

**N - XII CURRICULUM GUIDE: 2025-2026**





# Mission

Marymount School is an independent, Catholic day school that educates and empowers young women of all faiths to question, risk, and grow; to care, serve, and lead; to challenge, shape, and change the world.



## N-XII CURRICULUM GUIDE

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# Early Childhood (Nursery & Pre-K)

Nursery and Pre-K students flourish in a program that thoughtfully balances teacher-led instruction and open-ended learning opportunities to educate the whole child. Through collaborative play and hands-on exploration, students develop both the social-emotional skills and the foundational literacy and numeracy abilities that set them up for success in Kindergarten and beyond.

## NURSERY

The student-centered Nursery program nurtures a lifelong love of learning through inquiry, multisensory exploration, and guided playful experience, providing a solid foundation for the academic journey. Children in Nursery are at a developmental age characterized by a growing interest in others, and they flourish in a program that centers on social and emotional growth. Guided to explore the world they inhabit while treating each other with kindness and respect, the skills children develop in Nursery form a secure foundation for academic success. Play is a central learning modality; hands-on activities encompass experimentation, investigation, and discovery. Designed to nurture and to challenge, the program includes thoughtfully planned experiences to extend a child's own discoveries and cultivate their curiosity. Children participate in theme-based projects that are rich in literacy, numeracy, science, and the arts.

The Early Childhood program offers integrated learning through interdisciplinary activities that center on stories, songs, and visual art. As children listen to and begin to tell stories, they are learning the nuances and complexities of language, and they are learning about sequencing, social interactions, the physical world, and the world of the imagination. Through experimentation with a broad range of art materials and mediums, children develop creativity, visual discrimination, and fine motor skills. Music and movement align with the rhythms of language, and kinesthetic activities engage the children in dynamic learning of both mind and body, offering experiential understanding of space and time.

The Nursery program also provides explicit instruction in specific content areas. In Learning Centers, children focus on literacy or math activities in small groups led by a teacher. In literacy, the focus is on the development of expressive and receptive language. Wide-ranging and rich exposure to stories, poems, and nonfiction creates a strong foundation for developing pre-reading skills. Students come to understand the conventions of print, begin letter recognition, and develop phonological awareness. Mathematics is present throughout the day, from counting the days on the calendar to evaluating the number of blocks it takes to construct a tower. Through interactive and hands-on activities, the students build a solid understanding of counting and number value, patterning and sorting, and establish the basis for later mathematical skills. Specialist teachers in STEM, music, physical education, religion, and library extend the Nursery program beyond the homeroom, and children attend a Chapel service regularly. Visits to The Metropolitan Museum of Art deepen the children's appreciation of creative expression and cultural diversity.

## PRE-KINDERGARTEN

Continuing to nurture each child's natural curiosity and inquiry through diverse approaches to learning, the Pre-Kindergarten program facilitates individual growth, encourages collaboration among students, and celebrates community. Pre-K students are developing increased independence and the ability to work collaboratively. Whole-class, small-group, and one-on-one work with a teacher offers variety in learning environments and modalities. Incorporated into the structure of the day

are opportunities when students choose their own activities. Working with other children or independently, they learn to regulate their time and navigate learning by leading, following, or exploring.

Teachers know each child well and strive to build a child's confidence and resilience, planning and designing projects to challenge strengths and support areas in progress. Interdisciplinary activities are thematically clustered. One major theme in Pre-Kindergarten is growth and change. Children begin to identify their place in the world as it expands from family to school to the wider community. They also learn how people celebrate growth and change in other cultures through the study of diverse holidays and festivals.

The day is rich with songs, stories, and poems. Children love playing with language at this age; they delight in rhyme and alliteration and proudly learn new vocabulary. Children in Pre-K are developmentally ready to begin formal letter writing. Explicit instruction in letter formation, as well as in letter-sound correspondence, gives students the tools needed for later phonetic decoding of new words. Many Pre-K students are at the cusp of reading and writing, and the program provides the opportunity for each child to develop these skills at their own pace.

Pre-K students notice patterns everywhere: from the repetition of words and sounds to the arrangement of shapes, to sequences of numbers. In addition to developing their number sense, spatial understanding, and vocabulary, the children strengthen many mathematical skills as they identify and build patterns; categorize, sort, and arrange materials; compare various phenomena; and begin to graph their discoveries.

Pre-K students have specialist teachers for STEM, Spanish, music, physical education, religion, and library. Regular visits to The Metropolitan Museum of Art deepen the children's appreciation of cultural diversity and creative expression. They attend Chapel services, celebrate global holidays, and learn about the traditions and rituals from countries around the world, especially those represented by members of the community.







# Lower School (Kindergarten – Class II)

Infused with abundant enthusiasm and creativity, our Lower School program inspires true joy in learning. From publishing their first book to creating an innovative product for the Invention Convention, students engage in active learning that draws upon their curiosity, imagination, and problem-solving skills. Meeting each child exactly where they are, our faculty supports and challenges students every step of the way.

## KINDERGARTEN

### LITERACY: READING

The Kindergarten reading curriculum aims to develop strong reading habits and foster a love of reading that will last a lifetime. Students incorporate strategies to figure out unknown words, check their own understanding of the text, build stamina to read independently, and learn what it means to become an avid reader. Teachers work with students in small groups to teach phonemic awareness, letters, sounds, and sight words through multi-sensory instruction. Explicit phonics lessons serve as the foundation for students to become skilled and self-assured readers and writers.

### LITERACY: WRITING

Kindergarten authors learn to express their exciting and original ideas through written words and illustrations. Students are exposed to numerous genres, including narrative, how-to, poetry, and nonfiction writing. By exploring diverse writing examples, students can develop their own unique voice and gain a deeper understanding of the writing process. Students are introduced to proper sentence structure, including spacing and punctuation, and the basics of the editing process. Our young writers hone their craft through shared, interactive, and independent writing. At the end of each unit, students celebrate their hard work by sharing their finished books with their peers during grade-wide publishing parties.

### MATH

The Kindergarten mathematics program seeks to develop an understanding of and insight into the patterns of numbers.

Lessons emphasize building logical thinking and confidence in mathematical problem-solving. Number sense, counting, patterns, number operations, exploring and comparing two- and three-dimensional shapes, measuring using non-standard tools, analyzing data, and correct numeral formation are integral parts of the program. Mathematical concepts and understanding are explored through hands-on activities and thoughtful play.

### SOCIAL STUDIES

The Kindergarten social studies curriculum is designed to expand students' understanding of themselves and the world in which they live. Students learn about and celebrate the ways in which we are each unique, and recognize the diversity in the world around them. Topics covered include the self, family, community, maps, holidays, and multicultural traditions.

### SCIENCE

The Lower School science curriculum is designed to cultivate lifelong learners who feel capable and confident asking questions, designing experiments, sharing discoveries, and debating outcomes. Kindergarteners begin the semester investigating forces and motion as they focus on topics like speed, gravity, push and pull, friction, collisions, and more. They go on to explore the human body, learning the roles of the different body systems and how they interact with one another. The year concludes with a study of animal life cycles as Kindergarten scientists compare and contrast the life cycle of butterflies with those of other animals, and watch caterpillars transform.



# A Day in Kindergarten



## Sample Schedule:

**8:15 - 8:45 a.m.**  
Morning Meeting

**8:45 - 9:15 a.m.**  
Phonics/Centers

**9:15 - 9:40 a.m.**  
Literacy

**9:40 - 10:00 a.m.**  
Snack

**10:00 - 10:30 a.m.**  
Fitness/Dance

**10:30 - 11:00 a.m.**  
Music

**11:00 - 11:40 a.m.**  
Math

**11:40 - 12:10 p.m.**  
Lunch

**12:10 - 12:50 p.m.**  
Rest/Play

**12:50 - 1:20 p.m.**  
Spanish

**1:20 - 2:00 p.m.**  
Creative Technology

**2:00 - 2:40 p.m.**  
Art

**2:40 - 2:50 p.m.**  
Homeroom

## CREATIVE TECHNOLOGY

The creative technology curriculum in Kindergarten aims to introduce students to engineering through a variety of building challenges to develop their science, math, technology, and design skills. Students begin the year with programming to practice computational thinking. In a game design unit, students design and play their own “If...Then...” board games, helping them develop pattern recognition skills, mental math skills, and game play rules. Throughout the year, students learn about various trailblazing female pioneers who inspire students to be bold, persevere, and dream big. They also have numerous opportunities to work through design challenges both independently and collaboratively with peers.

## SPANISH

Kindergarten students receive their initial exposure to the Spanish language and Hispanic cultures. They are introduced to basic and familiar vocabulary, establishing the foundation for their language studies at Marymount. Students enter the beginning phases of listening and speaking while singing songs and listening to stories that reinforce new vocabulary and expose them to the richness and diversity of Hispanic cultures.

## ART

Art activities are integrated throughout the Kindergarten curriculum. Projects interweave four core elements: creative expression, critical thinking, confidence-building, and empathy. In the art studio, students build a foundation for visual thinking by focusing on line, color, form, shape, space, and texture. Students study art from diverse cultures and time periods as they develop their own skills with oil pastels, tempera and watercolor, printmaking ink, collage materials, and clay. Regular visits to The Metropolitan Museum of Art reinforce concepts introduced in class and serve as inspiration for students’ individual creative growth.

## MUSIC

Using various genres of music, Kindergarteners learn to develop their beautiful singing voices. Students start internalizing the steady beat found in music and begin rhythm reading. In addition, they also study dynamics, tempo, and melodic contour. Kindergarteners serve as Leaders of Song for Chapel, beginning their practice of public speaking. Regular

participation in assemblies and special programs instills a joy for performing.

## RELIGIOUS STUDIES

Religious Studies in Kindergarten seeks to nurture the spiritual dimension within each child. Their uniqueness is emphasized as they learn more about their role in their family, school, and community. Students make connections between the world and their personal lives and grow to appreciate the many signs of God’s love. They also begin to learn about Jesus and his life. All Kindergarten students participate in regular prayer rituals and Chapel services.

## PHYSICAL EDUCATION/DANCE

In PE classes, Kindergartners begin to figure out how and where their bodies can move through axial and locomotor skills. They develop fundamental movement skills and hand-eye coordination through running, jumping, throwing, catching, and kicking. Sports and games like basketball, yoga, and volleyball, encourage teamwork. In dance, students move their bodies for creative expression.

# CLASS I

## LITERACY: READING

Language arts is central to the Class I curriculum and is woven into all activities throughout the day. It encompasses phonics, reading, writing, listening, and oral expression. Explicit daily instruction of phonemic awareness, letters, sounds, and sight words is part of a highly sequential, multi-sensory approach to literacy. Through whole-class, small-group, and individualized instruction, students learn to decode, comprehend, and interact with a variety of genres, from nonfiction to poetry to contemporary fiction. The goal is to have students become lifelong readers who find satisfaction and pleasure in independent reading.

## LITERACY: WRITING

The Class I writing program strives to create a community of writers by providing numerous opportunities for the students to write for authentic purposes. The students write regularly on their chosen topics and explore various genres, such as personal narrative, nonfiction, poetry, and fiction. The



process and conventions of writing and grammar are taught, including brainstorming, planning, and revising. Handwriting and accurate letter formation are practiced, and publishing and sharing of the students’ work are ongoing parts of the classroom program.

**MATH**

The Class I mathematics program seeks to develop the students’ understanding of numbers and their operations. There is an emphasis on number sense and confidence in mathematical problem solving. Connections are made between concrete experiences and abstract ideas and their symbolic representations. Major units include numeration and counting, place value, operations, problem solving, and exploration of geometry, time, and money. Strategic thinking is explored through game play.

**SOCIAL STUDIES**

Class I learns about citizenship and what it means to be part of a community. Beginning with lessons on individuality, they broaden the circles around them to include their family in a beloved tradition of “Student of the Week” classroom visits. This exploration then expands to include the community, neighborhood, and city that encompass our school. Students are also introduced to maps and globes through a variety of activities.

**SCIENCE**

Class I science focuses on developing the skills of scientific inquiry. Students practice asking questions, designing investigations, and drawing conclusions based on the data they collect. During the year, they plant seeds to understand plant adaptations and seed dispersal. They spend time investigating the properties of light and sound through communication devices and musical instruments, developing an understanding of how human eyes and ears work and how other animals use these senses to communicate and survive.

**CREATIVE TECHNOLOGY**

The creative technology curriculum in Class I aims to introduce students to the engineering and design process. Each unit is designed to be an interdisciplinary study, engaging students in a variety of challenges that help to develop engineering, science, math, and design skills. Through the iterative process,

students design and build machines that correspond with their learning in science, such as robotic arms, simple machines, programming with robots, and the construction of three dimensional shapes. Throughout the year, students have numerous opportunities to work through design challenges both independently and collaboratively with peers.

**SPANISH**

Class I students continue to simultaneously incorporate listening and speaking into each class. Students also begin to participate in small dialogues while greeting each other and expressing their feelings in the target language. They continue to build upon the vocabulary that they have learned and, through stories and videos, are exposed to different elements of Hispanic culture.

**ART**

Class I students explore various art materials and techniques through hands-on, interdisciplinary projects while building on their earlier study of the elements of art. As they study art from diverse cultures and time periods, students practice their two- and three-dimensional skills with diverse and engaging materials. Opportunities to focus on drawing from observation is also a weekly component of their visual studies. Regular visits to The Metropolitan Museum of Art reinforce concepts introduced in class and serve as inspiration for the student’s individual creative growth.



**MUSIC**

Class I students continue to develop their singing voices and rhythm reading skills. They study various musical cultures each semester through the Musical Explorers program sponsored by Carnegie Hall. Students also regularly participate in assemblies, Chapel services, Masses, and special programs.

**RELIGIOUS STUDIES**

Class I students are invited to grow in their understanding of a loving God, the holiness of God’s creation, the life and teachings of Jesus, and the gift of the Holy Spirit. Students learn about the various types of prayer and serve as prayer leaders. Through discussions and activities, together we investigate the ways in which God’s people can respond to God’s love. Students participate in Chapel services and Masses regularly throughout the year, where they begin to assume leadership roles.

**HEALTH**

This course is designed to build students’ sense of self and community through a social and emotional lens. Topics include fixed versus growth mindset, self regulation, friendships, and conflict resolution. Lessons incorporate role play, group discussion, and team-building activities. Students gain valuable skills and strategies to apply as learners and as community members.

**PHYSICAL EDUCATION/DANCE**

In Class I PE classes, students continue to work on fundamental movement skills, such as running, jumping, throwing, catching, kicking, and improving overall fitness levels. Through group games, they also focus on developing strong teamwork, sportsmanship, and communication. These skills are often taught through partnered activities using stations and working on a specific skill set as they rotate. In dance, students begin to learn basic ballet techniques and continue to explore ways to communicate ideas, thoughts, and feelings through dance and movement.

# CLASS II

**LITERACY: READING**

Language arts is a primary component of Class II’s curriculum.

Students explore a variety of genres through whole-group, small-group, partner, and independent reading. They become active readers who question, summarize, analyze, predict, and infer. Students learn spelling patterns through explicit, multi-sensory instruction. Phonics lessons provide each student with the building blocks necessary to become proficient and confident readers and writers.

**LITERACY: WRITING**

In-depth genre studies provide an opportunity to examine the craft of writing. These shared experiences establish the basis for discussions about important literary elements. Students take pieces through the publishing process, starting with planning and organizing ideas. They build stamina while drafting and learn the power of revision as they edit their work for learned phonics patterns and simple grammar. In addition, students practice researching, note taking, and paraphrasing. Handwriting skills are honed, and cursive is introduced.

**MATH**

The goal of the Class II mathematics program is to ensure that students extend their number sense, fact fluency, and problem-solving abilities. Students engage in activities that require real-life applications and mental mathematics. Instruction includes understanding place value up to 1,000, strategies for addition and subtraction, time to the minute, money, and an introduction to multiplication and division. Math Enrichment provides an opportunity to explore a variety of topics that reveal the joy, beauty, and rigor of mathematics.

**SOCIAL STUDIES**

The social studies program in Class II focuses on the history of New York City from Manahatta and the lifestyle and culture of the Lenape people, to the development of New Amsterdam, to New York in modern times. Through this thematic study, students are introduced to the concept of change and evolution in communities over time. Foundational research strategies such as annotating and summarizing are practiced. Students use their imagination to explore history through drama and role-play.

**SCIENCE**

As students deepen the skills of scientific inquiry, they develop their own questions, design experiments, collect and analyze



data, and debate conclusions based on evidence. After beginning the year with a study of electricity, students are introduced to littleBits, electronic building tools that snap together with magnets. A highlight of the Class II science curriculum is the annual Invention Convention, where students design and build working inventions using their knowledge of electrical engineering. Later in the year, Class II students investigate animal classification and explore states of matter. Through a series of experiments, students learn about the properties of matter, solids, liquids, and gasses, and how materials can undergo physical and chemical changes.

**CREATIVE TECHNOLOGY**

The creative technology curriculum in Class II utilizes the engineering and design process, encouraging students to value the process over the product. During the first semester, students build wigwams and create woven baskets as part of an integration with their social studies curriculum. Students also learn about Bessie Coleman, a noteworthy stunt pilot, and create their own biplane model with revolving propellers using littleBits, circuit building blocks that magnetically snap together to output various functionalities. A highlight of the year is the Invention Convention, in which students use their knowledge of electrical engineering, circuitry, and design thinking to address real-world issues with creative solutions. Students hone their coding skills through the use of the Scratch Jr. programming language.

**SPANISH**

Class II students grow in their vocabulary and regularly practice new vocabulary learned, such as with the weather and the calendar. While listening to stories about important people from Spanish-speaking countries, they are exposed to Hispanic cultures and able to make connections and comparisons with their own cultures.

**ART**

Class II students continue to explore various art materials and techniques through engaging, interactive, project-based learning. As they study art from diverse cultures and time periods, students practice their two- and three- dimensional skills, as well as their ability to draw from observation. All projects interweave core essentials that foster creative expression, aesthetic perception, critical thinking skills, and

empathy. During regular visits to The Metropolitan Museum of Art, interactive activities are designed to engage the students in bringing works of art to life from pencil sketching from observation.

**MUSIC**

Tuneful singing continues to be a primary focus in Class II. In addition, more complex rhythm reading and solfege sight-reading is introduced. Students also study various musical cultures each semester through the Musical Explorers program sponsored by Carnegie Hall. Class II students serve as Leaders of Song for Chapel services and work extensively on the liturgy in preparation for receiving their First Communion. They also contribute regularly to assemblies and special performances.

**RELIGIOUS STUDIES**

As a Sacramental year, Class II focuses on deepening each student’s relationship with God. The religious studies program emphasizes the concepts of belonging to God’s family, Jesus’ saving actions, and communal celebrations. The parts of the Catholic Mass are studied, and students hold leadership roles in Chapel services and all-school Eucharistic liturgies. Parents, teachers, and students work together to learn about and prepare for the Sacrament of Communion. Every student, regardless of their family’s faith tradition, participates in the celebration of First Communion.

**HEALTH**

Health topics in Class II are taught across three broad units: taking care of yourself, each other, and our community. Students are taught self-advocacy and practice navigating social situations through discussions, reflections, and role-play.

**PHYSICAL EDUCATION/DANCE**

Class II students begin to acknowledge their own growth and strength as they become more aware of their body control, accuracy, and focus. The PE program emphasizes developing healthy habits and reinforces the importance of teamwork and sportsmanship within the context of competition. In dance, the skills and ballet techniques acquired in Class I are reinforced and applied to projects and activities that feature individual and group presentations.







## Lower Middle School (Class III – Class V)

Designed to foster intellectual and personal growth, our Lower Mid program expands students' learning horizons as they explore the wider world around them. Students draw connections across disciplines through robust cross-curricular collaborations. With an emphasis on effective communication, students develop their voice and hone their skills as clear and confident speakers and writers.

### CLASS III

#### LANGUAGE ARTS

The Class III reading curriculum provides the opportunity for students to take part in rich discussion as they strengthen their reading skills. Students explore literature that complements their social studies curriculum through relatable novels that highlight various cultures around the world such as *My Name is Maria Isabel* and *Rickshaw Girl*. Throughout each unit, students develop comprehension skills, including summarizing, inferring, vocabulary development, and important discussion skills.

Class III builds upon their knowledge of grammar as they write more complex sentences. They combine simple sentences using various conjunctions, expand simple sentences with question words, and incorporate strong word choices. With a focus on expository writing, students are introduced to parts of a paragraph, including topic sentence, concluding sentence, and supporting details. Students practice various genres of writing through weekly writing journals. For each assignment, students employ the writing process of brainstorming, drafting, editing, revising, and publishing.

#### MATH

The mathematics program in Class III solidifies foundational concepts of place value and the four basic number operations. Throughout the year, each operation is explored in depth, and students work toward mastery of multiplication and division facts. Further units include multi-digit multiplication,

fractions, measurement, area and perimeter, money, elapsed time, and geometry. A major portion of the program involves a hands-on approach, with a special emphasis on developing problem-solving strategies and becoming more confident in communicating mathematical ideas.

#### SOCIAL STUDIES

Class III students develop a greater understanding of diverse cultures around the world and reflect upon their own relationship with and responsibility to the earth. The curriculum revolves around the theme of a geographical world tour. Students engage with maps to navigate and learn about the unique characteristics and geography of each of the seven continents. They use nonfiction and fiction texts to explore the role and impact geography has on our lives, including the development of culture. Hands-on activities and group work celebrate and unite unique and global perspectives.

#### SCIENCE

In Class III, students build on their observation, engineering, researching, and note-taking skills and learn to independently navigate the Lower Middle School science lab. They begin the year exploring simple machines, culminating in a project such as Cardboard Arcade or the Rube-Goldberg project where students build their own chain reaction machines in groups. Class III students then examine the water cycle and enter a biodiversity study, covering topics such as plants and insects, animal classification, nature conservation, and habitats and biomes. Throughout this unit, students raise and observe a variety of live insects through the stages in their life cycles. Finally, Class III studies light and color, ending the year with a dissection in the Science Lab.



CREATIVE TECHNOLOGY

In Class III, students dive into the world of circuitry and electronics using littleBits modular kits, fostering both invention and coding fluency. Through interactive tutorials and engaging projects, they not only grasp foundational computer science concepts, but also apply them creatively. Introducing a range of robotics platforms like Lego Spike, Finch, and Dash, students tackle thrilling design challenges, honing their engineering skills along the way. As they delve into the creation of their version of “Calder’s Circus,” experimenting with diverse materials, they cultivate resourcefulness and ingenuity, setting the stage for innovative problem-solving. Moreover, exposure to 3D printing and laser cutting empowers these budding engineers to devise real-world solutions, enriching their learning journey.

SPANISH

Class III students continue to strengthen their language skills, reaching a new level of confidence. In Class III, students are exposed to the grammar structure of the language, while learning vocabulary of adjectives that enable them to describe their surroundings. They are exposed to Hispanic cultures through the eyes of the characters on stories shared in the classroom.

ART

Students explore a variety of art materials, processes, and concepts. Artwork is project-based with special attention given to more advanced manipulative and technical skill-building in drawing, painting, and collage techniques. Sculpture, mixed media, and a site-specific installation are also introduced. Both studio and art history classes are held in the Carroll Classroom of The Metropolitan Museum of Art. Regular gallery visits reinforce concepts introduced in class and serve as inspiration for the students’ individual creative growth.

MUSIC

Class III music introduces students to ensemble singing. The concept of singing in harmony is introduced through partner songs, and music theory topics such as rhythm reading, note reading, and sight singing are covered. Students also contribute regularly to assemblies, chapel services, and special programs, which enhances their love for performing and appreciation for music.

SPEECH

Students are introduced to public speaking and dramatic presentation in Class III. They learn and practice the basic skills of projection, poise, articulation, dramatic phrasing, and eye contact through exercises and class presentations. Students begin to learn to speak with confidence, authority, and ease in front of an audience. The class focuses both on individual presentations and collaborative projects, including voice poems, book talks, and scenes, and culminates in an interdisciplinary presentation of folktales from diverse cultures.

RELIGIOUS STUDIES

Religious Studies in Class III focuses on values-based decision-making and participating in the life of the Catholic Church. Students explore the mission and structure of the Church and how each person is sacred and called to holiness. Stories about Jesus and other models of faith are read and studied, inspiring discussion of personal and social ethics and the development of conscience. The role of God’s grace and forgiveness is emphasized as students, teachers, and parents work together to prepare for the Sacrament of Reconciliation.

HEALTH/GUIDANCE

Class III Guidance focuses on community building, friendship skills, and social-emotional learning. Students learn to understand why rules must be followed within a community and what it means to treat others with dignity and respect. They practice healthy communication and setting boundaries, while role playing how to resolve age-appropriate conflict. Students also explore the difference between healthy and unhealthy stress and identify coping strategies to feel in control of their emotions in order to best navigate them.

PHYSICAL EDUCATION/DANCE

In both indoor and outdoor venues, students focus on building fundamental movement skills and fostering a love for physical activity. To encourage skill-development, teamwork and sportsmanship, students learn the rules and play sports such as track, basketball, soccer, volleyball, softball, and kickball.

A Day in Class III



Sample Schedule:

- 8:00 - 8:30 a.m.  
Homeroom
- 8:30 - 9:40 a.m.  
Language Arts
- 9:40 - 10:20 a.m.  
Music
- 10:20 - 11:00 a.m.  
Recess
- 11:00 - 11:40 a.m.  
Lunch
- 11:40 a.m. - 12:40 p.m.  
Math
- 12:40 - 1:20 p.m.  
PE
- 1:20 - 2:00 p.m.  
Speech
- 2:00 - 2:40 p.m.  
Science
- 2:40 - 3:15 p.m.  
Homeroom



# CLASS IV

## LANGUAGE ARTS

Class IV language arts strives to develop a community of lifelong readers and writers. While growing in excitement about reading and literature, students develop their writing skills through the study of mechanics, grammar, spelling, and word choice. Frequent writing exercises allow students to explore memoir, poetry, fiction, and non-fiction. Through full-class discussion, small-group work, and independent reading, students develop the necessary skills to become both analytical and resonant readers. As a variety of genres are studied, students are taught to analyze literature for character, setting, plot, and theme. Representative titles are often connected to the social studies curriculum and may include titles such as *Toliver's Secret*, *Amina's Voice*, and *Prairie Lotus*, among others. This interdisciplinary approach, which incorporates social studies, art, technology, drama, and music, enlarges the scope of the students' experience with literature and further develops their appreciation for the written word.

## MATH

The mathematics program extends students' understanding of fractions and fractional operations, and students deepen their understanding of whole number operations and place value to 1,000,000. Students also connect their understanding of fractions to learn about decimal place value, addition, and subtraction. Further units include measurement, angles, and two-dimensional geometry. With an emphasis on critical thinking and mathematical reasoning, students develop an understanding of concepts and a sense of self-confidence through hands-on activities and exercises.

## SOCIAL STUDIES

Class IV social studies examines the early development of the United States. From exploring indigenous peoples' history and tracing the first interactions with European settlers to the establishment of the American colonies and early American government, students form an understanding of the founding of the United States. With an emphasis placed on the American Revolution, students come to understand the value of historical research by gathering and examining

multiple sources to analyze historical events, learning how history is researched, written, and retold.

## SCIENCE

In Class IV, students begin their year by studying astronomy and Earth's place in the solar system. Next, students explore Earth systems and geology, including an in-depth investigation into rocks, minerals, and crystals. The year concludes with a unit on the human body, which is approached from a body systems perspective. Throughout the curriculum, hands-on activities are emphasized, and students work both individually and in partnerships as they explore the natural world through interactive experiments. Time is also spent developing scientific note-taking skills and building academic study skills to prepare for science assessments.

## CREATIVE TECHNOLOGY

In Class IV, students fortify proficiency in digital literacy, digital fabrication, and robotics. Students deepen their understanding of computational thinking and programming techniques through an interactive robotics project that seamlessly integrates art and design. Students learn how to navigate across various digital platforms and apps, creating their own digital "Choose Your Own Adventure" story, which enhances their researching abilities and instills principles of digital citizenship. Moreover, students acquire practical construction techniques as they design and engineer a fully-functioning vending machine, concurrently augmenting their understanding of digital fabrication by creating intricately crafted trinkets for the vending machine via 3D printing or laser cutting.

## SPANISH

Class IV students have the opportunity to thoroughly apply their knowledge of all subject forms. They are able to describe themselves and others while applying the Spanish rules of agreement. Students continue to strengthen their listening, speaking, reading, and writing skills, while discovering similarities and differences within their own culture and many Spanish-speaking cultures.

## ART

In Class IV art, students explore various art materials, processes and concepts including printmaking, sculpture, portraiture,

painting, and drawing skills. Course projects often connect to the study of early America, as explored in social studies. The course meets in the Carroll Classroom at The Metropolitan Museum of Art, where students also have the opportunity to visit the galleries on a regular basis, integrating art history lessons into their studio work. Students gain a working art vocabulary which they use to create an "art talk" in the galleries.

## MUSIC

Class IV music emphasizes vocal development through participation in choral singing, in which students learn to sing in two-part harmony. Music theory concepts are reinforced and built upon from Class III. Music is a vital force in the School and enriches liturgical events, chapel services, assemblies, the annual Advent Liturgy, and Spring Concert.

## SPEECH

Students learn and practice basic skills of speech and drama, including projection, poise, articulation, dramatic phrasing, and eye contact through exercises and class presentations. Students develop their public speaking and performance skills as they learn to speak with confidence, authority, and ease in front of an audience. Through the performance of poetry, fables, Shakespearean monologues, and original compositions, students practice the creative skill of the spoken word. The class focuses both on individual presentations and collaborative projects, including voice poems, book talks, and scenes, and culminates in an interdisciplinary "Revolutionary Voices" presentation, wherein students research the experience of an important figure during the American Revolution and deliver a monologue that captures that person's unique voice and experience in front of an audience.

## RELIGIOUS STUDIES

Class IV students come to better understand beliefs and practices within the Catholic faith and are introduced to several world religions. In Class IV, students study what the liturgical calendar means for the Church and how it influences worship. They also learn what it means to be a Catholic Saint, culminating in an individualized study of a saint of their choice. The year concludes with an introduction to world religions, in which students of all faiths and no faith have an opportunity to share their family's beliefs, traditions, and customs with their classmates.

## HEALTH/GUIDANCE

The Class IV health curriculum aims to empower students to make positive choices that have a direct impact on their health and well-being, including units on personal safety, nutrition, illness prevention, stress management, digital citizenship, healthy relationships, peer pressure, and smoking/vaping prevention. One of the course's key highlights is an in-depth unit on growth and development that explores the physical, social, and emotional changes that occur during adolescence. The curriculum promotes active listening, conflict resolution, and empathy.

## PHYSICAL EDUCATION/DANCE

In both indoor and outdoor venues, students focus on building fundamental movement skills and fostering a love for physical activity. Students practice sports like track, basketball, soccer, volleyball, softball, and kickball and develop their skills in sportsmanship and teamwork. Class IV students are encouraged to participate on an after-school intramural sports teams to hone their skills, build confidence, and strengthen their collaboration and leadership abilities. In dance, students learn the fundamental skills for many types of dance, like ballet, jazz, and salsa.

# CLASS V

## LANGUAGE ARTS

Class V students grow in their commitment to lifelong reading and writing as they continue to strengthen both their written and oral communication skills. Students study classical roots to expand their vocabulary. During novel studies, students practice their explicit and implicit reading comprehension skills and are exposed to a variety of literary elements such as tone, theme, conflict, and character development. Students use expository writing outlines to compose paragraphs and essays using evidence to support their claims. Each novel features a strong female protagonist that students can relate to while learning about different historical contexts and settings. Representative titles may include *Number the Stars*, *Esperanza Rising*, *A Long Walk to Water*, *Inside Out and Back Again*, and *Tuck Everlasting*.



**MATH**

The goal of Class V math is to ensure that students have a command of basic mathematics and can apply skills to problem solving. Students deepen their understanding of whole numbers, fractions and decimals, and the interrelationship between different forms of numbers and their place value. Students learn further about the four different operations with whole numbers, mixed numbers, and decimals and continue to apply them as they study area and perimeter, volume, and measurement. Throughout each unit, students experience a mix of independent and collaborative work as they work through new concepts and solidify multi-step problems. Students’ understanding of the material is enhanced with enrichment material involving advanced problem solving, critical thinking, pre-algebraic skills, and mathematical reasoning.

**SOCIAL STUDIES**

Class V social studies explores the role of geography, government, art, technology, religion, and writing in the growth of early civilizations. Over the course of the year, students study early humans, Mesopotamia, ancient Egypt, ancient Greece, and ancient Rome. When investigating the past, students practice examining primary and secondary sources to form arguments and write evidence-based claims. Students participate in debates, open-ended discussions, and group projects to synthesize information from various sources

to paint a clear picture of the past. As students visit galleries in The Metropolitan Museum of Art during art class, they learn to draw inferences from artifacts to help them develop a deeper understanding of the social studies curriculum.

**SCIENCE**

In Class V, students begin their year learning about the metric system and exploring chemistry through hands-on experiments that emphasize the particulate nature of matter. Next, students investigate foundational concepts in physics, including work, force, motion, and energy. The year concludes with a unit on heredity and genetics, which is approached by building students’ understanding of DNA, traits, and adaptations. In all of our Class V science units, hands-on activities are emphasized, and students work both individually and in partnerships as they explore the natural world through interactive experiments. Time is also spent developing scientific note-taking skills and building academic study skills to prepare for science assessments.

**CREATIVE TECHNOLOGY**

Class V immerses students in a dynamic blend of machine learning, design thinking, entrepreneurship, and digital fabrication. Through hands-on projects utilizing 3D Tinkercad software and digital fabrication tools, students are introduced to the iterative design thinking process. Class V students work

with a Micro:bit throughout the year to explore the many facets of machine learning. They employ their understanding of machine learning, create 3D models of nature-inspired pieces of furniture, and work with simple circuits to design a smart home. Using ratios and proportions, students create a floor plan of their smart home to laser cut and construct to scale. The year culminates in The Lions’ Den – an entrepreneurship forum in which students create, pitch, and sell an innovative product idea to “investors.”

**SPANISH**

Class V Spanish extends learning in all four language skills: reading, writing, speaking and listening. Each unit covers the vocabulary for specific topics such as hobbies, favorite activities and locations, and likes and dislikes. Grammar lessons focus on the Spanish verbs for “to be.” Students are introduced to the richness and diversity of Hispanic cultures through the biographies of important figures.

**ART**

In Class V art, students explore a variety of art media and techniques including clay, charcoal, and relief printing. To enhance the social studies curriculum, projects help students identify and form connections with the function of art in the development of cultures. Both studio and art history classes are held in the Carroll Classroom at The Metropolitan Museum of Art. Regular gallery visits are incorporated into the curriculum, especially in the Egyptian, Greek, and Roman collections. Students showcase their familiarity with artists and genres on display in the museum by producing an end-of-the-year project entitled “Guide to The Metropolitan Museum of Art.”

**MUSIC**

Class V music continues to emphasize vocal development. Students utilize their music and performance skills with increased participation in liturgical services and assemblies. They advance their choral singing techniques by learning songs in two-to-three part harmony. Students also continue their study of music theory and sight singing.

**SPEECH**

Students continue to practice basic skills of projection, poise, articulation, dramatic phrasing, and eye contact through exercises and class presentations. Students develop their

public speaking and performance skills, as they learn to speak with confidence, authority, and ease in front of an audience. Through poetry, fables, Shakespearean monologues, and original compositions, students practice the creative skill of the spoken word. The class focuses both on individual presentations and collaborative projects, including voice poems, book talks, and scenes, and culminates in an interdisciplinary presentation of a mythology presentation for an audience.

**RELIGIOUS STUDIES**

This course examines Catholic beliefs and practices through an in-depth study of liturgy and the sacraments. Scripture, Church tradition, the lives of saints, and other role models of faith are used to emphasize love, generosity, and service. The Catholic Liturgical Year is examined through the study of feasts and symbols. All students are encouraged to become active practitioners of their faith, beliefs, traditions, and celebrations in everyday life. Class V takes on leadership roles in LMS Chapel services and participates in school Masses.

**HEALTH/GUIDANCE**

The health and guidance program in Class V focuses on defining physical and mental health, exploring aspects of dignity, appreciating diversity, and forming healthy self-esteem. This course also gives students an opportunity to further develop communication and conflict-resolution skills in digital and in-person interactions. One of the course’s key highlights is an in-depth unit on growth and development that explores the physical, social, and emotional changes that occur during adolescence. Other units include basic first aid, nutrition, and vaping/smoking prevention education.

**PHYSICAL EDUCATION/DANCE**

In both indoor and outdoor venues, students focus on building fundamental movement skills and fostering a love for physical activity. To encourage teamwork and sportsmanship, students continue to strengthen their skills across sports such as track, basketball, soccer, volleyball, softball, and kickball. Class V students are encouraged to participate on after-school interscholastic sports teams to hone their skills, build confidence, and strengthen their collaboration and leadership abilities. In dance, students practice musical movement, deepening their skills in various dance styles, such as jazz, Broadway, and ballet.







# Upper Middle School (Class VI – Class VIII)

Upper Mid students build agency and ownership of their learning as they gain independence both inside and outside of the classroom. Marymount’s program sparks student-driven inquiry, critical thinking, and meaningful collaboration with peers. Through project-based learning, students employ ingenuity and build resilience as they test ideas, troubleshoot problems, and overcome obstacles.

## CLASS VI

### ENGLISH

In Class VI, students read broadly and deeply, becoming alert to the intricacies of texts and the power of language as they refine their reading skills. Students begin considering characterization with greater complexity, investigate how setting shapes stories, and analyze various methods authors use to weave themes into narratives. As they learn how to gather textual evidence and examine the role that close reading plays in literary analysis, students deepen their understanding of the literary arts across various genres. Representative titles may include *Harbor Me*, *The Giver*, and *Roll of Thunder, Hear My Cry*, along with selected poetry and short stories. Grammar and vocabulary studies are designed to enhance proficiency, clarity, and accuracy in their written and oral expression. Students develop their burgeoning voices through targeted expository, creative, and personal writing projects.

### MATH

Class VI students discover new and exciting ways to solve problems while building their mathematical skills. Throughout the course, students are encouraged to think independently, work collaboratively, and become confident, critical, and logical problem solvers. Topics covered include decimals, fractions, integers, percents, geometry, coordinate geometry, introductory algebra, patterns, number theory, and probability.

### HISTORY

Students examine civilizations of the Middle Ages, spanning medieval Europe, Asia, and Africa. They explore how geography, economics, culture, belief systems, and political systems are

connected and deepen their understanding of the relationship between past and present, exploring the challenges and achievements of those who came before us. Throughout the course, students analyze the challenges that repeatedly face civilizations, using a variety of resources including primary documents, historical narratives, and multimedia resources to further their engagement. A series of thematic and DBQ-based essays help students develop the skills of academic writing, including: identifying a topic, finding and evaluating sources, note taking, using evidence to support claims, and using specific writing conventions.

### SCIENCE

Class VI students study Earth science with a special focus on the Earth’s surface, internal structure, tectonic plates, and environmental resources. In hands-on lessons, students make observations and inferences, collect and analyze data, and learn to clearly communicate their findings, experiencing firsthand the nature of scientific inquiry. Students learn through exploration and self-guided inquiry, scientific note-taking, research projects, and the design process framework. The hallmark unit of the year is a cross-curricular project between science and creative technology, where students create an earthquake-resistant building that can withstand simulated earthquakes on specialized shake tables.

### CREATIVE TECHNOLOGY

Students use the tools and machines of the Fab Lab, exercising greater independence as they show responsibility with lab safety. Combining hands-on construction and programming, this class values aesthetic choice and collaboration, as well as independent work. Students engage in deep project work, such as the creation of automatons and using block programming to



# A Day in Class VI



## Sample Schedule:

- 8:00 - 8:15 a.m.  
Advisory
- 8:20 - 9:05 a.m.  
Math
- 9:10 - 9:20 a.m.  
Snack
- 9:25 - 10:10 a.m.  
English
- 10:15 - 11:00 a.m.  
Music
- 11:05 - 12:00 p.m.  
Lunch/Play/Clubs
- 12:05 - 12:50 p.m.  
World Language
- 12:55 - 1:40 p.m.  
History
- 1:45 - 2:30 p.m.  
Science
- 2:35 - 3:20 p.m.  
Creative Technology

create a digital self-portrait. Whether woodworking or using CAD to design 3D printed models, students are exposed to both established and cutting-edge technologies. The course culminates in Formula Fun, an interdisciplinary car design and racing challenge that incorporates art, math, and physics.

### SPANISH

This course focuses on all four language skills: reading, writing, speaking and listening, as well as appreciating the cultures of the Spanish-speaking world. Each unit introduces basic grammar concepts and covers the vocabulary of specific topics, such as greetings, family, school, and pastimes. Students learn to ask and respond to questions, incorporating discussion, independent work, writing practice, and partner practice in every class period.

### FRENCH

This course focuses on developing students' communicative competence and proficiency in each of the four language skills: speaking, listening, reading, and writing. Students learn to provide and request basic information, express feelings and emotions, and exchange opinions using the French language. Writing is equally emphasized at this level, as students are introduced to grammatical structures.

### LATIN

This introductory Latin course welcomes students with no prior experience in the language. Through the story of an immigrant family settling in Rome during Emperor Nero's reign, students begin learning Latin while also gaining insight into Roman culture. Along the way, students examine topics such as Roman homes, family life, mythology, and the founding legends of the city. Students engage with the material through interactive activities, including both digital and kinesthetic games. By the end of the course, students develop a greater appreciation for Roman civilization and its lasting influence on the modern world.

### ART

In Class VI art, students are encouraged to expand their visual literacy through artmaking. Teaching artistic behavior is at the forefront of the curriculum. Students develop their observational drawing skills and collaborate with their peers. Class VI artists are encouraged to make a personal connection

with their artwork, grow their imagination, and develop their artistic process. Lessons are rooted in cross curricular integration and include studies of folk art and medieval history.

### MUSIC

In Class VI music, students are offered the opportunity to join a specialized music ensemble, including chorus, beginning strings, handbells, and orchestra. All music classes begin to build a strong foundation of musical understanding in theory and practice. Performance opportunities are included throughout the year, allowing students to demonstrate their musical understanding.

### SPEECH

Students learn to communicate with purpose and confidence through class presentations and public speaking exercises. Through poetry, fables, monologues, play scripts, and original compositions, students practice the creative skill of the spoken word, including characterization, physicality, projection, and diction. The semester culminates in a cross-curricular presentation of the Medieval Festival, where students retell stories from translated medieval texts such as *The Canterbury Tales* and *King Arthur and the Knights of the Round Table*.

### RELIGIOUS STUDIES

Class VI students explore the Biblical roots of the Catholic faith, focusing on the Hebrew Scriptures. Each unit examines leaders in the Old Testament, such as Judges and Kings. As students read more of the Bible, they learn to draw connections between different books, seeing a consistent theme of God's love and fidelity. This study of scripture gives students insight into the origins of Judaism and Christianity. Students also visit the RSHM convent in Tarrytown to complement their studies.

### HEALTH/GUIDANCE

Health class includes an overview of puberty, personal hygiene, illness prevention, social media, and good digital citizenship. Building on topics studied in previous years, students take a more in-depth look at peer relationships, identity development, conflict management, and effective communication. A unit on drugs and alcohol addresses the effects and consequences of drug use. Finally, the benefits of exercise are taught with an emphasis on proper nutrition.



PHYSICAL EDUCATION/DANCE

In Class VI PE, students participate in team-building sports including volleyball, soccer, badminton, basketball, football, softball, and frisbee golf. These activities help students improve their cardiovascular health, endurance, strength, and flexibility, while also developing important social skills like communication, collaboration, and leadership. In Class VI Dance, students focus on ballet and contemporary dance, learning terminology and history while exploring musicality and storytelling. As they engage in barre work and across the floor exercises, they grow in strength and confidence.

CLASS VII

ENGLISH

English VII invites students to stretch and challenge themselves by reading and writing extensively with the goal of composing well-developed literary analysis. By reading a diversity of voices, students investigate the roles of power, justice, and social change in the lives of individuals, communities, and the world. Students practice formulating and effectively communicating their ideas through speaking, performance, and writing. Students are challenged to become independent thinkers and readers as they experience various literary genres. Representative titles may include *Lord of the Flies*, *A Midsummer Night's Dream*, *The House on Mango Street*, and selected short stories and poetry.

MATH

This pre-algebra course emphasizes concept development, problem solving, application, and communication. Students are encouraged to think independently and to become confident and positive problem solvers. The course begins with concrete concepts and becomes increasingly abstract. Students refine their calculation skills then move on to algebraic expressions, equations, and inequalities. Finally they move on to percentages, geometry, and probability while keeping a focus on financial literacy throughout the course.

HISTORY

Class VII students examine the Americas and the United States, from pre-Columbian civilizations through the Revolution to the Civil War. Students develop their understanding of the relationship between the American past and the

American present as they trace significant themes of rights, responsibilities, liberty, equality, and citizenship. Students also identify and explore the impacts of geography, migration, race, gender, religion, and politics by reading and evaluating primary and secondary source documents, including memoirs and historical narratives. Students write a research paper in the spring semester.

SCIENCE

Students study life science, including cell biology, genetics and heredity, evolution, comparative reproduction, and ecology. With an emphasis on scientific inquiry, experimental design, and data literacy, students hone their foundational skills of careful observation, data collection, and analysis through hands-on labs such as microscope slide preparation, field trips, and the Hudson River Data Jam, a competition in which students are challenged to creatively communicate data trends by analyzing real data collected from the Hudson River Valley. Students display their progress with projects at the culmination of each unit as they develop their understanding of the natural world.

CREATIVE TECHNOLOGY

Class VII practices programming through in-depth projects that combine computational thinking, computer programming, and data visualization. After studying artist Sol LeWitt, who created instructions for others to replicate his work, students write their own instructions that a computer could follow to generate original works of art. Class VII also learns to build increasingly complex circuits to light up LEDs, culminating in a data visualization project in which they program LED displays. At the end of the year, students continue to do a deep dive into data visualization that involves collecting, tallying, organizing, and finally creating artistic and engaging visualizations and keys that unlock the stories in their data. Their work is documented on personal portfolio web sites that the students maintain and update throughout the course of the school year.

SPANISH

In Spanish VII, students build on vocabulary, grammar, and culture learned in Class VI. The course objective is to further develop reading, writing, listening and speaking skills in order to communicate in the target language. Students begin to master common vocabulary terms and phrases in

addition to new irregular verbs. They are able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students are introduced to the different Spanish cultures, especially those of Latin America.

FRENCH

French VII is designed to develop students' communicative competence and proficiency in speaking, listening, reading, and writing. Students learn to provide and request basic information with more detail, express feelings and emotions, and exchange opinions using the French language. Writing is further emphasized at this level, as students create their own skits and are introduced to more complex written exercises. This is a language immersion course in which most classroom interactions are conducted in French.

LATIN

In this course, students engage with exciting and thought-provoking content as they journey to Roman Britain, examine the process of Romanization, and study the revolt led by the fierce Icenic queen, Boudica. Alongside these cultural explorations, students will continue building their Latin language skills through reading stories, vocabulary games, and interactive activities. Students will ask meaningful questions about themselves and the characters in the texts, all while deepening their enthusiasm for the ancient world and preparing them for further Latin study.

ART

In Class VII, students explore the seven elements of art including proportion, composition, and scale. Projects are designed to expand and encourage artistic behavior and personal exploration. Representative units include portraiture, one- and two-point perspective, sculpture, and landscape painting.

MUSIC

In Class VII music, students continue working in the musical ensembles they joined in Class VI including chorus, strings, handbells, and orchestra. Students continue to strengthen their understanding of beat, meter, rhythm and dynamics. Performance opportunities are included throughout the year, allowing students to demonstrate their musical understanding and mastery of performance.

SPEECH

Students continue to build upon their communication skills, learning to present and speak publicly with greater purpose and confidence. Through story circles, improvisation, presentations, theatrical/cinematic scripts, and original work, students hone the skills of characterization, physicality on stage, memorization, projection, and diction and begin to own their individual voices. The semester culminates in a cross-curricular presentation of Shakespeare's great comedy, *A Midsummer Night's Dream*, where students perform in front of a live audience.

RELIGIOUS STUDIES

Religious Studies in Class VII explores the writing of the New Testament and the life of the early Church in their political, cultural, and religious contexts. Following the liturgical calendar, students study significant moments in the life of Jesus and his followers. They examine art in order to reflect on questions about the representation of Jesus and his followers in various cultures and eras. Students learn about the RSHM founders and complement their studies with a day trip to meet with RSHM sisters in Tarrytown.

HEALTH/GUIDANCE

The course is designed to help students make informed and healthy decisions in a variety of areas. Prevention, drug and alcohol awareness, human growth and development, identity development, emotion management strategies, nutrition and body image are covered throughout the year. Digital self-control is discussed, and special attention is given to social media's psychological and sociological effects, as well as its impact on creating a positive school culture.

PHYSICAL EDUCATION/DANCE

In Class VII PE, students participate in team-building activities including volleyball, soccer, badminton, basketball, football, softball, and frisbee golf. These activities help students improve their cardiovascular health, endurance, strength, and flexibility, while also developing important social skills like communication, collaboration, and leadership. In Class VII Dance, students focus on theater dance and jazz dance, learning how dance can be used to propel a story forward.



# CLASS VIII

## ENGLISH

This course introduces and reinforces the essential skills required to be an active and engaged reader, an articulate and committed writer, and a competent and confident speaker. Exploring themes of identity, alienation, and coming of age, students read a variety of authors in different genres and study the basic elements of narrative structure, figurative language, character, and theme. Classes emphasize the close reading of texts through guided discussion and analysis. Students develop their writing skills through analytical essays, reader responses, and creative writing assignments. To practice their presentation skills, students recite poetry, present scenes from dramatic texts, and mount a portfolio defense at semester’s end. The study of grammar and vocabulary are essential components of the course. Texts may include *Anne Frank: Diary of a Young Girl*, *Romeo and Juliet*, *A Raisin in the Sun*, as well as a diverse array of contemporary poetry.

## ALGEBRA

Algebra is the exploration of mathematical relationships, functions and relations, and polynomials, including both equations and inequalities. Students move from the concrete to the abstract with the use of variables. Students are introduced to beginning algebra and study exponent laws, polynomial operations, factoring, linear functions and systems of equations, and radical expressions. The emphasis is on developing algebraic skills that can be applied to real-world problems. Some students work at an accelerated pace, preparing them for advanced levels of math instruction in Upper School.

## HISTORY

Contemporary World History students analyze how global powers rose and fell over the course of the 20th century and explore the excitement, challenges, suffering, and chaos in the globalized, contemporary world. Students begin by studying how people confronted change in the wake of a century of industrialization and imperialism and amid the factors behind World War I. This leads into an examination of the war’s legacy and the subsequent rise of fascism, totalitarian, and authoritarian ideologies leading into World War II. Finally, students study the decline and shift of empires during the

Cold War and post-Cold War period. Topics include political developments in African and South American nations and Soviet and post-Soviet Russia, as well as economic and social change in South Asia, the Middle East, Europe, and China. Through engagement with primary and secondary source texts, media, discussion, debates, in-class assessments, and written assignments, students develop skills in research and critical analysis.

## SCIENCE

In Class VIII, students explore the fundamental principles of chemistry and physics through the study of physical science. Students learn about forces and motion, thermodynamics, and waves through engineering projects that include completing an egg drop, designing a thermos, and engineering a solar oven. Students investigate bonding and chemical reactions by creating electroetching panels and making fermented foods from cultures around the world. Students build upon their data analysis and lab skills—with an emphasis on data collection, evaluating scientific literature, and communicating their findings—through a capstone science fair project.

## CREATIVE TECHNOLOGY

Students build on their programming knowledge to create a set of personal projects designed to challenge their skills. In the first semester, students focus on visual design, making aesthetic and creative decisions within ArtLogo to generate positive messages. In the second semester, students do a deep dive into Microbit programming to create digital pets. Their work is documented on personal portfolio web sites that they update throughout the course of the school year.

## SPANISH

Students in Spanish VIII further improve their listening, speaking, reading and writing skills. Content like the preterite tense of regular verbs is introduced, and students develop reading comprehension skills through literature, oral presentations, and written exercises. Vocabulary covered in this course includes traveling, clothing, weather, colors, and shopping. Students are able to demonstrate an understanding of the practices and perspectives of Spanish and Hispanic cultures, and make comparisons between these cultures and their own.

## FRENCH

French VIII is designed to solidify students’ communicative competence and proficiency in speaking, listening, reading, and writing. Students learn to provide and request basic information, express feelings and emotions, and exchange opinions using the French language. Dramatizations, small group work, complex written exercises, and oral presentations are incorporated to encourage a spontaneous and personal use of the language. At this level, all classroom interactions are conducted in French.

## LATIN

In Latin VIII, students’ knowledge of Latin vocabulary, grammar, and culture is expanded through the stories in the *Cambridge Latin Series*, Unit II. As students explore the fundamentals of Latin vocabulary and grammar and their relation to English, they also sharpen their logical thinking skills and increase their understanding of the words and structures of language. The course also continues to expose students to Roman history, geography, and the culture of antiquity.

## ART

In Class VIII art, students explore metaphor and symbolism as a form of self-expression. They are exposed to a variety of artworks, including pieces from historical artistic movements and those from contemporary artists. An emphasis on art techniques, critique, and visual literacy are included in every unit. Each Class VIII student participates in an immersive classical architecture program in collaboration with the Institute for Classical Architecture and Art. The culminating showcase is presented to a panel of professional architects.

## MUSIC

In Class VIII music, students continue working in the musical groups they have participated in, including handbells, orchestra, and chorus. Students strengthen their understanding of beat, meter, rhythm, and dynamics. Performance opportunities are included throughout the year, allowing students to demonstrate their musical understanding and mastery of performance.

## SPEECH

Class VIII students continue to build upon their communication skills, learning to present and speak publicly with greater

purpose, confidence, and authority. Through improvisation, debate, presentation, analysis of theatrical/cinematic scripts, and original work, students develop an appreciation for the spoken word as well as their own individual voices. The semester includes a collaborative *Romeo and Juliet* workshop with students from Saint David’s School. In this program, students are guided by professional teaching artists who work on Broadway and beyond, learning to interpret and perform Shakespeare.

## RELIGIOUS STUDIES

The experience of adolescence is one of searching, testing, discovering, and growing. For this reason, Religious Studies VIII focuses on the self and its relationship to God and to others. Students are involved in processes of self-discovery that foster a deeper awareness of God and others in their lives. They engage in experiential activities, analysis of life issues, study of Scripture, prayer, and reflection. Together with parents and sponsors, Class VIII students prepare for the Sacrament of Confirmation or support their peers in this process.

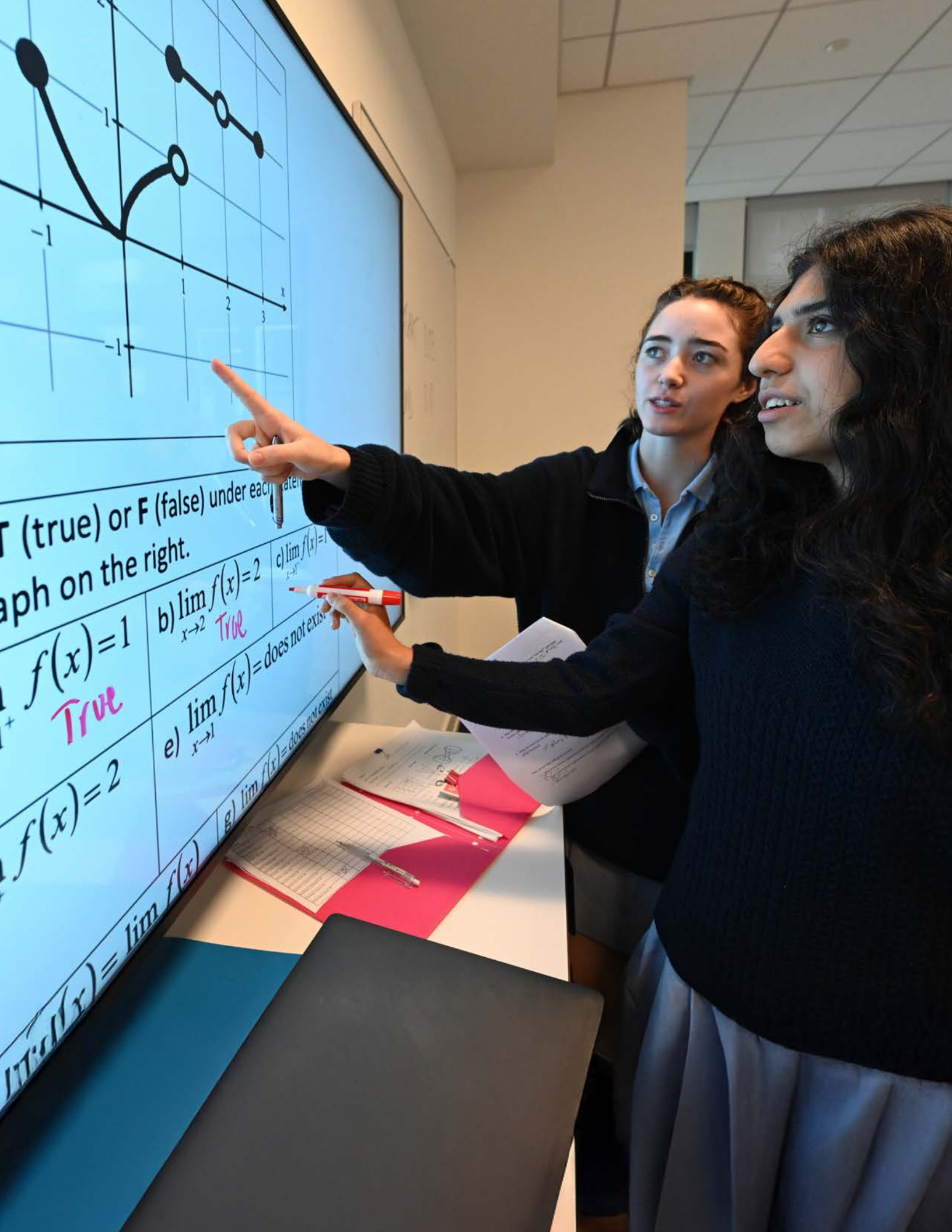
## HEALTH/GUIDANCE

The course includes an overview of puberty, personal hygiene, illness prevention, and social media and internet behavior. Building on topics studied in previous years, the students take a more in depth look at peer relationships, identity development, conflict management and effective communication. The drug and alcohol unit addresses the effects and consequences of drug use. Finally, the benefits of exercise are taught with an emphasis on proper nutrition.

## PHYSICAL EDUCATION/DANCE

Expanding on foundational practice, students participate in sports like volleyball, soccer, badminton, basketball, football, softball, and frisbee golf. These activities help students improve their cardiovascular health, endurance, strength, and flexibility. In Class VIII Dance, students focus on jazz dance, learning the history and terminology of the style. Coinciding with their *Romeo and Juliet* unit in English, students discover Jerome Robbins’ original *West Side Story* choreography, learning choreography to “Cool” and “America.” As the year concludes, students explore mindfulness and the mind/body connection in a yoga unit.





# Upper School (Class IX – Class XII)

The Upper School program develops confident, capable, compassionate leaders who advocate with conviction for themselves and others. In addition to rigorous required courses, students pursue their interests through dynamic electives and challenge themselves in advanced college-level classes. Students take intellectual risks, exercise creativity and innovation in solving real-world problems, and invest in their own unique gifts as they shape their future.

## COURSE PLACEMENT PHILOSOPHY

Marymount’s college-preparatory curriculum is rigorous, student-centered, and innovative. Honors and advanced-level courses are available in most subject areas to students who meet departmental placement criteria. Recommended placements are made with the student’s best interest at heart; the goal is that each student will thrive and be appropriately challenged.

## ADVANCED LEVEL COURSES

Marymount has committed to moving toward an independent curriculum by phasing out AP courses and, in their place, offering advanced college-level courses that fuel students’ intellectual curiosity, foster their love of learning, and develop critical skills for their future success. The necessary time commitment for honors coursework is exceptional, and a student placed in an honors or advanced level course has consistently demonstrated superior ability, motivation, and interest.

### Marymount-designed advanced courses include:

- |                                  |  |
|----------------------------------|--|
| Advanced American Literature     | Advanced U.S. History                          |
| Advanced British Literature      | Advanced 2D Design                             |
| Advanced Art History             | Advanced Painting                              |
| Advanced English Literature      | Advanced Drawing                               |
| Advanced Micro- & Macroeconomics | Advanced French: Language & Culture            |
| Advanced Molecular Biology XII   | Advanced French: Language & Cinema             |
| Advanced Chemistry               | Advanced Spanish: Language & Culture           |
| Advanced Chemistry XII           | Advanced Spanish: Literature, Film , & Culture |
| Advanced Physics                 | Advanced Latin: Poetry Survey                  |
| Advanced Physics XII             | Advanced Latin: Prose Survey                   |
| Advanced Psychology              |  |

## ONE SCHOOLHOUSE

To broaden educational opportunities for students, Marymount is a member of One Schoolhouse, which connects students worldwide in a dynamic online learning community. One Schoolhouse is guided by the principles of connection, collaboration, creativity, and real-world application. Based on their interests and schedule, Upper School students may be eligible to take courses not offered at Marymount through One Schoolhouse, including human geography and environmental science.



UPPER SCHOOL REQUIRED COURSES & ELECTIVES				
	IX	X	XI	XII <sup>††</sup>
ENGLISH	Humanities IX <i>A course that integrates the study of literature, art history, and history through a focus on ancient civilizations.</i>	<i>One of the following**:</i> American Literature Honors American Literature Advanced American Literature	<i>One of the following**:</i> British Literature Honors British Literature Advanced British Literature	<i>One of the following**:</i> English XII seminars Advanced English Literature
HISTORY		<i>One of the following**:</i> Global History Honors Global History Advanced Global History	<i>One of the following**:</i> U.S. History Honors U.S. History Advanced U.S. History  <i>In addition:</i> Students, when in either Class XI or XII, take Finance via Bloomberg (1 semester)	<i>Possible electives offered**:</i> Advanced Art History Advanced Micro & Macroeconomics Advanced Psychology Citizenship & The Constitution Critical Thinking in the Arts Media Literacy & Global Events Modern China Museum Studies Race, Class, Gender Women's World History Capstone: Independent American History Research
MATH	<i>One of the following*:</i> Algebra I Algebra II Honors Algebra II	<i>One of the following**:</i> Algebra II Geometry/Honors Geometry PreCalculus/Honors PreCalculus	<i>One of the following**:</i> Geometry, PreCalculus/Honors PreCalculus, AP Statistics AP Calculus AB or BC	<i>One or two of the following**:</i> PreCalculus, Calculus, AP Statistics, AP Calculus AB or BC, Multivariable Calculus
SCIENCE	Biology	<i>One of the following**:</i> Chemistry Honors Chemistry Advanced Chemistry   <i>Elective:</i> Independent Science Research	<i>One of the following**:</i> Physics Honors Physics Advanced Physics   <i>Elective:</i> Independent Science Research	<i>Courses offered**:</i> Advanced Molecular Biology XII Advanced Chemistry XII Advanced Physics XII Engineering Neuroscience Pharmacology  <i>Elective:</i> Independent Science Research
WORLD LANGUAGES	<i>One of the following*:</i> French I, II, Honors II Latin I, II, Honors II Spanish I, II, Honors II	<i>One of the following**:</i> French II, Honors II, III, Honors III Latin II, Honors II, III, Honors III Spanish II, Honors II, III, Honors III	<i>One of the following**:</i> French III, Honors III, IV, V, Advanced French I Latin II, Honors II, III, Honors III, Advanced Latin Spanish III, Honors III, IV, V, Advanced Spanish I	<i>Courses offered**:</i> French IV, V, Advanced French I or II, French Seminar Latin III, Honors III, Advanced Latin, Latin Seminar Spanish IV, V, Advanced Spanish I or II, Spanish Seminar
RELIGIOUS STUDIES	World Religions	Social Justice	Scripture	Ethics
PE/DANCE	PE / Dance IX-XII	PE / Dance IX-XII	PE / Dance IX-XII	PE / Dance IX-XII
WELLNESS	Guidance IX: Diversity & Belonging	Health X (1 semester)	Guidance XI	Guidance XII
ARTS	<i>Semester Electives:</i> Acting IX Studio Art IX Solo Singing Workshop IX Concert Choir Show Choir IX Marymount Symphony Dramatic Arts (fall) Music Theater (spring)	Speech (1 semester, integrated with Social Justice)  <i>Electives:</i> Foundations in Drawing Foundations in Painting Foundations in Sculpture Foundations in Directing Foundations in Dramatic Performance Foundations in Dance Concert Choir Show Choir Marymount Symphony Camerata: Chamber Orchestra Dramatic Arts (fall) Musical Theater (spring)	<i>Electives:</i> Advanced 2-D Design Advanced Drawing Foundations in Drawing Foundations in Painting Foundations in Sculpture Foundations in Directing Foundations in Dramatic Performance Foundations in Dance Studio Art Extensions Concert Choir Show Choir Chamber Choir Marymount Symphony Camerata: Chamber Orchestra Dramatic Arts (fall) Musical Theater (spring)	<i>Courses offered**:</i> Advanced 2-D Design (with portfolio) Advanced Drawing (with portfolio) Advanced Painting (with portfolio) Critical Thinking in the Arts  <i>Electives:</i> Foundations in Directing Foundations in Dramatic Performance Foundations in Dance Studio Art Extensions Concert Choir Show Choir Chamber Choir Marymount Symphony Camerata: Chamber Orchestra Dramatic Arts (fall) Musical Theater (spring)
CREATIVE TECHNOLOGY	<i>Semester Electives:</i> Digital Fabrication IX	<i>Electives:</i> Foundations in Creative Tech Foundations in Computer Science Entrepreneurship Product Engineering Design Design Thinking Creativity & AI Digital Storytelling Videography	<i>Electives:</i> Advanced Computer Science Foundations in Creative Tech Foundations in Computer Science Entrepreneurship Applications of Entrepreneurship Product Engineering Design Design Thinking Creativity & AI Digital Storytelling Videography	<i>Electives:</i> Advanced Computer Science Foundations in Creative Tech Foundations in Computer Science Entrepreneurship Applications of Entrepreneurship Product Engineering Design Design Thinking Creativity & AI Digital Storytelling Videography
GLOBAL PROGRAMS		Global Programs Fieldwork	Global Programs Fieldwork	Global Programs Fieldwork

\* Class IX students are placed, based upon their previous coursework and placement tests, into their math and world language courses.

\*\* Enrollment in honors, advanced, and AP level courses is subject to departmental approval.

† A 3-year sequence of world language study is required, unless the student has a language waiver on file.

††Class XII students are required to take English, Ethics, PE, Guidance, and four [year-long] additional courses. Note that not all courses listed are offered each year. Students must seek approval to take more than four honors or advanced courses.

• Students in Classes X-XII who play on a team sport are exempt from PE/Dance for that athletic term.

# A Day in Class IX



## Sample Schedule:

8:00 - 9:05 a.m.  
World Language

9:10 - 10:15 a.m.  
Biology

10:20 - 10:35 a.m.  
Advisory/Community Time

10:40 - 11:45 a.m.  
Humanities

11:50 - 12:20 p.m.  
Lunch

12:20 - 12:50 p.m.  
Clubs/Affinity Spaces

12:50 - 1:55 p.m.  
Math

2:00 - 3:05 p.m.  
Arts & Technology

3:10 - 6:00 p.m.  
Athletics/Drama/Singers



# ENGLISH

## ENGLISH IX: HUMANITIES IX

Humanities IX is an integrated English, history, and art history curriculum that explores the literature, history, and art of ancient cultures. It is a team-taught course that builds Class IX students’ foundational skills as readers, writers, and curious and critical thinkers. Students learn about Greece and Rome in the fall semester and the Ancient Near East, early Islam, India, West Africa, and China in the spring semester. They investigate these major civilizations in history, some of their greatest stories (in epic poetry, prose, and drama) in English, and their defining works of art in art history. In addition to regular gallery visits to The Metropolitan Museum of Art, students complete several interdisciplinary projects, which involve collaboration with creative technology, drama, languages, studio art, and world religions.

## ENGLISH X: AMERICAN LITERATURE

This American Literature and Composition course explores the diversity and originality of the American experience as it is reflected in its literature. Arranged chronologically, course readings give students the opportunity to think about and come to terms with several important ideas that recur throughout our literature: the American Dream, the immigrant experience, the role of the natural world and our relationship to it, the formation of identity, the legacy of enslavement, and the importance attached to the individual and the pursuit of life, liberty, and happiness. Students read fiction ranging from Edgar Allan Poe to Julia Álvarez, poetry ranging from Emily Dickinson to Ocean Vuong, essays ranging from Ralph Waldo Emerson to Tressie McMillan Cottom, and an example of contemporary drama. This course will focus heavily on developing students’ analytical, expository, and creative composition skills through scaffolded assignments.

## ENGLISH X: HONORS AMERICAN LITERATURE

The Honors American Literature and Composition course explores the diversity and originality of the American experience as it is reflected in its literature. Arranged chronologically, course readings give students the opportunity to think about and come to terms with several important ideas that recur throughout our literature: the American Dream, the immigrant

experience, the role of the natural world and our relationship to it, the formation of identity, the legacy of enslavement, and the importance attached to the individual and the pursuit of life, liberty, and happiness. Students read fiction ranging from Edgar Allan Poe to Julia Álvarez, poetry ranging from Emily Dickinson to Ocean Vuong, essays ranging from Ralph Waldo Emerson to Tressie McMillan Cottom, and a selection of contemporary drama. A variety of writing assignments aims to develop students’ analytical, expository, and creative composition skills.

## ENGLISH X: ADVANCED AMERICAN LITERATURE

Advanced American Literature and Composition is a survey course that grounds itself in the major literary, ideological, and historical trends in the American literary tradition. Starting with work that dates to the early European experience in the United States and tracing a course through Transcendentalism, American Gothic, Realism, Naturalism, the Harlem Renaissance, and other movements, the class examines recurring tropes such as the frontier and the American landscape and their influence on the development of cultural identity; immigration and assimilation; the plight of America’s indigenous peoples; the American dream; the specter of slavery and the struggle for equality; and the celebration of the individual. Students will encounter both classic and contemporary texts in a variety of genres by authors that may include Alcott, Hawthorne, Poe, Whitman, Dickinson, Hughes, Miller, Hurston, Erdrich, Espada, Li, and Gyasi. Weekly writing assignments of varying lengths develop analytic, personal, expository, and creative writing skills.

## ENGLISH XI: BRITISH LITERATURE

British Literature and Composition is a survey course that addresses the major literary, historical, sociopolitical, and thematic trends from the medieval to the postmodern periods that define British literature. Examining questions of faith and nationalism; the self and society; and evolution and empire in developing a British literary sensibility, students read and analyze literature from various genres (short stories, novels, poetry, drama, and nonfiction) both in class and independently as they become increasingly confident readers and writers. They will become familiar with classic as well as emerging authors ranging from Chaucer, Shakespeare, Donne, Shelley, and Tennyson to Pinnock, Shamsie, Agbabi, and Smith. In

addition, a variety of scaffolded writing assignments forms the core of evaluation for the course and draws upon and refines the students’ analytic, expository, narrative, and creative composition skills.

## ENGLISH XI: HONORS BRITISH LITERATURE

Honors British Literature and Composition is a survey course that addresses the major literary, historical, sociopolitical, and thematic trends from the medieval to the postmodern periods that define British literature. Examining questions of faith and nationalism; the self and society; and evolution and empire in developing a British literary sensibility, students read and analyze literature from various genres (short stories, novels, poetry, drama, and nonfiction) both in class and independently as they become increasingly confident readers and writers. They will become familiar with classic as well as emerging authors ranging from Chaucer, Shakespeare, Donne, Shelley, and Tennyson to Pinnock, Shamsie, Agbabi, and Smith. In addition, a variety of writing assignments forms the core of evaluation for the course and draws upon and refines the students’ analytic, expository, narrative, and creative composition skills.

## ENGLISH XI: ADVANCED BRITISH LITERATURE

This course undertakes a study of British Literature from the early medieval period to the twenty-first century. Students explore major literary, historical, cultural, and thematic trends in British literature and encounter various genres and modes of writing to become confident and insightful readers and writers. Writing assignments and projects form the core of evaluation for the course and develop the students’ analytical, expository, narrative, and creative skills. Students are able to explore British Literature by using many important ideas that shape narratives and characters (such as alienation, exile, identity, madness, and revenge) and learn to appreciate how literature is shaped by—and shapes—the world that we live in.

## ENGLISH XII: ADVANCED ENGLISH LITERATURE

What is *Pilgrim’s Progress* doing in *Jane Eyre*? What is *Jane Eyre* doing in *Re Jane*? How do *Lost Children Archive* and *Northanger Abbey* comment on their own construction? In the Advanced English course, students read a selection of novels and plays written by a diverse group of writers who use metafiction and intertextuality to explore the interconnected concepts of

power, identity, and narrative. This course examines texts in conversation, and these themes provide a framework in which students, through reading, writing, seminar presentations, and class discussions, explore and evaluate the personal, social, and historical forces that all people—real and fictional—encounter as they attempt to shape their own stories.

## ENGLISH XII: BODIES AND MACHINES (fall)

Now, more than ever, we interact with machines and technology in ways that alter or displace how we once communicated and connected with people. While we shift in-person life to online, surf the wave of the algorithms, and prepare for driverless cars, contemporary scholars and writers are thinking through what these changes have or will bring to our minds, our bodies, and our societies, just as 19th- and 20th-century authors grappled with new technologies related to industrialization, wired communication, and mechanized warfare. This course examines how technology shapes and spurs different kinds of literary discourse, from realist fiction to speculative fiction to technological utopias and dystopias to afro-futurism and even memoir. Through an emphasis on close reading, discussion, and research, students will consider how texts across centuries respond to changing interactions between bodies and machines. Students will also consider the effects of how they understand, value, and integrate technologies, and how these aspects can change lives in both overt and subtle ways.

## ENGLISH XII: MADWOMEN AND MARRIAGES (fall)

Is there a woman in this text? If you look closer, she might turn out to be dead (Caroline Frankenstein), mad (Ophelia), considered a bad mother (Harriet Lovatt), obsessively vengeful (Abigail Williams), or just plain missing. So, what does all this mean? Students explore the answers to this and other questions as they examine a cross-cultural and interdisciplinary selection of texts to investigate how diverse female characters voice their experiences and respond to the societal constraints imposed on them. Students evaluate the critical observation of the so-called sentimentality of women’s literature, with plots that culminate in a marriage or a death—or both.

## ENGLISH XII: ENVIRONMENTAL LITERATURE (fall)

Can literature help us envision a more sustainable future for our planet? Amitav Ghosh, in *The Great Derangement*, argues yes—it is crucial and necessary that contemporary



fiction engage with environmental concerns. In the spirit of this call to action, this course will explore the complex relationship between humans and the natural world through stories of ecological transformation, crisis, and hope. From the haunting post-apocalyptic journey in Cormac McCarthy’s *The Road* to Margaret Atwood’s cautionary tale of scientific hubris in *Oryx and Crake*, students will be prompted to reflect on humankind’s environmental responsibilities and ethical dilemmas. In the course, students will also examine gendered perspectives on environmental issues and gain insights from Indigenous knowledge.

**ENGLISH XII: WRITERS IN RESIDENCE - NARRATIVE (fall)**

This senior elective is an immersive writing workshop for students who wish to develop their writing skills and their creative and critical abilities. Students are encouraged to be bold, to be brave, and to enjoy the challenges and risks of creative thought and practice. In the fall semester, students focus upon personal essays and short stories. Close attention is paid to the power and subtlety of language as well as the creative process of writing composition. Students share their work regularly in peer presentation and review, and they are encouraged—even dared—to develop the invention and flair of the confident creative writer. *Students may take Writers in Residence for only one semester to fulfill their English XII requirement.*

**ENGLISH XII: WRITERS IN RESIDENCE - POETRY (spring)**

This senior elective is an immersive writing workshop for students who wish to develop their writing skills and their creative and critical abilities. Students are encouraged to be bold, to be brave, and to enjoy the challenges and risks of creative thought and practice. In the spring semester, students focus on writing poetry and opinion pieces, and they produce digital poetry anthologies as well as develop a class blog. Close attention is paid to the power and subtlety of language as well as the creative process of writing composition. Students share their work regularly in peer presentation and review, and they are encouraged—even dared—to develop the invention and flair of the confident creative writer. *Students may take Writers in Residence for only one semester to fulfill their English XII requirement.*

**ENGLISH XII: RE-THINKING NARRATIVE, MEMORY, AND HISTORY (spring)**

In Shakespeare’s *The Tempest*, a power-hungry duke claims, “What’s past is prologue, what to come in yours and my discharge.”The duke claims that the events of the past do not determine what happens in the present. In this class, students read a diverse selection of books that focus on the way the past continues to affect the present on a personal, communal, and national level. Whether the characters attempt to hold on to a family that is already fractured, authors confront our literary history, or they revise the story of a war-torn homeland, all of these works reveal that the past is entangled with the present. Through close reading, discussion, and analytical and creative writing, students form a deeper understanding of the workings of memory, documentation, narrative, and the power of the past and its representation both in literature and in our world.

**ENGLISH XII: DOUBT AND DYSFUNCTION (spring)**

In previous English courses, students engage with some of the great dramas of Western literature, including classical and Shakespearean texts. How has this genre evolved in the 21st century? Who are some of the major names in American theater? What themes and trends characterize recent drama? How do playwrights explore issues of class, race, and gender? Is the “American Dream” still a focus? Students explore these and other questions as they study a number of representative works. Meet iconic characters such as Blanche DuBois, who always depends on “the kindness of strangers”; Dr. Vivian Bearing, an expert on John Donne; and Father Flynn, who may be guilty of a terrible crime—or just the victim of the malevolence of Sr. Aloysius. When possible, students will examine filmed versions of these plays to see what choices directors made in taking them from the page to the stage or camera. The course will also have a creative component as students perform scenes from course texts as well as compose and present original works.

**ENGLISH XII: GLOBAL LITERATURE IN TRANSLATION (spring)**

This course is about crossing borders, cultures, and languages. Students will encounter captivating narratives from the twentieth and twenty-first centuries—from Jorge Luis Borges’s mind-bending tales of infinite libraries and labyrinths in *Ficciones* to Italo Calvino’s mirage of cities suspended between reality and imagination in *Invisible Cities*. Students will engage

with diverse contemporary voices such as South Korean author Han Kang and Omani author Jokha Alharthi, exploring themes of identity, memory, displacement, and connection. In the course, students will consider how translation is a challenging but valuable practice as an act of linguistic and cultural transformation. The choices that translators make can impact our perception of literature, and translators defend their craft as a legitimate creative and intellectual endeavor. In reading these texts, students will analyze tone, style, and context to consider how translation shapes meaning.

# HISTORY

**HISTORY IX: HUMANITIES IX**

Humanities IX is an integrated English, history, and art history curriculum that explores the literature, history, and art of ancient cultures. It is a team-taught course that builds Class IX students’ foundational skills as readers, writers, and curious and critical thinkers. Students learn about Greece and Rome in the fall semester and the Ancient Near East, early Islam, India, West Africa, and China in the spring semester. They investigate these major civilizations in history, some of their greatest stories (in epic poetry, prose, and drama) in English, and their defining works of art in art history. In addition to regular gallery visits to The Metropolitan Museum of Art, students complete several interdisciplinary projects, which involve collaboration with creative technology, drama, languages, studio art, and world religions.

**HISTORY X: GLOBAL HISTORY**

The Class X Global History course builds on the global perspective and skills development of Class IX Integrated Humanities. The course is designed to provide students with a balanced examination of a variety of world regions and spans the time period from the Middle Ages to the Modern Era. Students explore these regions with a focus on pertinent transformations in political, social, and economic, and cultural spheres. Among the topics included are the rise of nationalism and the establishment of world empires, political and economic revolutions and European imperialism and expansion, the worldwide impact of the World Wars and Cold War, and background on pivotal modern issues such as the challenges faced by post-colonial Africa, the evolution of

the Indian and Chinese economies, and the roots of current tensions in the Middle East.

**HISTORY X: HONORS GLOBAL HISTORY**

Honors Global History is a rigorous, accelerated course that expands on the concepts studied in Global History. This survey class presents human history as a single continuous and interconnected story, rather than as a series of separate civilizations and eras. Among the topics covered are the rise and fall of empires, ranging from Mongol rule to European colonialism; major economic theories and practices, such as feudalism, mercantilism, capitalism and communism; and the impact of demography on politics and economics. Students are expected to do college-level reading from a wide variety of primary source documents and supplementary secondary sources, often from academic journals.

**HISTORY X: ADVANCED GLOBAL HISTORY**

This advanced-level course surveys major themes in world history from 1200 CE to the present, with a focus on critical thinking, historical analysis, and sophisticated writing skills. Students examine the rise and fall of empires, cross-cultural exchanges along trade routes, the impacts of technological innovations, and the development of political and economic systems in Africa, Asia, Europe, and the Americas. The curriculum incorporates both primary and secondary source analysis and evidence-based argumentation through frequent writing assignments like document-based essays, comparative analyses, and a capstone research paper. Students will develop their skills in formulating thesis statements, working with historical evidence, and thinking about causation, continuity, and change over time. The course starts with the Mongol Empire, and includes the Renaissance and Reformation, the Asian, African, and American empires, the Age of Revolutions, the Industrial Revolution, imperialism, world wars, decolonization, and contemporary global challenges.

**HISTORY XI: U.S. HISTORY**

This course is designed to provide students with a comprehensive survey of the history of the United States from its colonial beginnings up to the modern era. Following a chronological format, the course includes coverage of the significant cultural, economic, political, and social trends in the development of the nation. Major emphasis is placed on the revolutionary era,



the causes and consequences of the Civil War, the Industrial Age, and the rise of the United States to a position of world power in the twentieth century. This course also has built-in room to engage current events and their relationship to developments of the past; creative projects including original podcasts, art reviews (in response to museum visits), and wide-ranging writing assignments; and student-led debate.

**HISTORY XI: HONORS U.S. HISTORY**

Honors U.S. History engages students in a rigorous and critical examination of change over time, emphasizing the degree to which ideals have matched reality, how definitions of citizenship have evolved, and in what ways America’s place in the world has shifted. Among the specific topics covered are the emergence of American identity and nationhood, nineteenth-century expansion, divisions surrounding the Civil War, and the responsibilities and actions of a new global superpower. Students are expected to do advanced level reading of primary source documents as well as academic sources, participate in frequent assessments to maintain in-depth knowledge of the material, and do intensive writing through analytical, thesis-driven essays.

**HISTORY XI: ADVANCED U.S. HISTORY**

Advanced U.S. History offers accomplished and committed Class XI history students the opportunity to develop historical thinking skills and draw analytical connections across periods and themes. Students engage in a rigorous and critical examination of change over time, emphasizing the degree to which ideals have matched reality, how definitions of citizenship have evolved, and in what ways America’s place in the world has shifted. In addition to acquiring a firm grasp of the factual narrative sequence of the nation’s history, students focus on the development of critical and analytical skills in reading and writing. Developing sophisticated expression in discussion and in frequent and diverse forms of writing, students will encounter disparate voices and divergent points of view, and undertake both rigorous and creative inquiry.

**HISTORY XII: ADVANCED ART HISTORY**

In this college-level course, students learn how to recognize, interpret, and analyze works of art within their historical, cultural, and religious contexts. By examining the major forms of artistic expression (including sculpture, painting, architecture, performance, and other media) from the prehistoric world to

the present, students learn not just about art, but also about the cultures, politics, technologies, and popular sentiments of various time periods throughout history. Additionally, students identify key themes across time periods and cultures and learn about contemporary art and artists throughout the year so that the connections between the past and present can be ongoing. This course takes full advantage of our location in New York City and includes exploration of local resources and exhibitions.

**HISTORY XII: ADVANCED MICROECONOMICS (fall)**

This course focuses on individual economic decision-makers—households, business firms, and government agencies—and how they are linked together. The emphasis is on decision making by households and firms and how these decisions shape our economic life. The course explores the different environments in which consumers buy and businesses sell their products, hire workers, and raise funds to expand their operations; the economic effects of trade between nations; and the effects of various government policies, such as minimum-wage legislation, rent controls, antitrust laws, among others.

**HISTORY XII: ADVANCED MACROECONOMICS (spring)**

This course focuses on the economy as a whole (the “macroeconomy”). The course begins with the meaning and measurement of important macroeconomic data (on unemployment, inflation, and production) and then turns to the behavior of the overall economy. Topics include long-run economic growth and the standard of living; the causes and consequences of economic booms and recessions; the banking system and the Federal Reserve; the stock and bond markets; and the role of government policy.

**HISTORY XII: ADVANCED PSYCHOLOGY**

Advanced Psychology is a rigorous full-year survey course of everything from the human brain to social psychology. Students will review fundamental research in development, learning, memory, motivation, personality, disorders, sleep, sensation, and perception using in-depth textbook readings, journal articles, class demonstrations, discussion, and lecture. The Advanced Psychology curriculum challenges commonly-held assumptions in order to provide a solid understanding of the self in all its many facets.

**HISTORY XII: CRITICAL THINKING IN THE ARTS (fall or spring)**

Critical Thinking in the Arts is an interdisciplinary course exploring visual and performing arts and their social, historical, cultural, and political contexts. The course takes a thematic approach to the study of art, theater, film, literature, fashion, and music. By examining such themes as gender, race, war, satire, childhood, and protest, students gain an in-depth understanding of major cultural, social, artistic, and political movements of the 19th-21st centuries. Students attend viewings of theater, dance, and music performances, as well as visit various New York City museums.

**HISTORY: MUSEUM STUDIES (fall)**

In this course, students explore a selection of special exhibitions (based on what is currently on view) at art institutions along Museum Mile, including The Metropolitan Museum of Art, The Solomon R. Guggenheim Museum, Neue Galerie, The Jewish Museum, El Museo del Barrio, Cooper-Hewitt National Design Museum, The Africa Center, and The Frick Collection. In preparation for visiting exhibitions (approximately 3 per semester), students investigate issues related to art patronage, provenance, collecting, curation, conservation, and restoration. Students also complete foundational studies of relevant artists, art movements, materials, and artistic techniques. Class meetings consist of discussions of museological readings and short student-led presentations on artists and artworks. Students submit exhibition reviews throughout the semester in addition to a creative final project.

**HISTORY XII: MEDIA LITERACY AND GLOBAL EVENTS (fall)**

This course focuses on global current events and news stories in order to develop, examine, and apply media literacy skills, including critical thinking, identifying emotional aims of stories, interpreting the aesthetic framing of events, and investigating the historical context of domestic and international perspectives. Students critically analyze texts, images, and film sources throughout the semester.

**HISTORY XII: RACE, CLASS, AND GENDER (spring)**

This course explores the ways in which race, class, and gender have shaped the American experience. Students consider how these concepts have reflected social values and shifting

understandings of identity across time. Students also critically analyze primary and secondary texts, images, and video sources, in order to examine the relationship between these concepts and American laws, institutions, educational and employment opportunities, and culture. Lastly, students deliberate upon policy solutions that aim to address the role played by race, class, and gender in ongoing systemic social inequalities.

**HISTORY XII: CAPSTONE: INDEPENDENT AMERICAN HISTORY RESEARCH**

This Capstone in Independent American History Research offers Class XII students – Marymount’s History Fellows – the chance to explore a historical topic of their choice, conduct in-depth research, and tell a riveting story, culminating in a public presentation. In partnership with the Gilder Lehrman Institute, Marymount students will engage in advanced research methodologies, document-based learning, and experiential historical inquiry. They will pursue a hands-on opportunity to develop analytical skills while engaging in the civic life of the country, studying the past and examining its legacy in our current moment, honing their storytelling along the way.

**FINANCE via BLOOMBERG**

In this semester course, students use Bloomberg terminals to take the Bloomberg Market Concepts (BMC) e-learning course that provides an introduction to financial markets. Covering macroeconomics, currencies, fixed income, and equities, the course weaves together Bloomberg data, news, analytics, and media to help students better understand the basics of investing. Once students complete this hybrid (part online and part in-person) class, they will receive a Bloomberg certification. This course is open to students in Classes XI-XII and is a requirement for graduation.

**PERSONAL FINANCE**

This course is designed to give Class XII students a comprehensive overview of personal financial issues. Topics include: creating a spending plan, bank accounts, credit cards, personal taxes, loans and debt management, investment basics, health and long-term disability, home rental and buying, identity theft and financial fraud, and relationships and finances. The course is offered as part of the spring semester guidance class.



# MATH

## ALGEBRA I

Algebra I develops the students’ ability to work with abstractions and to reason. Linear equations, inequalities, and systems of equations are among the topics studied, both through their equations and their graphs. Algebraic processes are used in data analysis.

## ALGEBRA II

Algebra II develops the students’ ability to work with abstractions and to reason. Functions and their applications are studied extensively. Polynomial, exponential, logarithmic, rational, and piecewise defined functions are analyzed graphically, algebraically, and numerically. Applications, in terms of word problems and data analysis, are an important part of the curriculum. Throughout the course, emphasis is placed on developing critical-thinking skills through the use of the graphing calculator, computer programs, writing, and problem solving.

## HONORS ALGEBRA II

Honors Algebra II expands on the concepts studied in Algebra II, delving into each topic more in depth and at an accelerated pace. Emphasis is placed on developing critical-thinking and problem-solving skills through practical application and modeling.

## GEOMETRY

Transformations, area, volume, symmetry, congruency, and similarity are the main topics of this Euclidean geometry course in 2- and 3-dimensions. Students investigate these topics with the aid of technology, construction tools and hands-on experiences. Conjectures are drawn from these investigations, and theorems are proven either formally or informally. The course helps students understand the importance of geometry and its applications, as well as the structure of formal logical reasoning.

## HONORS GEOMETRY

Honors Geometry expands on the concepts studied in Geometry, delving into each topic more in depth and at an accelerated pace. Students use inductive and deductive

reasoning, spatial reasoning, and geometric modeling to solve problems. Proofs, both formal and informal, are an important part of the curriculum.

## PRECALCULUS

This course studies functions and emphasizes their use as algebraic description of real-life phenomena. The use of mathematics to model a wide variety of data is central to the course. In addition to the in-depth study of trigonometry, students explore topics such as analytic trigonometry, sequences and series, probability, conic sections, and polar coordinates.

## HONORS PRECALCULUS

Honors Precalculus expands on the concepts studied in Precalculus, delving into each topic more in depth and at an accelerated pace. The course serves as a solid preparation for students intending to take Advanced Placement Calculus courses in the future.

## CALCULUS

Calculus is the mathematics of change, and this course provides an introduction to both differentiation and integration. Topics include a review of polynomial, trigonometric, exponential, and logarithmic functions, a study of limits and differentiation, graphical analysis, and applications of differential and integral calculus in real world contexts.

## AP CALCULUS AB

AP Calculus AB is equivalent to a first-semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. Students approach calculus concepts and problems graphically, numerically, analytically, and verbally. They learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

## AP CALCULUS BC

AP Calculus BC is equivalent to both first- and second-semester college calculus courses and extends the content learned in AB to parametric, polar, and vector functions. Students are also introduced to the topic of sequences and series.

## MULTIVARIABLE CALCULUS

Multivariable Calculus is an extension of Calculus, including derivatives, integrals, and their applications to functions of more than one variable. Topics include vectors and matrices, parametric curves, partial derivatives, double and triple integrals, and vector calculus in 2- and 3-space. The prerequisite to this course is AP Calculus BC.

## AP STATISTICS

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course is built on four main topics: the exploration of data, the planning of a study, probability as it relates to the distribution of data, and inferential reasoning. Statistical thinking is emphasized throughout the course. Completion of Precalculus is a prerequisite to enrollment in AP Statistics.

# SCIENCE

## SCIENCE IX: BIOLOGY

Biology is the study of life and how it works. This course emphasizes critical thinking, as well as observational and reasoning skills. Using evolution as a framework to understand the unity and diversity of life and all its components, students focus on biochemistry, cellular structure and function, energy transformation, heredity, anatomy, and physiology. Experiments are conducted to enhance the understanding of concepts, and students will investigate the relationship between equity and experimental design. As part of this course, students will design their own experiments and assume responsibility for the implementation of the experiment and analysis of the data. Students will refine their scientific communication skills through presentations and actively engage in building their own understanding of the world around them through discussion-based classes.

## SCIENCE X: CHEMISTRY

Chemistry is designed to introduce students to the basic laws and theories of chemistry through experiential learning and a partially flipped classroom model. Students apply chemical concepts and principles to problem-solve and understand world issues such as climate change. Chemistry focuses on developing students’ understanding of the qualitative and

quantitative aspects involved in the study of the structure and interactions of matter. Students work collaboratively to develop hypotheses, design, and execute experimental procedures and support their conclusions using evidence-based reasoning. With an emphasis on understanding rather than memorization, students study the behavior of matter and patterns of physical and chemical interactions to explain the existence of atoms, subatomic particles, elements, compounds and mixtures, stoichiometric relationships, and introductory thermodynamics.

## SCIENCE X: HONORS CHEMISTRY

Honors Chemistry is a rigorous fast-paced course that expands on the concepts studied in Chemistry. In this course, students are introduced to the basic laws and theories of chemistry through experiential learning. Students apply chemical concepts and principles to problem-solve and understand world issues such as climate change. Students apply their mathematical skills to calculations and must be adept at using algebraic and proportional reasoning, as Honors Chemistry focuses on developing students’ understanding of the qualitative and quantitative aspects involved in the study of the structure and interactions of matter. Students work collaboratively to develop hypotheses, design and execute experimental procedures, and support their conclusions using evidence-based reasoning. Students study the behavior of matter and patterns of physical and chemical interactions to explain the existence of atoms, subatomic particles, elements, compounds and mixtures, stoichiometric relationships, and introductory thermodynamics.

## SCIENCE X: ADVANCED CHEMISTRY

Advanced Chemistry is a highly accelerated and highly rigorous course with an emphasis on cooperative and guided-inquiry learning. Students are expected to apply their mathematical skills to complex calculations and are expected to be adept at using algebraic and proportional reasoning, as they delve into atomic structure as it relates to nuclear chemistry, the quantum model of the atom, hybridization of orbitals and molecular geometry via the investigation of physical and chemical properties and interactions. Students also study thermochemistry and thermodynamics and the quantitative relationships in chemical reactions. Students are introduced to organic chemistry, kinetics, equilibrium, and solution



chemistry, and electrochemistry. Advanced Chemistry is a lab-based science and as such, students will participate in the planning, design, and execution of experimental procedures designed to explore concepts studied in class as well as hone their laboratory skills and techniques.

**SCIENCE XI: PHYSICS**

Physics is an algebra-based introductory physics course with a strong emphasis on laboratory and experimental design. The main topics of study include kinematics, two-dimensional motion, Newton’s Laws, energy and work, and momentum, along with an introduction to electricity and magnetism, modern physics, and optics. Students are exposed to a cooperative learning environment in which they explore the concepts of physics through data collection, data analysis, and experimental projects. Assignments may include tests, quizzes, laboratory reports, readings in current topics, and independent research projects.

**SCIENCE XI: HONORS PHYSICS**

Honors Physics is a rigorous, more accelerated course that expands on the concepts studied in Physics, introducing students to kinematics, two-dimensional motion, Newton’s Laws, energy and work, and momentum, along with an introduction to electricity and magnetism, modern physics, and optics. Honors Physics is an algebra-based course with a strong emphasis on laboratory and experimental design and founded upon a cooperative learning environment in which students explore the concepts of physics through data collection, data analysis, and experimental projects.

**SCIENCE XI: ADVANCED PHYSICS**

Advanced Physics is a highly accelerated and highly rigorous course that introduces students to advanced concepts and problem-solving approaches in preparation for college-level physics. These concepts are expressed in theoretical, graphical, and mathematical forms, with laboratory experiences and the application of general calculus principles as a means of both discovery and understanding. Topics include motion in one- and two-dimensions, forces and motion, work and energy, momentum and impulse, rotation, oscillations, optics, and electricity. Using students’ mathematical skills, this course encourages the development of creative and logical thought and asks students to become adept at data collection and analysis.

**SCIENCE XII: ADVANCED MOLECULAR BIOLOGY XII**

Advanced Molecular Biology XII is a college-level course with an emphasis on collaborative and guided-inquiry learning. Students delve more deeply into the molecular mechanics of life, namely the molecules responsible for genes and gene expression. Using an evolution-based framework, students investigate nucleic acids, and the way molecules interact to form functional proteins. Understanding the molecular mechanisms of biology allows students to look at disease processes, genetics, and biotechnology. Advanced Biology is a lab-based science and as such, students participate in the planning, design, and execution of experimental procedures designed to explore concepts studied in class, as well as hone their laboratory skills and techniques.

**SCIENCE XII: ADVANCED CHEMISTRY XII**

Advanced Chemistry XII is a college-level course with an emphasis on collaborative and guided-inquiry learning. A strong foundation in Chemistry allows students to dive more deeply into atomic structure, the quantum model of the atom, hybridization of orbitals, and molecular geometry via the investigation of physical and chemical properties and interactions. Students also study thermochemistry and thermodynamics, as well as the quantitative relationships in chemical reactions. Students expand their knowledge of organic chemistry, acid-base chemistry, kinetics, equilibrium, solution chemistry, and electrochemistry. Advanced Chemistry XII is a lab-based science course and as such, students participate in the planning, design, and execution of experimental procedures designed to explore concepts studied in class, as well as hone their laboratory skills and techniques.

**SCIENCE XII: ADVANCED PHYSICS**

Advanced Physics XII is a college-level course that offers students the opportunity to study selected topics in mechanics, including vector analysis, vertical motion with air resistance, applications of Newton’s Second and Third Law, potential energy curves, conservation of momentum in two directions, rotational dynamics, and oscillatory motion. The use of calculus and differential equations, in tandem with data collection and analysis, allows students to solve problems and understand the world in multiple modalities. Student documentation is a key learning tool in this course.

**SCIENCE XII: NEUROSCIENCE (fall)**

Neuroscience is a semester-long course that examines the relationship between the brain and behavior. Students will gain a deep understanding of the biological foundations of neural function and how these processes translate into complex behaviors. Key topics may include neural structure and function, sensory perception, memory and learning, sleep and circadian rhythms, and neuroplasticity. Students will develop critical thinking skills and a scientific understanding of the brain’s structure and function through engaging lectures, hands-on activities, and interactive discussions. This course is designed for students with a strong interest in psychology, biology, and medicine, and will provide a solid foundation for further studies in neuroscience and related fields.

**SCIENCE XII: PHARMACOLOGY & DRUG DISCOVERY (spring)**

Pharmacology and Drug Discovery is a semester-long, comprehensive course that bridges the gap between chemical structure and therapeutic application. Designed for students interested in the intersection of chemistry, biology, and medicine, this course will explore how drugs interact with the body’s major organ systems, including the nervous, cardiovascular, and respiratory systems, as well as other vital organs. Students work collaboratively to study the underlying mechanisms of drug action in treating human diseases. Through a combination of projects, guided inquiry, and hands-on activities, students study pharmacodynamics, what a drug does to the body, and pharmacokinetics, how or what our bodies do to a drug. Additional topics include chemical structure and drug design, drug-drug interaction, drug regulation, and drug development. Critical ethical considerations as they relate to modern-day illicit, prescribed, and over-the-counter drug usage will be guiding themes within each unit. This course is designed for students with a strong interest in the intersection of chemistry, biology, and medicine, and will provide a solid foundation for further studies in medicine, healthcare, biotechnology, and pharmaceutical sciences.

**SCIENCE XII: ENGINEERING**

This yearlong course helps students develop a deeper understanding of how engineering shapes, and is shaped by, the world around them. Through hands-on challenges, collaboration, and guided inquiry, students explore engineering

as a tool for innovation, ethical decision-making, and community impact. Students will build key skills in CAD design, sketching, and engineering tools and methodology through the study of global issues like water accessibility and renewable energy. They document the results of their human-centered prototyping and problem-solving in a digital portfolio.

**INDEPENDENT SCIENCE RESEARCH**

The Independent Science Research Program is for students who are highly motivated independent learners with a passion for scientific research. This program is open to students in Classes X-XII, requires a minimum commitment of two years, and includes a summer research commitment. In year one, students learn about experimental design, data analysis, literature searching, and scientific writing in addition to engaging in original research. Between the first and second year, students engage in a research internship to conduct original research for a minimum of four continuous weeks. In years two and three, students analyze and synthesize their summer research and present their work at a symposium in the spring.





# CREATIVE TECHNOLOGY

## DIGITAL FABRICATION IX

This class focuses on using digital tools to realize the creative ideas and possibilities of analog ideas. Students are introduced to the digital tools in the Fab Lab and develop a foundational understanding of digital design and fabrication through hands-on, project-based exploration. Topics include laser cutting, 3D modeling, vinyl cutting, and digital embroidery. Students focus on the underlying computational concepts in digital fabrication and investigate appropriate modeling software and applications for the tools in the Fab Lab with specific attention to iterative design and project planning.

## FOUNDATIONS IN CREATIVE TECHNOLOGY

This class explores the ways in which we can use technology to build exciting creative projects. Students will work on a combination of individual and group projects that deepen their understanding of the tools and techniques used in the maker lab. With an emphasis on hands-on making, iteration, creative problem solving, and project management, students will build confidence in their ability to tackle new creative and technical challenges.

## CREATIVITY & AI

See RSHM Global on page 47.

## FOUNDATIONS IN COMPUTER SCIENCE

This project-based course introduces students to the core principles underlying all programming languages. Through hands-on projects, students will explore fundamental concepts such as algorithms, data structures, and logic. Emphasizing creative problem-solving, the course challenges students to think critically and develop innovative solutions to coding challenges. By the end, students will have a strong foundation for further study in computer science and software development.

## ADVANCED COMPUTER SCIENCE

This project-based course builds on the principles taught in Foundations in Computer Science and challenges students to think creatively while exploring complex algorithms, data

structures, and computational theory. Through hands-on projects, students will develop innovative solutions to intricate problems, honing creative problem-solving abilities. The course culminates in a creative personal project, allowing students to apply their knowledge, and explore the possibilities of code as a creative medium. By the end, students will have the skills to tackle advanced computer science concepts and bring their own ideas to life through code.

## ENTREPRENEURSHIP

Entrepreneurship is approached as both a methodology and a mindset. This foundational course introduces students to the elements of entrepreneurship, including design thinking, the value pyramid, and the Business Model Canvas (BMC). The class covers idea generation, opportunity recognition, entry strategy, and growth to get students on the path to a successful launch. As a final project, students create a prototype of a product or service and pitch it to an expert panel.

## DESIGN THINKING

In this class, students learn the methods and mindsets of human-centered design as they are introduced to the design abilities of creative thinkers. Students apply these ideas while working on a design challenge and then create and develop an individual project in which they use both design thinking and design ability strategies. Students also meet emerging innovators and designers and draw inspiration from their stories.

## PRODUCT ENGINEERING DESIGN

Product engineering is the process of creating and seeing a product through its entire life cycle from conception to end-of-life. Product engineers are responsible for designing, developing, testing, and maintaining products. In this class, students will learn the methods and mindsets of product engineers through an introduction to product engineering design. Using the engineering design process, engineering design abilities, and design research fieldwork, students will create a final product to meet a robust design challenge.

## VIRTUAL REALITY

Virtual reality (VR) offers users a simulated experience and the immersive feel of a virtual world. This course introduces students to the elements of virtual reality design and creation

as well as various elements of existing VR experiences. Students work independently on two short form VR projects, designing a VR experience for themselves and/or for a faculty or administration client. Students also explore the Oculus Quest 2 as a tool for immersive learning and interact with several noted experts in the VR field.

## VIDEOGRAPHY (fall)

In this asynchronous course, students will explore the basic techniques of film production. Students may opt for one of two options. The first option is Mastering Mobile Video: From Beginning to Pro, in which students will transform iPhone/iPad videos into professional-grade content by learning storytelling approaches, shooting techniques, and editing. The second option is AI Film Production, in which students will use AI tools to create and produce a short film. All films will be showcased in an end-of-semester exhibit.

## DIGITAL STORYTELLING (fall or spring)

Using the Story Xperiential platform, which is based on the Pixar storytelling approach, students “step into the shoes of a professional story artist as they create a story reel for their own three to six minute short film.”Working asynchronously, students will outline a three-act story, upload work in progress, and exchange feedback with their peers. Students will also have access to livestream events with industry professionals. Students will be required to present their work at an end-of-semester showcase.

## APPLICATIONS OF ENTREPRENEURSHIP (fall or spring)

Eager to start your own business but not sure where to start? Working asynchronously, students may opt for participation in StartUp Wars, the Nestle Youth Experiential Platform, or Entrepreneurship Xperiential. Each platform aims to give access to knowledge, infrastructure, and financial experiences to any aspiring entrepreneur. Students will be required to present their work at an end-of-semester showcase.

## USING AI AS A RESEARCH TOOL

This asynchronous course empowers high school students to harness the power of generative AI in the research process - from brainstorming and refining questions to gathering sources, organizing evidence, and communicating findings.

Students will explore how to responsibly use AI to support critical thinking, avoid bias, and build credible arguments while maintaining academic integrity. Using the H+AI+H (human - AI - human) protocol, students will learn how to collaborate with AI as a thought partner, not just as a shortcut. By the end of the course, students will produce a research project that includes a reflective analysis of how AI supported their inquiry process. Open to Certificate students only.

## PROJECT MANAGEMENT

McKinsey’s distinct elements of talent provide a framework in which students thrive in the future of work. In this self-directed course, students focus on planning and ways of work: work-plan development, time management and prioritization, and agile thinking. Students participate in a semester-long project management challenge, in which they effectively lead a theoretical project from inception to production. Open to Certificate students only.

## CAPSTONE: DESIGN, INNOVATION, AND IMPACT

The Capstone Project in Design, Innovation, and Impact enables students to engage in high-level inquiry based on their course work, co-curricular activities, and area of specialization. Using a mentorship model to support learning, students select a problem or project of interest and then incorporate appropriate design skills and creative technology applications to bring their final project to completion. Students are required to maintain a portfolio and reflective journal. At the end of the year, students participate in a forum in which they present their project to a panel of experts and evaluators.





# Certificate in Design, Innovation, and Impact

The Certificate in Design, Innovation, and Impact promotes fluency and agency in the key areas of creative technology, digital fabrication, design thinking and entrepreneurship, new media, and physical computing. The Certificate program provides a pathway to inspire students’ interest in these strands so that they are best prepared to design, innovate, and advocate for positive change in the world.

01

**Areas of Concentration**  
Students declare their interest at the beginning of Class X or XI. Students will select from one of the following areas:

- Creative Technology
- Digital Fabrication
- Design Thinking and Entrepreneurship
- New Media
- Engineering and Physical Computing

02

**Required Courses**  
In Class X and XI, students will select from a variety of existing electives but will be required to take the following courses:

- Digital Fabrication IX
- Using AI as a Research Tool
- Project Management

03

**Co-Curricular Requirements**  
Students will also be required to:

- Participate in external programs, symposia, and/or webinars.
- Connect with mentors.
- Document and reflect on their work, with special consideration to the connection between their work and the real world.
- Engage in optional real world vocational/non-profit internship.

04

**Capstone Project**  
The Capstone Project in Class XII offers the opportunity to consolidate their learning as well as connect the skills, attitudes, attributes, and knowledge to a unique project.

- A project of your own design.
- A project connected to the Sustainable Development Goals.
- A collaboration with a real-world client.

05

**Badges**  
Students must earn a total of 10 badges to complete the program and earn their certificate.

- 4 badges for coursework (1 badge for each semester course).
- 4 badges for external programs (1 badge for each approved learning opportunity).
- 2 badges for the Capstone Project.
- 2 badges for documentation and final presentation.

## RSHM GLOBAL

RSHM Global is an innovative education program serving students and teachers within the Global Network of RSHM Schools. The program offers a diverse array of courses and learning opportunities to high school students throughout the network, fostering global collaboration and enriching the academic experience. RSHM Global aims to cultivate a vibrant, interconnected learning community committed to the values and mission of the RSHM.

**CREATIVITY & AI**  
(4-module course | Fall and Spring)

There is tremendous apprehension and excitement about generative AI as large language and image AI models may be used to automatically generate content. AI models may also be used to generate diverse and interesting content. How do we empower students to ethically leverage the power of generative AI? In this four week course, students will explore a variety of generative AI platforms and the associated ethical implications of generative AI. For a final project, students will use RunwayML to produce various representations of text, images, and videos.

**DESIGNING YOUR LIFE**  
(4-week course | Fall and Spring)

Based on the self-help guide of the same name by Bill Burnett and Dave Evans, this course focuses on the application of design thinking to your school life, non-school life, and career. By experimenting, iterating, and prototyping, students will create “a life they love.” Learning experiences include keeping a one week “Good Time Journey,” exploring the AEIOU technique, learning about prototyping conversations, and understanding the differences between an optimized life, an alternative life, and a fascinated life.

**GLOBAL ENTREPRENEURSHIP**  
(10-week course | Fall and Spring)

Entrepreneurship may be approached as both a methodology and a mindset. This foundational course introduces students to the elements of entrepreneurship, including design thinking, the value pyramid and the Business Model Canvas (BMC). Students work collaboratively to apply these concepts as they work to solve complex and/or ambiguous problems. As a final project, students participate in the immersive simulation, StartUpWars, a platform in which students prepare to start a business in the real world.

**APP LAB: BUILD YOUR OWN AI TOOL**  
**(NO CODE NEEDED)** (4-module course | Fall)

In this hands-on course, students will dive into the world of creating and customizing AI-powered digital tools. Students will define clear prompts, set context and tone, and add references to shape the AI tool’s behavior like a pro. With the help of Playlab’s AI-assisted builder, students will receive personalized feedback and design tips as they build. Along the way, students will test and refine their apps and explore real use cases. Students will work with a client to build a fully functional, AI-powered app – designed by you, powered by your ideas.

## GLOBAL PROGRAMS

**GLOBAL PROGRAMS FIELDWORK**

Global Programs Fieldwork is an elective course available to students in Classes X-XII enrolling in the Marymount Global Exchange Program. This optional independent learning experience invites students to explore a topic of interest connected to their host country, collect meaningful data during their three-week exchange, and create a final product that reflects their learning. The project encourages student agency, cultural engagement, and reflection.



# WORLD LANGUAGES

## FRENCH I

This beginning course stresses basic proficiency in both production skills (speaking and writing) and receptive skills (listening and reading). French I students develop a practical vocabulary and build a strong grammatical foundation in the target language. They learn to relate information about themselves, their family, and their friends, using present, past, and future tenses.

## FRENCH II

French II is an intensive course in reading, writing, and speaking. From simple structures in French I, students move on to use compound tenses, the present subjunctive, the imperfect, the future, and the conditional. Students also learn how to express both affirmative and negative commands and to formulate conditional and complex sentences using relative pronouns. Only the target language is used in class.

## HONORS FRENCH II

Honors French II presents material at an accelerated pace, building on the simple structures learned in French I by introducing more complex structures similar, but not limited to, the material covered in French II. Expectations for student performance and the depth of their engagement are high. Only the target language is used.

## FRENCH III

Students study more complex forms of grammar and syntax, especially the subjunctive, and expand their vocabulary and knowledge of idiomatic expressions. French III students read short stories, poems, and texts appropriate to their experience and their knowledge of the language. Students are required to use only the target language in class.

## HONORS FRENCH III

Honors French III moves at an accelerated pace, and students read a wide selection of literature in French, including one novel each semester. They respond to and analyze the literature both orally and in writing, in the target language. Honors students are asked to listen and/or to read the French news media and give presentations in class on current topics.

## FRENCH IV

French IV is designed to reinforce and expand on the grammar and syntax studied in French I, II, and III. Students read a variety of essays, articles, short stories, and poetry from both French and Francophone authors. They also continue developing oral and listening comprehension skills with current TV documentaries. Through active participation in the target language, they improve their speaking skills.

## ADVANCED FRENCH: LANGUAGE & CULTURE

This college-level course develops the students' communicative ability in French in the interpersonal, interpretive, and presentational modes. Through regular use of authentic sources, students hone their ability to produce sophisticated, accurate French and to comprehend nuanced language in a variety of settings, types of discourse, topics, and registers. Students continue to build and strengthen skills while exploring the rich cultures, varied perspectives, and current events of the French-speaking world.

## ADVANCED FRENCH: LANGUAGE & CINEMA

In this college-level course open to seniors, students discover French and Francophone literature, film, and culture. They will learn about French and Francophone culture and history through its literature and cinematic arts, covering topics from the king and court at Versailles, through both world wars, to modern day issues surrounding immigration, assimilation, and race. Students also learn to analyze stylistic choices and better understand filmmaking from the script to the screen.

## FRENCH SEMINAR: LANGUAGE & CINEMA

In this course open to seniors, students discover French and Francophone literature, film, and culture. They will learn about French and Francophone culture and history through its literature and cinematic arts, from the king and court at Versailles, through both world wars, to modern day issues surrounding immigration, assimilation, and race. Students will also learn to analyze stylistic choices and better understand filmmaking from the script to the screen. The course culminates in students creating their own short films.

## LATIN I

In this introduction to classical Latin, students begin to learn the basic vocabulary and grammar by reading a connected

series of stories in Latin. These stories, which follow the life of a senatorial family in the early Empire, also introduce students to the history and culture of ancient Rome. The course aims to teach students the skill of close reading through translation and to increase students' understanding of the origins of words and of the basic grammatical structures.

## LATIN II

In this course, students continue their study of Latin language and Roman culture. They increase their understanding of Latin grammar and hone their translation and reading skills by working on increasingly complex passages, preparing them to handle authentic texts in later years. Investigations into Roman history are enhanced by reading from ancient authors in translation.

## HONORS LATIN II

This course accelerates and expands upon the regular material of Latin II. Students will have extensive review of previous topics and will be expected to take an active role in demonstrating their mastery of those topics. They will also encounter new material and be responsible for mastering that material at an in-depth level via projects and presentations in preparation for the accelerated pace of Honors Latin III.

## LATIN III

The objective of this course is to prepare students to read genuine Latin literature. Students learn more complex forms of expression and eventually apply their knowledge of Latin grammar to reading authentic texts. In addition to expanding their knowledge of Roman culture, students also gain familiarity with various genres and conventions of Latin literature, such as letter writing, oratory, and poetry.

## HONORS LATIN III

This course follows the trajectory of Latin III while incorporating more in-depth study of grammatical topics and more involved exercises in reading comprehension, critical analysis of texts, and cultural competency.

## ADVANCED LATIN: POETRY SURVEY

Advanced Latin: Poetry Survey represents an opportunity for students to read a variety of Latin poetry in the original language, including famous authors like Catullus, Horace,

Vergil, and Ovid, as well as other important poets like Propertius, Tibullus, Juvenal, and Sulpicia. The content of the course seeks to present a broad picture of the development of Roman literary culture from the Republic to the early centuries of the Empire. Students will be expected to delve into metrical notation, rhetorical terminology, thematic analysis, and close-reading. They will be responsible for reading Latin texts as well as analyzing them via essays, presentations, and research-driven projects.

## ADVANCED LATIN: PROSE SURVEY

Students in Advanced Latin: Prose Survey have the opportunity to read the work of several different Latin prose authors that correspond to genres such as history, oratory, and novels. The course is designed to introduce students to a list of authors whose work paints a cohesive picture of ancient Roman society and illuminates the impact of Roman literary culture on modern Western society. Students will be expected not only to read and understand Latin at a high level, but also to complete research projects and essays that will represent their own independently-driven work to understand ancient prose texts.

## LATIN SEMINAR: POETRY

This course represents an opportunity for students to read a variety of Latin poetry in the original language, including famous authors like Catullus, Horace, Vergil, and Ovid, as well as lesser-known but important poets such as Propertius, Tibullus, Juvenal, and Sulpicia. The content of the course seeks to present a broad picture of the development of Roman literary culture from the Republic to the early centuries of the Empire. Students explore metrical notation, rhetorical terminology, thematic analysis, and close-reading. They will be responsible for reading Latin texts as well as analyzing them via essays, presentations, and research-driven projects.

## SPANISH I

This beginning course stresses basic proficiency in both production skills (speaking and writing) and receptive skills (listening and reading). The Spanish I student develops a practical vocabulary and builds a strong grammatical foundation in the target language.



## SPANISH II

Spanish II is an intensive course in reading, writing, and speaking in the target language. From simple structures in Spanish I, students move on to use the compound tenses: preterite, imperfect, future, conditional, and present subjunctive. Students also learn to express both affirmative and negative formal and informal commands. Cultural studies and projects enhance their understanding of the Spanish-speaking world.

## HONORS SPANISH II

Honors Spanish II presents material at an accelerated pace, building on the simple structures learned in Spanish I by introducing more complex structures similar, but not limited to, the material covered in Spanish II. Expectations for student performance and the depth of their engagement are high. Only the target language is used.

## SPANISH III

In Spanish III, students review the grammar, syntax, and vocabulary of earlier courses and study more complex forms, including the present and imperfect subjunctive. They expand their vocabulary and knowledge of idiomatic expressions and improve speaking and listening skills.

## HONORS SPANISH III

Honors Spanish III moves at an accelerated pace, and students read a selection from literature in Spanish, including a novel. They respond to and analyze the literature in oral conversation and in writing in the target language. Honors students are asked to listen and/or to read the Spanish news media and give presentations in class on current topics.

## SPANISH IV

Spanish IV is designed to reinforce and expand on the grammar and syntax studied in Spanish I, II, and III. Students read a selection of essays, articles, short stories, magazine and newspaper articles, and poetry from Spanish and Latin American authors. They also continue developing oral and listening comprehension skills through films and news media.

## ADVANCED SPANISH: LANGUAGE & CULTURE

This college-level course develops the students' communicative ability in Spanish in the interpersonal, interpretive, and presentational modes. Through regular use of authentic sources,

students hone their ability to produce sophisticated, accurate Spanish and to comprehend nuanced language in a variety of settings, types of discourse, topics, and registers. Students continue to build and strengthen skills while exploring the rich cultures, varied perspectives, and current events of the Spanish-speaking world.

## ADVANCED SPANISH: LITERATURE, FILM , & CULTURE

In this college-level course open to seniors, students engage in a project-based exploration of the Hispanic world through literature and film. They learn about Spanish and Latin American culture and history through films set during the Mexican Revolution, the period right after the Spanish civil war, and current times, exploring issues surrounding family ties, immigration, feminism, and race. In addition, students select short stories and poems from renowned Spanish and Latin American authors focusing on what they reveal about the culture and the peoples in the Spanish speaking world. The course culminates in students creating a short Spanish-language film based on a piece of literature they have studied, with the guidance of expert filmmakers and cinematographers.

## SPANISH SEMINAR: LITERATURE, FILM , & CULTURE

In this course open to seniors, students discover Spanish literature, film, and culture. They will learn about related culture and history through literature and cinematic arts and will also learn to analyze stylistic choices and better understand filmmaking from the script to the screen. The course culminates in students creating their own short films.

# VISUAL ARTS

## CLASS IX: STUDIO ART

Studio Art promotes individuality, self-motivation, self-expression, and skill development at every juncture for students who are increasingly designing their own individualized paths. The studio experience is a time to share information, build skills, promote creative inquiry, and encourage independent thinking. Concepts and techniques in art are introduced using models from art history, contemporary art, and diverse cultures. Fundamental elements of drawing, painting, and the

digital arts are emphasized.

## FOUNDATIONS IN DRAWING

This course introduces students to the elements and sources of drawing, including drawing from observation, imagination, visualization, and experience. Students explore the purpose of drawing as composition, communication, and thinking. Using a variety of drawing media, each student's expressive ability emerges using a skilled and personal form of drawing.

## FOUNDATIONS IN DRAWING II

This intermediate-level drawing and painting course further refines the skills, concepts, and the use of materials explored in Foundations I. Projects increase in ambition with an emphasis on student agency, iteration, evaluation, and self-expression. Through group critiques, students better understand their own work. Using visual literacy, they confidently share evidence-based thoughts about works of art.

## FOUNDATIONS IN PAINTING

This class is an introduction to the language of painting, focusing on composition, form, and color. Working from observation, imagination, and experience, students learn to see in new ways and create the illusion of three-dimensional space. Students gain experience using acrylic, gouache, and watercolor and are guided through the basics of color theory, glazing, and perspective. Through group critiques, students better understand their own work.

## FOUNDATIONS IN PAINTING II

This intermediate-level painting course further refines the skills, in Painting I. Projects increase in ambition with an emphasis on student agency, iteration, evaluation, and self-expression. Through group critiques, students better understand their own work. Using visual literacy, they confidently share evidence-based thoughts about works of art.

## FOUNDATIONS IN SCULPTURE

As an introduction to three-dimensional form, students explore diverse materials to create volume, line and mass. Resources include clay, wood, wire, plaster, found objects and fabricated elements. These are investigated by exercises in mold-making, constructing objects, and exploring site-specific installation. Students gain new project-based skills and strengthen their

understanding principles in sculpture and develop a personal creative interpretation.

## FOUNDATIONS IN SCULPTURE II

This intermediate-level sculpture course further refines the skills, concepts, and the use of materials explored in Foundations in Sculpture I. Projects increase in ambition with an emphasis on student agency, iteration, evaluation, and self-expression. Through group critiques, students better understand their own work. Using visual literacy, they confidently share evidence-based thoughts about works of art.

## ADVANCED 2-D DESIGN

Design involves purposeful, informed, and critical decision-making about using the elements and principles of art in an integrative way. In Advanced 2-D Design, the student develops and demonstrates an understanding of design principles as applied to a two-dimensional surface. The principles of design (unity/variety, balance, emphasis, contrast, repetition, proportion/scale, and figure/ground relationship) are articulated through the visual elements (line, shape, color, value, texture, space). In any 2-D process, there are many crossovers with advanced drawing. Part of the artist's process is selecting a medium that best expresses the concept and may include graphic design, digital imaging, photography, collage, fabric design, illustration, painting, printmaking, and sewing. Students who discover a passion for a specific medium have the opportunity for more dedicated in-depth study. Students in the Advanced 2-D Design course who wish to submit a portfolio of work to colleges are provided ample support and guidance in building a strong and representative body of work.

## ADVANCED DRAWING

Students in Advanced Drawing focus on expanded definitions and practices of drawing and mark-making and explore a wide variety of drawing methods including the more traditional practice and contemporary models. Students in Advanced Drawing work toward the mastery of concepts and the execution of ideas. They demonstrate their understanding of the fundamental drawing concerns. Projects include drawing from observation, as well as working with invented or non-objective forms. The effective use of light and shade is explored, as is line quality, surface manipulation, composition, various spatial systems, and expressive mark-making. Through an



ongoing process of experimentation, critical decision-making and problem-solving, students produce work of high quality using a wide variety of drawing and painting materials and techniques. Students who discover a passion for a specific medium have the opportunity for more dedicated in-depth study. Students in the Advanced Drawing course who wish to submit a portfolio of work to colleges are provided ample support and guidance in building a strong and representative body of work.

### ADVANCED PAINTING

Students in Advanced Painting work toward the mastery of concepts and the execution of ideas. They demonstrate their evolving understanding of composition, form, and color. Through an ongoing process of experimentation, critical decision-making, and problem-solving, students produce work of high quality using a wide variety of painting materials and techniques. Students work toward the goal of producing a cohesive body of work that reflects their year-long investigation, and those who wish to submit their work to colleges are provided ample support and guidance in building a strong and representative portfolio.

### STUDIO ART EXTENSIONS

This course offers advanced students the opportunity to pursue ongoing, independent investigations in art while immersed in a dynamic, collaborative studio space. Facilitated by faculty, students conceptualize, choose mediums, revise, and continue to develop a body of work. Students are expected to drive their own process, mimicking that of a professional artist, and engage deeply in their work.

## PERFORMING ARTS

### ACTING IX

Acting IX is an introductory course that focuses on the fundamental creative skills that comprise the craft of acting. Students examine the actor’s process through exercises in voice, movement, improvisation, and text analysis. Students learn how to build a character and how to study a text to bring that character to life through physical performance, choice, and action. Scenes and monologues are chosen from

both classical and contemporary works of dramatic literature.

### FOUNDATIONS IN DRAMATIC PERFORMANCE

In an in-depth exploration of the actor’s process, students learn to use physicality, voice, imagination and intellect to develop a character. Through the practice of improvisational exercises, physical technique, and scene analysis, students develop an appreciation of the layered skills involved in the dramatic arts. Students also learn how to effectively develop their own performance through solo work and collaborate together on a series of scene studies and presentations over the semester. Through the examination of different characters, environments, circumstances, obstacles and character choice, students cultivate a deeper appreciation of the human experience through the lens of the artist.

### FOUNDATIONS IN DIRECTING

Foundations in Directing is a course for students interested in the art of directing theater and will focus on the process of transforming the written word to the physical representation of performance on stage. Students will learn the basics of acting technique to provide a foundation in language needed to direct performers. They will examine a variety of texts including scenes from classical and contemporary plays and study the principles of scene analysis, blocking, technical design, and stage craft. Students will be asked to work individually and collaboratively to present a variety of scenes over the course of the semester.

### MARYMOUNT PLAYERS - DRAMATIC ARTS (fall) / MUSICAL THEATER (spring)

Students in Classes IX-XII are invited to audition for the Marymount Players, the Upper School drama ensemble that presents a play in the fall and a musical in the spring. Students develop their acting technique through exercises in character study, and physical, imaginative, and vocal technique. Through improvisation, scene study, dance, and voice, students gain a solid foundation in and appreciation for the craft of acting. Students are also exposed to the fundamental vocabulary of theater production and the skills needed to effectively deliver a fully realized performance on stage. Students receive a pass/fail credit for this after-school course based on skill, participation, and collaboration.

### SPEECH X

This course provides students with an introductory understanding of core skills necessary for effective communication and public speaking, including poise, projection, articulation, eye contact, dramatic interpretation and how to effectively communicate a point of view through the use of persuasive speeches, and visual data and PowerPoints to enhance presentations. Students also learn extemporaneous speech techniques, improvisational speech and the art of debate, and discussion techniques that build empathy and facilitate advocacy and problem-solving.

### SOLO SINGING WORKSHOP IX

Students deepen their understanding of solo vocal performance and technique through a collaborative vocal workshop class. During the semester, students self-select, prepare, and workshop vocal repertoire that is performed live at an end-of-season recital. Individually, students have the opportunity to present their chosen song and receive feedback from their fellow peers and the teacher.

### MARYMOUNT SINGERS: CONCERT CHOIR

Marymount Singers is the School’s concert choir open to intermediate and advanced singers. The course is designed to develop skills beyond the fundamentals. Sight-singing skills will be strengthened and developed while expanding the vocal range. Emphasis is placed upon the ability to present concert performances with confidence and skill and the ability to interpret diverse compositions with accuracy of pitch, dynamics, and style. Marymount Singers have many performance opportunities throughout the school year, including many concerts and spiritual events.

### CHAMBER CHOIR

Open to students in Classes XI and XII, Chamber Choir is an advanced course for a cappella, harmony, and solo singing. Concentration on advanced musicianship and performance is stressed, demanding a good musical ear, sense of rhythm and timing, matching pitch, and dedicated focus. Students learn effective vocal technique, breathing, and production.

### SHOW CHOIR

Show Choir is a dynamic performance group open to students in Classes X-XII. Combining dance and vocal collaboration,

members work together to create high-energy, polished performances. The choir rehearses regularly to develop their singing, choreography, and stage presence. Throughout the school year, the Upper School Show Choir performs at various concerts and special events, celebrating their talent and creativity.

### MARYMOUNT SYMPHONY: CONCERT ORCHESTRA

The Marymount Symphony is a concert orchestra open to intermediate and advanced instrumentalists. Students in Classes IX-XII who are learning an instrument and wish to further develop their musicianship skills are encouraged to join the ensemble. During rehearsals, students collaborate with the conductor to enhance their ensemble playing skills. The Marymount Symphony ensemble enjoys numerous performance opportunities throughout the school year, including concerts and spiritual events.

### CAMERATA: CHAMBER ORCHESTRA

The Camerata ensemble is an advanced musical group for dedicated musicians in Classes X-XII and is open to all types of instrumentalists. Musicians focus on refining their technical skills and expressive playing with a challenging repertoire. The ensemble collaborates closely in rehearsals to achieve high levels of musicality and precision. Throughout the school year, the Camerata ensemble performs at various concerts and special events, showcasing their talent and dedication.

### DANCE IX-XII

This course is for students interested in the art of storytelling and expression through movement, as well as the physical exercise and kinesthetic awareness that dance education provides. Students learn the vocabulary, foundational steps, and musicality of styles like ballet, jazz, and musical theater and use those building blocks to practice set warm-ups, stretches, and choreography.

### FOUNDATIONS IN DANCE

Foundations in Dance allows for a deeper investigation of dance in its many forms including ballet, jazz, contemporary, musical theater, and hip hop. In addition, students will develop skills in improvisation, composition, and dance on



film. This strong technical foundation is supplemented with conditioning in pilates and yoga. As dance is a performance-based art form, students in this dance workshop will collaborate with other performing arts electives to share work with the Marymount community.

# RELIGIOUS STUDIES

## CLASS IX: WORLD RELIGIONS

This course is designed to expose students to the beliefs, practices, and lived experiences of five major world religions: Judaism, Christianity, Islam, Hinduism, and Buddhism. Students enhance their religious literacy while exploring what it means to be a global citizen in our contemporary world. In each unit, they are also given the time and space to expand and deepen their own personal faith, convictions, and/or belief system. In-person and virtual site visits to houses of worship in New York City are an integral part of the course.

## CLASS X: SOCIAL JUSTICE

In this course, students explore the concept of social justice as aligned with Gospel teachings and Catholic faith principles. They delve into its biblical and theological roots and learn about Catholic Social Teaching (CST). The course also examines approaches from other denominations, secular groups, and individuals pursuing similar justice goals. Students engage with current justice issues, develop independent perspectives, and brainstorm strategies for societal change. Through projects, assignments, and interactive activities, they hone interdisciplinary skills crucial for addressing systemic injustice. Real-world experience in the spring semester’s M-PACT (Marymount Philanthropy and Community Transformation) project allows students to advocate for local nonprofits. Overall, the course aims to deepen awareness of global needs, critically analyze personal socialization within oppressive systems, and foster a moral framework for transformative action.

## CLASS XI: SCRIPTURE

In this study of the Scriptures, students examine encounters between God and humans as proclaimed in the text. In the first semester, students engage the Hebrew patriarchs and

matriarchs, judges and kings, prophets, and the faithful followers of God in their study of The Law, The Prophets, and The Writings of the Hebrew Scriptures. The second semester study of the New Testament focuses on the four Gospels and the Acts of the Apostles, all considered in their socio-political setting. Students discern how the Scriptures proclaim God’s word and its meaning for them today. The skills of textual analysis and theological interpretation are developed throughout the course.

## CLASS XII: ETHICS

In this class, students gain a foundational understanding of important ethical theories and concepts. They examine a variety of texts and traditions related to the scholarly exploration of ethics. In the first semester, students receive instruction related to ancient ethics, Scriptural ethics, and medieval ethics before moving on to discuss contemporary ethics. In the second semester, students consider how theories relate to applied ethical issues like human rights, bioethics, and global ethics. The goals of this course are to encourage students to develop analytical skills as well as to nurture a capacity for critical decision-making.

# HEALTH/GUIDANCE

## CLASS IX: BELONGING

This introductory guidance course for Class IX students explores issues of personal identity and examines social identifiers such as race, religion, gender, sexual orientation, and socio-economic class. When students understand that the lens they use to see the world also impacts how they see the world, they grow in empathy and can deepen conversations with others about experiences and perspectives that are not their own.

## CLASS X: HEALTH

This course focuses on the multiple components of a healthful way of life. Various experts in their fields discuss personal safety and healthy relationships, nutrition, and drug and alcohol abuse. Other topics in the course include eating disorders, stress management, human sexuality, sexual decision making, pregnancy, sexually transmitted infections, and sexual assault. Emphasis is on knowledge-based decision making.

## CLASS XI: GUIDANCE

In the first semester, the health and wellness team teaches students about topics such as emotion regulation, managing stress and anxiety, and time management. During the second semester, the college counselors guide students through the college process as they investigate college options, begin to build an individualized and balanced college list, draft their application essays, understand financial and merit aid, and practice interview skills.

## CLASS XII: GUIDANCE

During the first semester, the college counseling team builds upon the work they do individually with seniors as they navigate the details of their college applications, such as writing supplemental essays, filling out the Common Application, setting up and practicing for interviews, balancing their college lists, choosing an Early Decision school, and applying for merit scholarships. Classes with seniors also address difficult questions about future plans and social dynamics during a milestone-filled year. In the second semester, students become certified in CPR, and faculty members teach students about personal finance, health, wellness, and identity as they prepare for college.



# PHYSICAL EDUCATION

## PHYSICAL EDUCATION

Through physical activity and sports, students develop not only their physical health, but also their social skills, teamwork abilities, and confidence. Our PE classes include a variety of activities such as basketball, yoga, badminton, fitness walk, Tabata and more, allowing girls to explore different interests and find their niche. In addition, PE provides a safe and supportive environment for students to learn about healthy habits and self-care, promoting lifelong wellness. The program is an essential component of their education, helping them to develop both physically and mentally as they move towards adulthood.

# ATHLETICS

## ATHLETICS

Marymount competes in a dozen after-school sports in the AAIS league. Interscholastic competition starts in Class V. Varsity/JV athletes in Classes X-XII are exempt from physical education classes during their respective sports season.

## FALL SEASON

- Varsity Cross Country
- Varsity & JV Soccer
- Varsity Tennis
- Varsity & JV Volleyball

## WINTER SEASON

- Varsity & JV Basketball
- Varsity Fencing
- Varsity Indoor Track
- Varsity Swimming

## SPRING SEASON

- Varsity Badminton
- Varsity Lacrosse
- Varsity Softball
- Varsity Track & Field



