KENTUCKY COUNTRY DAY SCHOOL

2024–2025

Upper School Curriculum Guide

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GRADUATION REQUIREMENTS (Classes of 2025, 2026, & 2027)

The school's graduation requirements ensure that students establish a strong foundation for further study in all disciplines, and the academic program inspires students to achieve excellence as citizens, scholars, and stewards. Graduation requirements for the classes of 2025-2027 are listed below. Beginning in the 2024-25 school year, students in grades 10-11 will be required to take at least 6 courses per trimester. Students in grade 12 will be required to take at least 5 courses. These minimum course loads will result in students earning more credit hours than strictly required to graduate per the requirements in place when they began upper school; students will have the freedom to choose in which areas they will earn those extra credits.

SUBJECT	CREDIT
English	4
Math	3 (Algebra I and II and Geometry) [1 credit may come from Middle School]
Science[1]	3 (Physics, Chemistry, and Biology)
Social Studies	3 (World History, Government & Economics, and United States History)
World Languages	3 in one language (or 2 + 2 in two languages) [1 credit may come from Middle School]
Arts	1 ⅓
Communication[2]	⅓
Physical Education[3]	⅓
Healthy Life Skills[4]	⅓

[1] Students who enter the upper school after the 9th grade year should discuss their previous course of study in science and social studies with the assistant head of school for academics and the director of the upper school to determine how best to meet these graduation requirements. Some flexibility can be allowed for transfer students.

[2] Students in the class of 2025, 2026, & 2027 who have not taken communications will take a special communications course designed for them during the summer of 2024. Participation in the extracurricular Speech and Debate team, while a positive means of reinforcing a student's communication skills, should not be considered a replacement for the broad-based skills presented in the formal Communication class.

[3] Physical Education must be taken during the 9th grade year. Students who enter the upper school after 9th grade should take PE in their first year at KCD.

[4] The Healthy Life Skills course must be taken during the 9th grade year.

Electives	2
Total Req'd Credits	20 ⅓

GRADUATION REQUIREMENTS (Classes of 2028 and beyond)

The school's graduation requirements ensure that students establish a strong foundation for further study in all disciplines, and the academic program inspires students to achieve excellence as citizens, scholars, and stewards. With the rotating block schedule, students will have increased graduation requirements. Students will be required to take an additional credit of mathematics, two additional credits of electives, and a trimester course (⅓ credit) in Computer Science OR STEAM. Ninth grade students will be required to take 7 courses per trimester. Students in grades 10-11 will be required to take at least 6 courses per trimester. Students in grade 12 will be required to take at least 5 courses.

Graduation requirements for the class of 2028 and beyond are listed below.

SUBJECT	CREDITS
English	4
Math	4 (Algebra I and II and Geometry) [1 credit may come from Middle School]
Science[5]	3 (Physics, Chemistry, and Biology)
Social Studies	3 (World History, Government & Economics, and United States History)
World Languages	3 in one language (or 2 + 2 in two languages) [1 credit may come from Middle School]
Arts	1 ⅓
STEAM OR Comp Sci	⅓

[5] Students who enter the upper school after the 9th grade year should discuss their previous course of study in science and social studies with the assistant head of school for academics and the director of the upper school to determine how best to meet these graduation requirements. Some flexibility can be allowed for transfer students.

Physical Education[6]	⅓
Healthy Life Skills	⅓
CSS 9	⅓
Electives	4
Total Req'd Credits	23 ⅔

In addition to the required courses, the upper school curriculum contains many electives that allow students to explore new areas or to pursue special interests in greater depth. Extracurricular activities such as athletics, community service, theater productions, and math and speech teams provide further opportunities for student growth and enrichment.

The philosophy of the school is that participation in substantive extracurricular activities is an important part of a student's educational experience. Programs such as athletics and drama productions help instill the ideals of teamwork and discipline and enable students to work in a cross-graded environment. To ensure that all students are exposed to this aspect of life at KCD, each upper school student must participate in at least two extracurricular activities during high school. This requirement can be met by participating (either as a player or manager) on a KCD athletic team, serving on the yearbook committee, or participating in an upper school dramatic production (as a performer or member of the Tech Crew).

PROGRAM MODELS

The program models below show possible courses of study for each grade level. Variations will occur because of prior programs and student preferences.

Grade Nine

- English (9 or 9 Advanced)
- Physics (I or I Advanced)

[6]Physical Education must be taken during the 9th grade year. Students who enter the upper school after 9th grade should take PE in their first year at KCD.

- Mathematics (Algebra I, Geometry, or Advanced Geometry)
- World History
- World Language (Level I or II)
- Physical Education (One Trimester)
- Healthy Life Skills (One Trimester)
- CSS 9 (One Trimester)
- Arts (Trimester classes) and/or electives

Grade Ten

- English (10 or 10 Advanced)
- Chemistry (Chemistry or Advanced Chemistry)
- Mathematics (Algebra II, Geometry, Advanced Algebra II, or Advanced Precalculus)
- Government/Economics (Government & Economics or AP Government & Politics)
- World Language (Level II or III)
- Arts (Trimester or Full-year classes)
- Communication (One Trimester)

Grade Eleven

- English (English 11 or AP English 11: Language and Composition)
- Biology (Biology or Advanced Biology)
- Mathematics (Algebra II, Precalculus, AP Calculus AB, AP Calculus BC)
- United States History (United States History or AP United States History)
- World Language (Level I–IV)
- Arts (Trimester or Full-year classes) and/or electives

Grade Twelve

- English trimester Seminars (English 12 or AP English 12: Literature and Composition)
- AP Science or Science electives
- AP Social Studies or Social Studies electives

- Mathematics (Essentials of Precalculus with Statistics, Calculus, AP Calculus AB or BC, Multivariable Calculus, Statistics, or AP Statistics)
- World Language (Level II–AP)
- Electives

ADVANCED AND ADVANCED PLACEMENT (AP) POLICY

Advanced level courses are available in all departments. Students will find specific instructions about how to enroll in these courses for each department in the course descriptions of this catalog.

Students who complete the required sequences in certain disciplines with a high degree of success and who obtain the consent of the instructor and the department chair may advance to Advanced Placement level courses. Students will find specific requirements for each academic department in the course descriptions of this catalog. Students who enroll in such courses have the option to take the College Board Advanced Placement examination for each of the courses taken; ALL students are required to take an exam from their course instructor regardless of whether they take the College Board AP examination. Because of the intensive study required to master material in Advanced Placement courses, a student should not plan to take more than three such courses in any year. In order to enroll in more than three Advanced Placement courses in one year, students must obtain the approval of the assistant head of school and the appropriate department chairs.

Enrollment in any advanced or Advanced Placement class requires teacher recommendation and approval from the appropriate department chair. Some departments may require a minimum grade in the previous year of study in a discipline, a minimum grade on a certain type of assessment such as writing, a written application or placement test, the recommendation of the teacher in the current year of study in the discipline, and/or prerequisite courses.

DROP/ADD POLICY

Students wishing to add classes after the beginning of the term must do so within the first three days of the term. Students wishing to drop courses after the beginning of the term must maintain a full load (7 classes for 9th graders, 6 classes for 10th-11th grades, and 5 classes for 12th grades) or be able to add classes to complete their loads.

Classes dropped after three weeks for trimester courses or six weeks for full-year courses

will result in the listing of the class as “Withdraw Pass” (WP) or “Withdraw Fail” (WF) on the student’s transcript. No credit is issued if a student drops a class before its completion.

If a student transfers from one level of a course to another, no withdraw will be listed on the student’s transcript. Changes to level of study should be made within the stated Drop/Add period.

Withdrawals from or changes in level of study in a full-year course after the end of the first trimester of the course are permitted only in exceptional circumstances, which might include student illness, student injury, or student’s overall wellness and mental health. These late withdrawals can be initiated by the student, parent, teacher, or an administrator.

Proper forms, which can be obtained from the registrar, must be completed before classes are added or dropped. Signatures of approval for drops and adds are required as follows:

> **Within the approved Drop/Add period:** parent, teacher, and department chair; for juniors and seniors, college counselor
>
> **After the approved Drop/Add period:** parent, teacher, department chair, and assistant head of school for academics; for juniors and seniors, college counselor.

The approval of the college counselor is required for changes to schedules for juniors and seniors so that the college counselor can advise regarding the implications of the schedule change on the student’s college search.

PASS/FAIL

A junior or senior may opt to take one course for Pass/Fail, noted as “P” or “F” on the transcript (a minimum grade of 70 constitutes a P) instead of a grade under the following guidelines:

- The course is an overall seventh or eighth class that does not fulfill either a distribution or graduation requirement.
- The course is not a prerequisite for a subsequent course.

- The student obtains permission of the course instructor, department chair, and associate head of school for academics/dean of studies and declares his or her intent to take the course P/F at the time of registration. Change in this status is not permissible after the class begins.
- Students taking a pass/fail course are expected to complete all assignments and examinations required of other students.
- A pass/fail student's enrollment in a class may not exclude a student who wishes to take the course for a grade.
- The student's transcript will show the course followed by a grade of either P or F. Credit will be given if the course has been passed. A passing grade will not be added to the GPA; a failure will be computed.

AUDIT POLICY

Juniors and seniors may seek permission from the assistant head of school for academics to take one course on an audit basis. Permission will be granted using the following criteria:

- The course to be audited would be the seventh or eighth course in the student's schedule.
- The course is not needed to fulfill either distribution or graduation requirements.
- The intent to audit is declared at the time of registration. A change in status to audit may be made only with the permission of the instructor, department chair, and the associate head of school for academics/dean of studies.
- The student is required to attend all regularly scheduled meetings of the class, although assignments, papers, and tests need not be completed. The audited course is shown on the transcript followed by the word "Audit." The student does not earn a credit for an audited course.
- "Audit" students are given last priority for course enrollment.

KCD HONORS PROGRAM

Upper school students have the opportunity to participate in the KCD Honors Program. Students who successfully complete the two-year program will have their participation indicated on their KCD transcripts and will be recognized at the Class Day Awards

Program and at Commencement for their accomplishments. Colleges will also receive letters describing the requirements and rigor of the program.

A student who wishes to qualify for the program must maintain a GPA of at least 3.0 overall and at least 3.3 in his or her focus courses.

In the spring of the 10th grade year, any student with a cumulative GPA of 3.0 or higher may declare his or her desire to participate in the program by completing the proper application and meeting with the director of the program to outline a two-year plan. All prospective candidates must also take a diagnostic prerequisite test over specific material (provided by the program director). Adequate performance on this test is a condition of admission to the program.

In addition to the minimum graduation requirements, students in the KCD Honors Program must complete the two-year, six-trimester required course called the "Honors/Humanities Sequence" with at least a B in each trimester. This interdisciplinary course meets throughout junior and senior years, exploring important developments in the history of philosophy, aesthetics, theology, ethics, and language.

There are two areas of focus in the KCD Honors Program. Requirements beyond the graduation minimum are outlined below.

Exemplary Scholar

- Four AP courses with a GPA of at least 3.33 in those courses[7]
- Seventy-five or more service hours completed in grades eleven and twelve (fifty of which must be with one service organization)
- An approved research project,[8] supervised by a KCD faculty mentor, begun in the eleventh grade and completed in the twelfth grade
- Research project and service project presentations in the spring of the twelfth grade

[7] In the area of arts, the student must complete a four-year program of study that ends in an arts AP course and an art show, a music recital, or a dramatic performance.
[8] In the area of arts, the research project must involve an internship with a professional in visual arts, music, or drama.

Exemplary Citizen and Steward

- Six trimesters of courses in the area of outreach and cultural studies. A minimum GPA of 3.33 must be maintained in these courses.[9]
- Seventy-five or more service hours completed in grades eleven and twelve (fifty of which must be with one service organization).
- An approved project related to cultural studies, supervised by a KCD faculty mentor, begun in the eleventh grade and completed in the twelfth grade
- Cultural project and service project presentations in the spring of the twelfth grade

KCD STEAM CERTIFICATE

What is STEAM at KCD?

STEAM Learning

All major projects and courses for credit in the STEAM Certificate must align with the learning experiences described below.

- Engineering design thinking process (identify and define a question/problem, prototype a response, use multiple iterations to test the response, document the process, revise your response and retry it)
- Intentionally interdisciplinary approach
- Student inquiry as central to the learning process
- Hands-on application of learning and/or project-based learning
- Process-based learning

STEAM Competencies

All components of the STEAM Certificate seek to develop STEAM core competencies in KCD students.

- Collaboration
- Communication

[9] Three trimesters of a fourth (or fifth) year of world language can count toward this requirement, as can AP Psychology, Psychology, and AP Art History.

- Creativity and innovation
- Critical thinking skills
- Curiosity
- Taking risks with learning
- Engineering design thinking
- Using failure as part of the learning process
- Problem solving
- Troubleshooting
- Metacognition

STEAM Citizen - Community Hours

Students will complete 10 “community” hours in each of the junior and senior years (20 hours total) that have a STEAM focus. Five hours can be completed by participating in an approved KCD student activity (i.e., Robotics Team, Science Olympiad, Future Problem Solving, Tech Crew).

Examples of community hours include the following:

- Service hours with a STEAM focus (separate from the 10 service hours required for all upper school students)
- Volunteer hours in KCD’s Design and Fabrication Lab
- Attendance at local community events with a STEAM focus (lectures, exhibits, workshops, etc.)

STEAM Scholar - Major Projects + STEAM Credits

Major Projects

Students must complete three major projects that have a STEAM focus in classes that are not listed as STEAM courses. These projects can be designed and assigned by the teacher, or students can propose a STEAM version of a project that must be approved by the teacher. These projects can be completed during any year of upper school enrollment (grades 9-12). Projects can involve use of tools in the Design and Fabrication Lab, but that is not required. Projects must reflect the characteristics of STEAM Learning listed for the STEAM Certificate and involve at least two of the five areas of STEAM.

Documentation of STEAM projects will be a requirement of each project.

STEAM Credits

Students must complete two credits of STEAM coursework before graduation. These credits can be completed through the student's senior year and can be earned through courses that satisfy other graduation requirements. Current STEAM courses are listed below.

DEPARTMENT	COURSES			
Science	Physics II	Advanced Physics II	AP Physics	
Computer Science	Creating Apps That Use Generative AI	3D Video Game Design	College Level Python	AP Computer Science A
	AP Computer Science Principles			
Arts	Design and Fabrication: Introduction to Design and Fabrication Lab (DeFL) Tools	Design and Fabrication: Sight and Design, Design and Fabrication: Sound and Design	Digital Art I and II	2D Art I, II, III
	Photography I, II, III, and IV	Fashion Design I and II	Printmaking I and II	
		Ceramics I, II, and III		
Mathematics	Statistics (full-year course)	Calculus		

STEAM Steward - Independent Project

Students will complete an independent STEAM project during the senior year through enrollment in one of four STEAM Studio classes: Studio 2D, Studio 3D, Software Design Studio, or Studio Fab Lab. (Enrollment can be as an independent study course with approval of the instructor and associate head of school for academics.) Students will

develop a proposal for the project that will be approved by the instructor of the STEAM Studio class and the associate head of school for academics. The project must reflect the characteristics of STEAM Learning and develop STEAM Competencies in the student.

The STEAM independent project must have a connection to the community. The essential question for the project should be, “What is a problem or a need in our local community? How will your project respond to this problem or need?” The independent project must involve at least two of the five areas of STEAM.

Students will have external contacts for projects. The external contact could be someone associated with the organization or company the student is working on a problem or need for.

Students will document their projects through portfolios that include images and journal entries (documenting process and reflections on the process).

Students will present their projects, including a description of the design process and results, to a panel of faculty at the end of the senior year. This presentation is the final requirement for earning the STEAM Certificate.

Students can apply for grants funded by KCD ($200–$300) to pay for supplies needed for their projects.

TECHNOLOGY IN THE UPPER SCHOOL

The Upper School employs a school-wide one-to-one Laptop Program in a wireless network environment. Each student in the high school will bring a laptop to class each day, and every student will be able to send email, transfer documents, and access the Internet via a division-wide wireless network.

UPPER SCHOOL ARTS

The Arts program embraces the school's philosophical objective of concern for the whole person. Through the nurturing and development of the individual's creative expressions, Arts courses balance the purely intellectual aspects of learning; enhance and enrich aesthetic appreciation and participation in the arts; and produce a well-rounded, observant, articulate student. A broad selection of offerings empowers students to explore various avenues for expression, creativity, and problem solving and forge their own unique paths in the arts. Arts classes not only encourage students to make cross-curricular STEAM connections through a partnership with the school's Design and Fabrication Lab makerspace, but they are also an integral component of the STEAM Certificate.

Stagecraft

In Stagecraft, students will build and design for the middle school or upper school play that is being produced at the time. Students will be tasked with problem-solving for real and hypothetical scenarios to find the most elegant solution for live theater, from scenic design to special effects. Focused workshops in our two theater spaces on campus will allow students to program on professional equipment, including an ETC ION lightboard and a MIDAS M32 sound mixer. Grading is based on skill demonstration and cooperative design projects. There is no obligation to join the after-school tech crew program when enrolled in this class.

Grades 9–12

Trimester course

Stage Make-up

How drastically can appearances be altered with make-up? What special tools and techniques are required for these transformations? This course is an introduction to various stage makeup techniques, starting with old age and moving on to fantasy and special effects. Students will need to invest in a custom Ben Nye stage makeup kit ($78), as well as their own preferred makeup cleanser and skin moisturizer. These techniques

can be used in KCD productions as well as professional theater.

Grades 9–12
Trimester course

Video Production

This trimester class will study and produce video content that showcases our KCD community. We will examine different filming and editing styles and techniques. Drones, gimbals, mics, and lighting techniques will be utilized throughout the course. The student-produced content from this class will have large viewership on Instagram and Facebook. Students who take this class will have a portfolio of content that they can showcase to prospective colleges, employers, and internships. Students can take more than one trimester of this class. Students will need a phone capable of capturing videos and some type of video editing software on their computer (typically iMovie).

Grades 9–12
Trimester course

Upper School Music

Advanced Orchestra

This meets at the same time as the regular orchestra. Advanced orchestra requires an audition with the orchestra director. Students in this section, in addition to the regular class requirements, will be required to play solo repertoire and be in a chamber group. They will have to perform outside of the orchestra performances. *(Students can enroll in Advanced Orchestra in more than one year of upper school.)*

Grades 10–12
Full-year course

Upper School Orchestra

KCD Orchestra is open to all students in grades 9-12 who play violin, viola, cello, or the bass (stand-up or electric). The Orchestra is also open to pianists, guitarists, percussionists, drummers, and wind players by **audition only.** Students will learn and perform compositions from all periods including classical, baroque, and even contemporary jazz, pop, rock, and r&b. Proper technique, ear training skills, music theory and appropriate rehearsal/performance disciplines will be taught and maintained within the group. Students participating must be available for public performances and occasional after school rehearsals.

Grades 9–12
Full-year course

Rock/Pop Ensemble

Rock/Pop Ensemble offers students the opportunity to hone their skills as a pop/rock musician. If you play electric guitar, electric bass, keyboard, drums, or are a pop vocalist, you will be able to improve at your instrument stylistically, technically, and aesthetically. We will cover the concept of the "pocket," how to solo over chord changes, and how to develop stage presence, among other things. Through dissecting the music of greats such as Bruno Mars, Katy Perry, Beyonce, Paramore, John Legend, and more, students will develop the syntax necessary to write original music. The class will culminate with the band writing and recording their own songs. *(Students who wish to continue their rock/pop work beyond one mod of study may repeat this course.)*

Grades 9–12
Trimester course

Advanced Select Choir

This course is the most advanced of the school's choral ensembles. Members are selected by audition only. Advanced Select Choir is a performance-oriented group, participating in

a wide variety of concerts, productions and other performances throughout the year. Instruction emphasizes advanced choral techniques of accurate intonation, tone production, diction, and interpretation through the study of quality choral literature and the use of classical and foreign languages. Students will learn and perform various styles and genres including Baroque, Classical, Broadway Musicals, Contemporary, and Pop. Students enrolled in the class have the opportunity to audition for state, regional, and national honors choirs. Particular attention is paid to mature singing skills and strong musicianship through a cappella music. Students participating must be available for public performances and occasional after school rehearsals. *(Students can enroll in Advanced Select Choir in more than one year of upper school.)*

Grades 10–12
Full-year course

Chorale

This class is designed to be the training course and introduction to the choral program for students at KCD. Membership in this ensemble is open; therefore, enrollment is unlimited. Students will learn the technical elements of posture, breathing, vowel formation, diction, and sight singing while exploring a diverse selection of musical styles through choral literature. All vocalists must be members of this group before being considered for the Advanced Select Choir. Students enrolled in the class have the opportunity to audition for state, regional, and national honors choirs. This group participates in the winter and spring concerts, the KMEA District Festival, and a possible spring trip. Students participating must be available for public performances and occasional after school rehearsals. Freshmen who opt out of study hall to take chorale will get study hall time. *(Students may enroll in Chorale in more than one year of upper school.)*

Grades 9–12
Full-year course

Group Piano Class

This trimester course is open to any upper school student wishing to begin or to continue keyboard study. Working in a setting with electronic keyboards and earphones, students progress systematically according to individual abilities and initiative. Students will learn to read music notation on the bass and treble clef, read rhythms, and play both individual songs and class ensemble pieces. Small, in-class recitals provide incentive and encouragement as well as a vehicle for critique and assessment. Students will work through a piano method book assigned to their skill level and have the opportunity to learn songs of their choice and musical interest. *(Students who wish to continue their keyboard work beyond one trimester of study may repeat this course.)*

Grades 9–12
Trimester course

Music Theory

In Music Theory, students delve into key components of music vocabulary, notation, and aural skills. Concepts such as musical notation, pitch, rhythm, and dynamics create a foundation for students to move into exploring major and minor scales. Students learn about chords and harmony through building harmonic progressions and sequences. Repertoire for analysis ranges from early Baroque music to modern popular charts. Major historical periods in music are discussed and students gain an understanding of the cultural and stylistic context of each different musical era. By the end of this course, students will possess a strong musical vocabulary, enabling them to read, interpret, and create music with confidence.

Grades 9–12
Trimester course

AP Music Theory

AP Music Theory is a year-long course that corresponds to one-to-two semesters of typical, introductory college music theory and aural skills. Students learn to recognize,

understand, describe, and produce the basic elements and processes of performed and notated music. Course content extends from the fundamentals of pitch, rhythm, timbre, and expression to concepts of harmonic function, phrase relationships, and tonicization. Students study these concepts in heard and notated music, with emphasis on identification and analysis of musical features, relationships, and procedures in full musical contexts. Repertoire for analysis on the AP Music Theory Exam ranges from European Baroque pieces to folk and popular music from across the globe. Students develop musicianship skills through melodic and harmonic dictation, sight singing, and error detection exercises. Writing exercises further emphasize the foundational harmonic and voice- leading procedures of Western art music.

Prerequisite: Instructor approval; read and write musical notation; basic performance skills in voice or instrument; basic aural and diction skills

Grades 10–12
Full-year course

Upper School STEAM

Design and Fabrication: Introduction to Design and Fabrication (DeFL) Tools

In this course, students will learn the fundamentals of using fabrication tools in the DeFL. Students will demonstrate proficiency with the following design tools, their maintenance, troubleshooting, and software: vinyl cutter, 3D printer, laser cutter, CNC router. Students will also demonstrate proficiency in the use of the associated software applications (Inkscape, TinkerCAD, Sure-Cuts-Alot, RetnaEngrave3D, Glowforge, and VCarve. Students will also have the opportunity to learn the basics or metal casting and jewelry fabrication. Students will compile a portfolio showcasing their completed vinyl and laser cuts, 3D prints, and cnc milled creations. Time permitting students can also investigate cuttlefish bone casting, resin applications, and candle making.

Grades 9–12
Trimester course

Design and Fabrication: Sound and Design

Design and Fabrication is a project-based, trimester elective where students explore the engineering design process through hands-on, problem-solving experiences. Projects include, but are not limited to, Bluetooth speaker and electric guitar fabrication. Students will learn about design form and function through the use of various graphic applications and design strategies with the tools of the Design and Fabrication Lab which are central to STEAM education. Assessments will include an evaluation rubric taking into account a design journal and formative assessment checks on skills (soldering, software, and DeFL tools) and summative assessments checks on final product of both speaker and guitar.

Prerequisite: Design and Fabrication: Introduction to Design and Fabrication (DeFL) Tools
Grades 9–12
Trimester course

Design and Fabrication Studio

Design and Fabrication Studio offers students the opportunity to work on a project of choice using a variety of tools in the Design and Fabrication Lab for an extended period of time. Projects in this class will be more complex than those pursued in the trimester Design and Fabrication classes and will be developed through student-driven inquiry. Students pursuing a STEAM Certificate can enroll in this class to complete the required independent project during the senior year. The independent project must have a community connection to fulfill the “Steward” requirement for the STEAM Certificate.

Prerequisite: Design and Fabrication: Introduction to Design and Fabrication (DeFL)
Grades 11-12
Full-year course

Jewelry and Candle Making

Students in this class will combine the artistry of candle making with the intricate craftsmanship of jewelry design. This class is for students with an interest in learning about the techniques, materials, and tools involved in both candle and jewelry creation. Students will compile a portfolio showcasing their completed candle and jewelry creations.

Grades 9-12

Trimester course

Woodworking

This introductory woodworking course is designed around several basic woodworking projects for students with little to no prior experience in working with wood. Students will learn about fundamental woodworking skills, tools, safety practices, and techniques, providing a solid foundation for further exploration in the craft.

Grades 9-12

Trimester course

Upper School Visual Art

Visual Arts at KCD provides a variety of art experiences to all interested students and a strong studio foundation for those who wish to pursue art at the postsecondary level. Trimester classes offer a range of techniques such as drawing, painting, printmaking, digital art 2D and 3D, fashion, ceramics, and photography. Artists benefit from our Design and Fabrication Lab, where they can consider problem solving in form and function. Artists are also encouraged to engage with art history and criticism. They take advantage of guidance from professional artists in our Visiting Artist program. Advanced students may submit a portfolio to enroll in a yearlong Studio class in either 2D, 3D, or Design and Fabrication. Advanced students who wish to pursue art at the postsecondary level or apply to competitive programs are able to choose a mentor to closely guide them through this process.

2D Design I, II, III

This trimester course uses painting and drawing to explore the basic concepts of two dimensional design. Students learn how to observe the everyday world–color, shadows, space, and human form–and the technical skills needed to create the illusion of three-dimensional space on a two-dimensional. Students learn through demonstrations, critiques, studying contemporary and historic art practices, visiting artists, and personal exploration. Assignments are designed to offer students the most artistic choice while learning basic skills. Assessment is based on craftsmanship, idea development, problem solving, skill development, collaborative efforts, risk taking, and the timely completion and presentation of assignments. All skill levels are welcome; there are no prerequisites.

In level II/III of this class, assignments are more challenging in technique, medium, and concept and are developed in consultation with the teacher, according to the student's artistic goals.

Prerequisites: 2D Design I for 2D Design II, 2D Design II for III
Grades 9–12

Trimester course

Digital Art 2D

In this trimester course students explore a variety of techniques for creating visual imagery in a digital format. Students use an Apple pencil, iPad, and the Procreate app to create original artwork, learning technique through demonstrations, critiques, studying contemporary and historic art practices, visiting artists, and personal exploration. Students will learn how to create layers, color, use brushes, and employ texture tools. Assignments such as logo creation, lettering, painting, and simple animation are designed to offer students the most artistic choice while developing digital fluency in Procreate. Assessment is based on craftsmanship, idea development, problem-solving, skill development, collaborative efforts, risk-taking, and the timely completion and presentation of assignments. All skill levels are welcome.

Prerequisites: Digital Art I for Digital Art II
Grades 9–12
Trimester course

Digital Art 3D

In this trimester course students explore a variety of techniques for creating three dimensional images in a digital format. Students use Google SketchUp to create renderings of space and learn technique through demonstrations, critiques, studying contemporary and historic art practices, visiting artists, and personal exploration. Students will learn how to create architectural renderings, interior designs, theater set mockups, and product designs. Assignments are designed to offer students the most artistic choice while developing digital fluency in Google SketchUp. Assessment is based on craftsmanship, idea development, problem-solving, skill development, collaborative efforts, risk-taking, and the timely completion and presentation of assignments. All skill levels are welcome.

Prerequisites: None

Grades 9–12

Trimester course

Fashion Design I, II

This course offers an introduction to designing clothing and accessories using watercolor, gouache, marker, pen, and colored pencil. Through demonstrations, critiques, studying contemporary and historic art practices, visiting artists, and personal exploration, students learn about the design process, as well as how to draw croquis, put together a fashion look page, and use a sewing machine. Assignments are designed to offer students the most artistic choice while learning basic skills. Assessment is based on craftsmanship, idea development, problem solving, skill development, collaborative efforts, risk taking, and the timely completion and presentation of assignments. All skill levels are welcome.

Fashion Design II teaches students how to plan, design, and build a fashion design from page to photo shoot. Students wishing to apply for KMAC Couture are strongly encouraged to enroll in this course. Assignments are more challenging in technique and concept and developed in consultation with the teacher, according to the student's artistic goals. Students will have access to Fab Lab equipment as they build their fashion designs. Students will showcase their designs in a professional photo shoot at the end of the trimester. Assessment is based on craftsmanship, idea development, problem solving, skill development, collaborative efforts, risk taking, and the timely completion and presentation of assignments.

Prerequisites: Fashion Design I for Fashion Design II
Grades 9–12
Trimester course

Printmaking

This course provides students with an introduction to making prints using common

printmaking techniques: relief, monoprinting, and cyanotype. Students will learn through demonstrations, critiques, studying contemporary and historic art practices, visiting artists, and personal exploration. Assignments are designed to offer students the most artistic choice while learning basic skills. Assessment is based on craftsmanship, idea development, problem solving, skill development, collaborative efforts, risk taking, and the timely completion and presentation of assignments. All skill levels are welcome; there are no prerequisites.

Grades 9–12
Trimester course

Photography I, II, III, IV

In these courses, students explore the technical basics of film photography, including the workings of the 35mm camera, darkroom procedures, lighting, and composition. Technical, aesthetic, and artistic quality is emphasized as students learn to use the camera as an art tool and photography as an art medium. Students will be involved in an ongoing investigation of this art form through the study of historic and contemporary visual media, demonstrations, critiques, and visiting artists. In addition to the darkroom experience, advanced students have opportunities to explore mixed media photography through traditional and digital media. Assessment is based upon the quality of work produced, presentation of work (dry mount and matting), and overall engagement in the daily work.

Prerequisites: Photography I for Photography II; Photography II for Photography III; Photography III for Photography IV
Grades 10–12
Trimester course

Studio Art I: 2D

This is a yearlong course in which the student can continue investigating techniques, concepts, and materials introduced in his or her foundations classes. The goal of this

course will be a comprehensive study of specific visual art disciplines in order to gain proficiency in technique, as well as a deeper appreciation for and understanding of art, art-making, and art history. The course will begin by exploring the breadth of a medium, concept, technique, or style from the area of study in which the student has some prior experience. The student will work in a concentration throughout the year in order to create a complete portfolio of work by the year's end. This portfolio will be considered as the primary form of evaluation for acceptance into Studio Portfolio II Advanced or AP Studio Portfolio. Students pursuing a STEAM Certificate can enroll in this class to complete the required independent project during the senior year. The project must have a community connection to fulfill the "Steward" requirement for the STEAM Certificate.

Prerequisite: One Foundations class and juried portfolio application.
Grades 11–12
Full-year course

Advanced Studio Art II: 2D, AP Studio Art: 2D

This is a year-long course in which students will continue investigating techniques, concepts, and materials from Studio Art I: 2D. The goal of this studio course is to demonstrate advanced knowledge and skills in a specific area of concentration while continuing to explore technique and concept. For this course, the student will produce a portfolio of 30–40 artworks, will digitally photograph the work, and will be required to show the work in at least three exhibits. An artist statement will be required for final evaluation. Students who wish to receive advanced placement credit for this course must prepare and submit a portfolio to the AP College Board. Preparation for the AP portfolio will be considered a commitment beyond the regular course of study. Advanced Placement may be requested by individual students and pursued with instructor approval. Students pursuing a STEAM Certificate can enroll in this class to complete the required independent project during the senior year. The project must have a community connection to fulfill the "Steward" requirement for the STEAM Certificate.

Prerequisites: Studio Portfolio I 2D and juried portfolio application
Grade 12

Full-year course

Studio Art I: 2D Commercial Applications

In this course, advanced artists continue investigating techniques and concepts that were introduced in core visual arts classes. The goal of this course is to gain proficiency in technique in addition to a deeper understanding of art-making with a commercial application. Artists participate in weekly critiques, document their work, and prepare their work for art shows. Teacher and artists work together in a mentorship to prepare the student for creative careers through the development of a portfolio, field trips, visiting artists, and competitive opportunities. Assessment is based on craftsmanship, idea development, problem solving, skill development, collaborative efforts, risk taking, and the timely completion and presentation of assignments. The body of work developed during this class is the primary form of evaluation for acceptance into Studio II. Students pursuing a STEAM Certificate can enroll in this class to complete the required independent project during the senior year. The project must have a community connection to fulfill the “Steward” requirement for the STEAM Certificate.

Prerequisite: One visual arts elective class and juried portfolio
Grades 11–12
Full-year course

Advanced/AP Studio Art II: 2D Commercial Applications

In this capstone course, advanced artists pursue a deep investigation of artmaking processes and ideas with a commercial application. Artists participate in weekly critiques, document their work, and prepare their work for art shows. Teacher and artists work together in a mentorship to prepare the student for creative careers through the development of a portfolio, field trips, visiting artists, and competitive opportunities. Assessment is based on craftsmanship, idea development, problem solving, skill development, collaborative efforts, risk taking, and the timely completion and presentation of assignments. Students pursuing a STEAM Certificate can enroll in this

class to complete the required independent project during the senior year. The project must have a community connection to fulfill the “Steward” requirement for the STEAM Certificate.

Prerequisite: Studio Art I and a juried portfolio
Grades 11–12
Full-year course

Film Studies

In this course, students will explore the art and language of cinema. From the silent classics to contemporary masterpieces, students will delve into the history, aesthetics, and cultural impact of film. Through in-depth analyses and in-class discussions, students will develop a critical understanding of cinematic techniques, narrative structures, and social contexts that shape filmmaking. This class will explore various film genres, directors, and cinematic movements, aiming to develop a nuanced understanding of storytelling through visuals, spanning from Hollywood blockbusters to independent films. Assessments for this course will be conducted through various film critiques and presentations.

Grades 9–12
Trimester course

Ceramics Foundation: Introduction to Handbuilding & Sculpture

This twelve-week class introduces students to basic ceramic processes used in creating hand-formed vessels. This course also covers non-functional ceramics and ways to use clay to create sculpture. An emphasis will be placed on contemporary interpretations of traditional forms and methods. Skills covered in this course include low-relief carving, coil construction, pinching, additive sculpting, sgraffito, soft slab construction, and sculpting the figure. By the end of the trimester students will have created 4-5 projects.

Grades: 9–12
Trimester course

Ceramics Foundation: Introduction to the Potter's Wheel

This twelve-week class is designed specifically for students who want to focus on learning how to create functional artwork on the potter's wheel. This fast-paced course requires attention to detail, and instills students with a strong foundation of essential skills and best practices in a ceramics studio. Skills covered in this course include spiral wedging, centering, plunging, undercut, raising the walls, and shaping. By the end of the trimester, successful students will be able to create a pot on the wheel within 10 minutes. Class size is limited to twelve students.

Grades: 9–12
Trimester course

Ceramics Arts I

This class builds upon the foundational skills covered in introductory ceramic classes. As students gain more knowledge and experience with clay they begin to have more options to resolve assignments. Projects will include handbuilding and/or wheel throwing. Areas of added focus include glaze chemistry and firing methods.

Prerequisite: Intro to the Potter's Wheel and/or Intro to Handbuilding & Sculpture
Grades 9–12
Trimester course

Ceramic Arts II

Building upon the technical foundation acquired in previous classes, assignments in Ceramic Arts II are more challenging and artworks increase in complexity, concept, technique, and scale. All students will be able to work constructively in the studio, with a certain degree of independence, and be knowledgeable in the use of tools available to them.

Prerequisite: Ceramic Arts I

Grades 10-12
Trimester course

Ceramic Arts III

A great deal of autonomy and self-motivation is expected of students at this level. Throughout the course, they will work toward developing a personal aesthetic in clay. Students in Ceramic Arts III are encouraged to submit work to regional and national juried exhibitions.

Prerequisite: Ceramic Arts II
Grades 10–12
Trimester course

Studio Art I: Ceramics

This is a yearlong course in which students can continue investigating techniques, concepts, and materials introduced in their foundation ceramic classes. The goal of this course will be a comprehensive study of specific ceramic art disciplines in order to gain proficiency in technique, as well as a deeper appreciation for and understanding of art, art-making, and art history. The course will begin by exploring the breadth of concepts, techniques, and/or styles from the area of study in which the student has some prior experience/interest. The student will work in a concentration throughout the year in order to create a complete portfolio consisting of 20-30 artworks by the year's end. This portfolio will be considered as the primary form of evaluation for acceptance into Studio Portfolio II Advanced or AP Studio Portfolio. Students will be encouraged to submit work to regional and national juried exhibitions. Students pursuing a STEAM Certificate can enroll in this class to complete the required independent project during the senior year. The project must have a community connection to fulfill the "Steward" requirement for the STEAM Certificate.

Prerequisite: Both of the Ceramics Foundations classes and a juried portfolio application.
Grades 11–12
Full Year

Advanced Studio Art II: Ceramics, AP Studio Art: 3D

This is a year-long course in which students will continue investigating techniques, concepts, and materials from precious courses. The goal of this studio course is to demonstrate advanced knowledge and skills in a specific area of the ceramic arts while continuing to explore technique and concept. For this course, the student will produce a portfolio of 35–45 artworks and will be required to show the work in several exhibits. An artist statement will be required for final evaluation. Students who wish to receive advanced placement credit for this course must prepare and submit a portfolio to the AP College Board. Preparation for the AP portfolio will be considered a commitment beyond the regular course of study. Advanced Placement may be requested by individual students and pursued with instructor approval. Students pursuing a STEAM Certificate can enroll in this class to complete the required independent project during the senior year. The project must have a community connection to fulfill the “Steward” requirement for the STEAM Certificate.

Prerequisite: Studio Portfolio I, juried portfolio application.
Grade 12
Full Year

AP Art History

Advanced Placement Art History explores the history of art from every major geographical area, beginning in prehistoric times through the 21st century. This course is guided by three essential questions: What is art and how is it made? Why and how does art change? How do we describe our thinking about art? To understand these ideas, there is a special emphasis on understanding works of art within their historical context by examining issues such as politics, religion, patronage, gender, function, ethnicity, technique, and material. Students learn how to formally analyze works of art in order to understand those works both contextually and formally. AP Art History is a fast-paced course with dense but incredibly fascinating content. It is taught at the college level and requires a significant amount of reading and homework, as well as a willingness to

engage with works of art. This course has an optional out-of-town field trip.

Prerequisite: Instructor approval
Grades 10–12
Full-year course

UPPER SCHOOL COMPUTER SCIENCE

In the Upper School, the Computer Science curriculum covers modern computer programming languages, topics, and algorithms. These programming courses afford students the opportunity to develop coding skills at different levels: Fundamentals of Programming (introductory), project-based Software Design Studio, AP Computer Science Principles and AP Computer Science A.

Prerequisites: The Software Design Studio, College Level Advanced Python, and AP Computer Science A class prerequisites are the successful completion of one of the Fundamentals of Programming courses, AP Computer Science Principles class, or an online computer programming course in Java or Python that is approved by the Computer Science department and completion of Algebra I.

It is important that a student has a basic knowledge of computer programming concepts before taking the Software Design Studio, College Level Advanced Python, and AP Computer Science A classes. It is also recommended that a student taking AP Computer Science A has successfully completed Algebra I and students taking College Level Advanced Python must pass an Algebra entrance test.

Creating Apps That Use Generative AI

Have you ever been curious about the future of technology? Generative AI is a rapidly growing field with applications in healthcare, personalized content, business, marketing, customer service, art and so much more. So many large language learning models exist, how can we utilize their power in apps? Students will have an opportunity for hands-on practice teaching technology to create original content, such as text, images, audio or video. Students will learn what makes up a good data set, training cycle of an AI, and how natural language learning models work and their classifications. Students will make multiple personalized applications that harness the power of generative AI.

Grades 10–12

Trimester course

College Level Advanced Python

This is a year-long course that explores the endless possibilities of Python. Students will gain skills with conditionals, loops, lists, tuples, set, dictionaries, as well as objects and classes. By the end of the course students will be able to code trace, recognize patterns to identify possible solutions, construct code using top-down design and create unique and substantial programs. The course is equivalent to Carnegie Mellon University's 15-112 course and should substitute for any first-semester college programming course as a result. Optional College Final for college credit.

Prerequisite: One or more of the programming classes and the successful completion of an algebra entrance test
Grades 10–12
Full-year course

Ethics of AI: Saving Humanity

The role of artificial intelligence (AI) in our lives has expanded at an unprecedented pace. With a wide array of smart devices and services across almost every industry has created ethical dilemmas that are not easy to answer. As citizens and future leaders it is crucial to develop a deep understanding of the ethical considerations surrounding AI. We will take a look at military use, recommendation algorithms, politics, self-driving cars, deep fakes, robots rights and so much more.

Grades 9–12
Trimester course

Data Analytics for Business

Unlock your full potential of data to drive business success and decision making. This course introduces the dynamic world of data science and its applications to the modern business landscape. Students will learn how to write and use algorithms to clean and

manipulate data. They will gain proficiency in data visualizations and data storytelling to bridge the gap between technical analysis and business decisions.

Grades 9–12
Trimester course

Cybersecurity I: Intro to Ethical Hacking

As the digital world continues to expand, the importance of safeguarding digital assets and information is growing exponentially. Cybersecurity is a complex and diverse field that is critical in all industries. In this course, you will gain foundational skills of cybersecurity learning both offensive and defensive hacking skills. We will explore infrastructure, network and internet security,intrusion detection and prevention.

Prerequisite: Students may not have any past honor code violations
Grades 9–12
Trimester course

3D Video Game Design

Whether you are an enthusiastic gamer or programmer, video game design in a fun way to express your creativity. In order to understand how videogames are designed and implemented, we will first explore childhood favorites like Super Mario Bros, Angry Birds and FlappyBird to create principles of graphics, animation, sound and collision detection. Using this framework students will then create games in 3D.

Grades 9–12
Trimester course

AP Computer Science Principles

This course is a year-long introductory course in computing. AP Computer Science principles introduce such topics as digital information, the Internet and computer networking, app design, data, and cybersecurity. The programming topics variables, conditionals, functions, lists, loops, parameters, and libraries are also covered. Students

will then work on their own or as part of a team to creatively address real-world issues using the tools and processes of computation. Programming is done using the Python computer language.

Recommendation: completion of Algebra 1
Grades 10–12
Yearlong course

AP Computer Science A

This course gives students the opportunity to learn the basic concepts of structured and object-oriented programming using Java. The curriculum addresses the topics listed in the Topics Outline of the College Board's Advanced Placement Course Description Guide for AP Computer Science A. This class emphasizes object-oriented program design, proper program implementation, program analysis, standard data structures, standard algorithms, and computing in context while teaching the concepts of encapsulation, information hiding, inheritance, and polymorphism. Topics covered include basic Java syntax, loops, branching statements, array data structures, user-defined classes, and computer ethics. Elementary sorting and searching algorithms are taught, along with the use of recursion to implement programming solutions.

Prerequisite: One or more of the programming classes, AP Computer Science Principles, or the successful completion of an approved online computer programming course. It is recommended that a student be at Sophomore level status having completed Algebra 1 with a minimum of a B average.
Grades 9–12
Full-year course

Software Design Studio

This class is a project-based computer programming class focused on creating real-world applications. The class will first review programming constructs such as variables, loops, conditionals, strings, and arrays. The class will then be focused on major projects including but not limited to iPhone or Android mobile app development, Python image and video processing, Unity engine game programming, and physical computing in the

Arduino programming environment. Students will learn the life cycle of computer applications, agile software development, team programming techniques, and version control. Newer computer science topics such as AI, machine learning, cyber-security, and full-stack web development techniques and algorithms may also be studied. Students pursuing a STEAM Certificate can enroll in this class to complete the required independent project during the senior year. The project must have a community connection to fulfill the “Steward” requirement for the STEAM Certificate.

Prerequisite: One or more of the programming classes, AP Computer Science Principles, AP Computer Science A, or the successful completion of an approved online computer programming course.
Grades 10–12
Full-year course

UPPER SCHOOL ENGLISH

Through careful reading, thoughtful writing, insightful discussion, and close listening, students come to a deeper understanding of themselves and their world through English classes. Acquiring knowledge, developing intellectual skills, and enlarging their understanding of ideas and values help students understand an increasingly complex environment. The English curriculum in Upper School prepares students for coursework in English at the college level and for reading, writing, and thinking in their lives beyond college.

The writing curriculum in the ninth, tenth, and eleventh grades allows students to explore ideas more fully in their writings. Writing skills emphasized include the use of a strong controlling idea, paragraphs that are developed through examples and analysis, transitions, and more complex forms of organization. These writing skills prepare young writers to confront successfully the level of literary analysis and the variety of writing situations that the senior year and college demand. Impromptu and creative assignments give students the confidence to explore new options. By the end of the senior year, students will, at least, be well prepared to face the demands of college English through research, critical thinking, and analysis wherever they may attend.

Prerequisites for advanced and Advanced Placement English classes:

Advanced level English students are expected to consistently and independently demonstrate the following writing and thinking skills.

Writing Skills:

- Investigate abstract concepts in writing
- Demonstrate originality of thought in written work
- Organize thoughts into paragraphs and within paragraphs
- Select meaningful textual evidence
- Smoothly integrate textual evidence into the body of writing
- Explain the importance of textual evidence while avoiding plot summary
- Make use of well-crafted sentences in a variety of structures

Thinking Skills:

- Contribute thoughtful comments to class discussions
- Demonstrate thorough understanding of texts in class discussions
- Pose thought-provoking questions during discussions
- Demonstrate active reading strategies
- Grasp abstract ideas quickly and independently
- Demonstrate higher order critical thinking skills such as comparison/contrast, analysis, and synthesis

Entry into advanced and Advanced Placement English classes is based on the following four criteria: Students are required to have an A in their current English class and an A average on their major writing assignments, a recommendation of their current teacher, and a cogent, insightful response to a sample timed essay prompt. The topic will come from a provided reading sample. These essays are graded "blind," i.e., at least two teachers read the essays not knowing who wrote them in order to ensure objectivity.

If a student's overall grade or writing average drops below a B– in the current Advanced/AP English class, the department's teachers and chair can reevaluate whether that student should remain in the class.

English 9

Students in English 9 will focus on how literature demonstrates and expands the formation of identity. How does literature help us to understand, deepen, and challenge who we are and what we will become? How do characters depict various complex aspects of identity and what might we learn from their journeys of becoming? The literature we read in English 9 provides an opportunity for students to explore a variety of genres: novels—both non-fiction and fiction, short stories, plays, and poems—from a variety of historical periods. Additionally, we focus on communication through writing (including grammar and vocabulary), discussion and debate, collaborative projects, and presentations. Students will leave the class being asked to consider, through a variety of methods, how the stories we tell each other shape our understanding of self.

Grade 9
Full-year course

English 9 Advanced

English 9 Advanced pursues the same study as the English 9 class but at a faster pace and with more demands on the student. Students focus more intensively on writing and communication while expanding critical thinking and vocabulary. Students should be prepared to be challenged by the literature of the class and the depth of discussion in class.

Grade 9
Full-year course

English 10

English 10 explores how great literature offers new perspectives on key questions of morality, history, philosophy, and human nature. Students study novels, short stories, plays, essays, and poetry organized around thematic tensions such as “Community and Diversity,” “Life and Death,” and “Conformity and Rebellion.” In the process, they are pushed to go beyond surface level reading to understand how and why authors use certain literary and stylistic techniques. The course treats writing as a process that benefits from self-reflection at all stages. In addition to traditional literary analysis, students write across a range of genres and modes. Through podcasting, dramatic performances, and editorials, the course emphasizes producing texts for authentic audiences. Increasingly sophisticated reading and writing assignments build on skills from English 9 to continue to improve grammar, vocabulary, and rhetorical analysis. Recent major texts used in this course include Mark Haddon’s *The Curious Incident of the Dog in the Night-time*, Mark Twain’s *Adventures of Huckleberry Finn*, William Shakespeare’s *Othello*, Cormac McCarthy’s *All the Pretty Horses*, Jhumpa Lahiri’s *The Namesake*, Aravind Adiga’s *The White Tiger*, and James McBride’s *Deacon King Kong*.

Grade 10
Full-year course

English 10 Advanced

English 10 Advanced involves reading literature and analyzing its representation of fundamental human characteristics spanning time, location, and culture. As in English 10, skills in personal response writing, analytical writing, vocabulary, and grammar are emphasized; however, the advanced class includes more demanding reading and greater skill in writing. Texts that have been used previously in this course include Linda Hogan's *Solar Storms*, Paul Yoon's *Run Me to Earth*, Todd Walton's *Buddha in a Teacup*, Chanelle Benz's *The Gone Dead*, and William Shakespeare's *Othello*.

Grade 10
Full-year course

English 11: Discovering the World Through Writing

This year-long course focuses student exploratory writing around the themes of identity, relationships, and understanding the world. Students will read from an anthology of essays, supplemented by fiction, poetry, and other non-fiction through the trimesters. Texts that have been used previously in this course include F. Scott Fitzgerald's *The Great Gatsby*, Shakespeare's *Macbeth*, Moises Kaufman's "The Laramie Project," William Faulkner's *As I Lay Dying*, and Anne Mazer's *A Walk in My World: International Short Stories about Youth*. Writing instruction will focus on developing voice, writing for an audience, and using various methods of argumentation and explanation. The course will include practice in finding sources and writing a research paper.

Grade 11
Full-year course

English 11 AP: Language and Composition

AP English 11 cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes.

The reading and writing assignments deepen and expand students' understanding of how written language functions rhetorically: to communicate writers' purpose and elicit readers' responses in particular situations. The course alternates between nonfiction and imaginative readings. The former category consists of memoirs, personal essays, and argumentative essays organized around broad thematic units such as "Education," "Race in America," "Humans and the Environment," and "Self and Other." The latter encompasses novels, short stories, poetry, and drama. Recent major texts include Louise Erdrich's *The Sentence*, Sandra Cisneros's *The House on Mango Street*, William Shakespeare's *Twelfth Night*, Tara Westover's *Educated*, and F. Scott Fitzgerald's *The Great Gatsby*. Students write often across different genres and purposes in preparation for the AP English Language and Composition exam.

Grade 11
Full-year course

English 12 AP: Literature and Composition

This college-level course will include a study of human values and the experiences, institutions, and social structures that affect them through analysis of writings by various authors and genres of short fiction, longer fiction, and poetry. Essential questions include: How are human values established? What experiences, institutions, and social structures inform them? How is the natural world involved in that genesis? This course will revisit fundamentals of both short and longer fiction: character, setting, plot, narrator, conflict, and figurative language. It will require students to analyze these components in relation to a text's theme. Students will also evaluate poetry structure to understand character, figurative language, and interpretation. Texts, such as Barbara Kingsolver's *The Poisonwood Bible,* Jonathan Safran Foer's *Extremely Loud and Incredibly Close*, Jose Saramago's *Blindness*, and Pádraig Ó Tuama's *Poetry Unbound* will be used to contextualize understanding around the principles that have governed our past and dictate our future. Like English 12, students will also focus attention on college writing through a research component of the course, emphasizing credible source material mixed with original thesis-driven ideas.

Grade 12

Full-year course

English 12

This year-long course explores the relationship between form and content to understand how an author's structural choices influence meaning. Building from the skills foundation acquired in previous English classes, students will study the topic of truth and veracity in storytelling. Can we discover truths in a fictional character's experience? What are the modes of truth telling in fiction? Is memory a reliable source of truth in fiction? Postmodern works such as Kurt Vonnegut's *Slaughterhouse-Five*, Art Spiegelman's *Maus*, and Kazuo Ishiguro's *A Pale View of Hills* will be used to look specifically at the ways in which one's subjective grief can become its own objective truth. Students will also focus attention on college writing through a research component of the course, emphasizing credible source material mixed with original thesis-driven ideas.

Grade 12
Full-year course

UPPER SCHOOL MATHEMATICS

KCD's mathematics programs are designed to prepare students to succeed in college as well as to function productively in today's world. The department offers both fundamental and enrichment mathematics necessary to challenge students to meet their potential and to develop the awareness that mathematics is both useful and exciting. Advanced level classes are available in Geometry, Algebra II, and Precalculus. We also offer AP courses in Calculus and Statistics.

Prerequisites for advanced and Advanced Placement math classes:
Entry into advanced and Advanced Placement math classes is based on the following criteria: successful completion of the previous year's advanced math course with a minimum grade of B and recommendation of the teacher. Students can move into an advanced class following completion of a regular math class (up to and including regular Precalculus) with a final grade of A, an A on the final and midterm, extra work is completed successfully and with teacher and department chair approval. Students may move from Advanced Precalculus to AP Calculus BC if the following criteria are met: a final grade of A, an A on the final and midterm, teacher recommendation, and the completion of a summer course.

Algebra I

The skills and concepts that students learn in Algebra I serve as a foundation for the entire sequence of high school mathematics courses. Topics include operations on polynomials, factoring, operations on rational expressions, using properties of exponents (including negative exponents), graphing linear functions, solving linear equations and inequalities, solving various types of word problems, solving systems of equations, solving radical and quadratic equations, and all operations with radicals. Because the material for this course was designed by KCD's math faculty, there is no textbook for this course.

Grades 9 or 10
Full-year course

Geometry

In this course, students study the properties of points, lines, planes, and other geometric figures. Students also begin to develop their logical and critical reasoning skills through the completion of both algebraic and geometric proofs. Through an emphasis on applying algebraic concepts to geometric ideas, students begin to appreciate the interrelationships between geometry and algebra. Throughout the year, students make use of the Geogebra program, which allows students to interpret and explore many geometric relationships visually.

Grades 9–10
Full-year course

Geometry Advanced

In this course, students study the same concepts as in regular Geometry; however, advanced students spend an entire year in proof writing and study longer, more complicated proofs. In addition to the use of more advanced algebraic concepts, students are also asked to analyze and prove many theorems that students not enrolled in the advanced course are simply asked to accept. Geogebra is employed in the course as a replacement for and improvement on the compass/straightedge constructions of past years.

Grade 9
Full-year course

Algebra II

Because this course is an extension of Algebra I and Geometry, students' success depends largely upon a solid understanding of the concepts in those courses. Initial instruction reviews and then extends these concepts and skills. This class also includes an investigation into properties and operations with real numbers and later an emphasis on linear programming, modeling, absolute value equations and inequalities, quadratic equations, exponents, radicals, and real-life application problems. New topics include

complex numbers, functions, exponential functions, logarithms, rational expressions, sequences and series.

Grades 10–11

Full-year course

Algebra II Advanced

As an extension of Advanced Algebra I and Advanced Geometry, students are expected to have a broad and deep understanding of the fundamental concepts presented in those courses. In this advanced class, it is assumed that students have retained what they learned in previous courses. Some highlights of the year include the study of polynomials, inequalities, quadratics, systems, exponentials, series and patterns, and radical expressions and equations, including complex numbers. Attention is then turned to studying a variety of functions, including graphing rational functions. Conic sections and logarithm progressions are also covered along with an introduction to matrices, Pascal's Triangle and the Binomial Theorem. Throughout the year, students use a graphing calculator to improve their understanding of all concepts studied.

Grade 9 (only for students invited to dual enrollment from Advanced Geometry)
Grade 10
Full-year course

Precalculus

This course is for students who have completed Algebra I, Algebra II, and Geometry and who anticipate taking Calculus and/or AP Statistics or Statistics in the future. It covers trigonometric functions and complex numbers, as well as polynomial, logarithmic, and exponential functions, their inverses and compositions. It also reviews sequences and series, conic sections and other Algebra II topics in more depth. If time permits, students will study polar graphing, vectors, parametric equations, and probability.

Grades 11–12
Full-year course

Precalculus Advanced

This course is designed for students who have completed Advanced Algebra I, Advanced Algebra II, and Advanced Geometry and who anticipate taking either AP Calculus AB or BC the following year. In addition to reviewing and expanding topics from previous courses, it also covers trigonometric functions, complex numbers, logarithmic and exponential functions, analytic geometry, theory of equations, and sequences and series. The year is finished with an introduction to the polar coordinate system, parametric equations and their applications. It moves at a much faster pace than the Precalculus course.

> *Prerequisites: Successful completion of Advanced Algebra I, Advanced Geometry, Advanced Algebra II and teacher's recommendation.*
> *Grades 10–11*
> *Full-year course*

Calculus

Students who have successfully completed Precalculus may take this course to acquaint themselves with calculus concepts. It should be noted that any study of Calculus requires a significantly higher level of abstraction and command of concepts than Precalculus. Approximately one trimester of this course is devoted to an intensive review of algebra concepts, functions and their graphs, trigonometry, and analytic geometry. The remainder of the course is used to introduce students to the concepts of limits, continuity, derivatives and their applications, and integrals.

> *Grades 12*
> *Full-year course*

Statistics

The purpose of the full-year course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and

experimentation, anticipating patterns, and statistical inference. Students will use real-world data to practice analysis and inference methods. Students will also be required to gather data through sampling and experimentation. The class will prioritize collaboration, communication, critical thinking, and creativity through the use of multiple project-based assessments. The use of graphing calculators is an essential part of the course, and students will need to have a TI-83 or TI-84 (preferred) graphing calculator.

Grades 11–12

Full Year

Prerequisites: Algebra II or approval from the mathematics department chair

AP Calculus AB

This college-level course prepares students for the AB Advanced Placement Calculus Examination. Topics include analytic geometry; polynomial, rational, exponential, logarithmic, and trigonometric functions and their graphs; limits and continuity; techniques and applications of the derivatives of these functions; integration techniques and applications of the integral; the mean value theorem; and the fundamental theorem of calculus.

Prerequisites: Completion of Precalculus Advanced. Students may also move from Precalculus to AP Calculus AB if the following criteria are met: a final grade of A, an A on the midterm and final exam, the completion of additional units of study, and teacher's recommendation.
Grade 11–12
Full-year course

AP Calculus BC

AP Calculus BC is offered as a second year of calculus to those students who have already completed AP Calculus AB. Some students may take this class directly after completion of Advanced Precalculus if prerequisite requirements are met. This intensive college-level

course prepares students for the BC Advanced Placement exam and covers some additional topics that are typically encountered in university Calculus II courses. A review of material from the AB curriculum includes more demanding problems than previously encountered. Among the new topics introduced are advanced techniques in integration; improper integrals; the calculus of polar and parametric equations, including vectors in the plane; an extension of first-order linear differential equations, including logistic functions; infinite series, including power series, Taylor and Maclaurin Series, and Taylor polynomials.

> *Prerequisite: Completion of AP Calculus AB. Students may also move from Advanced Precalculus to AP Calculus BC if the following criteria are met: a final grade of A, an A on the final and midterm, teacher recommendation, and the completion of a summer course.*
> *Grade 12*
> *Full-year course*

Multivariable Calculus

Multivariable Calculus is offered to those students who have already completed AP Calculus BC. As its name suggests, multivariable calculus is the extension of calculus to more than one variable. Topics include vectors, matrices, parametric curves, partial derivatives, double and triple integrals, and vector calculus in 2-D and 3-D space.

This intensive college level course prepares students for other upper level college mathematics courses such as differential equations and linear algebra.

> *Prerequisite: Completion of AP Calculus BC*
> *Grade 12*
> *Full-year course*

AP Statistics

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are

exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. The syllabus follows the outline of the College Board's course description and is meant to prepare all students for the Advanced Placements exam in May. The use of graphing calculators is an essential part of the course, and students will need to have a TI-83 or TI-84 (preferred) graphing calculator.

Prerequisites: Precalculus, Statistics, or approval from the mathematics department chair.
Grades 11–12
Full-year course

UPPER SCHOOL WELLNESS

Citizen, Scholar, Steward 9

CSS 9 (Citizen, Scholar, Steward 9) is a trimester seminar geared towards 9th-grade students designed to cultivate essential skills for success in high school and beyond. This engaging class incorporates the art of public speaking, interpersonal communication, and written communication to empower students to express themselves confidently and persuasively. Students will also develop effective note-taking habits and study skills, enhancing their ability to absorb and retain information. Finally, we will be doing community service work at Vitality Assisted Living (a 10-minute walk). CSS 9 equips students with a comprehensive toolkit of communication skills, fostering academic achievement and personal growth.

Grade 9

Trimester course

Physical Education

The Upper School Physical Education Class is a non-traditional physical education offering focused on teaching students the basics of strength training and fitness. The class takes place in the weight room where students begin to learn the basic fundamentals of strength training. The course includes training with barbells, dumbbells, kettlebells, bodyweight exercises, and suspension training. Students spend the first weeks focusing on proper technique before moving into a progressive strength training program.

Grade 9

Trimester course

Training for Strength and Conditioning

This elective course offers students in grades 10–12 who have completed Physical Education and want an additional training course to pursue. Training for Strength and Conditioning is a non-traditional Physical Education offering that allows students the

opportunity to participate in a comprehensive, in-school training program geared towards enhancing sports performance. This course is a continuation of the Upper School Physical Education course. Students continue to focus on improving total body strength and power, which will assist any student-athlete in reaching his or her genetic potential. It is a great option for those student-athletes who are interested in maximizing their athletic potential and reducing the chances of injury.

(Students may take this class more than once.)

Grades 10–12
Trimester course

Healthy Life Skills

This course reviews current research and data on a variety of health and life skill issues and serves as a tool for developing the critical skills necessary to distinguish fact from conjecture in order to make informed decisions around these important topics. Students explore topical areas such as human growth and development; healthy relationships; stress and mental health; the psychology and physiology of adolescence; nutrition and exercise; meditation and mindfulness; contemporary health hazards such as drug and alcohol use; mental disorders, addiction, eating disorders, sexually transmitted infections and diseases; and violence prevention.

Grade 9
Trimester course

Meditation and Mindfulness

Embark on a transformative journey of self-discovery and well-being in the Meditation and Mindfulness Class". This intensive and immersive course is specifically designed for high school students seeking to cultivate mindfulness practices that enhance focus, reduce stress, and promote overall mental wellness. Over the course of four weeks, students will engage in daily mindfulness exercises, discussions, and reflections to build a foundation for a lifetime of mindful living.

Grades 10-12

Trimester course

UPPER SCHOOL SCIENCE

The upper school science department promotes science as a process in which students are active participants. The curriculum gives high priority to hands-on activities that encourage critical thinking and the application of concepts to solving problems. A key goal is the development of a scientific way of thinking about the world and literacy of concepts, both past and present, that are relevant to students' everyday lives. The curriculum stresses those physical and biological concepts that are most fundamental and/or thematic in nature as they relate to this goal and to each other.

Prerequisites for the advanced science program: Entry into Advanced and AP classes in science is based on the following criteria:

> Entry into all advanced placement science classes is based on the following criteria:
>
> - Current Science 8, Physics 9, or Chemistry 10 teacher evaluation and signature
> - Final grade and test Average of A and above in Physics 9 or Chemistry 10
> - Performance on a one-hour entrance exam
>
> Once a student has entered the program, he or she can continue to take advanced and Advanced Placement courses if the additional requirements listed for each class are met.
>
> If a student's grade in an advanced or Advanced Placement class is at a B- or below at the end of the year, he or she will not be able to continue to the next advanced or AP class until a department review has taken place and advancement is permitted.

Biology

This course is designed to prepare students for an introductory college-level Biology course. Diverse assessments involving labs, group work, projects, videos, and traditional written tests are used to evaluate student understanding of the topics of cells, energy, and genetics, with evolution as the guiding theme.

Grades 10–12
Full-year course

Biology Advanced

This fast-paced course is designed to prepare students for AP Biology. It emphasizes a thorough understanding of basic principles and processes through application and investigation, class projects, labs, and in-class discussions. Topics of study include molecules and cells, genetics, and ecology reflecting evolution as the central guiding theme. The key goals of this course are to develop an understanding of the cultural, social, and scientific impacts of current biological discoveries on us and the living world around us as well as to prepare students for the AP Biology course.

Prerequisites: Previous or concurrent enrollment in Chemistry advanced ***or*** *Chemistry + prerequisites for the advanced science program, and chemistry instructor permission.*
Grades 10–12
Full-year course

AP Biology

Designed to build on material from Advanced Biology, this is a college-level course based on the eight-unit curriculum established by the College Board. AP Biology looks at the big ideas of evolution, information storage/transfer, energetics, and systems interactions with a focus on skills like the visual representation of information and conceptual explanation.

Prerequisites: Chemistry or Chemistry Advanced (advanced work in chemistry is strongly recommended), Biology Advanced (required), and biology instructor permission.
Grades 11–12
Full-year course

Chemistry

The introductory chemistry course provides a foundation for success in college-level chemistry. This course includes a study of measurement skills, atomic structure, the periodic table, the states of matter, and bonding. Laboratory experiments reinforce the material presented during lectures and class discussions. Concepts of algebra and basic mathematics are reinforced in the context of chemical calculations and conversions of units.

Grades 10–11
Full-year course

Chemistry Advanced

This course is designed for the beginning chemistry student who seeks a challenging curriculum with considerable emphasis on problem-solving and critical thinking. This course includes a study of measurement skills, atomic structure, the periodic table, bonding, stoichiometry, states of matter, solutions, and acid-base chemistry. Emphasis is placed on thorough presentation and discussion of concepts as well as proper style of scientific writing. Specific laboratory experiments are performed to reinforce topics learned during lectures and class discussions. Topics are covered at a more accelerated pace and in greater depth than in the general chemistry class.

Prerequisites: Physics I Advanced or Physics I + prerequisites for the advanced science program, completion of or concurrent study in Algebra II, and physics instructor's permission.
Grades 10–11
Full-year course

AP Chemistry

The AP Chemistry course follows a college-level general chemistry syllabus as prescribed by the College Board. A brief review of material covered during first-year chemistry is accompanied by a study of topics including advanced molecular theory, kinetics,

thermodynamics, equilibrium, the behavior of gases, acid-base, and electrochemistry. Students also perform frequent laboratory work and write subsequent formal lab reports. Performing labs outside of normal class time may be required at times.

Prerequisites: Advanced Chemistry (strongly preferred), Algebra II (or higher math), and instructor permission. (Advanced math study is recommended.)
Grades 11–12
Full-year course

Physics I

This course emphasizes the fundamental topics relating to the nature of science, Newton's Laws, kinematics, energy, gravity, electricity, projectile motion, and momentum. The class has a particular emphasis on exploring concepts through working in groups on competition-based projects, labs, and other experiments. The use of appropriate equations and units, dimensional analysis, use of graphical analysis technology, and the coding of simulations to analyze data and real-world applications of physics are emphasized throughout. Curiosity is a requirement.

Grade 9
Full-year course

Physics I Advanced

This course strongly emphasizes the concepts of physics while making appropriate math applications to the topics studied. There are many problem sets to be done and many demonstrations to be explained. Emphasis is placed on developing the ability to apply abstract ideas to concrete examples. The students will complete two or three major projects over the course of the year. Time will be spent learning how to use the resources in the Fab Lab to aid the execution of the projects.

Prerequisites: Completion of prerequisites for the advanced science program = a review packet provided by KCD and a passing grade on an entrance exam.
Grade 9

Full-year course

Physics II

This course picks up where Physics I and Physics I Advanced leave off. The emphasis is on conceptual understanding rather than mathematical solutions to problem sets. Group project-based learning is emphasized. The students will learn 21st-century skills by collaborating and building various kinds of products. The actual topics covered will depend on the interests of the students but will come from the following set: waves, sound, the science of music, electricity, magnetism, properties of light, light waves, color, space, the formation of the solar system, life cycles of stars and the universe.

Prerequisite: Physics I or Physics I Advanced
Grades 10–12
Full-year course

Physics II Advanced

This is an algebra-based physics class. Problem-solving is the major component of the course, which allows students to mathematically develop such traditional topics as mechanics, light, electricity, magnetism, and wave motion from fundamental principles. Assessment is done by traditional testing as well as the completion of several projects throughout the year.

Prerequisites: Chemistry or Chemistry Advanced; completion of or concurrent study in Precalculus.
Grades 11–12
Full-year course

AP Physics (Calculus)

This calculus-based, problem-solving course follows the C Level syllabus as set forth by the College Board. The class focuses on classical mechanics, but some topics in E and M (electricity and magnetism) will be covered if time permits. The AP exam is given in two parts, one part for mechanics and one part for E and M. In the spring, all students will

take the mechanics section. The E and M sections may be taken at the discretion of the student.

Prerequisite: Completion of Physics I, Physics I Advanced, or an equivalent course; completion of or concurrent enrollment in a calculus course.
Grades 11–12
Full-year course

Human Biology: Reproduction and Survival

The purpose of this course is to give students a greater knowledge and appreciation for the human body. Diseases, disorders, and social issues will also be discussed. A hands-on approach through projects, student presentations, and activities will make this course more conceptual than technical…and more fun for the students! Topics include the following: Conception, Development, and Aging; Heart and Blood Vessels; Digestive System and Nutrition; and Nervous System and Respiratory System.

Grades 11-12
Trimester elective course, Trimester 1

Human Biology: Strength and Defense

The purpose of this course is to give students a greater knowledge and appreciation for the human body. Diseases, disorders, and social issues will also be discussed. A hands-on approach through projects, student presentations, and activities will make this course more conceptual than technical…and more fun for the students! Topics include the following: Skeletal System; Muscular System; Immune System; Endocrine System; and Post-Mortem Examination. (The Trimester 1 Human Biology course, Reproduction and Survival, is not a prerequisite for this course.)

Grades 11-12
Trimester elective course, Trimester 2

Biochemistry

This course will focus on key concepts that define the molecular landscape of living organisms. Throughout this course, students will unravel the structure and function of biomolecules, investigate the nature of enzymes, gain insight into cellular processes, and understand the intricacies of DNA replication, transcription, and translation - connecting the dots between genetics and biochemistry.

Prerequisites: Biology and Chemistry or Chemistry and currently enrolled in Biology
Grades 11-12
Trimester elective course

Medical Interventions

This course will explore the diverse medical interventions encompassing the prevention, diagnosis, and treatment of diseases. Students will be introduced to a broad spectrum of interventions, spanning immunology, genetics, pharmacology, and diagnostics. The class will be structured in an inquiry format, fostering active engagement, critical thinking, and independent exploration of scientific concepts with students drawing upon their knowledge of chemistry and biology to enhance their understanding of the subject matter.

Prerequisites: Biology and Chemistry or Chemistry and currently enrolled in Biology
Grades 11-12
Trimester elective course, Trimester 3

UPPER SCHOOL SOCIAL STUDIES

The Social Studies Department offers a wide variety of courses that present a coherent progression of the major periods, epochs, and events comprising the human experience. These courses develop the critical and constant themes, describe the ideas and people who moved and shaped these themes, and present the student with the challenge of inquiry and analysis that lead to understanding. The goal of the department is to instill in students a desire to learn and understand these themes and trends while also teaching them to articulate and express the critical analysis of data that makes history a living study.

Prerequisites for advanced and Advanced Placement social studies classes: Entry into the first advanced and Advanced Placement classes in social studies is based on the following criteria: minimum of A– in previous social studies classes, recommendation of the teachers, and a timed prerequisite test. If a student has a B- or lower in an AP Social Studies class, the department's teachers will reevaluate whether that student should remain in the AP program in this area of study.

World History

This course will cover the history of the world from a thematic perspective, which will cross cultural and chronological boundaries. The curriculum explores the themes of interaction between humans and the environment; development and interaction of cultures; state building, expansion, economic systems, conflicts, and development and transformation of social structures. Concurrently, students develop historical thinking skills: claims and evidence in sources, contextualization, and argumentation. The learning objectives are achieved using a variety of project based learning assignments, reading assignments and discussions from the course text; in-class activities and simulations; videos and documentaries; and open source articles. The course includes a significant writing component, through which students apply and develop their

historical and critical thinking skills. Students will acquire knowledge of vocabulary, chronology, trends, patterns, and themes starting with a brief unit on prehistory. This unit will include more traditional world history topics such as human origins, the agricultural revolution and the rise of “modern” societies. The next units will extend through classical civilizations, followed by an in-depth analysis of the early modern era encompassing revolutions, the modern era, and the era of globalization up to the present day. Because of the significant volume of information, students in this class should expect to take notes every day. Assessments include conceptual projects, in-class discussions, and traditional and non-traditional writing assignments, essays, research papers etc.

Grade 9
Full-year course

Government and Economics

This course is a comprehensive study of the United States government and an introduction to economics through the study of the American government. At the beginning of the year, students are reminded of the need for government with a brief review of the political philosophies that influenced and shaped American political thought followed by the events that led up to the Colonists decision to break away from Great Britain. A vigorous investigation of the U.S. Constitution follows. The primary focus of the government part of the course lies in its coverage of the major institutions of the United States Government: the Congress, the Presidency, the Bureaucracy, the Federal court system, Civil liberties and Civil rights, Political Ideologies and beliefs, and Political Participation including the use of Political Parties in America. In our final unit, students more extensively focus on the role of economics in the global political world and how economics plays a role in our political system. Student’s also have the opportunity, as a final project, to run their own mock non-partisan campaigns for different levels of government including for President, Governor, and Mayor. During this project, students will research what they believe to be the big problems or issues facing each level, create campaign slogans, T-shirt designs, magnet/button designs, social media, and yard signs. They will research interest groups that align with their political goals and solicit their assistance in their campaign and finally will create advertisements for their campaign.

The use of current events will be a staple in this course.

Grade 10
Full-year course

AP United States Government and Politics

The AP course in U.S. Government and Politics, available to selected students, will provide students with an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. At the beginning of the year, students are reminded of the need for government with a brief review of the political philosophies that influenced and shaped American political thought followed by the events that led up to the Colonists' decision to break away from Great Britain. A vigorous investigation of the U.S. Constitution follows. The primary focus of the government part of the course lies in its coverage of the major institutions of the United States Government: the Congress, the Presidency, the Bureaucracy, the Federal court system, Civil liberties and Civil rights, Political Ideologies and beliefs, and Political Participation including the use of Political Parties in America. Students will be challenged with college level material designed not only to foster new thinking and skill development, but also to prepare students for the Advanced Placement United States Government and Politics Examination in May. Interpretation of primary source documents, charts, graphs, and political cartoons are among the skills that must be developed in order to succeed in the class, as well as a familiarity with current events.

Grade 10
Full-year course

United States History

United States History, a graduation requirement for all students, is a chronological and interpretive study of American history from the early interactions between indigenous Americans and Europeans explorers to the present. However, the class will focus heavily

on events since the Civil War and will include a variety of project-based assessments. Students explore the methods and meanings of history in general and the major political, economic, diplomatic, social, and cultural trends and themes in United States history. Current events and their relationship to our history are discussed regularly. History is not a static subject and historians are constantly debating interpretations of events in the past; students in this course will do the same by analyzing primary sources and making analytical arguments about the past.

Grade 11
Full-year course

AP United States History

The Advanced Placement section of United States history, available to selected students, fulfills the graduation requirement for United States history and prepares students for the Advanced Placement exam in the spring. This class is a chronological and interpretive study of American history from the early interactions between indigenous Americans and Europeans explorers to the present. The course is divided into nine chronological periods and students will explore themes within and across these periods such as: political institutions, behavior, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. The course will trace these themes and the connections between them throughout the year. History is not a static subject and historians are constantly debating interpretations of events in the past; students in this course will do the same by analyzing primary sources and making analytical arguments about past events. Unlike the survey, this course incorporates more historiography and historical documents into the class work.

Grades 11–12
Full-year course

AP Psychology

The AP Psychology course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to

psychological facts, principles, and phenomena associated with each of the major subfields within psychology. These subfields include but are not limited to the history and approaches of psychology, neuroscience and biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, human development, social psychology and personality. They also learn about the ethics and methods psychologists use in their science and practice.

Grades 11–12
Full-year course

Psychology

The Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. During the class, hands-on activities, class discussions using the Harkness method, and instructor lectures will be utilized.

Grades 11-12

Full-year course

Electives

Each year, the social studies department offers a number of trimester electives that allow students the opportunity for further study in a historical area or to investigate a previously unexplored social science. Unless otherwise noted, these courses are open to juniors and seniors.

Introduction to Philosophy

The Philosophy Foundations course is an exploration of the fundamental questions that have intrigued humanity for centuries. The course is designed to explore diverse philosophical traditions, major thinkers, and foundational concepts. Students will delve

into fundamental philosophical inquiries, examining topics such as the nature of existence, truth, morality, and the meaning of life. The course combines classic and contemporary readings to develop analytical skills and encourage critical thinking. Assessment methods will include active participation in discussions, written reflections on readings, and periodic quizzes. The goal is to equip students with a strong foundation in philosophical concepts, enhancing their ability to analyze and navigate the intricate terrain of philosophical inquiry.

Grades 9-12
Trimester course

Leadership in Turbulent Times

This class will be taught through the lens of reading Doris Kearns Goodwin's classic *Leadership in Turbulent Times*. The book is a fast paced study of four of America's greatest and most successful presidents: Abraham Lincoln, Franklin Roosevelt, Theodore Roosevelt, and Lyndon Johnson. We will explore their individual paths to greatness, their leadership trials and tests, and end the class by studying how we can apply leadership in our personal lives, school community, and the broader world. We will read and write daily, have several mini-projects, and conclude with a larger project. This class will be a fast paced and exciting study of history, leadership, and the qualities that can make lasting greatness.

Grades 9-12
Trimester course (T3 only)

Star Wars and Joseph Campbell’s Hero With a Thousand Faces

We'll explore the mythical framework and storytelling structure of Star Wars (4, 5, and 6). As a reference point, we'll draw primarily upon Joseph Campbell's *Hero of a Thousand Faces*, the world-renowned work on comparative mythology that deeply impacted George Lucas' philosophy of the hero's quest and the representation of space as a projection of quasi-mythic and psychological realms. As a class, we’ll create a large map

(or mural) as a visualization of the various phases of the hero's journey as described in Campbell's *Hero* and, after watching the first 3 films released in the *Star Wars* cycle (i.e., episodes 4, 5, and 6), we'll plot the stages of Luke Skywalker's journey on the map and discuss the symbolism of the characters, places, and settings in the films.

Grades 9-12
Trimester course

Philanthropy, Social Justice, and Stewardship

Recognized by the National Association of Independent Schools with their Leading Edge Program Award for excellence and innovation in curriculum, this course teaches about the need for philanthropy, as well as the skills and challenges associated with it, through experiential learning. Students serve as trustees for The Artemis Fund (founded in 2001). This is a donor-advised fund under the auspices of the Community Foundation of Louisville, with the purpose of raising and distributing funds to local organizations that support the development of youth. The trustees are governed by their self-determined bylaws and mission. Students first complete the more academic portion of the course (the history and philosophy of philanthropy and root causes of social justice issues) and then immerse themselves in the more practical phase: evaluating prospective grantees, soliciting financial support, and planning an event. Several guest speakers attend class sessions and students visit community organizations to see firsthand the work and impact of these organizations.

Students are graded for class participation, including their preparation for the class and their work as trustees. Given the emphasis on achieving a common goal, students are also evaluated as a team (group work grade). Students are required to complete several projects for the course.

Grades 10–12
Trimester course

UPPER SCHOOL WORLD LANGUAGE

The upper school world language program provides a holistic approach to language instruction. Students learn to speak, read, write, and understand the target language in various contexts. Instructors use an array of comprehensible-input techniques that are supported by communicative activities to teach language. Opportunities for students to understand and appreciate different cultures and compare them with their own are integral to the program at all levels.

Prerequisites for advanced and Advanced Placement world language classes: Entry into advanced and AP world language classes varies by class; see individual course descriptions for these criteria and prerequisites.

French I

This introductory course for upper school students emphasizes the necessary skills of listening, speaking, reading, and writing. High-frequency structures and vocabulary are introduced using a wide range of comprehensible-input strategies to engage students and provide the input necessary for language acquisition to occur. Videos, French films, songs, readers, and short stories are used extensively in this course to reinforce vocabulary and grammar skills and to provide opportunities for cultural comparisons between the United States and the French-speaking world.

Grades 9–12
Full-year course

French II

This course, which builds on the foundation established in French I or in middle school French, emphasizes the skills of listening, speaking, reading, and writing. Students will systematically acquire high-frequency structures and vocabulary through a wide variety of comprehensible-input techniques in this class. Students will read short stories and several readers appropriate to this level of study during the year. Also, the instructor will use French films, videos, and songs to supplement the curriculum. These materials will

provide topics for more extended essays, class discussions, and oral presentations. French is primarily used in the classroom except during guided reading and grammar or cultural explanations.

Prerequisite: Successful completion of 8th grade French or permission of the French II instructor; a placement test may be required.
Grades 9–12
Full-year course

French III

Students focus on improving their language skills through a wide variety of comprehensible-input strategies and authentic sources. Grammar is always highlighted within the context of these materials. The class reads several comprehension-based readers during the year and may complete independent reading assignments. Students use online resources to support the material presented in the classroom and to improve listening comprehension. Emphasis is placed on using narrative tenses (present/past/future) and using advanced structures and transitional elements in their speaking and writing.

Prerequisite: Successful completion of French II or permission of the French III instructor; a placement test may be required.
Grades 10–12
Full-year course

Advanced French IV

This class guides students as they move through upper intermediate and early advanced stages of language proficiency. The six AP themes provide the foundation of this course (science/technology, beauty/esthetics, global challenges, contemporary life, families/communities, and personal and public identities). Films, short novels, short stories, online articles, and class research and discussion will form the basis for

developing an understanding of and appreciation for the cultures, practices, and products of the French-speaking world. Students will demonstrate their achievement levels in interpersonal communication (spoken and written), interpretive communication (audio and print), and presentational communication (spoken and written) through a variety of assessment techniques. Both the teacher and students use French extensively. All students in this class will take the ACTFL Assessment of Performance toward Proficiency in Languages in April, and a final exam in May. (Summer work is required for students going on to French V at the completion of this course.)

> *Prerequisite: A grade of B– or higher in French III or recommendation of the French III instructor.*
> *Grades 11–12*
> *Full-year course*

AP French V Language and Culture

The focus of this class includes in-depth work to hone advanced speaking, listening, reading, and writing skills, as well as specific AP French Language and Culture test-preparation techniques for those students who choose to take this challenging exam. All student work is graded using AP-designed rubrics. The six AP themes form the basis of this course: family/community, science and technology, beauty/aesthetics, global challenges, identity, contemporary life. Topics for research, essays, class discussion and oral presentations will come from authentic sources such as films, music, short stories and novels, and online articles. A variety of assessment techniques will allow students to demonstrate their achievement levels in interpersonal communication (spoken and written), interpretive communication (audio and print), and presentational communication (spoken and written). French is used extensively in this class by students

and the instructor. Summer work is required for students entering this course. Prior to taking the AP exam in May, 2024, students will take a full-length practice exam. Students who choose not to take the AP exam will take the ACTFL Assessment of Performance toward Proficiency in Languages (this assessment is optional but encouraged for those taking the AP exam). All students will take a final exam.

Prerequisite: A grade of B– or higher in Advanced French IV or recommendation of the French IV instructor.
Grade 12
Full-year course

Latin I

"All (Western) roads lead to Rome," so the saying goes. In this course, we'll explore ancient Rome (and Greece to some extent) as a gateway to the understanding of Western civilization. In the first year of our three-year program, students will possess a firm grasp of all basic Latin grammar and vocabulary relevant to the daily life of Romans, especially to their customs, their traditions, their civic life, their social and religious practices, their housing, their gods, the structure of their government, their engineering feats, and their architecture. This will be a first step on a journey that leads us back to Rome so that we can have a better understanding of the seminal ties binding us to this great language and ancient civilization.

Grades 9–12
Full-year course

Latin II

Greek and Roman myths of Hercules, Pandora, Perseus, Andromache, Vulcan, Venus, and many more of the legendary characters that once served as the core of Western literature, art, and music, and which still populate the films of Disney, will provide hours of reading pleasure for Latin II students. Students will have an opportunity not only to read Graeco-Roman myths in Latin, but also to explore the nature of myths and their

representation in works of art and English literature. All the stories will be read in grade-level Latin; documents, films, and discussions about the stories and relevant artistic and literary works will be in English. In order to facilitate more advanced work in Latin for those students interested in continuing with the language in the upper grade levels, we shall devote one day out of the weekly cycle to the study of grammar. There will also be weekly vocabulary enrichment exercises and activities in the geography of the ancient Roman Empire.

Although there is a heavy emphasis upon reading in Latin, there will be many engaging hands-on activities and projects. These include battle-ship grammar games, Jeopardy games for culture and myths, charades, shadow-box plays, and Flip-Grid videos that will help students easily learn the grammar, vocabulary, and the content of the stories while providing them with an opportunity to showcase their knowledge and creativity in a fun, collaborative environment.

Prerequisite: A grade of B- or higher in Latin I or 8th Grade Latin or permission of the Latin II instructor; a placement test may be required.
Grades 9–12
Full-year course

Latin III

Latin III begins in myth and ends in history. In this carefully curated Latin reading course, students will follow the course of Roman history from its legendary rise from the ashes of the doomed city of Troy to the fall of the Roman Republic at the Battle of Actium. Major points of interest along this trajectory punctuated with just as much fact as fiction will be mythological events leading to the Trojan War (especially the Golden Apple beauty contest), the story of the Trojan Horse, the flight of the Trojan ancestors of Romulus and Remus from Asia Minor to Italy, the famed Punic Wars between Rome and Carthage, and the moral principles that led to the fall of the monarchy and the establishment of the Roman Republic, the model of our own system of government. Students will also explore the development of the Roman Forum and create 3-D replicas of some of its buildings and monuments.

All the stories will be read in grade-level Latin; documents, films, and discussions about the stories and relevant artistic and literary works will be in English. In order to facilitate more advanced work in Latin for those students interested in continuing with the language in the upper grade levels, we shall devote one day out of the weekly cycle to the study of grammar. There will also be weekly vocabulary enrichment exercises and activities in the geography of the ancient Roman Empire.

Prerequisite: Successful completion of Latin II or permission of the Latin II instructor; a placement test may be required.
Grades 10–12
Full-year course

Advanced Latin IV

Advanced Latin IV, a prequel to AP Latin V, introduces students to authentic Latin poetry and prose. Students will read excerpts from such canonical works as Caesar's *Gallic War*, Vergil's *The Aeneid*, Cicero's orations, Horace's *Odes* (including the one with the c*arpe diem* motif), Livy's history on the early Roman republic, and Pliny's letters. All the works will be examined from several angles: the political, the historical, and the linguistic, which will allow students to look behind the curtain of language and explore the rich history of Rome during the last turbulent days of the Republic and the early years of the so-called "Golden Age" of the Augustan era.

Prerequisite: Permission of the instructor or a B– or higher in Latin III.
Grades 11–12
Full-year course

AP Latin V

The AP Latin course focuses on the in-depth study of selections from two of the most influential works in Western literature: Vergil's *Aeneid* and Caesar's *Commentaries on the*

Gallic War (*Commentarii De Bello Gallico*). Written in the 1st century BCE, both texts, while vastly different in genre and intent, offer the reader insights on Roman character, values, customs, systems of belief, and political thought at the twilight of the Roman Republic and the early Principate (i.e., during the reign of Augustus). In order to understand the cultural and literary richness and depths of these works, we'll examine both of them from literary and historical perspectives. Dominant themes to be analyzed include the following: Roman Values; War and Empire; Leadership; Views of Non-Romans; History and Memory; and Human Beings and the Gods

Although students will read in Latin only those sections of *De bello Gallico* and *The Aeneid* that are required by the AP College Board, they will read each of these works in its entirety in an English translation so they can understand the overall scope and structure of the works. In weekly discussions students will also hone their literary analysis skills by studying the interplay of form and content, by examining, in particular, the rhetorical devices that both Caesar and Vergil frequently exploit to move their audience to passion, pity, or *pietas*, a nearly untranslatable word that would have meant for the Roman citizen an extremely devote expression of duty to one's family, country, and gods. Our discussions will also provide the groundwork for weekly analytical 'reflections' (short compositions of 3-4 paragraphs). Research articles situating the texts within a historical and literary framework will provide theoretical scaffolding of our discussions.

Prerequisites: Permission from the instructor or a B- or higher in Advanced Latin IV.
Grades 11–12
Full-year course

Spanish I

This introductory course for upper school students emphasizes the basic skills of listening, speaking, reading, and writing. High-frequency structures and vocabulary are introduced using comprehensible-input methods such TPRS (Teaching Proficiency through Reading and Storytelling). Videos, Spanish films, songs, readers, and short stories are used extensively in this course to reinforce vocabulary and grammar skills

and to provide opportunities for cultural comparisons between the United States and the Spanish-speaking world.

Grades 9–12
Full-year course

Spanish II

The study of the four skills begun in Spanish I (or in the middle school Spanish curriculum) continues with emphasis on the four skills of listening, speaking, reading, and writing. Comprehension is acquired through a variety of methods, and comprehensible input techniques. Students read from various sources including online reading platforms, articles and leveled readers that explore cultural themes. Movies, short films, music videos, and songs are also part of the curriculum that provide topics for discussions and more detailed writing. Spanish is used as much as possible in the classroom with increasing frequency throughout the year.

Prerequisite: A grade of B– or higher in Spanish I or 8th Grade Spanish or permission of the Spanish II instructor; a placement test may be required.
Grades 9–12
Full-year course

Spanish II Foundations

Spanish II Foundations is offered for students who need additional reinforcement of skills covered during the previous year. Spanish II Foundations follows the curriculum outlined for Spanish II with different novels being read. *Placement into the Foundations course is by teacher recommendation.*

Grades 9–12
Full-year course

Spanish III

Students focus on improving their language skills through comprehensible-input methods and the use of authentic sources. Grammar is always highlighted and practiced within the context of these materials. The class reads two novels during the year and students write syntheses of podcasts. Students also view films each year with the objective of increasing vocabulary recognition and providing topics for discussion and writing. Students use online resources to practice skills and to improve listening comprehension. Emphasis is placed on practicing narrative tenses (present/past/future) and on the use of advanced structures and transitional elements in their writing.

> *Prerequisite: Successful completion of Spanish II or permission of the Spanish III instructor; a placement test may be required.*
> *Grades 10–12*
> *Full-year course*

Spanish III Foundations

Spanish III Foundations is offered for students who need additional reinforcement of skills covered during the previous year. Spanish III Foundations follows the curriculum outlined for Spanish III with different novels being read. *Placement into the Foundations course is by teacher recommendation.*

> *Grades 10–12*
> *Full-year course*

Advanced Spanish IV

This class begins the preparation for the Advanced Placement exam taken at the end of Spanish V. Online news and media sources, songs, short stories, and films provide a rich base of language in context. Students demonstrate their proficiency levels in interpersonal, interpretive, and presentational communication. Students also develop an understanding of the cultures, practices, and products of the Hispanic world. Both the

teacher and students use Spanish extensively. Summer work may be required for students going on to AP Spanish V at the conclusion of this course.

Prerequisite: Permission of the instructor or a B– or higher in Spanish III.
Grades 11–12
Full-year course

AP Spanish V Language

This class prepares students to take the AP Spanish Language and Culture examination in May. The focus of the class includes in-depth work on advanced speaking, listening, reading, and writing skills, as well as specific test-preparation techniques. All six AP themes form the basis of this course. Students study authentic sources such as films, music, short stories, and online articles, and these sources provide topics for essays, class discussion, and oral presentations. Students demonstrate their achievement levels in interpersonal, interpretive, and presentational communication. The class stresses more practice specific to the AP format. Students take practice tests in order to prepare them for the rigor of the exam. Spanish is used extensively in this class by students and the instructor. *Summer work may be required for students entering this course.*

Prerequisite: Permission of the instructor or a B– or higher in Advanced Spanish IV.
Grades 11–12
Full-year course