

Table of Contents

MARSHALL SCHOOL MISSION STATEMENT	2
MIDDLE SCHOOL CURRICULUM AT A GLANCE.....	3
MARSHALL UPPER SCHOOL COURSE REQUIREMENTS	4
REQUIREMENTS FOR GRADUATION	4
FINE ARTS DEPARTMENT.....	5
VISUAL ARTS.....	5
MUSIC	8
COMPUTER SCIENCE DEPARTMENT.....	14
ENGLISH DEPARTMENT.....	16
FOREIGN LANGUAGES DEPARTMENT	22
FRENCH	22
GERMAN.....	25
SPANISH	27
MATHEMATICS DEPARTMENT	30
PHYSICAL EDUCATION/HEALTH DEPARTMENT	36
RELIGIOUS AND ETHICAL STUDIES DEPARTMENT.....	39
SCIENCE DEPARTMENT	43
SOCIAL STUDIES DEPARTMENT	48
OTHER LEARNING OPPORTUNITIES	52

Marshall School Mission Statement

Marshall School is an independent college preparatory day school for students in grades five through twelve. A Marshall education encourages students to develop strong academic habits; an ethical framework for responsible decision-making; respect for self, for others and for property; and a commitment to bettering the world.

Philosophy

To ensure the success of its mission, Marshall School is committed to supporting and nurturing:

- Students as confident and independent thinkers with the skills needed to learn and to achieve--now, in college, and throughout their lives.
- Teachers whose enthusiasm and energy for their subject sparks young people to learn and whose sense of caring enriches the school.
- Parents in their partnership with the school and their children.
- Class sizes that permit active participation, frequent feedback, and engagement in the rigor of a liberal arts curriculum.
- An atmosphere where challenging but attainable goals are set by each individual and where the exploration of new interests and talents is encouraged.
- An appreciation for each person's unique human qualities in a community which reflects kindness, integrity, and respect.

Goals

In keeping with the tenets of its philosophy, the Marshall School has chosen to work toward the following goals:

- Well educated graduates capable of succeeding in life.
- Mastery of academic skills and competencies in a variety of academic disciplines.
- Development of intellectual habits to sustain lifelong learning.
- Awareness of global interdependency and the obligations of citizenship.
- Appreciation for the ways that a healthy mind, body, and spirit work together in an educated and productive person.
- Development of a safe, and diverse school community where students can achieve personal and academic goals.
- The expectation that both receiving and giving are part of the human cycle and that the gift of education implies leadership in that cycle.

Approved by Marshall School
Board of Trustees on December 9, 1998

Middle School Curriculum at a Glance

Grade 5

English 5
 Math 5
 Science 5
 Social Studies 5
 Physical Education & Health 5

Foreign Language:
 French
 German

Workshops & Rotating Courses:

Art	Religious & Ethical Studies
Music or String Orchestra	Intramurals
Writer's Workshop	Computers
Thinker's Workshop	

Grade 6

English 6
 Math 6
 Science 6
 Social Studies 6
 Physical Education & Health 6

Foreign Language:
 French
 Spanish
 German

Workshops & Rotating Courses:

Band, Choir, or String Orchestra	Art
Writer's Workshop	Ecology
Computers	Intramural/Club Activities
Religious & Ethical Studies	

Grade 7

English 7
 Math 7
 Natural Science
 Social Studies
 Physical Education & Health 7

Foreign Language:
 French IA
 German IA
 Spanish IA

Integrated Studies:
 Technology
 Writing
 Religious & Ethical Studies

Fine Arts:
 Band 7/8
 Art 7/8
 String Orchestra 7/8
 Choir 7/8

Grade 8

Language Arts 8
 Literature 8
 Earth Science
 Geography
 Physical Education & Health 8

Foreign Language:
 French IB
 German IB
 Spanish IB

Math:
 Pre-Algebra
 Algebra IA
 Honors Algebra

Fine Arts:
 Art 7/8
 Band 7/8
 Choir 7/8
 String Orchestra 7/8

**Based on criteria established by the math department that includes a review of standardized test scores and previous academic performance, students in grades 5-8 are placed in the math course that best meets their mathematical abilities.

All course offerings and sections are based on likely enrollment. Sections may be cancelled or added based on enrollment.

Marshall Upper School Course Requirements

2007-2008

9th Grade

English 9	1 credit
Mathematics*	1 credit
Science.....	1 credit
Introduction to Religion.....	½ credit
American Government	½ credit
Computer Science	½ credit
<i>must be completed prior to graduation</i>	
Health and Physical Ed (A) and (B).....	1 credit
<i>may be taken in 10th grade</i>	
Marshall Service Unit.....	10 hrs/yr

10th Grade

American Literature	1 credit
Mathematics*	1 credit
Science.....	1 credit
American History	1 credit
Religious & Ethical Studies.....	½ credit
Physical Ed.	1 credit
Marshall Service Unit.....	10 hrs/yr

11th Grade

English	1 credit
Mathematics*	1 credit
Science*	1 credit
World History	1 credit
Religious & Ethical Studies.....	½ credit
Additional course work	2 credits
Marshall Service Unit.....	10 hrs/yr

12th Grade

English	1 credit
Mathematics*	1 credit
Science*	1 credit
20 th Century History	1 credit
Religious & Ethical Studies.....	½ credit
Additional course work	2 credits
Marshall Service Unit.....	10 hrs/yr

*level determined by department

Requirements for Graduation

(grades 9 –12)

All students must successfully complete 5.5 credits yearly in order to graduate. Independent study courses and PE Sports may not be counted as part of the 5.5 credits. Ordinarily, students may not retake prior courses for part of the 5.5 yearly credits. Please review the course offerings for specific departmental requirements.

English	4 credits
Foreign Language	2 credits
Mathematics	3 credits
Social Studies	3½ credits
Science	3 credits
Fine Arts (incl. ½ credit visual arts and ½ credit of music).....	1 credit
Religious and Ethical Studies	½ credit/yr
Physical Education	2 credits
Computer Science	½ credit
Community Service	10 hrs/yr

All course offerings and sections are based on likely enrollment. Sections may be cancelled or added based on enrollment.

Fine Arts Department

*“For art establishes the basic human truths which must serve
as the touchstones of our judgments.”*

John F. Kennedy

Literacy is more than the ability to read. It also includes the ability to express one's thoughts; to be aware of one's culture and heritage; to see, listen, move, think and create. The arts give one the ability to express and understand in a variety of modes. A person who learns to draw also learns to see in a unique way. One who learns to sing or play an instrument learns to hear and use nuance. The non-verbal communication of drama is a powerful means of expression. Indeed, the arts are served by a unique set of intelligences which must be developed for true literacy. Marshall offers a variety of fine arts opportunities in music, theater, and the visual arts. The programs are designed to give students a meaningful artistic experience as well as establish a strong foundation in the various disciplines.

Visual Arts

All studio art courses emphasize hands-on art making activities but also include slide presentation and discussion of cultural or historical art as context. Aesthetics and art criticism are studied and practiced as part of each art course. Upper school courses may be taken without regard to sequence.

Art 5

This studio class includes observational drawing, color, painting, sculptural ceramics, and introduction to design concepts and beginning level critiques. In connection with the study of Colonial American history in social studies class, topics such as Pennsylvania Dutch fraktur (hand-painted documents), African-American quilts, and early portraiture are explored.

Art 6

This class includes more advanced projects in painting, drawing, and sculpture; also included are city design, printmaking, architectural concepts, and higher level critiques. In connection with the study of cultures of the Americas, topics such as the folk art painting of Haiti, the colorful molas of Panama, and the bold printmaking of the Inuit of Canada are studied.

Art 7/8

Course number: 7th grade 1070

Course number: 8th grade 1080

This studio class involves more in-depth projects with many steps in their progression, from the development of ideas and skills to the final project. Studies include drawing from observation, painting and color theory, ceramics, portraiture, an introduction to photography, casting processes, and multiple color printmaking. Projects are on a two-year rotation due to the mixed-age class.

Upper School Requirements:

One credit of fine arts, including ½ credit of visual arts and ½ credit of music, must be completed before graduation.

Note: This is a new requirement that will affect students graduating in the 2008-09 academic year and years thereafter.

Art: Creative Design

Course number: 0150
Grade level: 9-12
Prerequisite: none
Credit: ½ credit
Elective

This course encourages creative two and three dimensional design solutions to problems both historical and contemporary. Emphasis is placed on the development of perceptual awareness and understanding and developing critical skills and personal artistic vision. A broad range of materials, techniques and projects are explored.

Art: Sculpture

Course number: 0151
Grade level: 9-12
Prerequisite: none
Credit: ½ credit
Elective

This course explores both additive and subtractive sculptural processes and includes construction, carving and modeling in plasticene, clay, plaster and wood. Three-dimensional design principles and historical and critical perspectives lead to creative approaches and personal expression in form and space.

Art: Drawing and Painting I

Course number: 0152
Grade level: 9-12
Prerequisite: none
Credit: ½ credit
Elective

This course explores different ways of seeing for drawing and painting. Basic drawing and painting techniques are combined with two-dimensional design principles to lead toward new possibilities for personal expression. The conceptual framework for critical analysis along with basic theories of art in an historical context is considered. May be taken twice.

Art: Drawing and Painting II

Course number: 0153
Grade level: 10-12
Prerequisite: none
Credit: ½ credit
Elective

Basic drawing and painting skills are assumed in order to work towards greater complexity and sophistication. Advanced drawing and painting techniques students develop. Emphasis is placed on the human figure, landscape and non-objective structures. Personal interpretation and vision are encouraged.

Art: Ceramics

Course number: 0154
Grade level: 9-12
Prerequisite: none
Credit: ½ credit
Elective

This course presents all aspects of introductory clay processes, development of ideas, care and preparation of clay, skills and understanding related to clay work on and off the potter's wheel, glazes and firing procedures. May be taken twice.

Art: Print Processes

Course number: 0155
Grade level: 9-12
Prerequisite: none
Credit: ½ credit
Elective

This course introduces students to different forms of printmaking. The course explores aspects of relief and serigraphic techniques as well as use of digital camera and dark room processes toward the production of multiple images. Critical evaluation and historical context are considered.

Art: AP Studio Art: Drawing

Course number: 0163
Grade level: 10-12
By arrangement
Credit: 1 credit (requires full year commitment)
Elective

Student must be knowledgeable in visual processes and principles and be able to work independently to build a portfolio for submission to the Advanced Placement board. Offered by arrangement with the instructor. Requires a full year commitment.

Art: Photography

Course number: 0157
Grade level: 11-12
Prerequisite: none
Credit: ½ credit
Elective

This beginning photography course helps students gain an understanding of the basic principles, techniques and processes of photography. Emphasis is placed on the use of photography as a means of visual expression, critical evaluation of one's own and others work and the historical significance of photography in our modern culture.

Art: Hands-on Art History

Course number: 0158
Grade level: 9-12
Prerequisite: none
Credit: ½ credit
Elective

Studio art projects accompany a slide survey of the art of early Stone Age cultures through western and non-western traditions up to contemporary American art activities.

Music

The music program at Marshall includes general music, strings, choir, chamber singers, chamber strings, music theory, band, and jazz band and music listening contest. The overall focus is to promote musicianship and foster a deeper understanding and appreciation of music. Students are encouraged to develop strong independent practice habits, respect each other's varied talents and abilities, and learn the value of music in culture and daily life.

5th Grade Music

Twice weekly, students explore music through singing, moving, listening, creating, and playing rhythm instruments and recorders. Classes incorporate lessons on cultural and multi-cultural music to broaden the students' historical perspective. Students perform at the winter holiday and spring music concerts.

6th Grade Choir

Twice weekly, students sing choral literature appropriate to this age level, primarily the unchanged voice. Along with developing healthy and correct singing mechanics, classes also include lessons on reading and writing music, as well as helping students develop an appreciation for various music styles, forms and composers. Students perform at the winter holiday and spring concerts.

7th/8th Grade Choir

Course number: 7th grade 1071
Course number: 8th grade 1081

Students sing and participate in a large group ensemble. To further develop vocal technique, students practice daily warm-ups, physical stretches, sight singing, and music theory. The repertoire includes choral literature that teaches the mechanics of vocal production and be fulfilling to perform. The choir performs three major concerts per year; winter holiday, spring and pops music concerts; as well as at school chapels, a choir festival and community events.

Upper School Requirements:

One credit of fine arts, including ½ credit of visual arts and ½ credit of music, must be completed before graduation.

Women's Chorale

Course number: 0107

Grade level: 9; (10-11 upon teacher recommendation).

Prerequisite: In most instances, first-year female singers will be registered for Women's Chorale

Credit: 1 credit

Elective

Course will be offered in 2007-2008 academic year based on enrollment

Women's chorale is specifically designed for first year female singers in a high school choir program. This choir sings quality literature for women's voices, but focus on sight-reading, mechanics of vocal production, blend and music theory. The women's chorale participates in the December and May concerts, chapels, attend a spring festival and attend the MSHSL contest.

Concert Choir

Course number: 0106

Grade level: 9-12

Prerequisite: Prior singing experience. Audition with director prior to registration.

Credit: 1 credit

Elective

Concert Choir is open to students who meet the above prerequisites and enjoy singing. Performance expectations include concert attendance, private voice lessons, daily participation, and continued progress in vocal technique and development. Students participate by singing in a large group ensemble. Singers develop correct vocal techniques by incorporating vocal warm-ups, physical stretches, sight singing and music theory in daily rehearsals. The repertoire includes choral literature that teaches the mechanics of vocal production, builds musicianship and demonstrates the aesthetics of music. The choir participates in several concerts throughout the year, school chapel services, community events and the MSHSL Large Group contest.

Honors Concert Choir

Course number: 0105

Grade level: 9-12

Prerequisite: Director's recommendation.

Credit: 1 credit

Elective

Honors Choir students are members of the Concert Choir. These advanced singers have reached an outstanding level of musicianship, and serve in leadership roles as choir section leaders. These students study individually; using advanced solo literature to be performed at the MSHSL contest.

Chamber Singers

Course number: 0147

Grade level: 9-12

Prerequisite: Concert choir member; audition.

Credit: ½ credit per year

Chamber Singers are dedicated to the study and performance of choral literature that challenges a small mixed ensemble. The singers perform at chapel, throughout the community during the holiday season, at special school/community functions, and at the MSHSL music contest. After an audition process, rehearsals occur during community time and/or lunch.

5th Grade String Orchestra

The goal of the fifth grade strings program is to develop each student's musicianship at the beginning level. Students are instructed in note reading, general music terms, rhythm, instrument posture and technique, and instrument care. Students meet twice a week as a group to work on developing their skills. They perform in two major concerts per year.

6th Grade String Orchestra

Sixth grade strings continues to emphasize musicianship at the advanced-beginner level. Students have individual and/or group lessons with the instructor and meet twice per week as a large ensemble. Students continue to develop note reading, general music terms, rhythm, proper instrument posture, instrument care and other activities to develop their skills and promote creativity. They perform in two major concerts per year.

7th/8th Grade String Orchestra

Course number: 7th grade 1073

Course number: 8th grade 1083

Seventh and eighth grade strings students work to improve their musical skills on string instruments at the intermediate level. They also learn basic music theory, music history, and develop their listening skills. They perform daily in small ensembles and/or large groups. Individual private lessons are scheduled weekly. This ensemble performs in three major concerts per year and has other opportunities to play for various events during the school year.

Concert Orchestra

Course number: 0117

Grade level: 9-12

Prerequisite: Audition

Credit: 1 credit

Elective

This course has students perform daily in large group and small ensembles. Students work on improving their musical skills for string instruments by playing a variety of musical styles, improvising, composing, music listening, and incorporating music theory and music history. Individual private lessons are used to develop technique and provide the opportunity for individual assessment, and are part of the overall grade. Advanced students in orchestra have the opportunity to also participate in Chamber Strings.

Honors Concert Orchestra

Course number: 0118

Grade level: 10-12

Prerequisite: Recommendation of director

Credit: 1 credit

Elective

Honors Orchestra students are members of the Concert Orchestra. They are selected by audition. These advanced strings students have reached an outstanding level of musicianship, and serve in leadership roles in their respective sections. These students fulfill all the requirements of Concert Orchestra and also participate in Chamber Strings as part of the requirement of this honors course. These students study privately and are also required to perform a solo at the MSHSL music contest.

Chamber Strings is a smaller group of select strings students from Concert Orchestra and Honors Concert Orchestra. This group rehearses at different times of day than the large group. They also perform music at a higher level of musicianship than the large group. This group performs concerts at school and also has the opportunity to perform at other music events in the community.

6th Grade Band

The goal of 6th grade band is to introduce beginning wind and percussion players to the joys and challenges of ensemble playing. Materials covered include good tone production, finger/sticking technique, articulation, intonation, blend, breathing, rhythm, expression, and music theory, as well as instrument care and maintenance. Students need to choose an instrument and learn a few notes before they can play together. To this end, it is recommended that students, if possible, take some beginning lessons prior to entering 6th grade. These lessons can be taken either at Marshall or outside of school. Once school begins, each student receives an in-school private or small-group lesson each week. The Sixth Grade Band meets twice weekly and performs two major concerts per year. Students also participate in a spring recital and at various chapel and community meetings.

7th/8th Grade Band

Course number: 7th grade 1072

Course number: 8th grade 1082

The goal of the 7th/8th Grade Band is to continue the musical development of second and third year instrumentalists. Although most students begin their band experience in 6th grade, students can elect to begin band in 7th or 8th grade. It is recommended that these beginning students participate in lessons during the summer prior to the start of school. Once school begins, private or small-group lessons are scheduled weekly throughout the year. The full band meets daily and performs in three major concerts each year. Students also have the opportunity to perform in a recital, and at various school events. Literature includes a balance of standard young band compositions and lighter popular tunes. If interest warrants, a jazz band experience is offered as part of the full band experience.

Concert Band

Course number: 0126

Grade level: 9-12

Prerequisite: Audition or approval of director.

Credit: 1 credit

Elective

Concert Band's focus is the continued development of each student's musicianship and musical knowledge. Individual and/or group lessons are provided and required as a major component of this course. All Concert Band students are exposed to the study of serious concert music and lighter popular arrangements as well as elements of pep band, marching band, and solo/ensemble contest. They are also offered the opportunity to participate in the Minnesota Music Listening Contest and Jazz Band. The band performs regularly at concerts, athletic events, assemblies, parades, ceremonies, and chapel services.

Honors Concert Band

Course number: 0127

Grade level: 10-12

Prerequisite: Recommendation of director.

Credit: 1 credit

Elective

In addition to the requirements of Concert Band, students enrolled in Honors Concert Band must maintain a very high level of musicianship, engage in additional practice hours, and perform a solo at the solo/ensemble contest. They must also take a leadership role in the band and design at least one major project under the supervision of the director.

Jazz Band

Course number: 0136

Grade level: 9-12

Prerequisite: Audition or approval of director.

Open to: Saxes, trombones, trumpets, piano, guitar, bass, and percussion.

Credit: ½ credit per year

Elective

Jazz Band meets on an arranged schedule both inside and outside of the school day. Music is selected and performed with variety of style and improvisation in mind. The Jazz Band performs at each of the three concerts during the year as well as for Solo/Ensemble contest and various other events.

Introduction to Instrumental Music

Course number: 0108

Grade level: 9-12

Prerequisite: None

Credit: ½ credit

Elective

This one semester course is designed to give students the opportunity to experience a musical instrument at a beginning level in a comfortable environment. The class is taught in separate units of brass, woodwinds, percussion, and strings, with students having the chance to try each. Students are expected to practice and be prepared for each day's lesson and are responsible for the safety of their assigned instrument. Following the completion of the course, with director approval, students may join one of the upper school ensembles.

Music Theory

Course number: 0146

Grade level: 10-12

Prerequisite: Involvement in a music ensemble for a minimum of 1 year.

Credit: ½ credit, one semester

Elective

Music Theory is offered either as an organized class or as an independent study course depending on enrollment numbers. Students study and explore the basic elements of music theory, including music notation, scales, intervals, chord structure, key signatures, musical form and composition.

Advanced Placement (AP) Music Theory

Course number: 0149

Grade level: 11-12

Prerequisite: Placement test or completion of Music Theory and approval of instructor

Credit: 1 credit per year

Elective

AP Music Theory (two semesters) is offered as an independent study course. Students study and explore college level freshman music theory, including music notation, ear training, scales, intervals, chord structure, key signatures, musical form and composition. Objectives: Students identify all notation found on musical scores; discuss the characteristics of sound and its properties; identify and construct any major, minor, or chromatic scale and all of the modes; analyze the meter and rhythm of given examples, identify note values and note relationships; aurally and visually identify melodic and harmonic intervals; construct and identify major, minor, augmented, and diminished triads and their inversions; apply theory principles to keyboard skills appropriate to level of ability; sing a given melody at sight using solfege and scale degree syllables.

Text: Music Theory and Practice by Benward and Saker; handouts, workbook, worksheets and compact discs

Computer Science Department

The Department of Computer Sciences at Marshall School is concerned with the study of design, modeling, analysis, and applications of computer related systems. Computer Science courses provide education at the introductory, intermediate, and advanced levels necessary to understand, design, implement, apply, and use state-of-the art software and hardware. The program's classes provide comprehensive and strongly related studies of subjects in graphic design, programming languages, and operating systems (Windows), computer science theory, and applied life skills. The current curriculum is modeled after the standards and guidelines set by the International Society for Technology in Education (ISTE), the U.S. Department of Education, the National Educational Technology Standards (NETS), and the College Board Advanced Placement Program.

Upper School Requirements:

Computer Life Skills or Introductory Programming may satisfy the ½ credit of Computer Science to be completed before graduation.

Computer Life Skills and Applications

Course number: 0202

Grade level: 9-12

Prerequisite: none

Credit: ½ credit

Elective

This course helps students become familiar with current computer applications in their everyday lives. When completed, students will have learned basic hardware/software installation, maintenance and troubleshooting skills; spreadsheet, database, and word processing applications; and, information retrieval and management via web-based scholarly and professional publication databases, websites, and search engines. The life skills covered include personal finance management, resume' writing, investing, basic rental agreements, mortgages, job interviewing, etc. In addition, students learn the fundamentals of Basic HTML, and Basic JavaScript programming.

Computer Art – Concepts and Execution

Course number: 0214

Grade level: 9-12

Prerequisite: Computer Life Skills or Introductory Programming

Credit: ½ credit

Elective

Computer Art (Concepts & Execution) explores the fastest growing component of Computer Science. Using high-end 3D graphics hardware and software (Animation Master, PhotoImpact, Photoshop, Simply 3D, Ulead Gif Animator and Photomorph II) students learn fundamental graphic arts concepts and 3D sculptural processes in a computer-based environment. The relevant topics covered are Figure Drawing/Sculpting, Photography, Design, and 2D/3D Animation. In addition, students have to demonstrate a working knowledge of spreadsheet, database, and word processing applications. A portfolio, practicum and research paper are required.

Introductory Programming (Visual Basic)

Course number: 0203
Grade level: 9-12
Prerequisite: none
Credit: ½ credit
Elective

This course is an introduction to object oriented programming (OOP) focusing on structured programming techniques and proper program design in the language of Visual BASIC. In addition, students have to demonstrate a working knowledge of spreadsheet, database, and word processing applications. Emphasis is placed on a program's readability rather than on "tricks of the trade" code.

Intermediate Programming (JAVA)

Course number: 0204
Grade level: 9-12
Prerequisite: Introductory Programming
Credit: ½ credit
Elective

This half-year course in computer science continues the study of structured programming techniques and proper program design. Helping the students' understanding to shift from simple data types and operations in Visual Basic, to advanced issues in JAVA. This course is a prerequisite the AP Computer Science course.

AP Computer Science A

Course number: 0223
Grade level: 11-12
Prerequisites: Intermediate Programming and department approval
Credit: 1
Elective

This college-level year long course in computer science focuses on object oriented programming (OOP), programming methodology, simple data types, fundamental math operators, loops and branching, arrays, structure, and advanced issues in JAVA. This course also includes the development of techniques for debugging, testing and altering existing programs. Students take the AP Computer Science exam in May.

Webmaster

Course number: 0209
Grade level: 9-12
Prerequisites: Computer Life Skills or Introductory Programming
Credit: ½ credit
Elective

The goal of the Webmaster course is to provide an understanding of the Web and related technologies, which includes: Web site construction and maintenance, business information delivery, the expectations of prospective audiences, the resources and skills necessary to establish an e-commerce site, and the maintenance and enhancement of the site. The program stresses an understanding of the relevant technologies and common products, and the usage of the Web as a platform to deliver solutions to business problems. In addition, upon completion of the course, the students have the option of taking the nationally recognized New Jersey Institute of Technology's Webmaster Certification Exam.

English Department

The English Department teaches the four major areas of the language arts curriculum – reading, writing, speaking, and listening – to help students better use, understand, and appreciate the English language. The department aims to improve students’ ability to communicate effectively, both orally and in writing; to think critically; and to discover levels of meaning in a piece of writing. In addition, the English curriculum is designed to promote readiness for college coursework. Reading material is chosen both for its content – to expose students to a wide range of thought and experience – and for its importance in the literary canon. We believe that frequent reading and writing is essential to the English student’s development. Student writers receive guidance through the writing process from teachers and peers, with the goal that writers are able to analyze and revise their own work to produce highly polished final drafts. Fifth through eighth grade English courses include general instruction in literature and language arts. All upper school freshmen take ninth grade English; American Literature is required of sophomores. In the junior and senior years, qualified students take Honors British Literature and Advanced Placement English. Others must take one semester of Composition and another three semesters of English chosen from among various electives.

Note: Beginning with the fall semester of 2007, all ninth graders, and all students new to the Upper School, are required to purchase their own copy of *A Pocket Style Manual* by Diana Hacker (2004 edition, Bedford/St. Martin's press, ISBN 0-312-40684-3) for \$19.75. Barnes and Noble will have copies in stock. Students enrolled in the Upper School before fall 2007 already have school-owned copies which they must return to the school when they graduate or leave or purchase at the current replacement price of \$19.75

English 5

Course number: 3050

The student’s experience with language in English 5 is active and intense. They create fiction, learn and use expository forms and respond to their reading by writing. Students study language in the context of their own writing as well as through separate and systematic language skills instruction. Students are exposed to a variety of spelling rules using the Orton-Gillingham method, which guides the spelling and reading instruction. 5th grade students participate in an independent reading program that complements in-class literature studies. The focus for independent reading is genre and theme exploration. Students read, discuss, and analyze whole works of literature including: The Fighting Ground (Avi), Roll of Thunder, Hear My Cry (Taylor), Brian’s Winter (Paulsen), and Who Comes with Cannons (Avi).

Text: The Middle School Handbook (Holt, Rinehart and Winston)

English 6

Course number: 3060

The sixth grade English curriculum focuses on literature about adolescents from the Americas. Students develop sensitivity for and a deeper understanding of issues regarding race, gender, and culture. Through a yearlong emphasis on writing, students become familiar with the composition process from note taking and drafting to editing, proofreading, and recopying. Students study roots, prefixes, and suffixes to better comprehend vocabulary words, and use the Orton-Gillingham method to guide the spelling and reading instruction. Students also write in journals and keep track of outside reading on a weekly basis. The reading list includes but is not limited to: Walk Two Moons (Creech), The Giver (Lowery), Holes (Sachar), and Taste of Salt (Temple).

Text: The Middle School Handbook (Holt, Rinehart and Winston)

English 7

Course number: 3070

Students study a variety of literature for the purpose of understanding the basics of writing styles and formats, literary analysis and basic analytical terms and tools. Emphasis is placed on appreciation, enjoyment, understanding, critical thinking and development of stimulating reading and writing skills and habits. Students write about literature using a variety of formats and literary analysis tools on a regular basis. Students practice and learn rules of grammar, spelling, capitalization and punctuation. In addition to the assigned novels listed, up to four novels or plays are also studied. Additionally, students are required to select and read novels on individual contracts. The reading list includes: The Adventures of Tom Sawyer (Twain), Heroes, Gods and Monsters of the Greek Myths (Evslin), The Phantom of the Opera (Leroux), Romeo and Juliet (Shakespeare) and The Golden Compass (Pullman). Text: The Middle School Handbook (Holt, Rinehart and Winston)

Language Arts 8

Course number: 3080

Language Arts 8 builds on previously taught usage and grammar skills, then incorporates increasingly complex patterns in the students' creative and expository writing. Elements of style, the writing process/revision, and audience awareness exercises enhance students' abilities to tailor their voices in appropriate genres for appropriate purposes. All students generate a Writing Portfolio through which they learn to evaluate and revise their own writing and mechanical skills as well as collaborate with other students and the teacher at various stages in the writing process. In addition to daily workshop writing, students complete four quarter projects which explore increasingly complex and abstract writing skills. Language Arts 8 also requires outside reading each quarter and includes poetry, short stories, non-fiction, young adult fiction, and plays.

Text: The Middle School Handbook (Holt, Rinehart and Winston).

Literature 8

Course number: 3085

Units in Literature 8 are thematically arranged; when students read *The Odyssey* by Homer, for example, they also read poems, essays and short stories that deal with the theme of heroism. This approach allows students to sample a diversity of writers and genres in each unit and helps them discover personal relevancy. Literature is critically analyzed through class discussion and frequent formal and creative writing, and assignments lead students from a literal to an abstract understanding of the literature. Expository essay writing is introduced. Vocabulary and spelling are taught within the context of the literature, and literary terms and verbal strategies are studied. Students spend several weeks at the end of the year producing and rehearsing a one-act play for 7th and 8th Grade Drama Day. Literature 8 commences with a short story and poetry unit and continues with novels and plays including The Odyssey (Homer), To Kill a Mockingbird (Lee), All But My Life (Klein) and Animal Farm (Orwell).

Upper School Requirements:

Four Credits are required for graduation, including the following courses:

- 1) English 9 (required of all students enrolled in ninth grade).
- 2) American Literature or Honors American Literature (required of all students enrolled in tenth grade).
- 3) One of the following courses completed before graduation:
 - 1 Credit of Honors British Literature; or
 - 1 Credit of Advanced Placement English; or
 - ½ Credit of Composition
- 4) Additional electives to meet four credit requirements.

English 9

Course number: 0331
Grade level: 9
Prerequisite: none
Credit: 1 credit
Required

English 9 combines literature and language arts instruction with a strong speech component. Frequent writing assignments are supported by grammar, spelling, and vocabulary instruction. Students read a variety of novels, short stories, poems, and essays. Longer works may include A Midsummer Night's Dream (Shakespeare), Lord of the Flies (Golding), Things Fall Apart (Achabe) and Night (Wiesel). Students study literary concepts including plot, symbolism, irony, theme, character, and figurative language. Freshmen research, prepare, and deliver three formal speeches a year, including informative and persuasive speeches. Each student finishes the year by writing a 20-page autobiography.

Texts: The Story and Its Writer: An Introduction to Short Fiction (Charters); Holt High School Handbook 1

American Literature

Course number: 0341
Grade level: 10
Prerequisites: English 9
Credit: 1 credit
Required

American Literature is a survey course that chronologically examines the major literary movements in American writing, including pre-Columbian, Colonial, Romantic, Realistic, Harlem Renaissance, Post-War, and Contemporary literature. Key writers may include Hawthorne, Melville, Thoreau, Emerson, Dickinson, Whitman, Crane, Chopin, Hemingway, Fitzgerald, Steinbeck, Miller, Walker, and Morrison. Guided learning is emphasized with a focus on vocabulary study, reading comprehension, writing proficiency, and grammar, usage, and spelling skills. Research projects are required, and students work independently and together on projects, presentations, and speeches.

Text: The Harper American Literature.

Honors American Literature

Course number: 0364
Grade level: 10
Prerequisites: English 9 and department recommendation.
Credit: 1 credit
Required

Honors American Literature is an in-depth survey course that studies the major literary trends in American writing. Literary periods included in the chronological survey are Pre-Columbian, Colonial, Romantic, Realistic, Harlem Renaissance, Post-War, and Contemporary literature. The key writers may include Hawthorne, Melville, Thoreau, Emerson, Dickinson, Whitman, Crane, Twain, Chopin, Hemingway, Fitzgerald, Steinbeck, Miller, Walker, and Morrison. Analytical writing is a major component of the course, and a research paper is required. Vocabulary and advanced literary terminology are studied, and students work independently and together on projects, presentations, and speeches.

Text: The Harper American Literature.

Honors British Literature

Course number: 0373

Grade level: 11

Prerequisite: English 9 and American Literature, department recommendation.

Credit: 1 credit

Elective

This two-semester course surveys British Literature from the earliest surviving Anglo-Saxon poetry through the late Victorian writers. Major writers studied may include Malory, Chaucer, Shakespeare, Milton, Coleridge, Wordsworth, Keats, and Hardy as well as lesser-known writers, including Marlowe, Queen Elizabeth, Swift, Samuel Johnson, Tennyson, and Christina Rossetti. Because literature is not created in a vacuum but in specific historical contexts, students spend time learning English history. The course emphasizes in-depth study and sophisticated, critical analysis. There are numerous formal writing assignments as well as opportunities to be creative. Students also hone their grammar, vocabulary, and punctuation skills.

Text: The Norton Anthology of English Literature, Volumes 1 and 2; various additional readings

Speech

Course number: 0363

Grade level: 11-12

Credit: ½ credit

Elective

Students in this course study the communication process and how it can be best used in public speaking situations. The course covers components of a good speech, characteristics of special kinds of speeches, audience analysis, historical and contemporary great speeches, strategies for improving delivery, critical listening and evaluation of others' speeches, use of technology while speaking, and ways to reduce speech anxiety and increase comfort in front of an audience. Students prepare and deliver informative, persuasive, and special-occasion speeches as well as a PowerPoint presentation, oral interpretation, and a great speech presentation.

Text: Excellence in Public Speaking (Morreale and Bovee)

Journalism

Course number: 0380

Grade level: 11-12

Prerequisites: English 9 and American Literature

Credit: ½ credit

Elective

The Journalism class revolves around writing and publishing a student newspaper with guided instruction in reporting, writing articles and headlines, editing (using Associated press style), and layout. In addition, students study legal and ethical issues connected with the operation of a free press. Daily discussion, exercises, and assignments are based on material in the assigned reading. Grades are based on meeting deadlines, quality of assigned work (primarily news stories), publication of work in the student newspaper (which is not automatic), contribution as staff member on student newspaper, quizzes and tests on reading and in-class material and class participation (diligence, attitude, discussion, in-class work, attendance).

Texts: Writing and Reporting the News by Gerald Lanson and Mitchell Stephens, The Associated Press Stylebook and Briefing on Media Law ed. Norm Goldstein, along with various daily newspapers and news magazines.

Poetry

Course number: 0335

Grade level: 11-12

Prerequisites: English 9 and American Literature

Credit: ½ credit

Elective

An introduction to poetry writing, this course reviews some traditional poetic forms and focuses on twentieth-century poetry with a special emphasis on the current American scene, including such phenomena as magnetic poetry (a Minnesota invention), cyber-poetry, and poetry slams. Course materials include the United States of Poetry video series. Students should expect to read their own poetry to the class and be prepared to give Community Time readings. The class project is the creation of a poetry anthology (see Priority Mail, the '98-99 anthology, in the Library). This project involves giving presentations to the class and writing brief papers. Other responsibilities include taking vocabulary tests, participating in class discussion, and reciting poetry from memory. Students are also encouraged to submit their poems to various contests and publications.

Contemporary Literature

Course number: 0359

Grade level: 11-12

Prerequisite: English 9 and American Literature

Credit: ½ credit

Elective

This semester-long course explores a variety of literature written in the 20th century. Genres may include science fiction, fantasy, gothic literature, sports literature and war literature. Film versions of some of the texts are studied as art forms in their own right. Texts include critically well-regarded contemporary novels and short stories such as the Things They Carried (O'Brien), Speak (Anderson), "Rita Hayworth and Shawshank Redemption" (King), and may also include poems, essays, and memoirs. Writing assignments may include formal papers, in-class essays, and creative writing. Students may also make short presentations.

Composition

Course number: 0353

Grade level: 11-12

Prerequisites: English 9 and American Literature

Credit: ½ credit

Required unless student completes 1 credit of A.P. English or Honors British Literature.

In this course, students practice expository writing, especially development methods, primarily through essay writing and research writing. Discussion includes audience and purpose as students progress through various modes of exposition. Students write and revise papers and participate in peer conferences. Vocabulary, grammar, and usage are quizzed during composition competitions.

Texts: Readings for Writers, The Elements of Style, and Holt High School Handbook

Advanced Placement (AP) English Literature and Composition

Course number: 0377

Grade level: 12

Prerequisite: 1 credit of Honors British Literature and department recommendation.

Credit: 1 credit

Elective: satisfies required coursework.

The goal of this course is to develop critical reading and writing skills, in preparation for the Advanced Placement Examination in Literature and Composition and for college English courses, by offering qualified seniors the opportunity to do college-level coursework. Students admitted to this advanced course are expected to demonstrate a special interest in literature and to work hard and consistently to develop independence of thought and mature habits of critical thinking. Classroom discussion and active participation, as well as frequent writing assignments (including in-class essays), are crucial means to this end. Students write formal and informal papers, make presentations, and take tests. Major works include Frankenstein (Shelley), Jane Eyre (Brontë), Othello (Shakespeare), and World War I poetry.

Foreign Languages Department

The main goal of the Marshall School Foreign Languages Department is to ensure that each student becomes proficient in at least one foreign language. Foreign Language Department courses endeavor to increase students' cultural awareness and mastery of grammar while developing all four language skills: listening, speaking, reading, and writing. Communicative proficiency is emphasized at all levels. The department offers courses in German and French beginning in fifth grade and in Spanish beginning in sixth grade. Students have the opportunity to continue their language studies through Upper School Level-V/AP.

Upper School Requirements:

The minimum graduation requirement is the completion of an Upper School Level-II course in one language. Students are encouraged to pursue their language studies throughout their career at the school and to explore the possibility of studying a second non-English language while still in high school. Students must earn a teacher recommendation in order to continue in the Upper School language courses at Level-III and above. Courses taken in seventh through twelfth grades count toward fulfilling the language requirement but only those courses taken in grades nine through twelve count toward the 22 credits needed for graduation.

Foreign Language 5/6

Course number: 5th grade 4050

Course number: 6th grade 4060

This introduction to foreign language offers a choice of French, German or Spanish during grades 5 and 6. The student enrolls in a full year of one language in 5th grade and takes a full year of another language in 6th grade. This is an exploratory language class at both grade levels with emphasis on the development of speaking and listening skills with some reading and writing of language first introduced orally. Students explore the heritage of many French, German, and Spanish speaking cultures through sampling their cuisine, music, art, architecture and researching special topics such as the Francophone world, German-speaking countries and traditions, Spanish festivals and Mardi Gras/Carnival celebrations.

Upon completion of the World Language sequence in 5th and 6th grades, students are prepared to pursue their language of choice in 7th grade.

French

French 1A

Course number: 4070

This 7th grade full year course, the first half of a two-year sequence, focuses on all four language skills: listening, speaking, reading and writing. Grammar is introduced at this level including present tense regular and some core irregular verbs, near future tense, basic vocabulary, idioms and structure. Students also learn the sound-symbol correspondences necessary for good pronunciation. Listening skills are developed through various taped and teacher-produced exercises. The materials are *C'est a toi* Level One program consisting of a text, workbook, audiocassettes, and a carefully integrated video as well as supplementary materials such as videos, songs, cultural realia, etc. Students learn to communicate in the present and near future tenses. Celebrations of French holidays and sampling of French cuisine, art, architecture, customs and music are important aspects of classroom learning. Students take the National French Exam for enrichment and review of grammar concepts.

French 1B

Course number: 4080

Prerequisite: satisfactory completion of French 1A

This 8th grade course is the second half of Level I begun in French 1A. Text and supporting materials are *C'est a toi* Level One. French 1B expands on present tense regular and irregular verbs as well as vocabulary, idioms and structure and introduces the *passé composé*. Cultural aspects of the Francophone world continue to be integrated into language study. Extra reading material includes the short story The Monster in the Metro. Students take the National French Exam for enrichment and review of grammar concepts.

Students who satisfactorily complete French IA in 7th grade and IB in 8th grade are prepared to enter French II in the Upper School.

French I

Course number: 0411

Grade level: 9-11

Prerequisite: None

Credit: 1 credit

Elective

The French I course is an introduction to conversational French, and to basic reading, writing and comprehensive skills. There is a strong emphasis on pronunciation, vocabulary, and grammar. Three verb tenses are learned: *present*, *passee compose*, and the *future proche*. Listening and speaking skills are stressed through daily oral drills, dialogues, conversations, paired drills, and through the use of tapes and a tape manual that accompanies the text. The materials used are the Discovering French Level One program, which consists of the text, tapes, text workbook, and transparencies. The course includes an introduction to the geography and culture of France, including customs, special holidays, and food. Stories such as The Monster in the Metro are read. Students are expected to take the National French Exam – le Grand Concours.

NOTE: Depending on enrollment, French I and French II may be combined into one class.

French II

Course number: 0412

Grade level: 9-12

Prerequisite: French IB and department recommendation.

Credit: 1 credit

Elective

The French II course begins with a review of material covered in French I. The students' knowledge of basic idioms, vocabulary, and expression is greatly increased. Listening and speaking skills are stressed through daily oral drills, dialogues, conversations, paired work, and through the use of tapes that accompany the text. Upon the completion of French II, the students have a good command of five verb tenses – the present, the future, the imperfect, the conditional and the *passee compose*. Students continue their study of the French culture, with emphasis on the French provinces and cities. Some short stories and poems are read, as well as the oral program Suivez la Piste. The materials used are the Discovering French Level Two program, which consists of the text, text workbook, tape manual and accompanying workbook, transparencies, and an accompanying reader. Students are encouraged to take the National French Exam, le Grand Concours.

Honors French III

Course number: 0472

Grade level: 9-12

Prerequisite: French I & II, and department recommendation.

Credit: 1 credit

Elective

The French III course begins with a review of basic grammar and the verb tenses acquired by the end of French II. The students' vocabulary, speaking ability, and knowledge of idioms are greatly augmented, and the more complex grammatical structures are studied. Three additional verb tenses – the pluperfect tense, the future perfect, and the conditional perfect – are learned, as well as the present and past subjunctive. The materials used are *Discovering French Level Three*. Short stories, poems, and novels, such as *Le Petit Prince*, are read. Throughout the year the students write a diary in French. French history, daily events, writers, and painters are studied extensively. The students may follow the French In Action series, episodes 27 through 40, through the videos, tapes, and workbook. Students are encouraged to take the National French Exam – le Grand Concours. The class is conducted almost entirely in French.

Honors French IV

Course number: 0474

Grade level: 9-12

Prerequisite: Honors French III and department recommendation.

Credit: 1 credit

Elective

A refinement of skills acquired in the first three levels of French is the goal. The students study more literary works, poets, and philosophers. Novels read include Camus' *L'Etranger* and an abbreviated form of Hugo's *Les Misérables*. French for oral and written review is used for grammar instruction. One's speaking, listening and comprehension skills are continually being perfected. The class is conducted in French. Students are encouraged to take the National French exam, Le Grand Concours.

AP French Language

Course number: 0485

Grade level: 11-12

Prerequisite: Honors French IV and department recommendation.

Credit: 1 credit

Elective

This course is for those students who have completed Honors French IV, or for those students who are recommended by the French department. These students have the opportunity to earn college credit upon successfully taking the AP French Language Exam in the spring. The course includes much oral work, a comprehensive review of grammar, as well as advanced reading according to AP guidelines. Students read novels, short stories, plays, poetry, and newspaper and magazine articles, while following the Advanced Placement Guidelines. Reading selections and essays from past AP exams are used in preparation for the exam.

NOTE: Depending on enrollment, Honors French IV and AP French V may be combined into one AP class.

*Upper school French students have the opportunity to go on a trip to France every few years.

German

German IA

Course number: 4072

This 7th grade beginning course focuses on all four language skills: listening, speaking, reading, and writing. Grammar is introduced at this level, and students learn the sound- symbol correspondences necessary for good pronunciation. The materials are Komm mit! Level One; consisting of a text, workbook, audio CD, and videos, as well as many supplementary materials. Exposure to many aspects of German culture, such as holidays, traditions, songs, and daily life, are included. Students learn to communicate in the present and future tenses, using regular, modal and irregular verbs, the accusative case, and simple sentence structure.

Text: Komm mit! Level One (Holt, Rinehart and Winston)

German IB

Course number: 4082

Prerequisite: satisfactory completion of German IA

This 8th grade course is the second half of Level I begun in German IA. We continue with the Komm mit! Materials. German IB reviews present tense, irregular verbs, and sentence structure presented in German IA. Conversational past tense is introduced at this level, as well as more complicated sentence structure, the dative case, and prepositions. Students are expected to become more proficient in all skill areas, listening, speaking, reading and writing. German culture continues to be integrated into language study.

Text: Komm mit! Level One (Holt, Rinehart and Winston)

Students who satisfactorily complete German IA in 7th grade and IB in 8th grade are prepared to enter German II in the Upper School.

German I

Course number: 0431

Grade level 9-12

Prerequisite: none

Credit: 1 credit

Elective

This course is an introduction to the basic structures and vocabulary of the language. This course develops all four language skills: listening, speaking, reading and writing. The materials used are Komm mit! Level One; consisting of a text, workbook, audio CD, and videos, as well as many supplementary materials, visual aids and reading selections. Present, future and conversational past forms of verbs are studied. The cases of nouns and prepositions, as well as word order and sentence structure are also studied at this level. There is an emphasis on speaking and listening through a variety of interactive methods in the classroom. The students are also introduced to geography and culture of German-speaking countries.

Text: Komm mit! Level One (Holt, Rinehart and Winston)

German II

Course number: 0432

Grade level: 9-12

Prerequisite: German I or German IB, and department recommendation.

Credit: 1 credit

Elective

Students learn and practice language functions such as obtaining information and expressing likes, dislikes, plans, wishes, opinions and dispositions. They use the conversational and simple past and the accusative and dative case including pronouns. Students express themselves in two projects in a medium of their choice, such as an essay, power point presentation, poem, collage or i-movie. Students explore classic and contemporary German literature as well as songs, movies and art productions. Students also discuss daily news from Europe and topics of cultural, historical and social interest. Students prepare for and take the Level Two national German examination (AATG).

Text: Komm mit! Level Two (Holt, Rinehart and Winston)

Honors German III

Course number: 0476

Grade level: 9-12

Prerequisite: German II

Credit: 1 credit

Elective

Students learn and practice language functions such as obtaining and giving information and expressing interests, opinions and attitudes. They use adjective comparatives forms of adjectives, adjective endings, and advanced sentence structures such as conjunctions and prepositions followed by accusative or dative case. Students study the future tense, passive and subjunctive. Students express themselves in two projects in a medium of their choice (essay, power point presentation, poem, collage, i-movie, etc). Students read Goethe, Kafka and other classic German literature, study a play by Kleist, and explore songs, movies, and art productions. Students continue to discuss daily news from Europe and topics of cultural, historical and social interest. Students prepare for and take the Level Three national German examination (AATG). Students have the opportunity to participate in the German American Partnership Program (GAPP), which consists of a four-week reciprocal school-to-school exchange with the Liebfrauenschule in Sigmaringen, Germany.

Text: Komm mit! Level Two (Holt, Rinehart and Winston)

Honors German IV and AP German Language

Course number: 0477 & 0486 respectively

Grade level: 9-12

Prerequisite: Honors German III

Credit: 1 credit

Elective

The object of the fourth and fifth years of German is to solidify all four language proficiencies (listening, speaking, reading, and writing) so the student experiences a smooth transition to college level German. Students continue to study advanced sentence structures and express themselves in in-depth discussions about European news and topics of cultural, historical and social interest. Students develop and present two projects in a medium of their choice (essay, power point presentation, poem, collage, scrap book, i-movie, etc). In smaller projects, students use essay and poetry writing techniques. We read and discuss Faust, Kafka, Kästner, and other classic and contemporary writers, enact a Goethe poem, and explore songs, movies, and art productions. All students prepare for and take the Level Four national German examination (AATG). They also prepare for and have the opportunity to take the AP German Language exam. Students are encouraged to participate in the German American Partnership Program (GAPP), which consists of a four-week reciprocal school-to-school exchange with the Liebfrauenschule in Sigmaringen, Germany.

Text: Komm mit! Level Three (Holt, Rinehart and Winston)

*Upper school German students have the opportunity to go on a trip to Germany every few years.

Spanish

Spanish 1A

Course number: 4071

This 7th grade full year course focuses on all four language skills: listening, speaking, reading and writing. There is some initial review of language learned in the 5th/6th grade. Grammar is introduced at this level and students learn the structure and sound-symbol correspondences necessary for good pronunciation. Students learn to communicate in the present, simple past and near future tenses. They are also introduced to a core of irregular and stem-changing verbs in those tenses. Celebrations of Spanish holidays and sampling of Spanish cuisine, art, architecture, customs, dance and music are an important aspect of classroom learning. Spanish IA materials consist of a text, a workbook, computer activities, a video program and supplementary on-line materials.

Text: Realidades IA Prentice Hall (2004 and 2006)

Spanish 1B

Course number: 4081

Prerequisite: satisfactory completion Spanish 1A

This 8th grade course is the second half of Level I begun in Spanish 1A. Spanish 1B reviews present tense regular, simple past tense, near future and a basic core of irregular and stem-changing verbs, vocabulary and structure presented in Spanish 1A. Students are expected to become more proficient and sophisticated in all skill areas, reading, writing, speaking, and listening. Cultural aspects of the Spanish world continue to be integrated into language study. The second part of the Prentice Hall program is used.

Text: Realidades IB Prentice Hall (2004 and 2006)

Students who satisfactorily complete Spanish IA in 7th grade and IB in 8th grade are prepared to enter Spanish II in the Upper School.

Spanish I

Course number: 0401

Grade level: 9-11

Prerequisite: none

Credit: 1 credit

Elective

The Spanish I course is an introduction to basic Spanish grammar and conversation. Vocabulary groups studied include pastimes, family, school, clothes, food, colors, home, sports, weather, time, months, days, numbers, feelings, transportation, buildings, common expressions, the outdoors, animals, travel, and body parts. Two verb tenses are learned: the present and the preterit. In the first weeks, the course emphasizes listening and speaking skills almost exclusively. The Spanish phonetic system and spelling rules are introduced systematically throughout the first quarter and students begin to do more reading and basic writing. Listening and speaking skills continue to be stressed through daily participation in drills, directed-pairs work, question-and-answer sessions, and the presentation of dialogues. The course also includes some discussion of the cultures, customs, holidays, and common gestures of Spanish-speaking countries and the geography of Latin America.

Spanish II

Course number: 0402

Grade level: 9-12

Prerequisite: Spanish I or Spanish IB, or department recommendation.

Credit: 1 credit

Elective

The course begins with a review of material learned in Spanish I. The students' vocabulary and abilities to both understand and express themselves in the target language are expanded. Listening and speaking skills continue to be stressed through daily participation in drills, question-and-answer exchanges, and directed-pairs work. The tenses/modes taught in this course are the preterit irregulars not covered in Spanish I, the imperfect, the present and imperfect progressive, the imperative, the present perfect and the present subjunctive. Materials used in this class include a text, a workbook, on line activities, and audio and video programs. Students also continue their study of Hispanic people and the culture through songs, dance, cuisine, current events, research projects and other "live" opportunities.

Text: Realidades II Prentice Hall (2004 and 2006)

Honors Spanish III

Course number: 0471

Grade level: 9-12

Prerequisite: Spanish II or department recommendation.

Credit: 1 credit

Elective

The course emphasis is on activities designed to increase the students' abilities to express themselves in Spanish both orally and in writing. Students' knowledge of grammar is expanded throughout the course. All readings are used as points of departure for conversation. Therefore, students signing up for this course should be prepared to contribute daily to class discussions. Extensive practice is given in describing, explaining, and expressing thoughts in a cohesive manner both orally and in writing. Readings are thematic in nature and of an intermediate level of difficulty; thematic readings are supplemented with related articles from Spanish language websites and magazines. Reading comprehension strategies are practiced so that students gradually become more independent readers in the target language. Focus units at this level tend to concern topics related to Mexican culture and history. These units include topical readings, the study of related facts and vocabulary, and practice in relating and discussing in the target language the information learned. Students practice informal writing such as that used in e-mail correspondence, journaling, letters, lists, surveys, and memos. They also practice more formal structured compositions that correspond to the themes of their readings.

Honors Spanish IV

Course number: 0473

Grade level: 9-12

Prerequisite: Honors Spanish III and department recommendation.

Credit: 1 credit

Elective

The course is similar in format to the Spanish III course but with more advanced grammar and more frequent oral exams. Short stories are added to the mix of readings. Students continue to practice both formal and informal writing. Focus units in Spanish IV concern topics related to the history and culture of Spain. Students who have successfully completed Spanish III should feel well-prepared to accept the gradually more challenging communication tasks of the Spanish IV course.

AP Spanish Language

Course number: 0484

Grade level: 11 & 12

Prerequisite: Honors Spanish IV and department recommendation.

Credit: 1 credit

Elective

This course is designed for students who have successfully completed Honors Spanish IV and wish to pursue the challenge of a rigorous fifth-year course and/or the possibility of earning college credit by taking the AP Spanish Language Exam in May. The course includes a comprehensive review of grammar and tasks designed to hone students' listening and reading comprehension skills at an advanced level. Readings include short stories, excerpts from novels, and articles from Spanish websites, magazines and newspapers. Increased oral proficiency is expected of all students as they practice re-telling, analyzing and integrating information they have read or listened to. Oral proficiency is evaluated via class discussions, oral presentations, and frequent recorded speech samples such as those required on the spoken portions of the AP Language Exam. Students should expect to work towards greater oral spontaneity and fluency throughout the year. Written work is both formal and informal as both types are required in current college language courses and on the AP Exam. Students write AP-format essays where the task involves reading and listening to several sources and then integrating and citing information from all of them in order to respond to a related question. Students also write formal and casual letters, e-mail messages, cards, memoranda, inquiries, survey answers and other such written communication as a native speaker would be required to write in a wide variety of everyday situations. The course also includes an outside listening component that requires students to listen to interviews, short lectures, music, and radio programming and to view films in Spanish on their own time.

Texts: Sorpresas, AP Spanish: Preparing for the Language Examination, Listening Comprehension Skills for Intermediate and Advanced Students, Triángulo

Mathematics Department

In following the Marshall School mission statement, it is the belief of the math department that a solid education in mathematics is key to a student's success in life. It is the philosophy of the mathematics department at the Marshall School that all students are capable of experiencing success in middle and upper school mathematics given that the student has a thorough knowledge and understanding of basic mathematical concepts. The math department strives to challenge each student on their way to becoming independent life-long learners and analytical thinkers. Students should be able to communicate effectively about and through mathematics, orally and in writing, understanding and explaining the processes rather than simply being able to find answers.

Providing a good math education means providing opportunities for hands-on exploration of mathematical concepts wherever it is possible. It is very important that the student is accepted at whatever stage of their mathematical career they may be. This acceptance must come from instructors, peers and parents alike. Students are encouraged to get extra help when they have fallen behind or are preparing for an upcoming test and they are more likely to do so when they feel this acceptance.

Math 5

Course number: 5050

Students participating in fifth grade math work toward mastering the basics of mathematics. This includes adding, subtracting, multiplying, and dividing whole numbers, decimals, and fractions. Students explore topics in geometry and measurement. The course includes an introduction to variables, statistics, ratios, percents and probability. Problem solving strategies are explored and practiced throughout the year.

Text: Math Central Houghton Mifflin

Math 6

Course number: 5060

The sixth grade mathematics program offers students a balance of experiences – direct instruction and cooperative learning; hands-on activities and paper/pencil tasks; real-world applications along with investigations, projects, math games and basic facts. The curriculum covers operations with whole numbers and decimals, data analysis and statistics, fractions and number theory, operations with fractions, integers and rational numbers, expressions and equations, ratio, proportion, percent, applications of percent, geometry and plane figures, geometry and measurement, statistics and probability, coordinate graphing, equations, and integers. Several problem-solving strategies are explored and practiced to encourage critical thinking and reasoning.

Text: Mathematics Houghton Mifflin

Math 7

Course number: 5070

This course weaves three themes – applied arithmetic, pre-algebra, and pre-geometry together by focusing on arithmetical operations in mathematics and the real world. The course also introduces basic algebraic skills, and connects geometry to measurement and algebra. It includes topics such as fractions, integers, data analysis, statistics, decimals, probability, coordinate graphing, equations, problem solving, area and volume. Upon completion of 7th grade math, teachers recommend math placement for 8th grade in one of three classes: Pre-Algebra, Algebra IA, or Honors Algebra.

Text: Passport to Mathematics – Book 2 (McDougal Littel)

Pre-Algebra

Course number: 5080

Pre-Algebra is designed to prepare students for Algebra I and is a more traditional course offering additional practice with operations on integers and rational numbers including fractions, decimals, and percents. Students work on algebraic concepts such as solving equations, inequalities, and proportions applying these to geometric topics of perimeter, area, volume, and right triangles. Other areas of study include graphing, statistics, probability, and polynomials. This course focuses on the development and strengthening of skills and concepts through regular practice devoted to each topic or concept that is recurring through subsequent topics.

Text: Pre-Algebra (Merrill)

Algebra IA

Course number: 5081

Prerequisite: department recommendation.

A two-year Algebra I course is designed to give the student a very solid Algebra foundation to ensure success in subsequent high school and college math courses. Algebra IA is the first year of this two-year Algebra I course. Study begins with the Pre-Algebra book to review and strengthen student skills in working with fractions, decimals, positive and negative numbers and percents. Students proceed to the Algebra One text and cover the solving and graphing of equations and inequalities as well as systems of both, operations with polynomials including their factoring, powers and exponents, proportions, and rational equations. The instructor will gauge the amount of time spent on each topic by the needs of each group of students, areas not covered during the first year can be emphasized during the second year of this algebra course.

Text: Pre-Algebra (Merrill) and Algebra I – An Integrated Approach (Heath)

Honors Algebra I

Course number: 5082

Prerequisite: department recommendation.

This 8th grade honors course is designed for students who have demonstrated a high level of mathematical ability as well as the motivation and maturity necessary to handle the high expectation inherent in an honors course. Students have more homework than in a traditional algebra class, some of the problems are more difficult, and there is a broader scope of material handled than in a normal Algebra I course. The textbook in this course, Algebra I, An Integrated Approach, is the same textbook used by the University of Minnesota Talented Youth Project. Each exercise contains a variety of problems demanding that students integrate their knowledge of topics from general math, geometry, and algebra, and demonstrate excellent problem solving skills in order to complete a set of problems. Also, many problems involving discrete math topics such as probability and statistics, matrices and determinates are interspersed with the more traditional algebra problems, making the course more interesting and challenging. Students who do well in this course have an excellent preparation for future math courses and are eligible to take additional honors courses in mathematics.

Text: Algebra I, An Integrated Approach (McDougal Littell)

Upper School Requirements:

Students are required to take Algebra, Geometry and Algebra II for graduation. In each of these classes there are honors and non-honors options and each student is encouraged to take the path that fits them best. The Student and Parent Handbook contains a discussion of Math department course promotion.

Algebra I

Course number: 0533

Grades: 9-10

Prerequisite: Pre-Algebra.

Credit: 1 credit

This course introduces students to the concepts of variables, expressions, and solving equations. Students become proficient working with the symbolic nature of mathematics such as operating on polynomial expressions, factoring, and translating words into symbols. Special emphasis is placed on problem solving. Other topics include algebraic fractions, graphing in one and two dimensions, systems of linear equations, and work with quadratic expressions, exponents and roots.

Text: Algebra (Merrill)

Algebra IB

Course number: 0536

Grades: 9

Prerequisite: Algebra IA, department recommendation.

Credit: 1 credit

This course is the second half of two-year Algebra course begun in Algebra IA in the Middle School. Many students who are successful in this class are able to move to the honors math track in the Upper School. Algebra IB covers the material taught in the regular course, but at a faster rate and with more difficult problem sets. The material is also covered in greater depth with a wider scope.

Text: Algebra I, An Integrated Approach (McDougal Littell)

Geometry

Course number: 0541

Grade level: 10-11

Prerequisite: Algebra I or Algebra IB.

Credit: 1 credit

Students in this course study coordinates, angles, segments, and geometric figures. Students develop formulas and discover relationships between geometric figures. Along with finding perimeter, area, volume, and other facts associated with specific polynomials, the students learn to write two column proofs. Students are involved in a variety of construction projects that put geometrical theorems to use. A goal of the class is to have students learn to think in an organized and logical manner. The students are required to have a compass, straight edge, and protractor.

Text: Geometry -Applications and Connections (Merrill)

Advanced Geometry

Course number: 0542

Grade level: 10

Prerequisite: Algebra IB.

Credit: 1 credit

This course provides students with advanced algebraic manipulation of geometric concepts. Advanced geometry emphasizes developing problem skills by providing proof-based explanations of geometric theorems. This course provides a mid-level geometry class for those students who completed Algebra IB and plan on taking Advanced Algebra II as juniors.

Honors Geometry

Course number: 0572

Grade level: 9-10

Prerequisite: Honors Algebra I or Algebra IB with department recommendation.

Credit: 1 credit

The course covers the topics covered in the regular geometry course, but with greater depth and wider scope. Topics include two column, direct and indirect proofs, plane geometry, solid geometry, constructions, trigonometry, and applications of the Pythagorean Theorem. Graphing calculators are not required for this course. Students in this course are encouraged to learn geometric truths through cooperative learning and discovery methods.

Text: Geometry for Enjoyment and Challenge (McDougal Littel)

Algebra II

Course number: 0552

Grade level: 10-12

Prerequisite: Algebra I or Algebra IB and Geometry.

Credit: 1 credit

This course is designed to satisfy the mathematics requirement at Marshall. The course includes re-teaching of some of the Algebra I and Geometry topics, as needed. Focus is on the students' mastery of a topic before pursuing additional material. This may result in fewer topics being covered during the course of the year. This course does not provide the needed background for departmental approval for Honors Pre-Calculus. The teacher covers at least the following topics: theory of functions, linear functions, quadratic functions, polynomial functions, algebraic manipulation and simplification, exponential functions, beginning trigonometry and solving equations. Additional topics are added as time permits.

Text: Algebra II (Merrill)

Advanced Algebra II

Course number: 0551

Grade level: 9-12

Prerequisite: Algebra I and Geometry

Credit: 1 credit

This course is designed to fulfill the Algebra requirement at Marshall. The teacher of the course does a small amount of reteaching of previous material as needed, but the student needs to have an adequate background in the topics covered in Algebra I and Geometry. Topics covered are similar to those in Honors Algebra II with some less essential topics omitted because of time constraints. A high level of competence in the material covered in this course is required for departmental approval for Honors Precalculus. Topics covered include: theory of functions, linear functions, polynomial functions, algebraic manipulation and simplification, exponential and logarithmic equations, beginning trigonometry, solving equations, coordinate geometry, regression, beginning programming and a variety of topics chosen by the teacher of the course.

Text: Algebra II (Merrill)

Graphing Calculator Required: TI-83 or TI-86

Honors Algebra II

Course number: 0573

Grade level: 9-12

Prerequisite: Honors Geometry and department recommendation.

Credit: 1 credit

This course is designed to not only fulfill the Algebra II requirement at Marshall, but also to study the topics in Algebra II in greater scope and depth. It is assumed that the student entering this course have a near mastery of topics covered in Honors Geometry and Honors Algebra I. Added emphasis is put on problem solving, creative thinking and mathematical theory. The pace of the course is designed to offer a challenging and interesting mathematics course for students. A greater time commitment is required of the students in this course than in the other Algebra II courses. Technology is used in the form of the graphing calculator and computers. A high level of competence in the material covered in this course is required for departmental approval for Honors Pre-Calculus. Topics covered include: theory of functions, linear functions, polynomial functions, algebraic manipulation and simplification, exponential and logarithmic equations, parametric equations, beginning trigonometry, solving equations, vectors, coordinate geometry, matrices, regression, beginning programming and a variety of topics chosen by the teacher of the course.

Text: Algebra II (McDougal Littel)

Graphing Calculator Required: TI-83 or TI-86

College Algebra

Course number: 0553

Grade level: 12

Prerequisite: Algebra II

Credit: 1 credit or may be taken for one semester for ½ credit.

This course provides seniors who have passed Algebra II with a college level mathematics course. College Algebra covers trigonometry, conics, functions, descriptive statistical analysis and includes ACT and SAT review. This course strives to strengthen mathematical skills learned in Algebra II or Advanced Algebra II.

Advanced Placement (AP) Statistics

Course number: 0575

Grade level: 12

Prerequisite: Hon. Algebra II, Hon. Pre-calculus, or Adv. Alg. II and department recommendation

Credit: 1 credit

Elective

The AP Statistics course provides an option for any student who has successfully completed a second-year course at the honors level in algebra. At least one statistics course is typically required for college majors in engineering, psychology, sociology, health, science and business. The course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Planning a Study, Anticipating Patterns and Statistical Inference. Students may take the Advanced Placement Exam in May, and potentially earn college credit.

Text: The Practice of Statistics (Yates-Moore-McCade)

Graphing Calculator Required: TI-83

Honors Pre-Calculus

Course number: 0577

Grade level: 11-12

Prerequisite: Honors Algebra II

Credit: 1 credit

The course reviews topics such as polynomials, quadratics, and complex functions. Students are expected to have a complete understanding of the reviewed topics. Students study functions, exponents and logarithms, conics, trigonometry, polar coordinates, series and sequences, and limits in depth. Additional course work may include vectors, matrices, and determinates.

Text: Pre-Calculus by Larson and Hostetler

Graphing Calculator Required: TI-83 or TI-86

Advanced Placement (AP) Calculus, AB

Course number: 0574

Grade level: 12

Prerequisite: Honors Pre-Calculus

Credit: 1 credit

Calculus is a mathematical tool for studying problems that involve motion and changing rates. It is widely used in many different fields of study including math, engineering, physics, biology, and economics, to name just a few. In this course, students study limits, derivatives, applications of derivatives, differentials, integrals, analytic geometry and applications of derivatives. Since this is an advanced placement course, the instructor keeps abreast of the latest changes in the AP exam and accommodate them in the classroom. Many students taking this course opt to take the Advanced Placement test in the spring of the year, with those performing well on the exam earning college credit for their efforts.

Text: Calculus of a Single Variable by Larson, Hostetler, Edwards

Graphing Calculator Required: TI-83 or TI-86

Advanced Placement (AP) Calculus, BC / Math Seminar

Course number: 0578

Grade level: 12

Prerequisite: Successful completion of AP Calculus AB with a minimum grade of B

Credit: 1 credit

The topics in this course are chosen by the instructor but do include the completion of all topics on the BC Calculus exam. Students in this course are prepared to take the BC Calculus exam in the spring. Other topics covered may include: elementary number theory, study of proof methods, multivariable calculus topics, vector calculus, and beginning linear algebra. There is also a focus on strengthening the student's problem solving ability by working a variety of difficult problems.

Physical Education/Health Department

The Marshall Physical Education and Health Department has a strong commitment to the students' continued health and wellness. Classes provide students with the information and skills to attain and maintain a desired level of fitness (mental and physical), and encourage the balance of mental, social, and physical well-being. In accordance with the school's mission, the students practice responsible decision-making, respect for self, for others, and property in relation to physical education and health learning.

Physical Education and Health 5

Course number: 6050

The 5th grade physical education program exposes students to a wide variety of individual activities and team sports. The main goal of the program is to emphasize the motor and skill development that is needed to have satisfying experiences in individual and team activities. Proper attitude, sportsmanship and skill development are stressed as part of this program. Mini health units on the major body organs, the growing body and the physical and emotional changes, fitness, nutrition and bus safety are included in this course.

Physical Education and Health 6

Course number: 6060

The sixth grade program exposes students to a wide variety of individual activities and sports. The goal of the program emphasizes motor and skill development needed to have a satisfying experience in individual and team activities. Proper attitude, sportsmanship, and skill development are stressed as part of this program. Health units include bus safety, posture, flu/cold prevention and puberty/hormonal changes.

Physical Education and Health 7

Course number: 6070

Students study a variety of individual, dual, team and recreational sports concentrating on skills and rules involved in each activity. Units include physical fitness, volleyball, soccer, basketball, floor hockey, softball and recreational games. Emphasis in class is on the development of mental, social and physical learning through movement. This course includes a health component covering topics on nutrition, human sexuality, first aid, bus safety, tobacco, and physical fitness. Correlations are made with each topic and its relationship toward maintaining a healthy lifestyle. Varied methods of teaching are used such as small/large group discussions, guest speakers, current videos, research projects, and textbook information from Teen Health.

Physical Education and Health 8

Course number: 6080

Students continue to develop physically, cognitively, and socially through cooperative and competitive team and individual activities. Learning and participating in traditional and lifetime sports along with daily stretching are the focus of this class. Rules, proper etiquette, and officiating are also be emphasized. The health component covers information that students can directly apply to living in today's society. Topics include eating disorders, steroids, bus safety, AIDS, alcohol, tolerance, fitness, drugs, skeletal, and muscular systems. Varied methods of teaching are used such as small/large group discussions, guest speakers, current videos, research projects, and textbook information from Perspectives on Health.

Upper School Requirements:

Two credits of Physical Education and Health are required before graduation, including PE-Health A and PE-Health B. Following the completion of PE Health A and B, students have one remaining credit to fulfill, utilizing available electives, PE Sports, or in rare instances, PE independent study. The school expects students to complete this requirement prior to the final semester of the senior year.

Health and Physical Education (A)

Course number: 0609
Grade level: 9-10
Prerequisite: none
Credit: ½ credit
Required (1st semester)

A variety of health topics are taught to enable students to improve their knowledge of healthy lifestyles, health habits and stronger decision-making skills. Topics include diseases, communicable and non-communicable, marriage and family relationships, alcohol and driving, and mental disorders. PE A is designed to enhance and develop a person's individual interests and talents in team and individual sports and activities. Units include badminton, archery and team sports. *This course may be taken in 9th or 10th grade.*

Health and Physical Education (B)

Course number: 0621
Grade level: 9-10
Prerequisite: none
Credit: ½ credit
Required (2nd semester)

This course covers a semester of Health topics that are challenging and not repetitious of Health A. Topics include: CPR, body systems and sports nutrition. The Physical Education portion of the class develops the skills and knowledge about team and individual sports. Students participate in activities such as: basketball, frisbee, soccer, softball, tennis, croquet and dance. *This course may be taken in 9th or 10th grade.*

Physical Education

Course number: 0651
Grade level: 10-12
Prerequisite: none
Credit: ½ credit
Elective

In this course, 10th, 11th, and 12th grade students have an opportunity to continue to develop their basic athletic skills on both an individual and team level. The class atmosphere encourages a favorable attitude toward physical activity and fitness. Team sports such as soccer, volleyball, basketball and softball are taught as well as lifetime activities like tennis, bocce ball, croquet, table tennis and darts. This course is available to those students who need to fulfill a Physical Education credit, but are not involved in Physical Education Sports or Physical Education Independent Study.

Physical Education Sports

Course number: 0611

Grade level: 10-12

Prerequisite: Health and Physical Education (A) and (B)

Credit: ½ credit

Elective

This course gives physical education credit for a 10–12th grade student participating in extracurricular sports. A minimum of seventy hours of participation is required. To receive this credit, the student must register for the class with the upper school office the year participation in the activity occurs. Activities sanctioned by the MSHL can receive credit.

Physical Education Independent Study

Course number: 0612

Grade level: 10-12

Prerequisite: Health and Physical Education (A) and (B) and department recommendation.

Credit: ½ credit

Elective

This course gives physical education credit for participation in non-school activities. These activities improve a student's health through physical exercise and encourage life-long involvement in that activity. Participation requires prior approval of the physical education department head, and upper school division director. Activities such as gymnastics, dance, figure skating, crewing or curling may qualify. A seventy-hour minimum of participation and supervisors' signature are required for credit. Only activities with an instructor or coach are acceptable. An 'hours of participation sheet' signed by the instructor, must be turned in to the physical education department head each week. Failure to turn in the weekly participation sheet affects the final grade and possible credit.

Weight Training and Exercise

Course number: 0652

Grade level: 11-12

Prerequisite: department recommendation.

Credit: ½ credit

Elective

Weight training and exercise is an elective course for students interested in increasing athletic ability through a personalized program. Physical appearance and muscle toning can also be part of the individual's daily routine. This class takes the intimidation out of weight training. Students receive a description of the major weight training tools: dumbbells, barbells, weight machines. Students track their progress after setting up a routine geared specifically for themselves. Proper technique and safety are stressed. Class is open to both males and females.

Religious and Ethical Studies Department

The Religious and Ethical Studies Department strongly reflects the mission statement of Marshall School, which states that a Marshall education encourages students to develop "an ethical framework for responsible decision-making; respect for self, for others, and for property, and a commitment to bettering the world." This goal is accomplished through the academic investigation of the histories, ethical stances, dogmas, philosophies, religious practices, and contemporary issues of the human race, and by providing an opportunity to help students experience the positive effects of walking the paths of peace and justice through the Volunteer Outreach program. All Middle School courses in this area are considered as workshops. They meet once a week for the length of the school year and are required, but non-graded. All courses in the Upper School are semester classes worth 1/2 credit.

Religious Holidays and Celebrations 5

This fifth grade class explores the meaning and practice of religious holidays and celebrations on our culture and in cultures around the world. Readings, crafts and celebratory foods, and classroom discussions are utilized in this exploration. Frequently the class experiences some of the elements of actual celebrations.

Heroes 6

The occurrence of heroes, historically, in cultures around the world and in our lives today is the focus of this course. This sixth grade class determines what it takes to be a hero by studying the lives of well-known heroes and heroines. Information is presented through lecture, readings and videotapes. Through large and small group discussion, as well as written activities, the students apply newly acquired knowledge to their understanding of who they are, the choices they make, and who they look up to and learn from.

Values and Virtues 7

This seventh grade ethics course leads students to learn about, question, and reason through the existence of values and virtues in our lives as human beings. We explore the sources of these ideas and their place in our lives. We use lecture, discussion, small group activities, worksheets, short readings, videos, skits, and role-playing in our exploration of the topic. Our course is divided into three units of ten days each. During this time we engage topics that bring us from sources of information, through exploration, and into application.

Upper School Requirements:

½ credit (or equivalent) of Religion and Ethical Studies coursework is required per year of Upper School enrollment.

Introduction to Religion

Course number: 0731

Grade level: 9

Prerequisite: none

Credit: ½ credit

Required

This is an introductory course exploring the human being as an ethical and religious being. The developing person, primitive religions, modern monotheistic religions, and an introduction to morality are covered. Reading, writing, research and exams are used to gauge the quality of knowledge gained by students. Lecture, film, and readings are offered to help the student understand the course requirements.

Contemporary Issues

Course number: 0752
Grade level: 10-12
Prerequisite: none
Credit: ½ credit
Elective

Contemporary Issues is an ethics class that explores the dilemmas and questions associated with contemporary problems. Participation through the formation and expression of opinion in small and large group discussion is emphasized. Background for this endeavor is gained through the use of lecture, research, readings, thought exercises, and videotapes. Student expectations include the completion of daily assignments, homework, and special projects and papers, as well as regular attendance and participation.

Developing an Examined Life

Course number: 0761
Grade level: 10-12
Prerequisite: none
Credit: ½ credit
Elective

In this class, students explore an ethical response to their ethical problems. This course explores what ethics are, what constitutes a healthy mind, major psychological problems, and developing healthy relationships. Reading, writing, research, and exams are used to monitor the student's mastery of the topics. Lecture, film, and readings are used to help students master the course material.

Philosophy I

Course number: 0777
Grade 10-12
Prerequisite: none
Credit: ½ credit
Elective

This course examines the major topics in philosophy. After determining what a philosophical approach is, students begin with metaphysics and ontology. What is real? Are numbers real? Students look at the topics in religion, such as the various arguments to prove the existence of God. Students also look at the philosophical problem of suffering. Epistemology, how we go about knowing, is examined next. Finally, we look at the problem of truth. What does it mean for something to be true? The text weaves primary sources into secondary commentary. Class is based on a seminar approach. Student assessment is based on participation, quizzes, out-of-class essays and essay exams.
Text: Introducing Philosophy by Robert Solomon

Philosophy II

Course number: 0778
Grade level: 10-12
Prerequisite: none
Credit: ½ credit
Elective

Returning to the question, "What is philosophy?" this course continues the philosophical quest. We begin with the self. Who am I? Do I have a self? How do I know myself? Next students look at the distinction between the mind and body. Do I have a mind separate from my brain? This topic segues into the problem of free will. If every event has a cause behind it, am I, insofar as I have free will, the only exception to this? Or am I, too, part of some causal chain? Next we move to questions of morality and justice. Is morality rooted in reason? Or is morality an expression of the heart? Finally, what would a just society look like? The course follows the same outline as above.

World Religions in America

Course number: 0750
Grade 11-12
Prerequisite: none
Credit: ½ credit
Elective

This course focuses on the history, beliefs, and practices of various religions, and how these religions exist in, impact, and are affected by life in America. Religion, in general, is considered in the larger context of the human need to search for answers to life's ultimate questions. Specific studies include Native American culture and spirituality, Protestant Christianity, Catholic Christianity, Judaism, Islam, Buddhism, and Hinduism, as well as a number of American born religions. Students engage in this study through readings, lectures, videotapes, class discussions, and comprehensive presentations. Expectations for student performance take the form of written essays, worksheets, participation in class discussions, quizzes, tests, and class presentations.

Religious and Ethical Topics in Cinema

Course number: 0768
Grade 11-12
Prerequisite: none
Credit: ½ credit
Elective

This course explores the religious and ethical topics in the language of cinema. The course views modern films from a religious and ethical perspective focusing on the history of the films viewed, the questions of how the film media contributes to our ethical reasoning and the history of motion pictures. This course views and discusses four significant films per quarter and each student selects one outside film to research and critique.

Sacred Texts I

Course number: 0763
Grade 11-12
Prerequisite: none
Credit: ½ credit
Elective

Sacred Texts I is a comprehensive study of the literature of the First Testament (also called the Hebrew Scripture or the Old Testament). The Law, Prophets, and Writings are read and discussed. The New Revised Standard Version of the Bible is used. Testing, writing, and introspection are used to better understand this seminal text.

Sacred Texts II

Course number: 0741
Grade 11-12
Prerequisite: none
Credit: ½ credit
Elective

This course is a comprehensive study of the literature of the Second Testament (also called the Christian Scripture or New Testament). This is a thorough study of the Gospels, Acts of the Apostles, Epistles, and Revelation. The New Revised Standard Version of the Bible is read. Testing, writing, and introspection are used to better understand this seminal text.

Volunteer Outreach

Course number: 0754
Grade 11-12
Prerequisite: department recommendation
Credit: ½ credit
Elective

This course provides students with a hands-on exercise in experiential learning. Students select their own community placement. Once placed, working as a volunteer in a service-oriented agency replaces class attendance. Written requirements are journaling, research, and reflective papers.

Science Department

The science department at Marshall School teaches a broad-based college preparatory curriculum which is designed to help fulfill the Marshall School mission. Strong academic habits are developed in full-year science courses offered at every grade level, and are balanced by a variety of hands-on and interactive activities. Course requirements guarantee student exposure to major fields of science education, and foster a broad framework for future decision-makers. The science department uses the outdoor setting and environmental topics on and off campus for a variety of educational activities, which by their very nature encourages students to respect the world and enables them to begin their first steps at bettering it.

Science 5

Course number: 8050

Fifth grade science encompasses the biomes and ecosystems of the world. Local and global perspectives are explored through the study of northern forest, tropical rainforest, desert, tundra, grassland, oceans, and freshwater ecosystems. Ecosystems are described in terms of biotic and abiotic factors. Studies also include focus units on climate, plants, and animals, and their interrelatedness in each of the biomes. Selections from the MacMillan/McGraw-Hill Science series and Kids Discover are used as texts in this course.

Science 6

Course number: 8060

Sixth grade science at Marshall School places a strong emphasis upon "hands on learning" to expose students to physical science. Students build projects, conduct research, and write papers. Students investigate the laws of motion, light and sound, simple machines, technology, and energy. Students pursue an exercise that includes construction of a project and the writing of a report. Students review the safe use of simple hand tools in the construction of their project. The use of technology such as computers, digital cameras, scanners, GPS units, and heart rate monitors is integrated into the curriculum as much as possible.

Text: The Way Things Work by David Macaulay

Natural Science 7

Course number: 8070

Natural Science is a phenological look at the natural history of the school year. Students learn about the local flora and fauna with an emphasis on what is pertinent at that time of year. Weather and astronomical happenings are noted in weekly journals along with phenological observations gathered on outdoor walks. An emphasis on daily participation is expected of each student.

Earth Science 8

Course number: 8080

Students pursue a comprehensive study of the Earth, its place in the universe, the origin and transformation of its land surfaces and how its atmosphere produces the weather and climates in which we live. Monitoring exercises (global tectonic activity and weather conditions) are emphasized using resources found on the World Wide Web. The course includes field trips to Gooseberry Falls State Park and to the Soudan Underground Mine State Park. Special projects include rock collections, 3-D topographic models and volcano adoption.

Texts: Earth Science by Spaulding and Namowitz; This Dynamic Earth by Kious and Tilling

Upper School Science Program:

The US Science Department offers the following program in the upper school.

- 9th graders take two semester length introductory courses. The first semester includes Physics I and the second semester includes Chemistry I.
- 10th graders may choose Biology or Honors Biology.
- 11th graders may choose courses in Chemistry or Honors Chemistry as well as the offered semester electives; zoology, or anatomy and physiology.
- 12th graders may choose among full year Physics, Honors Physics, Advanced Honors Biology or AP Chemistry courses as well as the offered semester electives.
- 11th and 12th graders may meet the graduation requirement of three credits of science through any combination of semester electives or full year courses. Ninth and tenth grade courses count toward the three credits.

Physics I

Course number: 0831

Grade level: 9

Prerequisite: none

Credit: ½ credit

Required

This physics course provides an understanding of the physical laws fundamental to all sciences. Basic concepts and ideas about matter and energy illustrate how these basics clarify more complex concepts. These basics are introduced to students in a logical and carefully planned sequence. Fundamental laws of mechanics (forces and wave motion) are developed early, as well as problem-solving techniques. Course experiences center on the laboratory, and are designed to give students a rigorous exposure to the methods of scientific inquiry as well as a solid background in the conceptual basis of physics.

Text: Conceptual Physics, 3rd Edition by Addison-Wesley

Chemistry I

Course number: 0832

Grade level: 9

Prerequisite: none

Credit: ½ credit

Required

This chemistry course focuses on the properties and changes of matter. Chemical principles are modeled in laboratory activities using a wide range of evolving technologies and scientific equipment. Laboratory experiments precede classroom discussion of concepts whenever possible so that chemical theory is developed from laboratory observations. Students study and discuss water contamination and purification,, the periodic table, the mole concept, gaseous and liquid states, stoichiometry, and solution chemistry.

Text: Chemistry in the Community, 4th Edition by W. H. Freeman

Biology

Course number: 0846

Grade level: 10

Prerequisite: None

Credit: 1 credit

Required if not taking Honors Biology

This course is designed to offer general coverage of the discipline of biology with a focus on the core themes of cells, genetics, evolution, and ecology. Specific topics to be covered include biochemistry, cell structure and function, respiration, photosynthesis, cell reproduction, inheritance patterns, bacteria, viruses, DNA technology, population and the environment with a focus on emergent properties, form and function, natural selection, and scientific process. Course coverage includes field studies, collection work, and group and solo project presentations.

Text: Essential Biology by Neil A. Campbell, Jane B. Reece, and Eric J. Simon

Honors Biology

Course number: 0871

Grade level: 10

Prerequisite: department recommendation

Credit: 1 credit

Elective

This course mirrors the general Biology class addressing similar topics with focus on cells, genetics, evolution, and ecology. The Honors Biology coverage of these areas is more in depth as the following unifying themes are explored in each focus area: emergent properties, cell function impacts, inheritance linkages, form and function correlations, environmental interfaces, biochemical regulation, unity and diversity, natural selection, scientific process, and science and technology influences on society. Course coverage includes field studies, collection work, and group and solo project presentation.

Text: Biology by Neil A. Campbell and Jane B. Reece

Advanced Honors Biology

Course number: 0874

Grade level: 11-12

Prerequisite: Honors Biology

Credit: 1 credit

Elective

The advanced honors Biology course builds upon honors Biology with focus on the following general content areas: molecules and cells, heredity and evolution, and organisms and populations. Coverage of each of these major content areas thematically addresses science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, and interdependencies in nature. Completion of this course prepares students to take the AP Biology Exam.

Chemistry II

Course number: 0856

Grade level: 11

Prerequisite: Algebra I

Credit: 1 credit

Elective

Students employ chemical knowledge of formula writing, stoichiometry, balanced equations, gas laws and the kinetic molecular theory to analyze and make informed decisions about such issues as water and air quality, use of resources, global warming, and the petroleum and mining industries. Students develop an understanding of the potential limits of science and technology as well as an understanding of the important role chemistry plays in their personal lives. Each quarter covers a single unit with weekly laboratories; comprehensive group projects and field trips.

Text: Chemistry in the Community, 5th Edition by W. H. Freeman

Honors Chemistry II

Course number: 0876

Grade level: 11

Prerequisite: Algebra II (completed or concurrent) and department recommendation

Credit: 1 credit

Honors Chemistry introduces atomic structure and the nature of matter. This course uses a college level textbook, requires a strong math background (Algebra II completed or concurrent), and covers more chemical topics than general chemistry. Course materials and notes are available to students on the course web page. Frequent use of email is expected as part of the curriculum. Topics in this course anticipate the SAT II Subject Test in chemistry and foster a strong background for Advanced Placement Chemistry. This course requires lab work with thorough lab notebooks, an independent lab research project, and oral presentations.

Text: Chemistry: 4th Edition by Zumdahl

AP Chemistry

Course number: 0880

Grade level: 12

Prerequisite: Honors Chemistry and department recommendation.

Credit: 1 credit

Elective

This college level honors course includes a review of concepts covered in Honors Chemistry through mentoring, tutoring, and evaluation. Additional units on organic chemistry, kinetics, advanced equilibrium, acid/base chemistry are covered in depth as well as a number of advanced laboratories. Course materials and notes are available to students on the course web page. Frequent use of a web discussion board is expected as part of the curriculum. Because students are expected to take the Advanced Placement test in the spring, most materials are designed for proficiency for this College Board exam. This college-level course emphasizes skills central to science, engineering, and the medical professions.

Text: Chemistry: 4th Edition by Zumdahl

Physics

Course number: 0866

Grade level: 11-12

Prerequisites: Algebra II

Credit: 1 credit

Elective

Physics continues with the basic concepts addressed in Introduction to Physics. Students encounter the concepts of basic linear and projectile motion and move into Newton's Laws to explore motion. Introductory work on energy, momentum, work, circular motion, electricity, magnetism, optics, and other topics are offered as time allows. This course exposes students to the conceptual background of physics, while strengthening mathematical problem-solving skills and their applications.

Text: Holt Physics by Serway and Faughn

Honors Physics

Course number: 0873

Grade level: 12

Prerequisite: Pre-Calculus (completed or concurrent) and department recommendation.

Credit: 1 credit

Elective

Honors Physics continues with and expands upon the basic concepts learned in Introduction to Physics. Students examine basic linear and projectile motion and move into Newton's laws to solve problems in dynamic and static motion. Also covered are work, energy, momentum, circular motion, gravitation, electricity, magnetism, light, optics, and other topics of opportunity to a greater depth than Physics. This honors course incorporates more mathematics than the Physics course and is intended to prepare the student for the college experiences in logical reasoning, problem-solving skills, mathematical applications in science, and reporting of scientific data.

Text: College Physics by Serway and Faughn

Anatomy and Physiology

Course number: 0853

Grade level: 11-12

Prerequisite: Biology or Honors Biology

Credit: ½ credit

Elective

This is an in-depth study of the human body, including anatomical identification and understanding systemic functions. The course includes lab work and paper writing. Material is covered on a system by system basis, and based upon student interest may include coverage of disease prevention and treatment, sports medicine, physical therapy and massage, reproductive health, and the brain and memory.

Text: Essentials of Human Anatomy and Physiology by Elaine Marieb

Zoology

Course 0851

Grade Level: 11-12

Prerequisite: Biology or Honors Biology

Credit: ½ credit

Elective

Zoology examines the anatomical, physiological, and behavioral aspects of the members of the animal kingdom. Animal groups are studied by phylum, with emphasis placed upon physical characteristics and comparative features. Based upon student interest, coverage may include veterinary science, taxidermy, birding skills and listing, and field-based live animal surveys. Projects include sketching, animal observation, and paper writing.

Text: Integrated Principles of Zoology by Hickman, Roberts, Larson, I'Anson, and Eisenhour

Social Studies Department

Members of the Social Studies department provide students with a broad base of knowledge to enhance their understanding of an increasingly interdependent global society. Teachers working within multiple disciplines employ various methods to stimulate an appreciation for both the learning process and the subject matter at hand. Students are encouraged to think analytically and critically as teachers introduce them to new concepts in a sequential, well-structured manner. Comparative analysis is valued as a means by which active learners can more fully comprehend the world's diverse cultures and their respective histories. Teachers assist students in improving their written and verbal communication skills as well as their research methods. The department strives to impart many of the values associated with global citizenship including the ongoing development of social, political, moral, and ecological consciousness.

Social Studies 5

Course number: 9050

In fifth grade social studies, students study the history of the United States. Using the Scott Foresman textbook, The United States, as a guide, students learn about the people, events and forces that helped shape and form our country. Students look at immigration and life in the Western and Eastern Hemispheres. Special emphasis is placed on learning about the indigenous people who first called this land home.

Text: The United States by Scott Foresman

Social Studies 6

Course number: 9060

The sixth grade social studies curriculum focuses on Canada and Latin America. Students study these regions from geographic and social standpoints. An emphasis is placed on enhancing research skills, and students practice this by engaging in three major research projects. Students also read Northern Lights: The Story of Minnesota's Past, which focuses on Minnesota history as well as present day issues concerning the state. Additionally, students read and discuss local newspapers to learn about current events.

Text: Latin America and Canada by Banks and Beyer and Northern Lights: The Story of Minnesota's Past by Wackman and Wagner

Social Studies 7

Course number: 9070

The main emphasis of this course is research using the Modern Language Association (MLA) method of documentation. This method of research is used at Marshall grades 7-12 in all disciplines. Research projects include individual and group projects in a variety of presentation methods: documented papers, primary research, booth presentation, participation in National History Day Competition, posters for display, and politically cooperative urban design. Content includes introduction into eight disciplines of social sciences (psychology, sociology, anthropology, geography, history, economics, political science, and futures) using John J. Bonstingl's text Introduction To The Social Sciences for teaching note-taking and test preparation as well as vocabulary and concepts appropriate for each discipline.

World Geography 8

Course number: 9080

In the eighth grade World Geography course, we mentally travel to, and learn about, the cultures found on the continents of Europe, Asia, Africa, and North America. We discover what we have in common with the people living there, and explore new ways of looking at the world. Geography is more than just gathering facts, names, and dates about nations and landforms on the earth. It is gaining an appreciation of the richness and variety that make up our unique planet.

Text: World Geography: A Global Perspective by Thomas J. Baerwald and Celeste Fraser:

Upper School Requirements:

3½ credits of Social Studies coursework must be completed before graduation, including American Government in ninth grade.

American Government

Course number: 0930

Grade level: 9

Prerequisite: none

Credit: ½ credit

Required

This course provides students with an introduction to American government and politics within the context of our nation's historical development. We briefly explore various theories related to government and the political process in general. Our main focus is to gain insight into the guiding principals of the U. S. Constitution and the system of government it created and has sustained for over two hundred years. Considerable time is devoted to studying the structure of the federal government and the functions it serves. Further topics of study may include brief examinations of current events, and local and state government.

Text: American Government by Steven Kelman

American History

Course number: 0940

Grade level: 10

Prerequisite: none

Credit: 1 credit

Required

This American History survey course covers American history from pre-Columbian Native American development to the start of the twentieth century. Particular focus is on European exploration, colonial development, the American Revolution, the constitutional period, the period of the Federalists and Republican parties, Jacksonian democracy, sectionalism, the Civil War and Reconstruction, and the United States in the last quarter of the nineteenth century.

Text: Inventing America by Pauline Maier, et. al.

Honors American History

Course number: 0971

Grade level: 10

Prerequisite: department recommendation.

Credit: 1 credit

Elective

This American History survey course takes American history from pre-Columbian Native American development to the start of the twentieth century. Particular focus is on European exploration, colonial development, the American Revolution, the constitutional period, the period of the Federalists and Republican parties, Jacksonian democracy, sectionalism, the Civil War and Reconstruction, and the United States in the last quarter of the nineteenth century.

Text: The American Pageant by David Kennedy, et. al.

World History

Course number: 0950

Grade level: 11

Prerequisite: none

Credit: 1 credit

Required

Beginning with the emergence of the hominids and ending with the French Revolution, this course takes the students through the significant developments of World History from the perspective of social phenomena, religions, cultures, and great figures in history. Students engage these subject areas through a textbook, primary sources, lecture, by writing papers, PowerPoint presentations, and historical re-enactments. These methods enable students to think historically, to analyze and to interpret historical phenomena, and to research and to write effectively.

Text: World History: Perspectives on the Past by Larry Krieger

Honors World History

Course number: 0972

Grade level: 11

Prerequisite: department recommendation.

Credit: 1 credit

Elective

This course differs from the regular-level course in its use of a college-level textbook, its use of primary sources and outside reading, its depth of analysis, and its expectations of the students. There is a major research paper assigned each semester.

Text: A History of World Societies by John P. McKay

Twentieth Century History

Course number: 0941

Grade level: 12

Prerequisite: American History and World History

Credit: 1 credit

Required

The twentieth century is often referred to as America's century. With that as our beginning focus, this course focuses on the United States as an industrial, economic and military power of the twentieth century. European and world events are also examined, thus placing the United States in a broader perspective. Although no two historical eras are exactly alike, by examining key events of the twentieth century students begin to see historical parallels with the present day, understand what choices leaders and everyday people faced in an earlier era, and discover what has been learned from the past and what mistakes have been repeated throughout the century. Textbook reading is supplemented with primary source material and video/film coverage of the twentieth century. Students refine their critical thinking skills by constructing and giving presentations, and through a variety of writing tasks that encourage students to interpret history for themselves.

Text: America Transformed by Gary Gerstle, Emily S. Rosenberg and Norman L. Rosenberg

Honors Twentieth Century History

Course number: 0946

Grade level: 12

Prerequisite: Department recommendation

Credit: 1 credit

Required

This course differs from the college prep level course in its use of different textbooks, primary sources, and outside reading. Honors sections are less dependent on the textbook in the classroom than college prep sections, and students are expected to lead classes and provide some of the primary source reading for the class as a whole. A goal of the honors class is to have students submit research papers to *The Concord Review*, a prestigious history journal dedicated to publishing essays written solely by high school students.

Text: To be determined

Other Learning Opportunities

M.O.R.E.

M.O.R.E. is the Marshall Outdoor Recreation and Education program that is designed to improve student interest in the environment of northern Minnesota and Wisconsin and to promote teamwork, leadership skills and enjoyment of the outdoors. The outdoor program emphasizes experiences that are educational, instructional and helpful to the total development of the Marshall student. All M.O.R.E. outings and activities take place under the watchful eye of experienced counselors.

5th Grade—Students spend two nights and three days at the Audubon Center in Sandstone, Minnesota. The experience complements their science studies.

7th Grade—As an extension of their natural science curriculum, students spend five days at YMCA Camp Widjiwagan in Ely, Minnesota

9th Grade—Students participate in a five-day wilderness and camp experience at YMCA Camp Widjiwagan in Ely, Minnesota.

12th Grade – Students participate in a three-day leadership and experiential education program at YMCA Camp Manitowish in Boulder Junction, Wisconsin.

Foreign Study

Many good programs now exist that offer students, generally juniors, opportunities to study abroad for a full school year, a semester, or a quarter. Recent placements have included stays in Israel, Chile, Norway, and the Czech Republic. Anyone interested in participating in a program of study abroad must plan well ahead to be sure to meet all Marshall School graduation requirements. Please check with the Counseling Department for specifics.

Independent Study

Independent Study is available to students in grades 9-12 and provides an opportunity to study something that is not offered in the regular program, or to learn it in a different way. Students must contact the appropriate teacher who acts as consultant and adviser. Registration for Independent Study is not complete until all necessary forms and signatures have been obtained. Please check with the Counseling Department for further information.

Post Secondary Educational Options

Marshall School reserves the right to approve courses for academic credit and for inclusion on a student's Marshall transcript. Tuition fees will reflect that inclusion.

Students who are interested in pursuing PSEO opportunities should begin conversations with Dr. John Haire, Upper School Director. Local PSEO programs often have deadlines for PSEO enrollment in early June and early December. Discussions well in advance of these dates are advised.

Community Service Learning

Marshall's Community Service Learning program is an integral part of character development and leadership. It begins in the middle school with class projects in the local community and continues in the upper school as students volunteer at local soup kitchens, nursing homes, centers for children in low-income neighborhoods, and city-wide clean up projects. The goal of the program is to instill a sense of social responsibility and to introduce the lifetime rewards of giving back to the community in which we live. Students in grades 9-12 are required to complete a minimum of 10 hours of community service each year, with a total of 40 hours for graduation.

Middle School Interim

Each year, the middle school suspends classes for two days and conducts an interim program that is aimed at introducing students to a variety of experiences not included in daily classroom instruction. In keeping with the school's mission, community service opportunities are integrated into the interim program. Interim offerings vary from year to year in order to provide students a wide range of activities during their four years in the middle school.

Middle School Advisory Program

The Middle School Advisory program aims to promote a sense of connectedness and belonging among the students and teachers. In small groups, students meet three times a month with a faculty advisor to explore topics important in the life of a young adolescent. The faculty advisor serves as a mentor, guide and advocate for students in his/her group. Each grade level focuses on a theme; however, students are strongly encouraged to raise topics of special interest to them at any time with their advisor.

Upper School Advisory Program

Advising is one of the ways that we strive to remain true to our stated mission, by “supporting and nurturing...an atmosphere where each student sets challenging but attainable goals and where the exploration of new interests and talents is encouraged.” The Upper School hosts an advisory program that focuses on small groups at each grade level. A faculty member or administrator meets with a small group of students, providing an effective and friendly way to address problems with student schedules, questions about graduation requirements, and transitions for new students. Additionally, advising groups offer a “home-base” for assemblies, special programming, and community service initiatives. Advisors stay with a group of students until graduation so that students are known well by the advisor.

Values and Choices

Values and Choices is a unit for 7th graders that examines relationships, human sexuality and the social implications facing young teens. Units include defining values and choices, pregnancy and childbirth, sexually transmitted diseases, communicating with parents, Internet safety, perspectives on sexuality, peer pressure in social situations, and defining harassment.

Other Activities

Other co-curricular activities include Student council, Student Ambassadors, Knowledge Bowl, Math League, Yearbook, Drama, Mock Trial, school newspaper “The Illuminator”, Big Brothers/Big Sisters, Athletic Council, Junior Statesmen, Gay Straight Alliance, Chess Club, Greens Club, Japanese Culture and Study Club, and other athletic and academic opportunities. Not all activities are available in each division. All activities are subject to student interest.

Notes