American” in form and content, we will also consider how the authors interrogate the “politics of identity” to make their works compelling, effective, and critical. Throughout the year, we will consider how writers encounter boundaries, and how they use their characters as vehicles to reconcile the limitations imposed upon them as authors. We will primarily read works of literature from marginalized groups, and we will discuss how and why writers create, collapse, and capitalize on ‘hybridized’ identities to enrich their work. In the process, we will scrutinize various versions of “Americanness” and explore the attendant cultural

issues of racism, privilege, and consent. We will also look at how genre, style, and the “packaging” of various works affect both their consumption and reception. The class includes expository and creative writing assignments, as well as oral presentations, interviews, and even play-acting. We will practice defining and shaping a workable, original, and complex thesis, and the course will also provide both formal and informal opportunities for students to explore their own identity through writing. There will be a consistent emphasis on constructing strong, well-supported, and compelling arguments that join social theory with original thought and careful analysis.

Texts:

Lahiri, *The Namesake*
 Bulter, *Kindred*
 Diaz, *The Brief Wondrous Life of Oscar Wao*
 Dillard, *Teaching a Stone to Talk*
 Wolfe, *The Colored Museum*
 Lorde, *Zami: A New Spelling of My Name*
 Wallace, *Consider the Lobster*

Summer Reading:

Alexie, *Flight*

Creative Writing

(Grade 12 only; not offered 2016–2017)

During the first semester the course explores autobiographical writing and literary journalism by using contemporary selections by published authors and a variety of student pieces. Short writing assignments and journal work are used to expose students to a variety of writing techniques related to diction, chronology, and pacing. In the second semester students will explore forms of drama, poetry, and fiction. Throughout the year, the class format encourages active participation, critical thinking, and an open exchange of ideas. Each unit will culminate in a major project, and each student will also develop and complete a final independent project during the fourth quarter.

Texts:

Selected Poems—Mark Strand
In Short: A Collection of Brief Creative Nonfiction
Literary Journalism: A New Collection of the Best American Nonfiction
 Wilson, *Fences*
Collected Stories of Lydia Davis
 Walcott, *Collected Poems, 1948-1984*

Ellis, *The Maverick Room: Poems*
 Mamet, *Goldberg Street: Short Plays and*

Monologues

Saunders, *The Brief and Frightening Reign of Phil*

Summer Reading:

Queneau, *Exercises in Style*

Carver, “*The Bath*”, “*A Small Good Thing*”

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

(Spring semester)

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 a while? 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. Student’s will also read some fantastic published work.

Creative Writing in the Digital Age (MSON)

(Fall Semester)

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.

Etymology of Scientific Terms (MSON)

(Fall Semester)

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 the 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 especially complex etymologies, the history of our understanding of certain aspects of medical science, and relevant material from Greek and Latin texts.

Required Text:

Dunmore and Fleischer, *Medical Terminology*
 Taber’s *Cyclopedic Medical Dictionary*

Law, Culture and Society

(Grades 11-12; also may count as a history elective)

Does law serve justice or stand in its way? Throughout history, many in the United States have looked to the legal system to address societal inequities, but others have criticized this very system for serving the interests of the powerful. Debate over the proper role of law in our society has not been limited to the courtroom or the newspaper—it has often been, and continues to be, waged in literature, on stage, in movie theaters, on the radio, and on television. This course will explore the nexus of law, society, and culture. We will examine how cultural productions, such as novels, memoirs, plays,

films, television shows, podcasts, and documentaries, both reflect and seek to influence public perceptions of the law and its quest for justice. The class will raise big questions about the law, examining 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. We will see how these larger questions play out in contemporary life by digging into current legal controversies relating to race, gender, social class, and sexuality, such as mass incarceration, the criminalization of poverty, the prosecution of campus sexual assaults, and LGBTQ parental rights. In all of our inquiries, we will work both as historians and as cultural critics, employing methods relating to history, literature, and cultural studies. To investigate how culture both reports on and seeks to create change in the law, students will examine and analyze a wide range of cultural productions and historical texts, which may include works such as Bryan Stevenson’s moving memoir *Just Mercy*, Earnest Gaines’ novel *A Lesson Before Dying*, Michelle Alexander’s influential *The New Jim Crow*, the riveting *Serial* podcast, the provocative documentary “The Hunting Ground,” the television series “Orange is the New Black,” and the classic legal film *The Verdict*. Students will have the opportunity to hone their writing and research skills as they experiment with writing in a wide variety of forms, including literary and cultural analyses, creative responses, position papers, document investigations, research essays, and op-eds. The class will be highly interactive, featuring discussions, debates, oral and media projects, and Socratic seminars. We will hear from guest speakers drawn from the rich legal community of Washington, D.C. to help us understand the dynamics underlying legal controversies. Ultimately, the course will invite students to consider what role they themselves can play in working towards a more just society.

Literature and Theories of Knowledge

(Grades 11–12)

His priority did not seem to be to teach them what he knew, but rather to impress upon them that nothing, not even... knowledge, was foolproof.

J. K. Rowling,
Harry Potter and the Order of the Phoenix

This is a philosophy-based literature course designed

to develop a coherent approach to learning and understanding through a thoughtful inquiry into different ways of knowing and different types of knowledge. The course will first focus on how we perceive reality, with emphasis on emotion, reason, belief, and experience. We will question our own 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 our readings, students will be encouraged to reflect on their own experiences as learners and to discover how different academic disciplines are interconnected. We will read literary works that explore different realms of knowledge from the Arts to Mathematics, and we will make connections between and across ways of knowing and areas of knowledge. We will read a combination of excerpts from philosophical works and complete works from various literary genres. Throughout the year, students will gain familiarity with Aristotle, Berkeley, de Beauvoir, Descartes, Heidegger, Hume, Kierkegaard, Kant, Lao-Tsu, Locke, Nietzsche, Pascal, Plato, Sartre, Schopenhauer, and Spinoza.

Summer Reading:

Read: Pirsig, *Zen and the Art of Motorcycle Maintenance*

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*

Media and Literature: Critical Approaches to MEDIA, MESSAGES, and ME

Ever wonder why, over time, television shows tend to be so similar? Or how the Swoosh, the trademark of the Nike Corporation, has become so important in many people’s lives? Or why social media has become the driving force in most people’s day? In this course, we will interrogate the relationships between the various mass media which flood our daily lives, the messages that they intend as opposed to the message we actually receive, and their effects on us as we attempt to make sense of them all. As we closely read fiction and

nonfiction, as well as examine various types of media, we will also learn several critical approaches to media studies that will aid us in developing answers about the role media has and can come to play in shaping the ability of individuals to understand the idea and value of “me.” Students should expect opportunities to write in class as well as prepare longer well-crafted and supported analytical essays. Also, there will be several creative projects and presentations throughout the course including creating an advertising campaign.

Texts:

Berger, *Ads, Fads and Consumer Culture*
Headrick, *Wiley Guide To Writing Essays About*

Lit.

Huxley, *Brave New World*
Orwell, 1984
Ott, *Critical Media Studies*
Thompson, *How to Watch Television*

Summer Reading:

Read: Baum, *The Wonderful Wizard of Oz*
(Signet Classics edition)
Watch: *The Wizard of Oz* and *The Hunger Games*
Optional Reading: Collins, *The Hunger Games*

Philosophy in Pop Culture (MSON)

(Fall Semester; No prerequisite, but some familiarity/experience with logic will be helpful.)

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.

Philosophy—The Nature of Evil (MSON)

(Fall Semester)

What counts as ‘evil’ and how are we to understand it in relation to our conception of ourselves and our place in the world? Is evil a purely human creation? Has evil changed in degree or kind over time? Is evil compatible with a benevolent deity? Is evil something we always have a choice about? This semester-long course examines the concept and nature of evil, its problematic implications for our ethical and legal

systems, and its most challenging manifestations in philosophy, history, and psychology. Students will address key texts in the recent history of this issue, including religious responses to the problem of evil, rigorous philosophical texts exploring the nature of evil (e.g. Mackie, Zimmerman), key historical characterizations of this issue (e.g. Leibniz, Wiesel, Arendt), and modern psychological investigations of psychopathy and group responsibility. Throughout, we will engage with ethical argumentation, hone critical reasoning skills, explore cross-disciplinary analysis, and improve historical awareness of central developments in the development of the concept of evil.

Religion & Literature

(Grades 11-12)

In this course, we will explore some ways in which religious faith—both inside and outside of organized religion—has shaped writers and their literary works in different times and places. Some of the novels and poems we will study celebrate orthodox viewpoints, others critique them, and others offer complex perspectives on how religion can interact with race, gender, sexuality, and other cultural markers to influence identity and expression. We will explore stories in which characters grow out of and into belief, as well as those that raise questions about how religion helps—or hinders—those seeking to make sense of our challenging world. Along with analytical essays and research projects, students will have opportunities to explore their own religious (or secular) perspectives and to write personally and creatively about their views. Works studied may include works like *Go Tell it on the Mountain* (Baldwin), *Purple Hibiscus* (Adichie), *Bless Me, Ultima* (Anaya), *American Dervish or Disgraced* (Akhtar), *Distant View of a Minaret* (Rifaat), *Cracking India* (Sidhwa), *The Chosen* (Potok), *Siddhartha* (Hesse), and *Buddha Da* (Donovan).

Style and Literature

(Grades 11–12; not offered 2016-2017)

How do great writers create their unique and compelling voices? In this course, we will examine a wide range of texts, including novels, memoirs, personal essays, plays, speeches, news stories, blogs, and op-eds, to uncover the connection between style and substance. A key goal of the course is for you to employ

your growing understanding of the vast resources of language, which fall under the deceptively simple name “style,” to your own creative and analytical writing. In this class, we will read literary fiction and nonfiction texts which consider how people negotiate societal and individual borders and boundary lines and explore what happens to individuals who want to live on both “sides” or in between. Through our reading we will ourselves cross the borderline between fiction and nonfiction and consider ways in which they might be surprisingly alike. Through novels, we will travel from Edith Wharton’s detailed portrayal of high society New York to Cormac McCarthy’s depiction of the often violent world of the mythic cowboy. We will examine how Shakespeare teams history and fiction to recreate Henry V as a mesmerizing orator and consider how famous American speakers, from Abraham Lincoln to Barack Obama, use language to weave their spells. Finally, we will examine how modern writers of literary nonfiction cross boundaries by using fictional techniques in weaving true tales as we read Truman Capote’s sensational story of violent crime in the American heartland, *In Cold Blood*, and Barbara Ehrenreich’s story of her undercover investigation of social class in *Nickel and Dimed: On (Not) Getting By in America*. Throughout the course, you will develop your own style by crafting personal essays, speeches, op-ed pieces, literary analysis essays, short fiction, journal entries, and blog posts.

Texts:

Wharton, *The Age of Innocence*
 McCarthy, *All the Pretty Horses*
 Capote, *In Cold Blood*
 Shakespeare, *Henry V*
 Ehrenreich, *Nickel and Dimed: On (Not) Getting By in America*
 Cohen, *50 Essays: A Portable Anthology*
 Call, *Telling True Stories*

Summer Reading:

Read one of the following:
 Wolff, *This Boy’s Life*
 McBride, *The Color of Water*
 Karr, *The Liar’s Club by Mary*
 Nafisi, *Things I’ve Been Silent About*
 Beah, *A Long Way Gone*
 McCourt, *Angela’s Ashes*
 Santiago, *When I Was Puerto Rican*
 Grealy, *Autobiography of a Face*
 Monette, *Becoming a Man*
 Smith, *Just Kids*

Walls, *The Glass Castle*
 Stevenson, *Just Mercy*
 Kingston, *The Woman Warrior*

Technology and Identity (MSON)

(Spring Semester)

This semester-long course examines the nature of the self by looking at the ways probable and possible future technologies might transform human nature or challenge fundamental ideas about personal identity. Drawing upon works of science fiction literature and film, “trans-humanist” literature, and more traditional philosophical works, we will consider such questions as: Could your identity survive gradual replacement of all of your parts with cybernetic prosthetics? Could your mind be uploaded to a computer? Is it probable that we already are living in a computer simulation? If Star Trek style transporters are ever developed, should you use one? What about a time machine? Is it likely that human beings will one day achieve immortality (or greatly extended lives), and what would this imply about the nature and value of human life? What are the moral implications of the availability of technologies that would give us super-strength or super-intelligence, especially if (as seems likely) they would not be equally available to everyone? Through reflection on these topics, students will sharpen their creative and logical thinking abilities and advance their understanding of central philosophical ideas, including theories of the self, free will, knowledge, time, and ethics.

World Literature

(Grades 11–12)

Is literature dead or alive? Is it a mirror that reflects the world, or a tool that can change it? In this course, we explore fiction, poetry, essays and graphic novels from England, France, China, Kenya, Japan, Iran, Colombia, and the United States to consider what literature means and how it “matters” in various cultural contexts. As students read a variety of classic and contemporary works, (including *Madame Bovary*, *Chronicle of a Death Foretold*, *Wuthering Heights*, *First Love*, and *Things Fall Apart*), they learn how authors from different times and places have portrayed the relationship between fiction and reality, and how stories can comment on and contribute to social and historical change. A major theme of the course is

the power of imaginative literature to challenge the status quo, and students may participate in a Service Learning project, such as helping to raise awareness about and assist contemporary banned writers. Another major focus of the course is collaborative learning: Along with traditional assignments including reading quizzes, informal journal entries, and traditional analytical essays, students participate actively in online discussion forums and collaborative projects such as podcasts.

Texts:

Achebe, *Things Fall Apart*
 Argueta, *One Day of Life*
 Bronte, *Wuthering Heights*
 Brown & Schechter, *Conversation Pieces:*

Poems that Talk to Other Poems

Flaubert, *Madame Bovary*
 García Marquez, *Chronicle of a Death Foretold*
 Hamid, *How to Get Filthy Rich in Rising Asia*
 Turgenev, *First Love*

Summer Reading:

Dangarembga, *Nervous Conditions*
 Bennett, *History Boys*

Viewing: *History Boys* (film—please read AND view)

Human Development

Human Sexuality Seminar

(Grade 10)

This is a required 10th grade course which runs from September through December. The course is pass-fail and meets weekly to explore the personal, relational and societal components of sexuality. Through their participation in the discussions and activities in this class, students will acquire a body of knowledge, develop self-awareness, and cultivate the skills necessary for personal, relational and sexual health. This course covers a variety of topics, including the characteristics of healthy and unhealthy relationships, body image, gender identity, sexual orientation, and sexual health and reproduction.

Human Development

(Noncredit course; Grades 11 and 12)

This course explores the biological, psychological, and social issues affecting students' health and development. The class focuses on exploring complex issues, increasing self-awareness and developing the skills required for responsible decision making related to emotional and physical health. Students examine such topics as gender roles, sexuality and the media, reproduction/sexual health, relationships, sexual orientation, AIDS/HIV, rape and sexual harassment, and eating disorders. There is no text used for this course, although videos are used to complement the material being covered by the teacher. This year-long course meets once a week during lunch. No homework is assigned.

Mathematics

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

Chair: Susan Lenane

Innovative, exciting, rigorous, and challenging: these are the adjectives that describe a typical Maret mathematics classroom. From our fifth grade program to BC Calculus, students regularly grapple with complex problems, work collaboratively, and present their solutions. While our students practice skills and acquire content, they also learn more than simply how to perform algorithms.

First and foremost, Maret mathematics classes emphasize problem-solving. In every course, students engage with rich and intriguing problems that require them to think creatively, to synthesize ideas, and to learn new ways to approach problems. Teachers regularly teach problem-solving skills and appropriate “habits of mind” that encourage students to enjoy mathematics and that develop the skills and confidence necessary to dive into challenging problems. Throughout the program, students learn how to utilize technological resources appropriately to explore real data, model natural phenomena, and solve complex equations.

Maret has a range of learners, and the mathematics program reflects this fact by providing numerous

options. While only completion of Precalculus is required for graduation, nearly all students take four years of mathematics. The department offers regular, advanced, and accelerated courses; placement into one of these sections is made through careful consultation with students, families, and teachers. The program is flexible enough so that students may choose an appropriately challenging schedule from one year to the next. No student is locked into a “track.”

Ultimately, we aspire to nurture in our students an appreciation for the beauty and utility of mathematics and to foster their excitement for the subject.

Intermediate Algebra 1

Intermediate Algebra 1 strengthens and enriches each student’s ability to apply arithmetic and algebraic concepts to new and interesting problems. Students continue to deepen their understanding of functions, and they apply this knowledge to linear and quadratic functions in particular. Students will develop learning strategies, critical thinking skills, and problem solving techniques that yield success in all areas of mathematics. Graphing calculator technology is used as both an investigative and problem solving tool.

Geometry

In Geometry, students learn about the patterns and shapes that form the foundation of our physical world. Students explore two- and three-dimensional shapes as they participate in inquiry-based activities and as they work through novel problems that require a synthesis of ideas. Traditional two-column proof is deemphasized; students are more often asked to make conjectures and prove theorems using algebra and coordinate geometry. As such, students are daily asked to apply and practice the skills they learned in Algebra 1. The course includes units on patterns; points, lines, and angles; triangles; trigonometry; quadrilaterals; other polygons; circles; solids; and non-Euclidean geometry. During the second semester, students in Geometry will participate in a weekly programming class to broaden their development of computational and design-thinking skills. They will gain a basic understanding of how to create a program using Python, test code, and revise projects, which will further develop their problem-solving and critical

thinking skills while simultaneously enhancing their understanding of Geometry.

Advanced Geometry

While Advanced Geometry follows the same curriculum as Geometry, the Advanced Geometry student is challenged with more problems that require creativity in thought and a willingness to persevere when a solution is not immediately apparent. The development of algebraic and geometric problem solving strategies is the focus of the course, and students are challenged to effectively and efficiently communicate as they formally present their work to their peers. The Geometer’s Sketchpad software package is used regularly to explore relationships and to tinker with possible solutions to problems. During the second semester, students in Advanced Geometry will participate in a weekly programming class to broaden their development of computational and design-thinking skills. They will gain a basic understanding of how to create a program using Python, test code, and revise projects, which will further develop their problem-solving and critical thinking skills while simultaneously enhancing their understanding of Geometry.

Algebra 2 & Trigonometry

During this year-long course, students explore families of functions—their characteristics, their graphs, and their real world applications. At the same time they review and strengthen their Algebra 1 skills. For example, reviewing operations with rational numbers extends naturally into a study of rational functions, their asymptotes, and their graphs. Students represent functions graphically, numerically, and algebraically, and the graphing calculator facilitates deep exploration. Applications of each function are also examined using hands-on labs, videos, and interactive websites.

Advanced Algebra 2 & Trigonometry

The Advanced Algebra 2 & Trigonometry curriculum focuses on the study of functions. While a variety of types of functions—exponential, polynomial, rational, and trigonometric—are explored, it is the patterns in their behavior that are emphasized. Students in the Advanced course are asked to apply their knowledge to problems that are unique, problems that do not lend

themselves to an algorithm. They develop learning strategies, critical thinking skills, and problem solving techniques that are invaluable in a data-driven world.

Accelerated Algebra 2 & Trigonometry

Accelerated Algebra 2 & Trigonometry is a rigorous, enriched study of advanced algebra concepts, skills, and applications. Mastery of the ideas and problem solving techniques introduced in Algebra 1 is expected. The course content includes an in-depth study of functions— exponential, polynomial, rational, and trigonometric. Students analyze the graphs of functions as visualizations of mathematical models, and they are consistently challenged to stretch their mastery of skills by applying what they have learned to novel situations.

Precalculus

Precalculus builds problem-solving and analytical skills by reinforcing and extending the concepts introduced in Algebra 2 & Trigonometry. Students continue their exploration of families of functions, focusing on the relationships between functions and their inverses. Additionally, the course opens with a study of probability and statistics and concludes with an introduction to the fundamental ideas of calculus. Students in this class also work with Maret Lower School teachers and students in a “Math Buddies” program. Through their service to these younger children, Precalculus students reinforce their own understanding of mathematics concepts by explaining them to others.

Advanced Precalculus

Advanced Precalculus students gain a deep understanding of the fundamental concepts and applications of functions; the core curriculum is the same as that for Precalculus. Strong facility with the problem solving tools and techniques introduced in Algebra 2 & Trigonometry is required, as little review is built into the course. Students build upon this knowledge base and are asked to creatively incorporate algebraic and geometric concepts into solutions to novel problems.

Accelerated Elementary Functions

Accelerated Elementary Functions utilizes a problem-solving format. Students work on challenging multi-step problems which often utilize mathematics from

different disciplines such as geometry, trigonometry, and algebra. In addition to the core Precalculus curriculum, students may learn about vectors, parametric equations, and polar coordinates as they explore new ways to convey mathematical ideas. The course emphasizes lively dialogue and conceptual understanding over algorithmic mimicry.

Calculus

This course is designed to introduce students to the fundamental concepts and problem-solving techniques of calculus. Limits and derivatives are explored in depth; this is followed by an introduction to the basic mechanics and applications of integration. A conceptual approach to calculus is employed, and students continuously review prerequisite mathematics and problem solving strategies. At the conclusion of the course, students will be prepared for, but will not place out of, an introductory calculus course in college.

AB Calculus

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

BC Calculus

This course is the equivalent of a full college course of study in single-variable calculus. Students study differentiation and its applications; integration techniques and problems utilizing the integral; differential equations; and infinite sequences and series. They also learn about the history of calculus. Many (but not all) of the topics covered in this class appear on the AP Calculus BC exam, so students may elect to sit for that exam at the end of the course.

Advanced Statistics

In this course, students take an empirical look at the “American dream” by interpreting and producing statistical data. Through published journal articles, short videos, and documentaries that examine theories of inequality and mobility, students explore topics in

modern statistics including data displays, regression analysis, hypothesis tests, and survey design. Students will 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.

Multivariable Calculus (MSON)

Prerequisite: *Completion of BC Calculus*

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 us 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 we learn in fields such as economics, astronomy, physics, engineering, and medicine.

Advanced Abstract Math (MSON)

Semester Course

Prerequisite: *Completion of Algebra 2 & Trigonometry*

This course will be a student-driven elective for those interested in learning topics outside the standard mathematics curriculum, as well as learning topics already within the curriculum at a deeper level. At the beginning of the course will be a brief unit on proof techniques. After a short time, students will be expected to turn in a list of several mathematical topics about which they would like to learn more. The instructor will then choose from these topics to form a cohesive unit, collecting input from as many students as possible. We will devote the remainder of the semester to studying these topics. Topics from previous semesters include fractal geometry and dimension, Cantor's set theory, number theory, cryptography, power series, and Fibonacci numbers, to name a few. The only prerequisites for this course are a solid background in algebra and a thirst to satisfy mathematical curiosity. A few times throughout the term, problems will be assigned for homework. At a later class session, the instructor will ask for student volunteers to share their solutions. These solutions will be evaluated in terms of

accuracy both in writing and in spoken communication, as both of these skills are of paramount importance to the budding scientist or mathematician.

Advanced Topics in Mathematics Through a Geometry Lens (MSON)

Spring Semester

Prerequisite: *Completion of Algebra 2*

This student-driven course is for those interested in learning topics related to Geometry that are outside the standard mathematics curriculum or explore topics already within the curriculum but at a deeper level. Beginning with Transformational Geometry, the course includes proofs from a new axiom set. Students will choose from a list of suggested topics related to geometry that they would like to explore. The remainder of the course focuses on topics chosen by the TEACHER with student input. Examples include Non-Euclidean Geometry, applications of geometric transformations to other parts of mathematics, and a geometric approach to linear algebra. Students should be willing to explore unfamiliar mathematics, exhibit an interest in mathematical reasoning and proofs, and display a hefty dose of mathematical curiosity.

Advanced Math Topics: Financial Algebra (MSON)

(Spring Semester)

Prerequisite: *Algebra II*

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 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.

Modern Language & Classics

Requirements: 3 credits of one language or 2 credits of two languages

Chair: Jaime Estrada

Although three credits are required for graduation, many students study language all four years. Student placement recommendations are made with the consideration of individual learning style, skill development, and level of interest. Student placement in the various programs is based upon performance in the current course (for returning Maret students) or on placement tests and data in the admissions files (for students new to Maret).

CLASSICS

The study of Latin offers a broad perspective of Western civilization that enriches and inspires our experience of the present. Students of Latin have the unique opportunity to examine the language, culture, and ideas of some of the earliest architects of Western civilization and to consider their influence on our own language, culture, literature, and philosophy. The learning of ancient languages helps cultivate such mental processes as alertness, attention to detail, memory, logic, and critical reasoning. The Latin courses in this program endeavor to elicit an appreciation of the subtlety and power of language. Students will learn to analyze ancient prose and poetry with a variety of literary and linguistic techniques and thereby improve their abilities 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. They read stories of increasing difficulty set in Britain and Rome during the Flavian dynasty of the first century C.E. Through readings and grammar lessons, students master the fundamentals of Latin grammar while encountering the nuances of more complex syntactical structure. Their readings in Latin are supplemented by translations of contemporary Roman authors, lectures, films and projects in order to increase the students' familiarity with Roman culture, institutions, and history.

Survey of Latin Literature

This is an accelerated course in which students complete mastery of all basic Latin grammar and make the transition from textbook Latin to authentic Roman literature.

Advanced Latin Literature

In this course, students expand their classical repertoire by reading substantial prose and poetry passages by a number of authors in several genres: history (Julius Caesar); oratory (Cicero); short poems and invective (Catullus); and mythological tales in their original form (Ovid). In addition to the Latin readings, students consider the *why* and *how* of a translator's work as they analyze contemporary translations of several of the works whose originals they study. Students look at authors' style, diction, use of rhetorical devices, metrical patterns and overall approach as they read each passage and consider the political, historical and cultural milieu in which each was composed. *This course can be taken as either a pre-Vergil or a post-Vergil class.*

Vergil & Caesar

Through an intensive study of Vergil's epic poem, *The Aeneid*, students come to appreciate poetic modes of expression, including use of imagery, figures of speech, sound, and metrical devices. Students learn about the life, historical context, and poetic tradition of Rome's most influential poet. As students read selections of *The Aeneid*, they accomplish these course objectives: acquire the ability to read Latin poetry in its original form; develop a familiarity with the lives, historical context, and poetic tradition of the Augustan Age; acquire an appreciation of the characteristic features of Vergil's modes of expression; practice discussing orally and in written form particular motifs or general themes suggested by the passages studied; and learn to mark the scansion of the poems selected for study. Students who demonstrate superior mastery of these skills may take the Vergil Advanced Placement Exam in May.

Vergil's Aeneid: A Critical Analysis of the Original Text (MSON)

(Fall Semester; Prerequisites include four years of Latin (may take 4th year concurrently), with two years concentrated on reading literature.)

The purpose of this course is to learn the skill, beauty, and artistry of Vergil's Aeneid, using a method known as SWIMTAG. SWIMTAG looks at various literary devices authors use to convey meaning. Although fewer lines coming mostly from Book One will be assigned, the analysis of these lines will take considerable time. An emphasis on reading in the meter will be required. Accurate translations of the text are expected and translations by other authors will be analyzed and compared to see how each translation captures the essence of the Latin language. Critical essays from various classicists will be read, with each student being responsible for conducting an online discussion of the essay.

Ancient Greek (MSON)

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

The overall goals for students in Modern Languages courses are to develop effective, communicative skills and to develop a general understanding of some of the cultures that speak those languages. More specifically, students should be able to understand the language when spoken at a normal speed on a topic within the range of the student's experience; to communicate efficiently with a native speaker on a topic within the range of the student's experience; to write using authentic patterns of the language and appropriate registers of speech; and to read materials on general-interest topics with direct understanding, without recourse to translation or the use of a dictionary. In addition, the advanced level courses provide the student with an introduction and exploration of literary analysis in a foreign language. For students who wish to study abroad, we offer a Spanish summer program in Nicaragua, a Chinese program in Taiwan, and a French program in France.

CHINESE

Chinese 1: Elementary Chinese

This course, which requires no previous background in Chinese, introduces students to Mandarin Chinese using the Pinyin system of Romanization and simplified characters. Students learn standard Mandarin pronunciation, tones, and basic grammatical structures through oral/aural and written exercises. Substantial use of audiotapes and Internet-based materials is required. Supplementary units on Chinese culture and customs complement the language instruction.

Chinese 2: Elementary Chinese

Students continue the work they began in Chinese I and expand their foundation as the acquisition of characters accelerates. In addition, this course presents further emphasis on Mandarin pronunciation and tones. The course also involves consistent review of grammatical structures. Supplementary units on Chinese culture and customs complement the language instruction.

Chinese 3: Intermediate Chinese

Students who have successfully completed Chinese II continue to enlarge their vocabulary, study and review grammar, and gain increased fluency through classroom activities and the reading and discussion of simple texts and articles. There is increased emphasis on writing, with frequent, short writing assignments such as reports and correspondence. Chinese history and culture remain an integral part of the course, with readings and assignments based on those subjects.

Chinese 4: Advanced Intermediate Chinese

Students who have successfully completed Chinese III will continue to study grammar and increase their vocabulary via intermediate textbook readings and more complex authentic materials, including articles on current social topics, a play and short stories. They will work on their listening comprehension skills and their understanding of Chinese culture by watching a Chinese television series. Students will be expected to participate in class discussions based on the readings and television series and to prepare writing assignments. Thus, this course will require a significant commitment to preparation outside of class.

Also outside of class, students may have an opportunity to use their language skills to help recently arrived immigrants from China navigate life in their new community.

Chinese 5: Language and Literature (MSON)

Grades 11–12

Prerequisite: Completion of Chinese 4

Chinese 5 is designed for intermediate level Chinese learners to further improve their overall proficiency in the four skills of the target language. This college-level course emphasizes applying Chinese language and cultural knowledge in real-world problem-solving. It will explore the knowledge and skills of effective communication in a modern contextual Chinese language setting. Authentic resources include news and articles, movies and TV shows, essays and speeches, daily scenes and conflicts, social cues and popular proverbs. A variety of advanced tech tools and constructive activities focusing on discussion and argumentation will enhance students' social skills and cultural understanding. This course is conducted in Chinese.

Texts:

Scenario Chinese I, 中国百姓身边的故事, Liu YueHua (World Publishing Corporation, 2008)

Supplementary texts:

Travel in Chinese, 旅游汉语, (Foreign Language Teaching & Research Press)

Home With Kids (Textbook with Videos), 家有儿女, Liu LiXin, Deng Fang

FRENCH

French 2

This course is designed to consolidate a thorough understanding of standard French grammar. Students develop their vocabulary and communicative competence in French through oral and written reports, situational simulations, and grammatical exercises. They also develop and refine their critical skills through activities that encourage connecting, comparing, and contrasting a wide variety of concepts.

French 3

The objective of this course is to consolidate and integrate high-intermediate second language skills. Students are expected to develop significant accuracy in their reading, writing, and speaking skills. Students will discuss short stories, magazine articles, video news clips and Internet sources as well as engage in an intensive review of grammar. Students will be introduced to contemporary topics in French culture. Students will be provided with a sound linguistic base for further study of advanced concepts. This course provides opportunities for enjoyment, creativity and intellectual stimulation.

French 4

This course is meant to anchor advanced French skills. It offers an overview of the intricacies of French grammar, providing extensive oral and written practice to improve students' accuracy as well as their overall understanding of the structure of the language. In addition, students will read an extensive selection of literary and journalistic texts to be used as both models for compositions, which will focus on stylistic skills and sophistication, and as the basis for literary analysis in French. Writing assignments will include compositions and critical essays.

Advanced French Grammar

The objective of this 10th grade course is to provide a thorough consolidation and an integration of high-intermediate skills. In addition to completing an extensive grammar review, students are expected to develop significant accuracy in their reading, writing, speaking, and listening skills. Materials to be used include audio-visual reports, documentaries, and newspaper articles covering current events in various countries. Students are expected to participate extensively in the class discussions and to prepare a number of special presentations.

Francophone Cultures

The objective of this 11th grade course is to develop high proficiency in speaking, reading, listening and writing. Students work to improve their ability to understand spoken French in various contexts and express themselves coherently, resourcefully, and with reasonable fluency and accuracy. They also develop

a sufficiently ample vocabulary to be able to read newspapers, magazine articles and literary texts. This course also emphasizes the presentation and better understanding of the civilizations and cultures of the Francophone world. In addition, students will be prepared to take the French Language Advanced Placement exam.

Modern French Literature

The objective of this course is to introduce students to French literature and to literary criticism in a foreign language. Students develop their proficiency in fundamental literary analysis in order to read and understand prose and verse of moderate difficulty and mature content. Students are expected to analyze the themes and styles that appear in the texts and to express critical opinions in correct oral and written French.

Texts:

Vian, *Les Fourmis*
 Sartre, *Huis-Clos*
 Anouilh, *Antigone*
 Ionesco, *La Leçon*
 Maupassant, *Le Horla*
 Voltaire, *Candide*
 Saint-Exupéry, *Le Petit Prince*
 Beaudelaire, *Les Fleurs du Mal*
 Rimbaud, *Une Saison en Enfer*
 Apollinaire, *Alcools*

Viewings:

La Reine Margot

Summer Reading:

Camus, *The Plague*

SPANISH

Spanish 1

The aim of this course is to provide students with knowledge of fundamental spoken and written Spanish through active and intensive engagement in classroom discussions conducted almost exclusively in the target language. The Descubre textbook and multi-media program is used in conjunction with other audio-visual materials. The reading of short stories and simple magazine articles as well as writing exercises on topical subjects complement this course.

Spanish 2

This course, a continuation of work begun in Spanish 1, aims to elevate the student's mastery of the oral and written language. A main objective of this course is to familiarize students with issues of current interest in the Hispanic world. Reading and writing activities are of a more complex and sophisticated language. The course also involves consistent review, verb formation and use, and word-building. This course includes a comprehensive multimedia program.

Spanish 3

The objective of this course is to consolidate and integrate high-intermediate second language skills. Students are expected to develop significant accuracy in their reading, writing, and speaking skills. The course includes reading and discussion of short stories, magazine articles, video news clips and Internet sources as well as an intensive review of grammar. Students will be introduced to contemporary topics in Latin American culture.

Spanish 4

The specific objectives of this course are to consolidate a thorough understanding of standard Spanish grammar as an instrument for facilitating creativity and clarity of expressions, and to develop students' writing skills in Spanish. Students complete extensive vocabulary testing, and they are expected to recall and apply the grammatical rules presented. In addition, students are introduced to Hispanic literature and study the fundamentals of advanced composition.

Survey of Hispanic Literature

The specific objective of this course is to encourage students to acquire comfort and fluency in a sophisticated and conceptual language level by completely immersing them in a fast-paced, Spanish-speaking environment. Students in this course are evaluated on their spontaneous participation, on their incorporation of new material, and on the fulfillment of extensive reading and writing. Students are expected to develop significant accuracy in their reading, writing, speaking, and listening skills. Students read two novels, write well constructed essays on abstract topics, and complete an overview of Spanish and Latin American literature.

Spanish Conversation

The specific objective of this course is to intensify oral communications skills. The course presents students with real-life examples of a variety of situations in which they have to perform using realistic intonation, idiomatic expressions, and extensive new vocabulary. Students are involved in a diversity of drills that aim to trigger their imagination and sense of communication. Pronunciation skills and the ability to transfer and adapt material to specific situations in order to achieve oral proficiency are the focal points of this course.

Spanish in Film

The main objective of this course is to develop the student's listening, speaking, reading, and writing skills. This is achieved through the examination of different issues of cultural and historical interest, as shown in Latin American and Spanish films. This course involves considerable and frequent writing in Spanish. In addition to analyzing and discussing the films shown in class, students read and write reviews, critiques, and essays.

Hispanic Cultures

This course uses the Advanced Placement Examination in Spanish Language curriculum in order to foster oral and written proficiency. Students significantly increase their vocabulary and strengthen their advanced grammar skills. Regular oral presentations and frequent essays help the student attain fluency. Readings include newspaper editorials and literary selections that include a variety of authors. At the end of this course, students may be invited to sit for the Advanced Placement Exam in Spanish Language.

Topics in Afro-Hispanic Cultures

The main objective of this intermediate-level Spanish course is to acquire Spanish proficiency through the exploration of the African diaspora and its cultural legacy in Spanish speaking America and the Caribbean. This course concentrates on contemporary topics. Students develop their listening, speaking, reading, and writing skills by examining a variety of written, visual, and musical samples. This course emphasizes oral proficiency as a desirable learning outcome.

Hispanic Literature

In this twelfth grade course students will survey the Spanish-speaking world literary landscape from the “Siglo de Oro” to contemporary times, with an emphasis on short stories and poetry. Students will read such authors as Quevedo, Quiroga, Borges and García Márquez, among others. Students will become well-versed in literary analysis in a foreign language and will explore the various specificities of Spanish and Latin American narratives.

Comparative Literature

(Grades 11–12; can also be used as a humanities credit)

This course connects contemporary Spanish-speaking authors with international counterparts through a comparative study of their works by isolating and exploring common literary and philosophical concepts. Literary works will be grouped by theme and studied concurrently. The course is comprised of the following units which are illuminated through selected readings: tension between individual and society; narrative ambiguity; tension between individual and family; existential anguish; the nature of reality; the role of the concepts of zero and infinity in literature; and Cainism and friendship. Class discussions will be conducted in Spanish. Papers are written in Spanish. Works in Spanish are read in the original Spanish version.

Texts:

Borges, *Ficciones*
 Camus, *The Plague*
 García Marquez, *Crónica de una Muerte Anunciada*
 García Marquez, *Ojos de Perro Azul*
 Kafka, *The Trial*
 Kafka, *The Metamorphosis*
 Unamuno, *Abel Sánchez*
 Unamuno, *Don Manuel Bueno Martir*

Viewings:

Abre Los Ojos
Amadeus

Summer Reading:

García Marquez, *Cien Años de Soledad*

OTHER LANGUAGES

Arabic One (MSON)

Grades 11–12

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 Two (MSON)

Prerequisite: Completion of Arabic I

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.

SUMMER ELECTIVES

Maret in Taiwan

Maret offers an intensive language immersion/ Homestay program in Taipei for four weeks. Students live with a Chinese host family, study Mandarin, and participate in enrichment activities and excursions. Students attend language classes (typically 4-5 students/class) for twenty hours each week. During the afternoon they participate in excursions to cultural and historical sights in and around Taipei, including the National Palace Museum, Longshan Temple, the Chiang Kai-shek and Sun Yat-sen Memorials, Taipei 101, the Confucius Temple, and Yangmingshan. They enjoy cultural activities and enrichment classes in such traditional Chinese arts as calligraphy, martial arts, painting, paper cutting, music, and cooking. On weekends they take trips to famous sights such as Alishan, Taroko Gorge, and Hualien.

Maret in Spain

The goal of this program is language acquisition through linguistic and cultural immersion. During one month, Maret students live in a full-immersion environment, learning Spanish in context through

daily life, interactive lessons and cultural experiences. The course is held in two renovated farmhouses near Burgos and Granada. The morning and evening lessons interact with the environment and setting. In addition, students learn the language through a series of activities and field trips during which they interact solely in Spanish. Such activities include cooking and pastry lessons, learning from local artisans such as cheese makers, potters, and olive growers, and hiking and other outdoor activities as well as numerous cultural field trips.

Maret in France

This is a month-long study of French in which students live in the homes of French families and attend school in Tours, France. Students often find the Maret in France program to be an extremely valuable experience for their French language as well as for their understanding of French culture. They return with great pride in their improved French-speaking ability and in having navigated the summer independently in a foreign country. Located in the heart of the Loire Valley, Tours provides a wealth of destinations for our field trips. Students share thoughts on their experiences and practice writing French through journal entries and interact in real life situations with families, in school, and in the community.

Performing Arts

Requirements: *½ credit in performing arts, plus one additional credit in either an advanced art or music course.*

Chair: *Will Breyspraak*

The Performing Arts Department provides opportunities for the development of self-expression through the theatrical and musical arts. By creating, performing, analyzing, and critiquing dramatic and musical performances, students acquire a deeper understanding of personal issues and enhance their broad view of the world. In music, students develop vocal, compositional, and instrumental technique, examining the basic elements of music: melody, harmony, form, rhythm, texture, and timbre. In drama, students view and construct dramatic works as metaphorical visions of life that embrace connotative meanings, juxtaposition, ambiguity, and varied interpretations. Students study performance techniques

in large group settings. The Maret performing ensembles enable students to develop aesthetic sensitivity, advance their vocal and instrumental skill, and experience success in a group structure. The dramatic productions of the school introduce students to acting technique, dancing and singing, set building and design, and different aspects of life set in numerous historical periods.

Ninth grade students generally complete their one-half credit music requirement by taking ninth grade chorus, Symphonic Orchestra, Basic Acting Technique, Music and MIDI Composition, or Introduction to Technical Theatre. All ninth grade courses meet three periods per week. Advanced full-credit courses in the performing arts, each meeting four periods per week, are offered by the department in Concert Choir, Symphonic Orchestra, and Technical Theatre Production. These courses are performance oriented with participants giving concerts and showing their work in concerts both within and outside the school community. Accomplished students may also choose to study music or drama on an independent basis.

There are a number of extracurricular opportunities to engage in the performing arts. The Maret Jazz Band is an extracurricular musical activity. All students in the Jazz Band must be proficient on their instrument and be willing to practice repertoire at home. The band practices one day a week in the morning before first period. In addition to performing the standard repertoire as an ensemble, students are taught to improvise and develop solo technique. The Jazz Band performs throughout the school year on and off campus. The student-produced One Acts, the Upper School Play, and the Spring Musical offer opportunities for students to act, sing, dance, work in technical theater, or participate in the pit orchestra.

INTRODUCTORY LEVEL COURSES

(½ credit)

Band 9

Ninth grade band is offered to any ninth grade student who meets the following criteria: 1) the student must play a standard orchestral wind or percussion instrument; and 2) the student must have at least two years of playing experience. (This second requirement

may be waived at the discretion of the director and department chair.) The playing ability of students is developed through scales, etudes, and rehearsals of the standard band repertoire. Emphasis is given to correct posture, breathing, sight-reading, form, historical periods, and musicianship. Public performance includes several school concerts and one off campus performance.

Basic Acting Technique

The ninth grade acting class teaches students basic acting techniques and terms that they may use as they prepare for roles in plays at Maret and beyond. The students begin their exploration of acting techniques by playing games and performing exercises designed to build trust among the members of the class and acquaint them with the basic tools of acting: their voices and their bodies. Students then learn how to analyze a script as an actor, identify the given circumstances of a scene and develop physical actions for their characters. They perform their monologues and scenes for the class and finish the year with a play performance in front of a small audience.

Croakers

This class is designed for boys in the ninth grade who want to further develop their skills in singing. Class time is spent developing better technique, building stronger breath support, and improving vocal range. The course is designed to expose students to a wide variety of choral literature representing many time periods and styles. Performances are given both on and off campus throughout the year. Class meets three times per week.

Woodley Singers

The Woodley Singers is a treble voice chorus that offers female students in the ninth grade the valuable experience of participating in a performance-oriented choral ensemble. The course is designed to expose students to a wide variety of choral literature representing many different styles and time periods. The curriculum focuses on developing vocal technique, sight singing, and part reading. Through several performances on and off campus, students gain more confidence while learning more about the communicative powers of music.

Introduction to Technical Theatre

This class is designed as an introduction to and training ground for technical theatre. Students will gain experience in carpentry, lighting and sound as it relates to the stage. Through class projects and practical work on upcoming productions, students will learn the skills necessary to work backstage for any live production. Working on the fall and/or spring production tech crew is strongly encouraged, though not required.

ADVANCED COURSES

Advanced Music Theory

Advanced Music Theory is a college level course designed to develop a student's ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. The course will integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, combined with sight-singing and keyboard harmony, are also considered an important part of the course. Since the student's ability to read and write musical notation is fundamental to the study of music theory, it is assumed that the student has acquired at least basic performance skills in voice or on an instrument. Advanced Music Theory prepares students to take the AP Music Theory exam, which will be an option at the conclusion of the course.

Chamber Winds

The Chamber Winds is offered to any tenth through twelfth grade student who meets the following criteria: 1) the student must play a standard orchestral wind or percussion instrument; 2) the student must have at least three years of playing experience; and 3) the student must have completed the Band 9 course or its equivalent. (These last two requirements may be waived at the discretion of the director and the department chair.)

The playing ability of the students is developed through scales, etudes, and rehearsals of the standard band repertoire. Emphasis is given to correct posture, breathing, sight-reading, form, historical periods, and musicianship. Public performances include several school concerts and off campus performances.

Concert Choir

The Maret Concert Choir is an advanced singing ensemble that performs regularly throughout the year. It provides students with the opportunity to refine their vocal ability and further enhance their sense of style in this select group. Sight reading, solo singing, and performance technique are vital parts of the curriculum as students explore a varied repertoire in accompanied and a cappella works. Two major concerts are performed in the fall and spring with a short tour during ISW. The numerous off campus performances scheduled within the community are designed to give students exposure to the rich cultural advantages that the Washington metropolitan area has to offer.

Theatre Comprehensive (Tech or Drama Emphasis)

Theatre Comprehensive is designed for students with interests in technical theatre, stage management, acting, and directing. Each student chooses between a technical theatre or a drama emphasis. Students choosing the technical theatre emphasis learn about all major facets of stagecraft, but also gain understanding of related aspects of acting and stage direction. Students choosing the drama emphasis focus on acting and directing, but also gain knowledge of related aspects of stagecraft. Students learn through hands on work toward in-class projects and Maret main-stage shows. Involvement in some Maret main-stage shows outside of class time is strongly encouraged, but not required.

Physical Education/ Athletics

Requirements: 11 of 12 seasons (no academic credit)
Chair: Elizabeth Hall

Goals and Objectives

The physical education and athletic programs at Maret provide the opportunity for each student to be involved in a variety of group and individual physical activities. The philosophy of the department is centered on student achievement and enjoyment through participation in team and/or individual activities with the emphasis on good sportsmanship and self-discipline. The student

has the opportunity to develop his or her level of skill, acquire knowledge of the basic rules and strategies of the sports offered, and gain an understanding of the importance of physical fitness. The school year is divided into three athletic seasons. Each student is required to complete successfully 11 of the 12 seasons that occur from grades 9–12. Those successfully completing 11 seasons are exempted, if desired, from one season of P.E. in the senior year (Senior Option). If a student chooses to play on two Maret teams (team defined by one that practices five days a week and competes against other schools) in a school year, the student is then exempt from one season of P.E. in the same school year. The program is divided into three categories: interscholastic, lifetime activities, and independent P.E.

Interscholastic Program

Maret fields a total of 30 athletic teams participating in interscholastic competition: 15 girls' and 15 boys' teams. The girls compete in the Independent School League (ISL), and the boys compete in the Mid-Atlantic Athletic Conference (MAC). Participation on interscholastic teams is encouraged, and the student is offered a degree of freedom in the selection of his/her preferred sports. However, the student must try out for a team, and subsequent selection is based on ability.

Interscholastic teams are offered in the following sports:

Girls: basketball, cross country, golf, lacrosse, soccer, softball, swimming, tennis, track, and volleyball.

Boys: baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming, tennis, and track.

Lifetime Activities

Students are introduced to and instructed in activities that they may pursue for fitness, recreation, and relaxation throughout their lives. Such activities include weight training, ultimate Frisbee, and yoga.

Independent Physical Education

The Independent P.E. program at Maret gives the student an opportunity to select an activity in which he/she is interested but which is not offered within the school. The student is required to formulate an alternative P.E. program providing evidence of

commitment to the chosen activity and suitable instruction. Some examples of independent P.E. programs are competitive swimming, dance (jazz, ballet, and modern), martial arts, and rock climbing.

Science

Requirements: 3 credits; one course each in biology, chemistry, and physics is strongly recommended

Chair: Laurel Reitman

The upper school science program builds on the strong foundation of data analysis and experimental design skills established in Middle School. The upper school curriculum is designed to include a wide selection of courses in each discipline, geared to a wide range of abilities and interest levels in science. There are many ways that students may progress through the program; see the accompanying chart on page 33 for possible scenarios.

Three years of science are required, although most students complete four or more courses. It is the strong recommendation of the department that this requirement be met by one course in each of the three principle disciplines of biology, chemistry, and physics. Typically, the entering ninth grader will take Biology to begin the sequence. Any of the courses listed may be used to complete the requirement. Some of these courses focus on developing the advanced knowledge and laboratory techniques needed to excel in college science; others seek to provide the student with the breadth of knowledge and problem-solving skills needed to make intelligent decisions about the scientific issues faced by all citizens. The department is committed to providing both future science majors and non-majors with hands-on experience and instruction at a level that will be appropriately challenging for them.

The department is well prepared to meet the needs of the program with three fully equipped labs in the Upper School. Each course is laboratory-based and designed to encourage critical analysis and the application of mathematics at a level appropriate to the course. Computers are used to enhance data collection and analysis.

BIOLOGY

Biology

Biology, along with Shaping of the Modern World and Elements of Literature, is a core 9th grade course. As such, the course intentionally develops students' writing, research, and analytical thinking skills. The course emphasizes the skills required to succeed in Maret's upper school program in numerous disciplines. While this is typically a 9th grade course, some students may elect to take it in 10th grade to balance their academic load.

Evolution and ecology are the unifying themes to this introductory biology course. Students engage in activities, laboratory investigations, and discussions to develop their understanding of these major themes. The curriculum covers a wide range of topics including human biology and reproduction, genetics, biotechnology, evolution, cells, biochemistry, ecology, and biodiversity. Within each of these units, 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 a variety of labs that model biological processes. They then demonstrate their understanding of the material with research-based lab reports, models, and other projects.

Advanced Biology

Prerequisites: *Biology, Chem Study*

Advanced Biology is a rigorous and technically demanding course, taught on the college level, that requires a previous basic foundation in biology and chemistry. The overarching themes of Advanced Biology are Evolution and Homeostasis. This course is designed to be a comprehensive survey of general biology and covers the following topics: evolution/speciation/origins of life, biomolecules, cellular biology, metabolism, molecular genetics and heredity, molecular biology, biotechnology, biodiversity, structure and function of organisms, ecology and organ systems using *Homo sapiens* as the model organism. The scientific method is demonstrated through special in-class exercises devoted to experimental design/data interpretation and select labs. The labs are designed to supplement and amplify the lecture material as well as instruct the student in laboratory skills such

as experimental design, instrument use, technique, data collection, analysis and writing experimental conclusions. Six weeks of lab are devoted to *Drosophila melanogaster* crosses and the interpretation of the results. The goals of the class are three-fold: 1) to help students to understand biology in the context of evolution and homeostasis from the molecular to the organismal levels, 2) to develop their analytical thinking skills as a biologist, and 3) to help the student learn how to prepare properly for a college biology class.

CHEMISTRY

Chemistry in the Community (Chem Com)

This course emphasizes the impact of chemistry on our everyday lives. It is designed for students who plan to pursue non-science careers, yet it stresses the important role that chemistry will play in their personal and professional lives. Through class discussion, laboratory, decision-making and problem-solving exercises, the major concepts, basic vocabulary, and laboratory skills of chemistry are developed. Major units include water, chemical resources, petroleum, food, nuclear chemistry, air and climate, and health. The approach is much less quantitative than the Chem Study course. There is also a service learning component integrated into this course.

Chem Study

Prerequisites: *Recommendation of a current science teacher.*

This chemistry course involves a quantitative approach to chemistry. The emphasis is on the scientific method and a careful development of the theoretical aspects of chemistry from an experimental viewpoint. There is a heavy emphasis on problem-solving skills and the ability to deal mathematically with the theoretical material. The course is supplemented with laboratory experiments that require students to draw inferences from their data and to attempt to deduce some of the principles of chemistry before they are covered in lecture. Lab work counts for about 25 percent of the grade each trimester.

The topics covered include a study of basic stoichiometric relationships, thermochemistry, gases

and their ideal behavior, the development of modern atomic theory from a historical perspective, the periodic table, bonding, kinetics, equilibrium, acid-base reactions, and oxidation-reduction reactions.

Advanced Chemistry

Prerequisites: *Biology, Chem Study*

The Advanced Chemistry course requires a solid foundation in the basics of chemistry. It is assumed that the material covered in the first year course is well understood. The course is taught at the college level and the topics included on the Advanced Placement exam are covered. Most students take the AP exam at the end of the course. The laboratory segment of the course is designed to teach essential lab techniques necessary in any college course. Students work independently, in small groups, and in pairs in the lab. Labwork constitutes about 35% of the course. The topics covered include an in-depth study of equilibrium, thermodynamics, kinetics and bonding, quantum mechanics, acid base chemistry, and electrochemistry. A briefer look at nuclear and organic chemistry is included. The laboratory work includes college experiments involving acid base titrations, qualitative analysis, a variety of separation techniques, gravimetric analysis, redox titrations, spectrophotometry, and synthesis reactions.

Advanced Topics in Chemistry (MSON)

(Spring Semester)

Prerequisite: *Chemistry*

This semester course explores real-world applications to chemistry that are often skimmed over or omitted in most chemistry courses. Possible topics include nuclear, medical, atmospheric, industrial, food, water, and consumer product chemistry. Learn how a nuclear power plant works, how fuels are chemically altered for vehicles, what chemicals are added to drinking water and why they are added, how ores are processed into useful products, and why a country's standard of living can be determined by its production of chlorine or other important chemicals. We'll 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, leaving out much of the problem-solving found in other courses.

Introduction to Organic Chemistry (MSON)

(Fall Semester)

Prerequisite: *Chemistry*

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, chemical transformations of functional groups, and instrumental isolation and detection techniques. Applications to the life sciences (chemistry of proteins, nucleic acids, medicines, and natural products), biochemical applications to medicine, industrial applications, and environmental applications will be explored. Completion of the course should make students more confident in their chemical background when entering college biology or chemistry courses.

PHYSICS

Physics with Algebra

Pre-requisite: *none*

This course uses a student-centered approach in teaching the fundamental ideas of physics and includes applications to everyday experiences. Students will develop a strong understanding of the topics under discussion via multiple methods: frequent and hands-on laboratory exercises and activities, problem solving using algebra, and group discussions of the concepts that students will already have seen in action. In their study of the physical universe, students will delve into many branches of physics, including matter and its motion, the nature of waves, light, and sound phenomena, as well as electricity and magnetism. This course will also offer ongoing support in note-taking and organization, skills that will be invaluable to the students for the remainder of their high-school science career.

Physics

Suggested math: *Completion of geometry*

This course presents a survey of some of the fundamental ideas of classical physics, including kinematics, Newtonian mechanics, energy, waves, static electricity, basic circuits, and magnetism. One

of the main goals of the class is to explore how physics applies to everyday life, while strengthening structured problem-solving skills. The text is supplemented with worksheets that emphasize how mathematics can be used to model real-world phenomena and to describe the relationships between variables in a system. Frequent labs provide hands-on experience and develop documentation and data analysis skills.

Advanced Physics AB

Suggested math: *Calculus or AB Calculus concurrent or prior, or mathematics teacher's permission*

This course provides a survey of college-level physics for those students who are interested in pursuing science or medicine in college. Topics covered include the graphical description of motion, kinematics, two-dimensional motion, Newton's laws, conservation of energy, electrostatics, and circuits. Students test their understanding of topics by making predictions about demonstrations, solving problems, and performing labs. Labs occur every two weeks and emphasize finding patterns in data and using computers to analyze the data.

Advanced Physics BC

Suggested math: *AB or BC Calculus concurrent or prior, or mathematics teacher's permission*

This course is a mathematically rigorous college-level introduction to physics for those students who are likely to pursue the sciences or engineering in college. The course is an introduction to classical mechanics, covering the analysis of motion, Newton's laws, projectiles, momentum, friction, springs, energy, gravity, and rotational motion. Many students choose to take the AP Physics C: Mechanics exam, providing one semester of college credit. Students test their understanding of topics by making predictions about demonstrations, solving problems, and performing labs. Labs occur every two weeks and emphasize finding patterns in data and using computers to analyze the data. Tests during the second semester are cumulative in preparation for the AP.

ELECTIVES

Advanced Electricity and Magnetism

(Spring Semester; not offered 2017)

Prerequisite: *Concurrent enrollment in Advanced Physics BC*

Electromagnetic interactions form the foundation of biological processes, chemical reactions and the technology we use every day. This semester-long physics elective introduces the theory and applications of classical Electromagnetism. Topics include Coulomb's Law, electric fields, DC circuits, magnetic induction and electromagnetic waves. Problem solving will be a crucial component of this course and students will be expected to solve vector equations and move comfortably between graphical and algebraic representations of physics problems. Labs and lecture-demonstrations will be used throughout the course to help make abstract concepts and equations "visible". Relevant electromagnetic "real world" phenomena (such as lightning, fuse boxes and electric motors) will be examined and there will be one research project so that each student can delve deeply into an electromagnetic topic of their choice.

Advanced Environmental Science

Prerequisite: *Biology and Chemistry*

In this yearlong course, we will explore the ways humans impact and are impacted by the environment via a systems approach. Our goal will be to understand the science behind major environmental issues and to explore the question of how humans can live more sustainably on the planet. We begin with a review of ecology and evolution because they provide the background information necessary for evaluating many environmental issues. Other topics include human population, environmental health, energy (including fossil fuels, nuclear, and alternative sources), urbanization, water resources and their pollution, soil and agriculture, air pollution and global climate change. Students should take this course if they want to achieve a deeper understanding of current environmental topics and to improve their ability to decipher and rationally judge the environmental arguments we see so regularly in the press, in our lives, and the halls of Congress. The AP exam is an option at the completion of the course.

Biotechnology: Techniques and Applications

(Fall Semester)

Prerequisites: *Biology, Chem Study (or Chem Com and permission of instructor)*

This course is a junior/senior science elective that offers the students an opportunity to explore the world of biotechnology. The two main goals of this course are 1) to familiarize the student with the many techniques used in the biotechnology setting and 2) to provide the students with an understanding of how these techniques are used in scientific research. The class requires that the student be able to function relatively independently in the laboratory after directions and demonstrations are provided to them, and to complete follow-up work on their own. The course is broadly divided into the Molecular Biology of DNA and RNA followed by Proteins and Bioinformatics. Each lab is introduced by a classroom “chalk talk” followed by the lab and then concludes with analysis and discussion of the experimental results. The students learn hands-on how to perform the following techniques: extraction and electrophoresis of DNA and proteins, restriction digestion of DNA, amplification of DNA using the polymerase chain reaction, and the cloning of DNA. Furthermore, a unit on bioinformatics is included, and the topic of fluorescence, along with its many applications (e.g., microscopy, DNA sequencing, and microarrays) is covered in oral presentations given by the students. In addition to learning these techniques, the course includes an ongoing discussion of how these techniques are used to help solve a number of real world problems. Finally, each student will learn how to use the biomedical research bibliographic database PubMed to help them begin the transition from using online resources to the primary scientific literature, and will complete the course with either a final research paper or project accompanied by an oral presentation.

CSI: MSON—Forensic Science (MSON)

(Spring Semester)

Prerequisite: *Completion of Chemistry or Biology and Algebra II (or currently enrolled)*

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 will include a mixture of laboratory experiments, demonstrations, and speakers who are experts in the field.

Fundamentals of Nuclear Science (MSON)

(Fall Semester)

Prerequisite: *Introductory course in Physics at the AP, IB or Honors level, and past or current calculus class.*

This course provides an overview of the field of nuclear science emphasizing the sources and properties of nuclear radiation and mechanisms of radiation interaction with matter. Specific topics include: basic nuclear physics, modern physics concepts related to nuclear science, atomic and nuclear models, attenuation of particle beams, photon and neutron interactions, nuclear structure and instability, radioactive decay processes and properties of radiation, nuclear reactions and energetics, particle accelerators, and fission and fusion processes.

Information will be presented by class lectures, reading assignments, discussions and research projects. There will be approximately two hours of homework for each class and will consist of problem solving and writing reports. Laboratory exercises will be performed in a virtual context analyzing authentic data. Lab reports must be submitted for each exercise. There will be several quizzes during the semester and will be taken online. A midterm and final exam will be given each semester. Understanding of course material will be assessed via homework, quizzes, exams, lab reports and a final project.

Genetics And Genomics: Diving Into The Gene Pool (MSON)

(Fall Semester)

Prerequisite: *Completion of Chemistry and Biology*

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 gene regulations. Subsequently, the course will explore what

experimental research has taught us about genome analysis methods, and 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 material.

Gravitational Astrophysics

(Spring Semester)

Prerequisite: *Must have completed Algebra 2 & Trigonometry. Physics/Physics A/Adv Phys either completed or enrolled in concurrently.*

Gravity is the weakest of the four fundamental forces in nature, yet it has the dominant influence in our Universe. This semester long Physics elective will present the concepts and mathematics of Newton's Law of Universal Gravitation within the context of Astrophysics. Topics examined will include orbital motion of satellites and planets, structure of the sun, escape speed, black holes, the search for exoplanets and ocean tides on Planet Earth. Periodic experiments in the Physics Lab will be supplemented by "virtual" labs on the computer. Students will be expected to work independently on projects throughout the semester.

Health Physics and Nuclear Technology (MSON)

(Spring Semester)

Prerequisite: *Introductory course in Physics at the AP, IB or Honors level, and past or current calculus class.*

This is an overview course that provides broad subject-area coverage to introduce students to application of theory to practical aspects of nuclear science and technology in the world today with special emphasis on health physics. Specific topics include: the detection and measurement of ionizing radiation, the quantities of radiation dosimetry (the absorbed dose, equivalent dose, and effective dose) used to evaluate human radiation risks, elementary shielding calculations and protection measures for clinical environments, the characterization and proper use of health physics instrumentation, and the regulatory and administrative requirements of health physics programs, principles of nuclear reactors, and nuclear technology in industry and research.

Information will be presented by class lectures, reading assignments, discussions and research projects. There

will be approximately two hours of homework for each class and will consist of problem solving and writing reports. Laboratory exercises will be performed in a virtual context analyzing authentic data. Lab reports must be submitted for each exercise. There will be several quizzes during the semester and will be taken online. A midterm and final exam will be given each semester. Understanding of course material will be assessed via homework, quizzes, exams, lab reports and a final project.

Lab Research in Biology

(Spring Semester)

Pre-requisite: *Biology and Chem Study required. Advanced Bio (fall semester) or Biotechnology recommended.*

This laboratory-based class will be centered on introducing the student to the practical implementation of the scientific method as applied to an experiment of their own design. The class will use two invertebrates: *Caenorhabditis elegans* and *Drosophila melanogaster* as model eukaryotic organisms for study. An introduction to PubMed and the critical reading of primary literature will be combined with developing an understanding of the importance of a sound hypothesis followed by the design of an appropriately controlled experiment, preferably using one of the model organisms. The emphasis will be on the process that a working scientist must go through in order to conduct a valid study and less on application of specific techniques to solve a problem. The goal of each project will be to produce data that can be quantitatively analyzed for its biological implications rather than being a demonstration of a fundamental principle. Students should be able to take instruction well, be self-motivated, organized, and capable of maintaining an accurate record of their laboratory experience.

Meteorology (MSON)

(Spring Semester)

Prerequisite: *Chemistry, physics is helpful although not necessary*

Meteorology is the study of the Earth's atmosphere. Although weather is only one aspect of meteorology, it will be the main focus in this class. In this rigorous course the role of moisture, vertical motions, jet streams, mid-latitude cyclones, and frontal systems in

producing our weather will be covered. Students will also study thunderstorms and tornadoes, Students are expected to spend up to six hours/week reading and doing homework outside of class.

Modern Physics (MSON)

(Spring Semester)

Prerequisite: *Physics or AP Physics 1; Co-requisite: AP Calculus AB*

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.

Waves, Optics, and Sound

(Fall Semester)

Prerequisite: *Completion of Algebra 2 & Trigonometry, suggested 12th grade status; Physics or Physics A or Physics AB or BC concurrently*

This semester-long Physics elective introduces the theory and applications of waves, sound and optics. After an introduction to the mathematics of waves, the theory of longitudinal and standing waves will be used to study the properties of sound waves such as the Doppler Effect and musical instruments. The wave nature of light will then be studied along with some everyday examples of physical optics such as polarizing sunglasses and colorful soap bubbles. Finally, the ray model of light, which is the foundation of geometrical optics, will be used to explain the physics of mirrors and lenses as well as some of their applications such as contact lenses and rainbows. Labs involving quantitative data analysis will be a significant component of this course and students will be expected to work independently on research projects (e.g. the physics behind a particular musical instrument, building a simple kaleidoscope) throughout the semester.

SUMMER ELECTIVE

Subtropical Zone Ecology

(Conducted in Florida; open to grades 10-12)

This is a six-week study of the marine subtropical ecology of the intertidal and neritic zones, with additional investigations of dune, mangrove, mud flat, and grass flat ecosystems. Marine flora and fauna are studied through direct observation while snorkeling and through analysis in the laboratory. Students are required to prepare and submit a field research project. Extensive reading and discussions of environmental philosophy, as well as visits by guest speakers, amplify and enrich the course experience. The course is conducted on Sanibel Island and in the Florida Keys, taking advantage of the unique ecological characteristics presented by each locale.

Technology

Elective: *All courses are 1 credit.*

Chair: *Martha Cunningham*

The purpose of technology education is to teach students the academic use of computers to improve writing and research skills, to develop and reinforce programming aptitude, and to express creativity. The Technology Department offers courses in programming languages from introductory to advanced levels. Additionally the department supports the development of computer skills necessary for other department courses.

A computer literate Maret student achieves competence in word processing, spreadsheet calculations, multimedia, web-based research, and presentation software. The emphasis on teaching programming languages exposes interested students to computer science. Students come to understand a computer's strengths and limitations and, at the same time, learn the computer skills they will need at college and beyond.

A fully-equipped laboratory with twenty computers is open for academic use from 8 a.m. until 5 p.m. Computers are also available in the library, science lab and many other locations around campus. There is a campus-wide wireless network enabling access from any wireless-capable device, as well as several laptop and

tablet carts supporting computer use in the classroom. Each student receives a Maret email account, which is accessible from anywhere through the Internet. Extracurricular use of computers include publications of the newspaper, yearbook, Literary and Visual Arts Magazine, and projects of the Engineering Team.

Programming and Design Fundamentals

This course will explore the design process from the concept phase to creating a software program. The expectation is that students are new or have very little experience with programming. Students will study the design process from simple to complex systems, design and learn the fundamental concepts of programming using various coding methods. Drawing upon the process of game design students will create their own games 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

This course is an introduction to the syntax and organization of Java, the use of object-oriented programming concepts and the standard constructs of arrays, recursion, searching, and sorting. Students write many small programs and then go on to work on larger projects, which have included graphical games through applets, small database applications, graphing calculators, web-based email and calendar checkers. This course prepares students to take the AP Computer Science A Exam in May. The course is designed to be a combination of a self-paced online course using open courseware, with classroom support through a 70 minute seminar class each week. Students will be expected to spend three classes a week programming independently and in small groups to practice the techniques and build a code portfolio.

Advanced Computer Programming (MSON)

Data Structures and Algorithms in Java: this year-long course continues and deepens students' understanding and practice of object-oriented programming. Students are expected to have familiarity with programming in Java at the AP Computer Science A level. Core topics in the context of the Java programming language

include practical implementations of fundamental and more advanced data structures (linked lists, hash encoded storage, binary search trees - AVL, treaps, red-black trees, and heaps), algorithms for organizing and manipulating data (including sorting, searching, and traversal algorithms), and time complexity of algorithms in a problem-solving oriented context. In-depth exploration of standard Java libraries and features such as Java Collections, error handling, threads, and designing and building graphical user interface using AWT and Swing libraries is included. Much of the course is project-based, with assignments stressing the design of classes and algorithms appropriate to a particular problem.

App Design and Development (MSON)

(Spring Semester)

Prerequisite: *Algebra I and an Introductory Computer Science course. Course targets students in grades 9 and 10.*

In this course students will learn the app development process from the idea stage through prototyping and testing to final product delivery. The course emphasizes creating flexible data structures, code management, usability, and efficient coding skills. Apps will be developed for Android and iOS devices. Coursework will include individual and group projects.

Computer Science: Interactive Digital Ideas Through Creative Game Design (MSON)

(Fall Semester)

This is the first of a two-course class sequence where students will learn advanced computational and problem solving skills as they learn to turn their own creative ideas into something real on their screens. Students choose a topic that is important and interesting to them, and we'll spend the semester creating a 2-D interactive, fun, and engaging digital experience around that topic. Students can expect to write from several hundred to a couple thousand lines of code in the C# (C-Sharp) language. In addition to learning about interactive game industry itself, we'll also look at the business of, and strategies behind, creating a successful game. Students will need a desktop or laptop running Windows 7, 8, or 10. (Virtual Machines will not work. Bootcamp is acceptable.) In addition, students will use the Microsoft Visual Studio IDE.

COMPUTER SCIENCE: INTERACTIVE HUMAN MOVEMENT THROUGH PHYSICAL ACTION (MSON)

(Spring Semester)

Prerequisite: *Intermediate programming skills and C# (C-Sharp)/ Visual Studio experience required.*

This is the second of a 2-course class sequence that uses physical motion and 3D position as the “input device,” instead of a keyboard or mouse. Students can expect to write from several hundred to several thousand lines of code in the C# (C-Sharp) language. Students choose a topic that is important and interesting to them, but that also has physical movement as a major component. (For example: injury rehabilitation, Yoga training, or sport form analysis.) Students will spend the semester learning to take raw data in real time from the Kinect camera and interpret into their programs. We’ll also investigate the place for alternative input devices in society and explore the entrepreneurship/business side of Computer Science by analyzing actual competing products, studying demographics and target audience, designing effective marketing and promotion campaigns, and developing salesmanship. Students will need a desktop or laptop running Windows 7, 8, or 10. (Virtual Machines will not work. Bootcamp is acceptable). Students will use the Microsoft Visual Studio IDE. C# and Visual Studio are both used in industry.

Independent Study:

Special Topics in Computer Science

Students that show exceptional talent in computer science have the option to submit a proposal for an independent study in computer science. The proposal must be submitted to the department chair and the faculty sponsor for approval.

Visual Art

Requirements: *½ credit in 9th grade plus 1 additional credit in an advanced art or performing arts course in grades 10-12.*

Chair: *Cynthia Hutnyan*

The upper school art program broadens students’ understanding of visual art and their ability to think

creatively. It promotes concentrated study in specific art disciplines. Students are encouraged to express themselves in their preferred medium and to take on challenges that extend the breadth and depth of their artistic talent. Instructors respect the students’ unique visions while directing, evaluating, and encouraging their work. The Washington metropolitan area’s rich cultural resources supplement studio work at all levels. Museum and gallery visits help students understand the historical, technical, and aesthetic aspects of artistic expression.

Ninth graders are required to take a half-credit art core course. Choices include Drawing and Painting, Woodworking, Clay, Mixed Media, Sculpture, and Photography. The objective is to examine concepts and techniques in each area. With this foundation, students are adequately prepared and informed to select wisely a specialized advanced course. Students in the tenth, eleventh, and twelfth grades may select advanced courses that offer in-depth study in Drawing and Painting, Sculpture, Woodworking, Photography, Clay, Sculpture, Computer Graphics, and Mixed Media. At this level, students will be able to explore the structural, formal, and creative challenges of a discipline while pursuing their expressive potential.

INTRODUCTORY LEVEL COURSES

(½ credit)

Clay Core

Clay Core is a survey course that examines various uses of clay as an art medium. Through a series of projects, students are introduced to the fundamentals of working with clay while exploring both functional and sculptural approaches. Projects encompass a variety of techniques including coil, slab, press molds, modeling, and the potter’s wheel. The emphasis is on developing a strong sense of design and craftsmanship and a personal direction in clay.

Drawing and Painting Core

This introduction to the basic techniques of drawing and painting includes various media used by artists, such as acrylic, oils, pastels, and watercolor. Through a series of assignments, students are given the opportunity to work from life, still life, landscape, and

abstraction. The fundamentals of drawing from direct observation are an important part of this course.

Mixed Media Core

Students examine a broad range of techniques and materials, which include both two- and three-dimensional approaches. They are introduced to simple construction methods, utilizing materials such as wood, foam, wire, celluclay, plaster, and found objects while exploring various two-dimensional methods including painting, drawing, printing, transfer, and collage. Projects address technical and conceptual concerns through exploration, experimentation, and discovery. The emphasis is on the development and expression of a personal artistic vision.

Photography Core

This course introduces students to photography as an art and a craft. The instructor emphasizes the mastery of camera controls and basic darkroom techniques. Students study lighting and composition and investigate the areas of portraiture, landscape, and still life. A series of assignments helps students express their ideas with imagination and clarity. A 35mm camera with manual controls is required for this course.

Sculpture Core

In this course, students have the opportunity to express themselves and their ideas through sculpture. The course provides students with an overview of the materials and techniques commonly associated with sculpture. Through a series of projects, students explore various materials, which may include plaster, clay, wood, and stone, while learning such techniques as carving, modeling, casting, and fabrication.

Woodworking Core

(Not offered 2015–2016)

Woodworking core is a comprehensive survey of the various uses of wood as an art form. Through their projects, students explore the properties and possibilities of wood. They learn the proper use of tools, how to design for wood, and the fundamentals of selecting, joining, shaping, and finishing.

ADVANCED COURSES

(1 credit)

Advanced Clay

(Not offered 2015–2016)

This course offers an in-depth study of the technical and conceptual aspects of working with clay. Through a series of projects, fundamental skills are developed while exploring both functional and sculptural approaches to form. In these projects, students are introduced to a range of clays, glazes, and finishing techniques, using plaster molds, coil, slab, modeling, extruded, and potters' wheel methods of clay construction. Students are encouraged to develop a personal direction in clay. Emphasis is on developing a strong sense of design and craftsmanship and an understanding and appreciation of the expressive potential of clay as an art medium.

Advanced Computer Graphics

This art course examines different methods of creating artwork using the computer. Basic principles of art and design such as composition and use of text are emphasized, as well as fundamental concepts relating to color, optics, and resolution for printing. While working on a series of assignments, students use a variety of software including Photoshop, Illustrator, Flash, and InDesign. Original images for projects are derived from drawn graphics, scanned objects, and digital photos. Students produce both print and online portfolios of their year's work.

Advanced Drawing and Painting

This course offers the study of materials and concepts of painting to further the awareness of space, image, and color. While drawing remains the basic organizer of thought, feelings, and composition, a range of materials are explored as well as representational and non-representational subject matters. Landscape, still life, the figure, and color are sources of visual material for creative personal research. Class critiques enable students to develop the analytical ability to evaluate their work. Several visits to galleries are planned throughout the year.

Advanced Mixed Media

Students are exposed to the expressive possibilities of a variety of media and approaches that include resists, textural techniques, printmaking, encaustic, and three dimensional assemblage. Several classes are also devoted to observational drawings from the figure, still life objects, and the real world using a multi-media approach. At all times, students are encouraged to explore and experiment with combinations of materials using these drawings and other given projects as a springboard for their creative ideas. In addition, students maintain a sketchbook that serves as a source of their innovations. Class critiques will be ongoing throughout the year and combined with individual instruction and critiques.

Advanced Photography

Advanced Photography gives students the opportunity to explore the making of black and white images. Both the art and craft of the photographic process are taught. Achieving a mastery of basic camera and darkroom techniques allows students to express their ideas with greater visual clarity, impact, and imagination. Students take responsibility for fulfilling specific assignments and for developing and presenting their own projects. Areas to be covered include natural light portraits, landscape, and photo essays. Composition and design are discussed. Through the use of books and visits to galleries and museums, students are exposed to the work of past and present master photographers. Students are encouraged to work toward the development of a personal style and vision. A 35mm camera with manual controls is required for this course.

Advanced Sculpture

Students explore translating ideas into a three-dimensional format, using traditional sculpture techniques such as carving, fabrication, mold-making, and casting. The materials in this course may include stone, wood, plaster, clay, and cement. Students also explore the work of various artists. They are then encouraged to combine this experience with their personal interests to form an idea or area of investigation that has personal relevance. In addition, this course emphasizes developing a strong sense of design and craftsmanship.

Advanced Woodworking

(Not offered 2015–2016)

Advanced Woodworking provides the opportunity for students to study and develop woodworking skills based on traditional and modern woodworking techniques. Projects are designed to challenge and develop each student's creativity and technical ability. Students learn plan development, the proper use of tools, wood-finishing techniques, and decision-making in the selection and use of wood. Open to all skill levels.

Advanced Art Seminar

The Advanced Art Seminar class is designed for the art student who has completed at least two classes in their given art discipline and who is ready to explore a more rigorous and demanding curriculum. Through an increased focus on ideas and the group dynamic of the seminar format, students generate a conceptually coherent body of studio work exemplifying personal inquiry and self-reflection. They will also be expected to develop a fluent, art-based vocabulary and to participate regularly during group critiques and discussions.

Advanced Art Courses—Levels I, II, III

After completing one year of an advanced-level art course, students have the opportunity for additional years of study. Within the framework of the advanced class, students can build on their experience in subsequent years through progressively more individualized attention and increasingly rigorous expectations. Students pursuing a third year in their chosen medium are expected to produce a coherent body of artwork demonstrating personal expression, quality of ideas, conceptual ability, and technical mastery.

MARET | 2015–16 FACULTY

The School attracts a committed, highly responsive faculty of lifelong learners. Most Maret teachers hold master degrees, and many have more than one advanced degree. Art and music teachers bring a special dimension to their commitment because of their active involvement in their professions outside of Maret. A number of our teachers have won national fellowships and awards. Beyond their academic qualifications, Maret teachers foster both an enthusiasm for learning and a capacity for intellectual rigor within each student. They genuinely care about their students.

Recognizing the strength of different perspectives, we emphasize both faculty individuality and widespread collaboration. Respect and a general collegial spirit lead to a high degree of cross-disciplinary integration at all levels. Maret teachers enjoy teaching across division lines.

Most middle and upper school teachers are advisors who link home with school and provide enormous personal and academic support for students. Maret's teachers volunteer numerous evening and weekend hours to supervise extracurricular and community service programs. Teachers also work with students during Maret's varied summer programs, including campus classes; study programs in Taiwan, France, Spain, and India; and a six-week marine biology course on Sanibel Island, Florida.

Achtmeyer, Rob
Humanities
Union College, Bachelor of Arts

Alemayehu, Berook
Science; Math
University of Pittsburgh, Ph.D. Bioengineering
University of Maryland, B.S. Computer Engineering

*Alexander, Eliza**
Modern Languages; Director of Community
Engagement and Partnerships
Maret Fellow 2014
George Washington University, M.A. Latin American
Studies
Smith College, B.A. American Studies

Aljami, Kalif
Performing Arts
DePaul University, B.F.A. Scenic Design, Marketing

*Appleby, Christin '80**
Director of Lower School
Maret Fellow 2006
University of Maryland, B.S. Chemistry

Beizer, Chloe '03
Humanities; Physical Education/Athletics
Yale University, B.A. American Studies

Bey, Jah Jah
Technology; Athletics
University of Connecticut, B.A. History

*Bravman, Bill**
Humanities
Stanford University, Ph.D. African History
Stanford University, M.A. British History
Cornell University, B.A. History

Breyspraak, Will
Chair, Performing Arts
Westminster Choir College, M.M.
St. Olaf College, B.M.

Cahn, Aaron
Middle School Learning Coordinator
Chestnut Hill College, M.Ed.
University of Maryland, B.A. Government and Politics

Carbone, Mary
Science
Johns Hopkins University, M.A.T.
Gettysburg College, B.A. Biology

Castro, Javier
Modern Languages
Catholic University, Ph.D.
Catholic University, M.A.
St. Tomas Aquinas University, Bogota-Colombia, B.A.

*Cosh, Nigel**
Mathematics; Technology; Eighth Grade Dean
Maret Fellow 2015
Bristol University, B.S. Physics

Crandall, Bill
Visual Art
American University, Visual Media

Cunningham, Martha
Director of Information Services & Technology
University of Maryland University College, M.A.
Distance Education

*De Jerusalem, Betina**
Modern Languages
Universidad de Buenos Aires, Argentina, B.S.
Sociology

Delgado, Erika
Modern Languages
Farmingham College, M.A.
University of Puerto Rico, B.S.

Deslich, Jeanne
Science
Wayne State University, Ph.D. Biochemistry
Northern Michigan University, B.S. Biochemistry

*Diamond, Marie Elise**
Classics
New York University, M.A. French
University of Illinois, B.A. Latin

Driesell, Chuck
Physical Education/Athletics
Marymount University, M.S. Education
University of Maryland, B.S.

Eason, Erika
Instructional Technology Coordinator
Cornell University, B.A. Spanish

Egan, Matt
Humanities
Johns Hopkins University, M.S. Education
Wheaton College, B.A. Economics and History

Eiff, Catherine
Modern Languages
University of Strasbourg, M.A.
European Union History and Politics
Smith College, B.A.

*Engelberg, Michael**
Physical Education/Athletics; Technology
Georgia Southern University, B.S. Sports Management/
Business

Epps, Susan
Assistant Head: Faculty Development & Special
Projects
Georgetown Law Center, J.D.
University of California—Berkeley, M.A.
African Diaspora Studies
Wellesley College, B.A. African-American Studies,
Psychology

*Estrada, Jaime**
Chair, Modern Languages and Classics Department
Maret Fellow 2012
Université Paul Valéry, M.A. Hispanic Literature/
Civilization
Université Paul Valéry, B.A. Hispanic Literature/
Civilization

*Farquhar, Witt**
Humanities
Northwestern University, M.B.A. Marketing/
International Business/Transportation
Middlebury College, B.A. Geography and
Environmental Studies

Fenderson, Leesa

Humanities
Columbia University, M.F.A. Creative Writing
Brooklyn Law School, Juris Doctor
Temple University, B.A. Political Science

Fenner, Courtney

Third Grade
Brooklyn College, M.A. English
Virginia Commonwealth University, M.F.A.
University of Virginia, B.A.

Fifer, Rebecca '06

Service Learning; Modern Languages
Washington University in St. Louis, B.A.
Psychology and Spanish

Fitzharris, Megan

Performing Arts
Gordon College, M.Ed. Music
Salisbury University, B.A. Music

Fluellen, Jua

Science
Temple University, B.A. Biology and
Secondary Education

*Forsyth, Mita**

Science
Carnegie-Mellon University, Ph.D. Physics
Carnegie-Mellon University, M.S. Physics
Bryn Mawr College, A.B. Physics

Gayer, Rachel

Humanities; Performing Arts; Sixth Grade Dean
Stanford University, A.M. Education
Wesleyan University, B.A. English

Genachowski, Jake '10

Athletics, Videographer
Kenyon College, B.A. Economics

*Gibson, Andrew**

Athletic Trainer
University of Pittsburgh, M.S. Sports Medicine/
Education
James Madison University, B.S. Health Science

*Glines, Kathleen**

Director of Curriculum Development; Mathematics
University of Notre Dame, B.S. Mathematics

Golas, Stephan

Director of College Counseling; Modern Languages
Harvard University, Ed.M. Higher Education
Brown University, A.B. Sociology, French Civilization

Goldsmith, Claire

Executive Director, MSON
Stanford University, M.A. Education
Harvard, A.B. History and Literature

*Groppe, Jennifer**

College Counseling; Science
Maret Fellow 2011
Pennsylvania State University, M.S. Physics
DePauw University, B.A. Math/Physics

*Hall, Elizabeth**

Chair, Physical Education/Athletics Department
Maret Fellow 2001
Pennsylvania State University, B.S.
Physical Education/Health

Haney, Kali

Visual Art
Maryland Institute College of Art, M.A. Art Education
Maryland Institute College of Art, B.F.A.
General Fine Art

Heilman, Eric

Mathematics
University of Chicago, M.A. Economics
Georgetown University, School of Foreign Service,
B.S.F.S. Economics

Herman, Giles

Second Grade
McGill University, M.M.
Amsterdamse Hogeschool voor de Kunsten,
Amsterdam, M.A.
University of Houston, B.A.

*Hester, Carlotta '86**

Visual Art
Maret Fellow 2012
Washington University, B.F.A. Sculpture

*Hinderlie, Holly**

Director of Counseling
Maret Fellow 2014
Boston College, Ph.D. Counseling Psychology
Lesley College, M.A. Counseling Psychology
Tufts University, B.A. Clinical Psychology

*Hughes, Joanna '00**
Performing Arts
Bard College, B.A. Music/Music Education

*Hughes, Tracey**
Humanities
Boston College, J.D.
Georgetown University, M.A. English
Georgetown University, B.A. Government

*Hutnyan, Cynthia**
Chair, Visual Art Department
Maret Fellow 2004
Indiana University of Pennsylvania, M.A. Art
Indiana University of Pennsylvania, B.A. Art

Ingram, Geetha
Science
George Mason University, M.Ed. Curriculum and
Instruction
Cornell University, B.S. Natural Resources,
Concentration in Ecology

Jai, John
Mathematics; Science
Stanford University, Ph.D. Aeronautical Engineering
Stanford University, M.S. Aeronautical Engineering
University of California—Berkeley, B.S.
Mechanical Engineering

Jensen, Diana
Classics
University of Maryland, M.A. Classics
University of Kentucky, B.S. Animal Science
University of Minnesota, B.A. German

*Jones, Bryan**
Science; Scheduler
Maret Fellow 2009
Brown University, B.A. Biochemistry

King, Brittany
Humanities
Kings College London, M.A. World History &
Cultures
The College of William and Mary, B.A. Religious
Studies and Elementary Education K–6

Kling, Kara
Humanities
Harvard University, Ed. M. Teaching and Curriculum
Harvard College, B.A. History and Literature

Kyong, Christina
Director of Middle School
Harvard University, M.Ed. Teaching and Curriculum
Smith College, B.A. History

Lenane, Susan
Chair, Mathematics Department
Cambridge College, M.ED. Mathematics
Franklin & Marshall College, B.A. Government

*Levinson, Lynn**
Assistant Head: Student Life; Twelfth Grade Dean;
Humanities
Maret Fellow 2007
Cornell University, J.D.
University of Pennsylvania, B.A. History

Liddell, Monique
Tenth Grade Dean; Physical Education/Athletics;
Davies Program
Morgan State University, B.S. Mathematics

Link, Joshua
Mathematics
Indiana University, Ph.D. Mathematics
Indiana University, M.A. Mathematics
The College of William and Mary, B.S. Mathematics

Lyn, Aung Zaw
Website Manager; Athletics
Bard College at Simon's Rock, B.A.
Art History & Photography

Magwood, Ayo
Humanities
Cornell University, M.S.c. Agricultural Resource,
and Managerial Economics
Brown University, B.A. Economics and
Internal Relations

Martín, Gonzalo
Modern Languages
Universidad de Valladolid, M.A. English Philology
West Virginia University, M.A. Teaching English for
Students of Other Languages (TESOL)

*McBride, Tiffany**
Mathematics; Ninth Grade Dean
Columbia University, M.A. Organization and
Leadership
Claremont McKenna College, B.A. Government and
Economics

McGuinness, Hugh
Science
University of Michigan, M.Sc. Ph.D. Ecology &
Evolutionary Biology
Brown University, B.S.

*McHugh, Astrid**
Kindergarten
Wellesley College, B.A. Psychology

Melfi, Rebecca
Physical Education/Athletics
University of Western Kentucky, M.S.
Saint Vincent College, M.Ed.
State University of New York College at Brockport,
B.S.

Menninger, Henry
Modern Languages
Middlebury College, M.A. French
Denison University, B.A. French

*Michael, Maggie**
Visual Art
American University, M.F.A.
San Francisco State University, M.A.
University of Wisconsin, B.F.A.

Michalopoulos, Nicholas
Chair, Humanities Department
University of Pennsylvania, M.Ed. Secondary School
Urban Education
Cornell University, B.A. English

Morris, Beth
Mathematics
Bank Street College, M.S. Education, Leadership in
Mathematics
Columbia University, B.A. Sociology and
Elementary Education

Mulroy, Sam '08
Director of Upper School Admission; Athletics
Princeton, B.A. Ecology and Evolutionary Biology

Nieto, Carmen
Modern Languages
University of Michigan, M.A. Spanish Language
and Literature
Middlebury College, M.A. French Language
and Literature
University of Puerto Rico, B.A. French Language
and Literature

Nisbet, William
Fourth Grade
University of Pennsylvania, M.S. Ed. Teaching,
Learning & Curriculum
University of North Carolina at Chapel Hill, B.A.
English

Núñez Aispuro, Ana Lya
Modern Languages
Universidad Internacional Iberoamericana, M.A.T.

*Ozdeger, Eser**
Performing Arts; Associate Director of
Communications
Georgetown University, M.B.A. International Business/
Communications
Northwestern University, B.A. English

*Patel, Tara**
Fifth Grade Dean; Mathematics; Science
Bryn Mawr College, A.B. Biology

*Pettengill, Claire**
College Counseling, Humanities
Maret Fellow 2010
University of Maryland, M.A. English
Georgetown University, M.A. Arab Studies
Yale University, B.A. English

Potts, Sheridan
Lower School Reading/Learning Specialist
University of Virginia, M.A. Reading
Hamilton College, B.A. English Literature

Powell, Michael
Humanities
Loyola University, Maryland, M.A.
Virginia Union University, B.A.

Pratt, Reyna
Chair, Science Department
The George Washington University, M.Phil Physics
Wellesley College, B.A. Mathematics and Physics

Raisler, David

Mathematics
Columbia University, M.A. Mathematics
Columbia University, B.A. History and Sustainable
Development

Raneses, Tom

Visual Art
American University, M.F.A.
American University, B.A.

*Richardson, Kathryn**

Fourth Grade
Maret Fellow 2011
Hamilton Teachers College, New Zealand, Adv. DipT
Waikato University, B.Ed.

Rodgers, Jocelyn

Science
University of Maryland, Ph.D. Chemical Physics
Harvard University, A.B. Chemistry and Physics

Rogers, Steven

Performing Arts
Boston Conservatory, M.M.E.
George Washington University, B.A. International
Relations

Samowitz, Jessica

Lower School Librarian
University of Maryland, College of Information
Studies, M.L.S.
James Madison University, B.S.

*Saunders, Deirdre**

Visual Art
Oxford University, M.F.A.
University of Cape Town, H.D.E.
Cape Town University, B.F.A.

Schlegel, Roger

Humanities
University of North Carolina at Chapel Hill, M.A.
Public Administration
University of Virginia, M.A. English
University of North Carolina at Chapel Hill, B.A.
History

Schneider, Megan

Lower/Middle School Counselor
Harvard University, M.A. Risk and Prevention
Adolescent Counseling
Tufts University, B.A. Child Development

Schutte, Annie

Director of Libraries & Center for Inquiry
Catholic University of America, M.S. Library and
Information Science
University of Virginia, B.A. Political and Social
Thought, Sociology

Scott, Malcolm '07

Kindergarten
Grinnell College, B.A. Language

*Scott, Patrick**

Director of Middle School Admission; Seventh Grade
Dean
Maret Fellow 2016
The College of Wooster, B.A. Music Education

Semaj, Njeri

Modern Languages
Lehman College, M.A. Spanish and Secondary
Education
University of Virginia, B.A. Spanish Language and
Literature

Shaffer, Sylvie

Middle and Upper School Librarian
Simmons College, M.A. MS Library Science and
Children's Literature
Smith College, A.B. American Studies
Springfield Technical Community College, A.A.
Liberal Arts

Singleton, Mark

Instructional Technology Coordinator
Full Sail University, M.S. Media Design and
Technology
James Madison University, B.M. Music Education

*Skivington, Kate**

Second Grade
Susquehanna University, B.S. Elementary and Early
Education

*Spraggins, Blake**

Assistant Head: Academic Affairs; Mathematics
Maret Fellow 2013
University of Pennsylvania, Ed.D., Educational
Leadership
George Washington University, M.A. Curriculum and
Instruction
Wayne State University, B.S. Mathematics
Harvard College, A.B. History and Literature

St. Germain, Mark

Physical Education/Athletics
University of Iowa, B.A. American Studies/History

Stone, Nathaniel

Third Grade
Pepperdine University, M.A. Education
Colby College, B.A. History

Sudheendran, Meena

First Grade
Peabody College Vanderbilt University, M.Ed.
Rhodes College, B.A. English Literature

Sun, Betty

Upper School Learning Specialist
Smith College, M.A. German Literature
Smith College, B.A. Art

*Talbott, Marjo**

Head of School
Harvard University, M.Ed.
Williams College, B.A. History of Ideas

Tates, Donte

Humanities
Colby College, B.A. American Studies

Tejada, Steven

Director of Upper School
Wesleyan University, B.A. Psychology/Sociology

Tomasi-Carr, Lisa

First Grade
University of New Mexico, M.S. Multicultural
Education
University of New Mexico, B.S. Elementary Education
St. John's College, B.A. Liberal Arts

*Walker, David**

Assistant Director of Upper School; Science; Eleventh
Grade Dean
Maret Fellow 2007
University of Maryland, M.S. Chemistry
Hampden-Sydney College, B.S. Chemistry/French

Wang, Xiaoli

Modern Languages
Beijing Normal University, Ph.D. Philosophy
University of Albany, M.S. Library and Information
Services
Northwest Normal University, M.A. Chinese Classical
Literature
Northwest Normal University, B.A. Chinese Language
and Literature

White, Glenn

Science
Harvard University, Ph.D. Anatomy and Cell Biology
Duke University, B.S. Chemistry

*Williams, Antoine**

Physical Education/Athletics
Catholic University, B.A. Education

Wilson, Brooke

Physical Education/Athletics
The George Washington University, M.A. Education
and Human Development
The George Washington University, B.A. Criminal
Justice

Witenstein, Ivan

Visual Art
Yale University School of Art, Sculpture, M.F.A.
Corcoran School of Art, B.F.A. Fine Art

Wu, Jolene

Science
University at Buffalo Graduate School of Education,
Ed.M.
University at Buffalo Graduate School, B.A. Chemistry

**has taught at Maret for more than 10 years*

MARET | GENERAL RULES & GUIDELINES

Maret takes pride in being a community of individuals working in an environment of trust. We do not have a thick rulebook or a detailed list of the consequences that will result if faculty, staff, or students break the trust given to them. However, in light of our Mission, the size of the School, and our need to protect and preserve school property, we have established and take seriously the following basic rules, guidelines, and common courtesies. The violation of any of these could lead to a range of disciplinary actions. We will evaluate and judge any infraction on an individual basis.

Because Maret believes that students learn from mistakes, we sometimes send students home to begin a process of remediation. Serious student misconduct in grades ten through twelve that results in suspensions of two or more days or expulsion is reported to colleges. Serious disciplinary issues that occur at any time may be reported if the student applies to other schools or programs. Other disciplinary issues, including serious infractions in the ninth grade year, may remain confidential at the discretion of the Division Director and the Head of School.

I. RULES THAT, IF VIOLATED, WILL LEAD TO SUSPENSION AT THE MINIMUM AND COULD LEAD TO FURTHER DISCIPLINARY MEASURES, INCLUDING EXPULSION:

- Any actions in violation of federal, state, and/or district law are prohibited.
- Abuse—physical or sexual—and assault are illegal and will not be tolerated.
- No weapons are permitted on campus.
- No student may possess, consume, or sell illegal drugs, drug-related paraphernalia, or alcohol or alcohol-related paraphernalia on campus or at school-sponsored events (including events off campus). Students who leave campus and return to campus under the influence of an illegal drug or alcohol will be viewed as having consumed the substance on campus. Not only is the use of

alcohol and other drugs (including steroids) by students illegal, it is detrimental to one's health, development, and achievement.

II. RULES THAT, IF VIOLATED, COULD LEAD TO SUSPENSION AND FURTHER DISCIPLINARY MEASURES:

- No one may engage in any activity that may endanger his/her own or another's health, safety, or welfare.
- Verbal, physical, sexual, or electronic bullying/harassment, either direct or indirect, by or toward any member of the community is counter to our values of respect. Evidence of bullying/harassment (including over the internet) will be thoroughly investigated.
- Bullying/harassment behavior includes physical or verbal threats, teasing, or intimidation that occurs repeatedly over time and that humiliates, degrades or otherwise damages a student's physical, emotional, or psychological well-being.
- In a community of trust, no stealing, plagiarism, cheating, or any other form of dishonesty is allowed.
- Everyone is expected to show respect for the campus and the people who comprise the Maret community, both in person and online, by demonstrating honesty, courtesy, and appropriate behavior.
- The Maret campus belongs to all of us. No vandalism is allowed, including "trashing" of school property such as bathrooms, classrooms, lounges, hallways, or outdoor areas. "Hacking" into online spaces, compromising the regular use or security of the network, changing software configurations or installing software on school computers, or deleting, altering, or moving files belonging to others on the school network is not allowed.

- Maret is a smoke-free campus. Students are not allowed to smoke or use other tobacco products on or off campus during the academic day and while participating in school activities (e.g., sports practices, rehearsals). When coming or going to school, students should not smoke around the campus. The smoke-free zone is defined from Cleveland Avenue/Calvert Street to Macomb Street and from Connecticut Avenue to 34th Street.
- The School is responsible for its students. Therefore, no student may leave campus without permission. Seniors have “sign-out” privileges during free periods, and second-semester juniors who have completed their community service hours for 9th and 10th grades may sign out during designated free-time. Upper school students may leave campus after their final class as long as they do not have further commitments after school.

III. COMMON COURTESIES AND GUIDELINES THAT WE TAKE SERIOUSLY:

- Upper school students may use personal electronic devices outside of the classroom and must be respectful of others in their use. Cell phones are expected to be turned off during classes and school activities. Lower school and middle school students are not to use any of these devices during the school day.
- Behavior in the cafeteria—before, during, and after scheduled meals—must be respectful of others, particularly those who serve that area. Students and faculty are expected to return their trays and dishes to the dishroom.
- We take pride in a clean campus. For students, no food or beverages (except water) may be taken into classrooms or hallways, in the Libraries or the Atrium, except during special class events or for health reasons. Food and beverages must be confined to designated areas. Students are expected to clean up after themselves.
- Students are expected to dress appropriately. Each division director with the faculty will have guidelines for their students. We should all try to be sensitive to the standards and concerns of others, but racially and sexually offensive clothes are unacceptable. For safety reasons, shoes must be worn at all times, except on the back field.

- Because of limited parking, students may not park on campus at any time before 4:00 p.m. on a school day, including during exams, except in limited, pre-assigned designated spaces. Students who drive to school must obtain a parking decal and attach it to an interior window. They also need to abide by any parking regulations or restrictions.
- Using school resources, including the computer network, for commercial use or advertising is not acceptable.

ADDITIONAL SCHOOL RESPONSE TO DRUGS AND ALCOHOL USE:

At a time when drugs and alcohol are prevalent in our society and the temptation to use them is great, Maret has established an educational program that will try to help our students understand the dangers of substance abuse and avoid making mistakes.

Maret recognizes that the primary responsibility for students’ off-campus activities rests with the students and their parents. However, we believe that it is important for the School to encourage and support social activities that conform to the law and to work with parents to ensure the health of their children.

Therefore, the School will support, without penalty, any student who seeks help to overcome substance use, abuse, or dependency (including that of cigarettes and other tobacco products). The student may ask for help voluntarily or others may ask for help on his/her behalf if there is an indication of a problem. In each case, the School will determine, with the student’s parents, the need for professional evaluation.

ADDITIONAL SCHOOL RESPONSE TO BULLYING/HARASSMENT:

Everyone in the Maret community is expected to address issues of bullying/harassment—verbal, physical, sexual, or electronic—in a timely manner, either by confronting the bully/harasser in question directly or by seeking help and guidance from a knowledgeable and trusted adult. The School is committed to a thorough investigation of bullying/harassment issues and will address these issues directly.

A proactive approach to bullying/harassment is taken through the social curriculum and Human Development classes. Students learn to recognize and mobilize against bullying behavior.

COUNSELING DEPARTMENT

The Counseling Department serves as a resource to all members of the Maret community, including students, faculty, staff, and parents. The school counselors offer individual and group counseling for students on a short-term basis, act as consultants to faculty, and maintain an extensive network of referrals and resources based in the Washington metropolitan area. Students may receive these, or other, services offered by the school counselors 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. 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.

MARET | UPPER SCHOOL RESPONSIBLE USE POLICY

As Maret's Mission states, "Maret School galvanizes the intellectual, analytical, creative, and physical capabilities of our students and equips them to excel in future academic endeavors." Technology is a critical tool that helps us achieve this goal by facilitating interactions and providing access to the world beyond Maret. This tool requires thoughtful and careful use so that we may foster a learning environment where all members of the community feel both respected and connected to each other. The way we use computing devices and engage online should mirror our core values. The following paragraphs provide guidelines to help students use technology responsibly and thoughtfully.

TECHNOLOGY USE DURING THE SCHOOL DAY

Technology can greatly expand our notions of community. As members of a diverse K-12 brick-and-mortar community, we must be mindful of how we use it throughout the day. Students should prioritize face-to-face interactions with their peers and with teachers and consciously engage in these interactions during the school day. Students should also be aware of how their behaviors involving technology—the websites they visit, the music they play, the calls they make, the volume they use—can distress or make uncomfortable other members of the community if those behaviors are distracting or potentially offensive. Similarly, while Maret does not structure students' free hours, those who utilize technology during free time should be thoughtful of the content they choose. Students should remember that Maret's campus includes individuals of different ages and beliefs, and be mindful of this diversity in the language they use and what they say online. Engaging in any illegal activity, gambling, or downloading or viewing pornography is inappropriate in a school setting and will not be tolerated.

POSITIVE ONLINE PRESENCE

Each student is responsible for making good choices with technology and should strive to maintain a positive online identity. The online world is neither on campus nor off campus, but is instead its own emerging space. Because the events in this space materially impact community on campus, we feel it is a space over which the School has the right and responsibility to intervene when necessary. To facilitate respectful interactions in our community, Maret will not tolerate bullying, slurs, personal affronts or threatening behavior, whether this communication is done on or off campus. Wherever these behaviors take place, they serve only to diminish individuals' sense of self and feelings of safety within the school and thus do not contribute to a positive learning environment. The anonymity, remove and ease of distribution that characterize many online interactions only increase the potential for harm. Maret also will not tolerate the exchange of sexually explicit material that affects any member of our community.

USING TECHNOLOGY ETHICALLY

Responsibly utilizing the array of information and entertainment available on the Internet requires that students recognize legal and ethical boundaries of fair use. Students should remember that authors create web pages, and these authors own the words, images, and ideas that appear there. Students should respect these authors' rights to ownership of this material and give credit to them when using their work in any curricular or co-curricular work. Students should also remember that composers, filmmakers, writers, software developers, and photographers who create content not intended for distribution over the Internet have ownership rights, too. Uploading or downloading files of copyrighted material, including music, through file-sharing sites or sharing and distributing copyrighted

materials on the School’s server is unethical; these activities may have legal ramifications both for the student and for Maret. It does not matter how the material is accessed or where the material resides.

PRIVACY AND TECHNOLOGY

Though the school respects the privacy of its students, all the information stored on Maret devices, email accounts, or other Maret systems falls within the school’s supervision. Therefore, in the rare instances that students are abusing proper use by storing too much data, or using devices for inappropriate purposes, the school may search for and remove files and content from its systems. Students are encouraged to maintain separate, personal email accounts outside of the maret.org domain for purposes that are not related to Maret and Maret’s mission. In addition, students should respect online privacy by not sharing passwords or login information or accessing others’ accounts.

THE HEALTH OF OUR TECHNOLOGICAL SYSTEMS

Maret provides substantial computing resources for use by its students and faculty, and its systems must have as their primary focus the support of the School’s educational program. Bandwidth and computing devices owned by Maret are to be used first and foremost to advance the educational mission of the School. Storing non-school related files on our servers requires memory that should be devoted to educational materials. Students should be aware that using the School’s technology resources for entertainment, such as streaming video and/or music or playing online games, may impair the community’s ability to use technology for educational activities. It is also important that students be mindful of the ways in which malware can infect technological systems and should take care not to introduce anything into our systems—whether intentionally or unintentionally—that would compromise the viability of the Maret systems. Clearly, illegally accessing (“hacking into”) any system is wrong, and such incidents involving Maret systems or systems used by Maret will be dealt with seriously.

RESPONSES TO VIOLATIONS OF MARET’S RESPONSIBLE USE POLICY

Maret trusts its students to make good decisions in using technology. However, sometimes students make mistakes. As with infractions involving other Maret rules and guidelines, the preference is to handle these situations through dialogue and education. However, some violations could lead to a range of more serious disciplinary actions, including suspension and expulsion.



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