Mission

Marymount School is an independent, Catholic day school that seeks to educate young women who continue to question, risk, and grow—young women who care, serve, and lead—young women prepared to challenge, shape, and change the world.

N-XII CURRICULUM GUIDE

TABLE OF CONTENTS

Early Childhood: Nursery & Pre-K 04
Lower School: Kindergarten - Class II 06
Lower Middle School: Classes III - V 14
Upper Middle School: Classes VI - VIII 22
Upper School: Classes IX - XII 30
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 items in a set. 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 science, 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.

The Pre-K program facilitates individual growth, encourages collaboration among students, and celebrates community. Pre-K students 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 science, 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. Teachers guide and support these children through the cusp of reading and writing, and the program provides the opportunity for each child to develop these skills at their own pace.

The Pre-K 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.
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.

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.

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. Kindergartners 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 - 9:45 a.m.  Literacy
9:45 - 10:00 a.m.  Snack
10:00 - 10:30 a.m.  Fitness/Dance
10:30 - 11:00 a.m.  Music
11:00 - 11:45 a.m.  Math
11:45 - 12:15 p.m.  Lunch
12:15 - 12:45 p.m.  Recess
12:45 - 1:15 p.m.  Spanish
1:15 - 2:00 p.m.  STEAM
2:00 - 2:45 p.m.  Art

STEAM
The STEAM 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.

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 circle 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 life cycles, collect data on the properties of light and sound through communication and movement. Observation is also a weekly component of their visual studies. They explore 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 the students’ individual creative growth.

**STEAM**
The STEAM 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 the students’ 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.

**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.

**LITERACY: READING**
Class I 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.

**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 York City from Manahatta and the lifestyle and culture of the Lenape people, to the development of New York City from Manahatta and the lifestyle and culture of the Lenape people, to the development of New York City from Manahatta and the lifestyle and culture of the Lenape people, to the development of New York City from Manahatta and the lifestyle and culture of the Lenape people.

**ENRICHMENT**
Enrichment provides an opportunity to explore a variety of topics that reveal the joy, beauty, and rigor of mathematics.

**RELIGIOUS STUDIES**
Class II 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.

**MUSIC**
Class II 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.

**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.

**LITERACY: READING**
Class II 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.

**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 gases, and how materials can undergo physical and chemical changes.

**STEAM**

The STEAM 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.
Designed to foster intellectual and personal growth, our Lower Middle 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.

**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 and conversation skills.

Class III builds upon their knowledge of grammar to write more complex sentences. They learn to combine simple sentences with the use of various conjunctions, to expand simple sentences using question words, and to incorporate strong word choice. 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, linear, square, and cubic measurement, elapsed time, geometry, and probability. A major portion of the program involves a “hands-on” approach, and special emphasis is placed on developing problem-solving strategies and becoming 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. Our 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.
STEAM
Using littleBits modular electronics kits, Class III students explore circuitry and electronics by building fully functioning inventions. They also develop coding fluency using Scratch and Code.org to bring physical manifestations of their codes to life. To cultivate digital literacy skills and better understand the importance of documenting work, students create and add to their own digital portfolios throughout the year. They also learn how to develop files for the 3D printer and laser cutter, giving budding engineers the opportunity to formulate innovative solutions to real-world problems.

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:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:30 a.m.</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:30 - 10:00 a.m.</td>
<td>Language Arts</td>
</tr>
<tr>
<td>10:00 - 11:00 a.m.</td>
<td>Math</td>
</tr>
<tr>
<td>11:00 - 11:45 a.m.</td>
<td>Recess</td>
</tr>
<tr>
<td>11:45 - 12:15 a.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15 - 1:00 p.m.</td>
<td>Dance</td>
</tr>
<tr>
<td>1:00 - 1:45 p.m.</td>
<td>Science</td>
</tr>
<tr>
<td>1:45 - 2:30 p.m.</td>
<td>Speech</td>
</tr>
<tr>
<td>2:30 - 3:00 p.m.</td>
<td>Homeroom</td>
</tr>
</tbody>
</table>
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 memos, 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 *Tolstoy’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 100,000. Students also connect their understanding of fractions to learn about decimal place value, addition, and subtraction. Further units include measurement, angles, and 2-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 founding of the United States. With an emphasis placed on the American Revolution, students come to understand the founding of the United States.

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 focus on building their vocabulary by developing a firm understanding of the parts of speech and using words in context. 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 *Brown Girl Dreaming*.

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. Topics covered include operations with whole numbers,
fractions, and decimals; introduction to ratios and percents; measurement; data and statistics analysis; and geometry. Throughout each unit, students experience a mix of independent and collaborative work. Students’ understanding of the material is enhanced with enrichment projects and activities.

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.

STEAM

In Class V, students explore the engineering design process through hands-on projects that use 2-D and 3-D CAD (computer aided design) software and digital fabrication tools. With an emphasis on the iterative process, these budding engineers fabricate prototypes of a wearable piece of technology that attempts to solve everyday problems. They also use their understanding of machine learning and the internet of things 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 culminating research paper helps 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 special focus on the Earth’s structure, ecology, and environmental resources. In hands-on lessons, students make observations and inferences, collect and analyze data, and learn to clearly communicate their findings, experiencing first hand the nature of scientific inquiry. Students learn through exploration and self-guided inquiry, scientific note-taking, research projects, and the design process framework.

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 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
Students begin to develop knowledge of Latin vocabulary, grammar, and culture through the stories they read in their interactive digital textbook, Suburani. As they increase their understanding of the words and structures of language, they also explore the influence of Latin on the vocabularies of English and the Romance languages. The course also offers exposure to Roman history and geography and other aspects of the civilization in which Latin flourished.

ART
Class VI artists explore lessons rooted in heritage, medieval history, and personal narrative. All students have the opportunity to foster their creative practice and expand their visual literacy. Students learn about El Día de los Muertos and create art in the style of traditional Mesoamerican and Mexican folk art. They also develop their observational drawing skills, learn the craft of papermaking, and construct art in a chosen genre with an integrated technology. Students are encouraged to make a personal connection with their artwork, grow their imagination, and develop their artistic process.

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 bare 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 starts concrete and becomes increasingly abstract. Students refine their calculation and problem-solving skills with a series of projects that encourage higher-level thinking and abstraction. Students are challenged to learn higher-level programming skills to create designs drawn by a robot. They also expand their fabrication skills by designing and constructing musical instruments that they program to make sounds so they can write and perform songs. The students' knowledge of circuitry rounds out their year with explorations of art and sound.

**CREATIVE TECHNOLOGY**

This project-based lab course builds on students’ technology skills with a series of projects that encourage higher-level thinking and abstraction. Students are challenged to learn higher-level programming skills to create designs drawn by a robot. They also expand their fabrication skills by designing and constructing musical instruments that they program to make sounds so they can write and perform songs. The students’ knowledge of circuitry rounds out their year with explorations of art and sound.

**SPANISH**

In Spanish VII, students will 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 Latin VII, students continue to expand their knowledge of Latin vocabulary, grammar, and culture through the stories in the Cambridge Latin Series, Unit 1. 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 VII, students explore the elements of art including proportion, composition, and scale. Projects focus on these elements to expand and encourage self-expression. Projects vary over the course of the year and typically include portraiture, one- and two-point perspective, an exploration of pop art, and the use of texture in landscape paintings.

**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. Students 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 Main 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, totalitarianism, 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
Students in Physical Science explore the fundamental principles of chemistry and physics by connecting these principles to the world around them. By the end of this course, students will be able to answer the essential questions: How do forces explain the motion of objects? How do electric and magnetic forces explain the interactions between objects? What are the properties of different types of energy? How does energy transfer between systems? How does matter change from one state to another? How do substances change through chemical processes? How do waves transmit through materials? Students build upon their data analysis and lab skills, with an emphasis on data collection and communicating their findings through tables and graphs. Students deepen their understanding of physical science through cross-curricular projects, including building paper circuits and creating electro-etching panels.

CREATIVE TECHNOLOGY
Creative Technology VIII includes a series of projects where students invent toolkits that allow them to explore circuitry, art, storytelling, and fabrication in an increasingly sophisticated and independent manner. Students build modular circuit tools to examine circuitry and components, then use these tools to paint with light. After learning how to construct paper circuits, students use their skills to tell stories. Class VIII students reach new levels of creativity in this course as they program a design that can be illuminated by a circuit they construct.

SPANISH
Students in Spanish VIII further improve their listening, speaking, reading and writing skills. Content like the preterite tense of regular verbs are introduced, and students develop reading comprehension skills through literature, oral presentations, and written exercises. Vocabulary covered in this course include 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
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 important historical artistic movements and those from contemporary artists. Students are encouraged to find a personal connection to their artistic process. An emphasis on art techniques and visual literacy are included at every juncture. Each student participates in an immersive classical architecture program in collaboration with the Institute for Classical Architecture and Art which culminates in a design challenge that 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 ensemble, 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.

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.
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, intensive, or advanced level course has consistently demonstrated superior ability, motivation, and interest.

Examples of Marymount-designed advanced courses that are offered include:

- Advanced Art History
- Advanced English Literature
- Advanced Economics
- Advanced Finance & Marketing
- Advanced Molecular Biology
- Advanced Chemistry
- Advanced Physics
- Advanced U.S. History
- Advanced 2D Design
- Advanced Drawing
- Advanced French: Language & Culture
- Advanced French: Literature & Film
- Advanced Spanish: Language & Culture
- Advanced Spanish: Literature & Film
- Advanced Latin: Poetry Survey
- Advanced Latin: Prose Survey

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 psychology, computer science, and environmental science.

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.
### UPPER SCHOOL REQUIRED COURSES & ELECTIVES

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<th>IX</th>
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<td><strong>ENGLISH</strong></td>
<td>Humanities I &amp; II</td>
<td>Electives</td>
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*Students in Classes X-XII who play on a team sport are exempt from PE/Dance for that athletic term.*

### Sample Schedule:

**8:00 - 8:45 a.m.**
- Arts & Technology

**8:50 - 9:15 a.m.**
- Advisory

**9:05 - 10:15 a.m.**
- World Language

**10:20 - 11:30 a.m.**
- Humanities

**11:30 - 12:00 p.m.**
- Lunch

**12:00 - 12:30 p.m.**
- Clubs/Affinity Spaces

**12:35 - 1:45 p.m.**
- Math

**1:50 - 3:00 p.m.**
- Science

**3:15 p.m.**
- Athletics/Drama/Singers

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*Course 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.*

*Students in Classes X-XII are required to take four honors or advanced courses. Note that not all courses listed are offered each year. Students must seek approval to take necessary classes as honors or advanced courses.*

*Only students who have shown a strong aptitude and interest in the arts will be approved for AP coursework.*

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

*Students in Class X-XII are exempt from PE/Dance for that athletic term.*
ENGLISH XI: BRITISH LITERATURE AND COMPOSITION

The British Literature and Composition course 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 who may include Alcott, Hawthorne, Poe, Whitman, Dickinson, Hughes, Miller, Hurston, Ericdich, Espada, Li, and Gyasi.

ENGLISH X: 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 on 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 XI: HONORS BRITISH LITERATURE AND COMPOSITION

British Literature and Composition Honors is a survey course that covers the early medieval period to the twenty-first century. It 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 who may include Alcott, Hawthorne, Poe, Whitman, Dickinson, Hughes, Miller, Hurston, Ericdich, Espada, Li, and Gyasi.

ENGLISH XII: MADWOMEN AND MARRIAGES: INTRODUCTION TO WOMEN’S LITERATURE (fall)

Is there a woman in this text? If you look closer, she might turn out to be dead (Caroline Franklinstein, 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 by authors who may include Gilman, Chopin, Cho, hooks, Walker, and Atwood in order 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 sentimentalities of women’s literature, with plots that culminate in a marriage or a death—or both.

ENGLISH XII: POETRY AND PERFORMANCE IN THE 20TH AND 21ST CENTURY (fall)

Inspired by music, the visual arts, and the communities they come from, the poets studied in this course push the limits of how a poem should look and behave on the page to write something true to their experience of life. How does a writer’s attention to their body, place, process, and rituals of writing transform their voice, lexicon, sound, rhythm, and subjects of their address? How does innovation in literary form reimage inherited forms of identity, place, and meaning? Through a study of diverse voices, students gain an overview of writers working at the intersection of poetry and performance in 20th and 21st century American and global poetry and selected works in other genres.

ENGLISH XII: WRITERS IN RESIDENCE (fall/spring)

In this immersive writing workshop, students are encouraged to be bold, 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. Students encounter a variety of personal essays (college, memoir, spiritual, travel, nature, gastronomic) in order to write their own and, in addition to reading numerous short stories, study such aspects of storytelling as character, plot, perspective, dialogue, description, and world-building to enrich their own creative writing. Close attention is paid to the power and subtlety of language as well as the process of writing with particular emphasis on the importance of editing, revision, and rewriting.
In the spring semester, students focus on writing poetry and opinion pieces, and each student creates a digital anthology of poetry and contributes to the class blog. Students encounter a wide variety of poets from around the world, both ancient and modern, to inspire their own creativity and study numerous poetic forms to encourage confidence in writing both open-form and formal poetry.

**ENGLISH XII: COMING TO AMERICA: IMMIGRATION LITERATURE (spring)**

Many people who claim American identity do so because of immigration. Whether arriving through Ellis Island or Angel Island, across the Bering Strait land bridge or through the IAB at JFK, immigrants and their stories are knitted into our conceptions of what America is and where it is going. Students explore the American immigrant experience in all its many facets: the sadness of leaving home; the hope for a better future; the disorienting effect of an alien language and culture; the conflict between adapting to a new place and preserving your heritage; the reality of racism and xenophobia; and the tensions between first-generation American children and their immigrant parents. Students read short stories and excerpts of memoirs, as well as a novel, and view films by Americans who came from all over the world to think about the problems, promise, and politics of writing about the immigrant experience.

**ENGLISH XII: DOUBT AND DYSFUNCTION: CONTEMPORARY AMERICAN DRAMA (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 we study a number of representative works from authors including Williams, Wilson, Edson, and Letts. When possible, students also examine filmed versions of these plays to see what choices directors made in taking them from the page to the stage or camera.

**HISTORY**

**CLASS 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 on Class IX students’ foundational skills as readers, writers, 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.

**CLASS 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.

**CLASS 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.

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

Global History Honors 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.
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.

**CLASS 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.

**CLASS 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.

**CLASS XII: ADVANCED ECONOMICS (fall)**
This advanced semester course examines various economic fields throughout history. The course introduces students to foundational concepts in both fields. The first half of the semester focuses on finance and covers topics such as financial statements, equity valuation, mergers, and acquisitions. The second half of the semester focuses on marketing principles, including marketing strategy, customer behavior, market research, product management, and pricing. Students learn what marketing is, how it is used to reach consumers, and why it is important to businesses. Both segments are built around case studies and make use of Bloomberg terminals.

**CLASS XII: ADVANCED FINANCE AND MARKETING (spring)**
This advanced semester course is designed for students who would like to acquire a strong understanding of business and finance and might be considering these fields in college. The course lays a firm foundation for future study of finance and of economic trends.

**CLASS 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 various New York City museums.

**CLASS 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.

**CLASS 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.

**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.

**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.

**ALGEBRA II HONORS**
Algebra II Honors 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.

**GEOMETRY HONORS**
Geometry Honors expands on the concepts studied in Geometry, delving into each topic more in depth and at an accelerated pace. Students use inductive and deductive
an introduction to both differentiation and integration. Topics Calculus is the mathematics of change, and this course provides

**CALCULUS**

students intending to take Advanced Placement Calculus accelerated pace. The course serves as a solid preparation for 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.

**PRECALCULUS HONORS**

Precalculus Honors 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**

**CLASS 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. Data collection, analysis, and presentation skills will be emphasized.

**CLASS X: CHEMISTRY**

Chemistry introduces students to the basic laws and theories of the discipline 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. This course 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, and stoichiometric relationships.

**CHEMISTRY HONORS**

Chemistry Honors is a rigorous, accelerated course that expands on the concepts studied in Chemistry. In this course, students are also introduced to topics such as kinetics, equilibrium, solutions, and acid-base reactions. Students are expected to apply their mathematical skills to complex calculations and are expected to be skilled at using algebraic and proportional reasoning to explore course topics.

**CLASS 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.

**PHYSICS HONORS**

Physics Honors is a rigorous, accelerated course that expands on the concepts studied in Physics, introducing students to advanced concepts and problem-solving approaches. These concepts are expressed in theoretical, graphical, and mathematical form, 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.

**CLASS XII: ADVANCED MOLECULAR BIOLOGY**

Advanced Molecular Biology 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.

CLASS XII: ADVANCED PHYSICS
Advanced Physics is based on what is commonly a first-semester university physics course, focusing solely on mechanics. This includes the study of kinematics, Newton’s Laws of Motion, conservation of energy and momentum, rotational dynamics, gravity, and harmonic motion. The use of calculus in this course is fundamental and allows students to understand the world and approach problems in a multitude of ways. Laboratory activities are an integral part of the course.

CLASS XII: ATMOSPHERIC SCIENCE
This college-level, project-based course presents the principles of meteorology with a focus on weather forecasting and climatology. Topics include weather forecasting skills and map analysis; atmospheric radiation and the impact of energy imbalances; climate change; atmospheric moisture and stability; cloud and precipitation formation; synoptic scale meteorology; and severe weather. Relying on their previous scientific knowledge and using real-time weather data, students develop a deeper understanding of the processes that govern atmospheric motion. Students gain membership in the Marymount Chapter of the American Meteorological Society and may earn four college credits through the Earth Science Outreach Program (ESOP) through SUNY Oneonta.

CLASS XII: ENGINEERING
Engineering is a broad survey course designed to introduce students to an array of engineering disciplines, including computer, electrical, civil, chemical, and mechanical engineering. In mechanical engineering, students disassemble gas engines to learn how they work. In computer engineering, students build simple calculators out of transistors. In chemical engineering, students isolate aspirin from willow bark. In electrical engineering, students build speakers, generators, and motors. As students explore various engineering disciplines throughout the year, they build a greater appreciation for the way different technologies in our society function.

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.

INNOVATION IN CHEMISTRY
A collaboration between the science and creative technology departments, this project-based class introduces students to contemporary chemical innovations and methods. Activities and projects provide the context for learning, and students practice chemistry and design ability skills through real-world projects. Students create and explore molecules and compounds, including the development of new compounds and the processes used to synthesize them.

AP PSYCHOLOGY (via One Schoolhouse)
AP Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. In this course, students are presented with the psychological facts, principles, and phenomena contained within the major branches of psychology. The course includes a balanced examination of: Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. All students enrolled in this course are prepared to take the Advanced Placement exam 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, micro-controllers, 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 the potential of parametric design tools and block-based programming languages.

INTRODUCTION TO PHYSICAL COMPUTING IX
How do we communicate through computers? How can we use computers to make our world a better place? This class explores fundamental computer science concepts through tinkering with the Micro:Bit, a microprocessor that can be programmed using MakeCode. Students design programs and work with physical materials to build projects that use sensors to collect data and use inputs and outputs to design human interactions with the computer. Students explore the building blocks of digital and analog information through the lens of the Micro:Bit.

CREATIVE COMPUTING
How can code be used as a creative medium for expressing our thoughts and creativity? Students use the Javascript-based language p5.js in this introductory programming class to create algorithmic art that draws inspiration from several sources. Playing with patterns and geometric shapes, students develop the technical skills, conceptual thinking skills, and collaborative skills important to creative programming. By the end of this class, students are comfortable with programming concepts such as variables, conditionals, iteration, and functions to create interactive and generative art.

CREATIVE PROJECTS IN DIGITAL FABRICATION
This class allows students to explore their interests in fabrication.
and computation technologies while working on projects of their choice and interest. Tools and materials available in the Idea Lab include 3D printers, a laser cutter, a CNC milling machine, digital embroidery, micro-controllers, and wearable electronics (e-textiles). Students are offered guidance for the concepts and tools they wish to explore and also provided with a range of resources and inspiration for students to work independently.

INTRODUCTION TO PYTHON
Python is a popular general-purpose programming language used in machine learning, web development, desktop applications, and many other fields. In this project-based class, students will explore basic Python and console interaction, conditionals, looping, functions and exceptions, strings, and data structures. The course will culminate in a final project of the student’s own design.

ADVANCED COMPUTER SCIENCE PRINCIPLES
The Beauty & Joy of Computing (BJC) covers the big ideas and computational thinking practices in the CS Principles curriculum framework using an easy-to-learn blocks-based programming language called Snap! Students learn some of the most powerful ideas of computer science, like recursion, higher-order functions, and abstraction. BJC emphasizes the joy and complexity of creating visual computer programs and applications, balanced with critical reflection on the impacts of new computing technology. BJC takes a “lab-centric” approach, and much of the learning occurs through guided programming labs that ask students to explore and play with 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.

AUGMENTED REALITY I
Augmented reality (AR) overlays digital content and information onto the physical world as if that content was actually there with you. This course introduces students to the elements of augmented reality design and creation using Apple’s Reality Composer. Students explore the various elements of existing AR experiences and then work independently to apply skills such as animations, triggers, activations, and spatial audio. For their final project, students use design thinking and computational thinking skills to build a personalized AR Experience.

AUGMENTED REALITY II
Augmented Reality II expands upon the content taught in the AR I course. Students explore new applications in AR, including AR mobile applications and AR filters for various social media platforms. Students design their own semester project and use the skills learned in Augmented Reality I and II to make that project come to virtual life.

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 I
With no previous experience needed, this course introduces students to the elements of storytelling. Students explore basic filmmaking skills such as framing shots; storyboarding; use of creative angles; time lapse; and freeze frame. Using Apple’s Everyone Can Create as a curriculum, students work independently on two short-form projects, including an autobiographical sketch, silent film, movie trailer, documentary, or mobile report.

VIDEOGRAPHY II
Student filmmakers continue to explore new media for storytelling in this course by applying 3D and metaverse applications to “film.” Using Unreal Engine 5 as a platform, students explore project management, asset integration, lighting and layout levels, along with editor tools and workflows. For their final project, students work with a faculty/administration client to produce a short 3D experience.

ETHICS IN TECHNOLOGY
In this self-directed course, students probe the evolving ethical questions that have started to emerge as a result of the rapid technology transformations that are impacting society in
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. Students enter the program in Class X or XI, select a strand of interest, and then work with a faculty mentor to build and complete an academic program leading to a capstone project in Class XII.

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.

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.

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.

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: LITERATURE & FILM

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.

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.

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.

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.

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: pretérito, imperfecto, futuro, 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.

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.

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.

SPANISH IV HONORS
Spanish IV Honors 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.

ADVANCED SPANISH: LITERATURE & FILM
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.

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. Through the visual elements (line, shape, color, value, texture, proportion/scale, and figure/ground relationship) are articulated as applied to a two-dimensional surface. Students use traditional and experimental media to develop a strong and representative body of work.

FOUNDATIONS IN SCULPTURE I
This course introduces students to the elements and sources of sculpture, including carving, casting, and the use of diverse materials to create volume, line and mass. Students examine the principles of 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.

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 use traditional and experimental media to develop a strong and representative body of work.

FOUNDATIONS IN PAINTING II
This intermediate-level painting course further refines the skills, concepts, and the use of materials explored in Foundations 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.

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/gound 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 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 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.

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 conceptually 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.

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.

**VOCAL MUSIC IX**

In this workshop style class, students explore vocal production and technique by studying select vocal repertoire from different styles and genres. Breath management, vowel formation, and technique by studying select vocal repertoire from different styles and genres. Breath management, vowel formation, and technique by studying select vocal repertoire from different styles and genres. Marymount Singers are stressed, demanding a good musical ear, sense of rhythm and timing, matching pitch, and dedicated focus. Students learn effective vocal technique, breathing, and production.

**MARYMOUNT SINGERS**

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.

**SOLO SINGING WORKSHOP**

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.

**INSTRUMENTAL ENSEMBLE**

Instrumental Ensemble is for students from IX-XII who play an instrument and wish to continue to develop their musicianship skills and improve their technique for their instrument. With instruction in basic music theory and ear training, students learn to play both modern and classic concert repertoire and have performance opportunities at the end of each semester.

**DANCE IX**

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 and foundational steps of styles like ballet, jazz, and musical theater and use those building blocks to practice set warm-ups, stretches, and choreography.

**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. Throughout the year, students focus on religious discrimination and the role of interreligious understanding in mitigating contemporary social problems.

**CLASS X: SOCIAL JUSTICE**

In this course, students acquire a robust understanding of the concept of social justice and learn that promoting justice is fundamental to the Gospel of Jesus Christ and the Catholic faith. They study the Biblical roots of social justice and the tenets of Catholic Social Teaching (CST). Students are introduced to a range of current social issues and asked to form their own opinions and reflect on how to engender positive change. They also examine other religious traditions, secular organizations, social movements, and prophetic individuals work to achieve goals consistent with CST. The course seeks to cultivate the interdisciplinary skills of research, advocacy, and activism necessary to identify and help eliminate the root causes of systemic injustice.

**CLASS XI: SCRIPTURE**

The message of the Scriptures is proclaimed through the continual encounters between God and humans. 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 Torah, The Prophets, and The Writings of the Hebrew Scriptures. The second semester study of the New Testament focuses on the four Gospels, the Acts of the Apostles, and letters of Paul, 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 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 and bioethics. The goals of this course are to encourage students to develop analytical skills as well as to nurture a capacity for critical decision-making.

**CLASS XV: RELIGIOUS STUDIES**

In this course, students acquire a robust understanding of the concept of social justice and learn that promoting justice is fundamental to the Gospel of Jesus Christ and the Catholic faith. They study the Biblical roots of social justice and the tenets of Catholic Social Teaching (CST). Students are introduced to a range of current social issues and asked to form their own opinions and reflect on how to engender positive change. They also examine other religious traditions, secular organizations, social movements, and prophetic individuals work to achieve goals consistent with CST. The course seeks to cultivate the interdisciplinary skills of research, advocacy, and activism necessary to identify and help eliminate the root causes of systemic injustice.
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.

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.

This weekly class is led by the Upper School Counselor in the first semester and the College Counselors in the second semester. The former introduces the students to skills to manage difficult emotions, tolerate distress, and to be effective interpersonally. The students also study methods of identifying and managing stress in their lives and learn the signs, symptoms, and treatments for some of the most common mental health issues. The college counseling segment of the course assists students 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.

This weekly class is led by the College Counselors in the first semester, and by a group of Upper School Faculty members in the second semester. In Guidance classes the College Counselors build upon the work they do individually with seniors as they navigate the details of their college applications: 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. Weekly classes with seniors also guide students through emotional aspects of the application process such as answering difficult questions about future plans, and navigating class dynamics during a milestone-filled year. In the second semester seniors learn about personal finance, health, wellness and identity as they enter college, and become CPR certified.

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