Montclair Kimberley Academy

2018-2019

Upper School Curriculum Guide

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General Information

THE DAILY SCHEDULE

The Upper School operates on an eight-day (A day-H day) schedule. Major (six-credit) classes meet four times per cycle, and other classes meet one, two, or three times per cycle. Each class period lasts 75 minutes, and classes meet on a rotating basis, meaning that each class meets at a different time each letter day. There is a daily Common Work Period (CWP) that lasts 25 minutes, during which everyone is free to work individually or collaboratively. Meeting periods (such as assemblies, advisor group meetings and club meetings) usually take place at the end of the day, after classes are over.

THE SEMESTER SYSTEM

The academic year is divided into two semesters. For each course, students receive an indicator grade of progress and a written comment at the mid-semester, and a grade of record at the end of the semester. There are additional progress reports for new students, students on Academic Probation, etc. Students take comprehensive exams at the end of each semester; exam grades are reported separately from semester grades. Mid-year and final exams are given in all major academic classes and count in the calculation of the final grade for each course.

TECHNOLOGY AND LEARNING

In 2007, all faculty members were issued laptops, and ongoing professional development encourages effective use of technology as a teaching and learning tool. In each department, professional development offers opportunities for faculty to explore and refine their use of discipline-specific applications as well as those used by the entire faculty. In September 2010, students in grades 4-12, and all faculty, were issued individual MacBook Pro laptops, together with an identical suite of software, to ensure a common platform for instruction. The use of technology as an effective teaching and learning tool is a key curricular and instructional focus. MKA students use technology tools to acquire knowledge, practice skills, problem solve, demonstrate and communicate understanding, and explore learning in new ways. Students are challenged to use technology to be more flexible, innovative thinkers and to understand and respect the moral and ethical issues related to their use of technology.

Teachers use Moodle, MKA's web-based course management system, to gather and organize their course resources for student access, and to provide continuity from one class meeting to the next. A variety of synchronous and asynchronous technology tools provide powerful communication and collaboration opportunities that allow teachers and students to share ideas, provide and respond to feedback, and build knowledge together.

MAY TERM

May Term provides all seniors with the opportunity to spend several weeks pursuing an area of interest in one of the options available that year. Examples include, but are not limited to, a service learning project, a teaching internship at MKA's Primary or Middle School, an internship, an entrepreneur and design cohort, a global experience program culminating in a trip (May 2018's offerings were *Clean Energy Futures: Iceland and Equity & Justice in America*), and an independent, creative or academic project. With the exception of Advanced Placement classes and ensemble Fine and Performing Arts classes preparing end-of-year performances, seniors' classes end before May Term begins. Following successful completion of all academic requirements, seniors are released to May Term. Successful completion of May Term is a graduation requirement.

ALTERNATE ACADEMIC PROGRAMS

Students interested in applying to an off-campus program must meet with the Academic Dean in advance to ensure that the receiving school is one that MKA pre-approves. The best time for a student to be away for a semester is during junior year. Once students are notified of MKA's approval, they may apply; their parents must inform MKA's CFO in writing. It is school policy to allow a maximum of three half-year tuition grants per academic year for alternate academic programs. Students may be eligible for a grant, depending on how many applicants there are in a given year. If there are more than three applicants, the school determines which students receive the grants.

Graduation Requirements

To graduate from Montclair Kimberley Academy, a student must earn 120 credits in grades 9-12, including successful completion of the following:

- 24 credits in English (3 each semester)
- 18 credits in one world language
- 18 credits in mathematics
- 18 credits in history: History 1, History 2 and U.S. History
- 18 credits in science, including Chemistry, Biology, and Physics
- 9 credits in the fine and performing arts
- 4 credits in health, wellness and physical education (for those in the Class of 2019)
- 4.5 credits in health, wellness and physical education (for those in the Classes of 2020, 2021 & 2022)
- 2 credits in Global Citizenship
- .5 credit in Ethics and Leadership
- successful completion of May Term, which takes place at the end of each student's senior year

For additional information, including the community service graduation requirement, please refer to the MKA Student/Parent Handbook.

COURSE LOAD AND CREDITS

A standard load is five academic majors each semester, plus one course in the Fine and Performing Arts Department and any other required courses. Five academic majors per semester is highly recommended all four years, although a minimum of four academic majors per semester is permitted. For some students, taking an additional course above and beyond the standard load of five academic majors may be appropriate. Students should be aware, however, of the demands of taking additional courses.

Students are required to take a minimum number of credits per year, depending on the grade they are in. The Academic Dean may grant exceptions to the minimum requirement in unusual circumstances. Ninth graders usually sign up for 36.5 credits, tenth graders usually sign up for 35 credits. The minimum number of credits required per year is 30 for juniors and seniors. Credit requirements in some departments are modified for students who enter the Upper School after ninth grade.

DEFINITION OF PASSING

Students must pass a course to receive credit. A D- average for a course is considered passing. Students who earn an F in a course must repeat and pass the course to receive credit. A student must pass 3/5 of a full-year course to receive credit; therefore a student who fails the first semester and the mid-year exam of a full-year course will be removed from the course since he/she cannot pass the course. Seniors must pass all their courses to graduate on time with their class. A final grade below C- in a sequential mathematics or world language course requires that the student repeat the course (and earn an appropriate grade on a qualifying exam) before advancing to the next level; the course may be repeated in a pre-approved summer school program or during the following school year.

Course Registration

COURSE RECOMMENDATIONS

Department recommendations for the following year are made in May, and are based on factors that include - but are not limited to - classroom performance, the ability to work independently, preparation for and participation in class, and standardized test scores, where appropriate. A recommendation means that a student may take that course, not that he/she must take it. After final exams, recommendations are reviewed and may be amended. Students may find that they are recommended for courses for which they had not been recommended earlier, or that they are no longer recommended for courses for which they originally had a recommendation. Students and their parents receive notification by mail in late June about whether recommendations have changed. A parent must respond to the Academic Dean - to indicate whether or not the student is altering his/her course request(s) based on the change(s) in recommendation(s) - by July 1 in order for the school to finalize staffing and sectioning. Any response not received by then may not be honored.

HONORS COURSES

Honors courses are accelerated courses for qualified students who have shown exceptional ability and who work well independently. Honors designation indicates one or more of the following about a course as compared to the non-honors course or to non-honors offerings at that grade level: it moves more quickly; covers more topics and/or delves more deeply into the subject matter; and/or requires a greater level of inquiry. Honors courses require students to produce more creative and more extensive individual work. For honors courses that are sequential, little time is spent reviewing material that students should have already learned. Placement in honors courses is not appropriate for all students and a manageable course load is important. Students are recommended for honors courses by meeting specific prerequisites; students who earn an A in a non-honors course are not automatically qualified for – or recommended for – the honors course at the next level. Students should discuss their overall course load with their advisor(s) and parent(s) before submitting a Course Request Form.

COURSE REQUESTS

Students and parents discuss course recommendations and then meet with advisors to finalize course requests for the subsequent school year. The recommendations are used to guide students and their parents in the course-request process. Students are encouraged to complete the most challenging academic program in which they can be successful, while keeping balance in mind. Students submit their course requests to their advisors in May; course requests should be made carefully and submitted on time. It is our students' responsibility to confirm that all requests (course names and numbers) are accurate before signing and submitting their forms. Once schedules have been generated, course availability is often limited. Confirmation of course enrollment is mailed to students in August and should be checked carefully against the list of course requests.

AGAINST RECOMMENDATION POLICY

In order to request enrollment in a course against recommendation, a student must submit a signed form indicating that the student and parent(s) understand that: sectioning and staffing decisions will be based on the number of students recommended for a course; students may not be able to change courses; and, teachers are not required to provide unlimited extra help to students in courses against recommendation. Enrollment is not automatic. Students who end the school year on Academic Probation may not request any course against recommendation. Students may request only one course against recommendation, and may only request to move up one level – ex: from Precalculus to Precalculus Honors (not to Advanced Precalculus Honors). Students may not request any AP course (or post-AP courses) against recommendation.

ENROLLMENT PRIORITY

When staffing considerations and class size restrictions limit course enrollment, priority will be given to upperclassmen and those students who have been recommended for the course. MKA does not guarantee course offerings when student sign-up is low. Students not reenrolled or paid in full will not be scheduled, and space will not be saved until reenrollment is submitted.

SCHEDULE CHANGES

While changes in course requests are allowed, they are subject to appropriate approval and deadlines. During the spring, a student wishing to make a change in course requests must discuss the matter with his/her advisor and parents, who must contact the Academic Dean. The Academic Dean considers changes in course requests made during the summer. A student who wishes to change course requests once the school year has started should discuss the matter with his/her advisor and parents, who must contact the Academic Dean. Because dropping or changing a course may affect class size and impact the balance in other courses, such requests may not be honored.

DROP/ADD POLICY

The deadline for students to add/drop a year-long course is before the start of the third cycle of classes. (If adding, the course in which the student wishes to enroll must be offered, have room in it, and fit the student's schedule.) Students may add/drop a semester course before the start of the second cycle of classes. No change will be made if the course in which the student wishes to enroll is already full, even if the student was originally recommended for that course. NO CHANGES WILL BE MADE AFTER THESE DEADLINES, except for reasons of health or other compelling reasons that have approval of the Academic Dean and the Head of Campus. Students who add a course are expected to complete all work already assigned. Once a grade of record has been issued in a course, that grade will be noted on the student's transcript.

DROPPING DOWN A LEVEL

In rare instances, a student who is working hard, struggling, and has a very low grade may petition to drop down from an honors-level course to the standard level of that course, effective after the mid-year exam. The Department Chair will confer with the Academic Dean to review the request. Both courses, along with the grades earned, will appear on the student's transcript and will be part of the student's permanent academic record.

SENIORS' COURSE CHANGES

Because colleges offer admission based on senior courses listed on the transcript, seniors are expected to complete all courses in which they are enrolled. Once transcripts have been sent to colleges, any schedule change for seniors may be reported to the colleges to which that student has applied. Any drop or add of a course in the second semester must be approved by the Academic Dean and the student's College Counselor.

INDEPENDENT STUDY

Independent Study projects provide opportunities for students in grades 10-12 who wish to pursue subjects not offered in the curriculum. Students must be in good academic standing to be eligible to propose an Independent Study project. Interested students enlist the aid of a faculty member in planning a course of study. Proposals are submitted in writing to the Academic Dean in September. Students must follow the guidelines of the program. Although credits and a grade are not assigned, successful completion is noted on the transcript.

INDIVIDUAL STUDY

Individual Study may be available to a student when a course he/she has requested is not offered because of low enrollment or when a course does not fit a student's schedule. Individual Study is only available when there is adequate staffing, and when scheduling is possible as well.

ADVANCED STUDY

If a student has exhausted all curricular offerings in a particular subject, the department may offer an advanced study course in cases where staffing permits.

ACADEMICS

ACADEMIC REQUESTS

Requests for references, recommendations, report cards, transcripts and other paperwork must be made in advance, with clear instructions and deadlines noted. This includes, but is not limited to: confirmation of academic status for auto insurance, social security paperwork, applications for summer programs, report cards for job interviews, and transcript requests for students transferring. The standard turn-around time for such requests is 24 hours, so students and families should plan ahead. Except for recommendations from individual teachers, these requests must be made directly to the Registrar.

ADVANCED PLACEMENT

AP courses prepare students for AP exams, given at school in May. Students must take the AP exam for every AP course in which they are enrolled. The charge for these exams, currently $89 per test, is set by the College Board and appears on students' accounts; students in AP courses at MKA are automatically signed up to take the corresponding exam(s) and do not have to register on their own. All students enrolled in S1, S2 and/or full-year AP courses must attend the mandatory "pre-bubbling" session held in April. A student who is not enrolled in an AP course that MKA offers is not eligible to take that AP exam at MKA.

CORE

The MKA Core, one of MKA's Signature Programs, guarantees that all students explore seminal works and concepts of enduring significance - the contributions of diverse authors, artists, statesmen and inventors.

DEPARTMENT POLICIES

Department policies vary. Each teacher provides a copy of his or her department's policies (including penalties for late assignments) at the beginning of each course. Students are expected to be aware of and adhere to department policies. In addition, students must follow guidelines for making up missed assignments and assessments.

EXAMS

All students are required to take a mid-year exam in full-year academic courses. For S1 courses, the January exam is a final exam. All students in grades 9-11 are required to take a final exam in all full-year and S2 academic courses, except full-year AP courses. All teachers of a course design mid-year and final exams cooperatively. All students in courses with multiple sections take the same exam. Depending upon the course, this exam may have a portion that is teacher specific.

FINAL EXAMS FOR SENIORS

Seniors do not sit for final exams; instead, teachers may assign a culminating assessment in each non-AP course. Culminating assessments take a variety of forms, for example a paper or project. These assessments will not count as separate, stand-alone grades; rather, the grade will be part of seniors' second semester grades.

FLAGRANT NEGLECT

This grade may be assigned to a senior in a semester or full-year course during S2 after a conference with the student, parent, teacher and Academic Dean. FN is given to a student who is judged to be failing because of little or no effort. Regardless of a student's previous record, a student cannot pass a course with an FN.

GRADES

Letter Grade	% Range	4.0 Scale	Number Grade
A	93-100	4.00	95
A-	90-92	3.66	91
B+	87-89	3.33	88
B	83-86	3.00	85
B-	80-82	2.66	81
C+	77-79	2.33	78
C	73-76	2.00	75
C-	70-72	1.66	71
D+	67-69	1.33	68
D	63-66	1.00	65
D-	60-62	0.66	61
F	Below 60	0	50

GRADE POINT AVERAGE AND TRANSCRIPTS

A student's GPA is calculated on a 4.0 scale, and both annual and cumulative GPAs appear on each student's transcript. MKA does not weight grades. Only courses taken at MKA during the school year are used in the GPA calculation.* All graded courses at the Upper School count towards the GPA. Transcripts reflect final grades and credits only, and are mailed home at the end of each school year. (*The only exceptions are pre-approved math courses and pre-approved, graded World Language courses taken over the summer for acceleration.)

GRADING AND AVERAGES

Students receive grades of record at the end of each semester. In full-year courses, each semester grade counts 40% of the final average for the course, and the mid-year exam and the final exam each count 10%. In semester courses, the semester grade counts 80% and the final exam counts 20%. When there is a mid-year exam but no final exam, each semester counts 40% and the January exam counts 10%; the total is then divided by 9 (instead of 10). The final average is the grade that appears on transcripts. For seniors, a mid-year average is sent to colleges for all courses. The mid-year average is calculated like any semester-long course, which is 80% for the semester grade and 20% for the mid-year exam. Seniors with any reported grade below C- lose Senior Privileges until their low grade rises.

HOMEWORK

Homework is given in all academic courses. The purpose of homework is to prepare students for class by adding to their knowledge in a particular subject, practicing skills they have learned and/or applying information they have studied. In addition, homework serves as a means for teachers to measure students' mastery level of the concepts or skills discussed in class. Since classes meet every other day, students are strongly encouraged to complete their homework the day it is assigned. Doing so allows students to see their teachers for clarification the next day if necessary. Completing homework the day it is assigned, rather than waiting until the night before the class next meets, allows students to complete the assignment while the day's lesson is still fresh in their minds. Homework assignments generally take 60 minutes, although the amount of time it takes an individual student to complete any given assignment varies. Because each class meets every other day, students do not have homework for all their classes every night. Over vacations, students may be given the equivalent of one night's homework in each course. Students in honors or Advanced Placement courses may have more homework. Students must plan ahead so they have enough time to complete long-term assignments. Students are encouraged to develop their time-management skills, using study halls, free periods, Common Work Periods and other times during the school day to work on their assignments. Students must work on homework assignments alone unless instructed otherwise by their teacher. All work submitted by students must reflect their own words and ideas.

HOMEWORK REQUESTS

Students should be responsible about making up work they miss when they are absent. Teachers understand that students who miss school for legitimate illnesses may not be able to spend that same day studying or doing homework. Upon return to school, students should see each teacher whose class was missed. For brief absences, students should consult Moodle, or contact a classmate in each course. It is expected that students get their own assignments. For longer absences, the advisor will work with the family to collect missed assignments.

INCOMPLETE GRADES

All assignments must be handed in and all assessments must be made up by the last day of each semester. Failure to complete work by that date will result in a grade of F (zero) for that work. The Academic Dean must approve any extension of this deadline. If an extension is granted, a grade of Incomplete (INC) will be recorded when grades are due. An approximate grade range and written comment will accompany any grade of INC.

INDICATOR GRADES

Grades of record are given at the end of each semester, S1 and S2. Indicator grades are given for all students at each mid-semester deadline, MS1 and MS2. In addition, indicator grades are given at the early notification deadline, EN1, several weeks into the first semester, for all 9th graders, new students, and in some other cases. An indicator grade is not a grade of record. It is a general measure of student achievement partway through the semester. The intent of assigning an indicator grade is to give students and parents information about progress in a course while there is time left to make improvements. The information provided, describing prescriptive measures for improvement, is as important as the student's grade. It is the policy of the College Counseling Office (CCO) to report MS1 grades, without exception, between November 1 and November 15, to all colleges where students have pending applications. CCO counselors also provide updates in particular courses(s) as necessary and as requested by individual colleges.

LATE AND/OR UNSATISFACTORY WORK

In order to promote acceptable standards of academic performance, students must submit all work on time. Late penalties, described in each department's policies, will affect a student's grade. After absences, excused or unexcused, students must see their teachers immediately to create a specific plan to make up assignments and assessments; students have two days to make up work, or to take missed assessments, when they have been absent for one day. Students who do not comply may be referred to a member of the administration.

In instances where students submit inadequate work, departments have guidelines to ensure that students work towards reaching a minimum level of achievement. The result is that outside of plagiarism, no student can earn lower than 50% on a major assessment. Major assessments include tests and papers, not quizzes or daily homework problems/exercises. In addition, students must complete all major assessments. Teachers will create and implement a plan in instances where students do not meet deadlines and/or do not complete work to an acceptable standard.

MULTIPLE ASSESSMENTS

Students who feel overwhelmed with the number of assessments in one day for which they must prepare have an option. In most cases, students are not required to take more than two announced assessments scheduled on a given day. Immediately after the third one is announced, it is the student's responsibility to notify his/her teachers of the conflict, and to work with the teachers to arrange an alternate testing time for one of the assessments. If a student fails to make the teachers aware of the conflict in advance, the student may be required to take all scheduled assessments. In some instances, for example on the last day before a vacation or on the last day of a semester, a student may be required to take more than two assessments in a day.

ACADEMIC STATUS

ACADEMIC PROBATION

Academic Probation is a formal statement of concern to students who have shown a pattern of academic deficiency. This designation is not included on any record sent to other schools or colleges. The purpose of Academic Probation is to provide incentive to study and to get help. If a student is on Academic Probation, his/her enrollment contract for the following year may be withdrawn, may not be offered, or may be offered on a conditional basis. Students on Academic Probation at the end of the school year may not sign up for any course against recommendation, and may not request or take more than five academic majors the following year. Students may be removed from Academic Probation based on their semester grades. However, they may be placed on Academic Probation at any time grades are issued. The Academic Dean reserves the right to place seniors on Academic Probation at any time during their senior year. Seniors on Academic Probation lose Senior Privileges. Seniors may be removed from Academic Probation during the second semester based on their MS2 grades.

CUM LAUDE

The Cum Laude Society is a national academic honor society. Each spring, some seniors are inducted into the MKA chapter of the society. Notification occurs in late April and the induction ceremony takes place the day before Commencement. Induction into Cum Laude is the highest academic honor that MKA bestows upon members of its graduating class. The criteria used for selection include: academic achievement, strength of program, demonstrated intellectual curiosity, academic leadership, integrity and disciplinary record. The selection process begins when each department submits nominations; these nominations are then taken to the Cum Laude committee for consideration. Each school may induct up to 20% of its senior class.

FACULTY SCHOLARS

The Faculty Scholar Award was established by the Upper School faculty in 1987 to honor students who are deemed to be outstanding scholars. We define scholarship as the active search for knowledge, going beyond the requirements of a course. Faculty Scholars have demonstrated unusual intellectual curiosity and sought knowledge for its own sake rather than for material rewards. They have also exercised leadership and fair-mindedness by sharing their talents selflessly with their peers. The award is the highest recognition MKA grants for scholarship in the 9th, 10th, and 11th grades. The selection process begins when each department submits nominations; these nominations are then taken to the full faculty.

HONOR/HIGH HONOR ROLL

The Honor Roll is determined by semester (not exam) grades as follows. All graded courses count towards the determination of Honor Roll or High Honor Roll designation. Students who fail a Pass/Fail course do not qualify for Honor Roll or High Honor Roll status.

Honor Roll: the criteria for earning honor roll recognition are at least a B- in all graded courses and a semester average of at least 3.0, but these criteria are currently under review

High Honor Roll: grades of A- or higher in all graded courses

WARING/BARRAS SCHOLARS

Waring and Barras status is determined by semester (not exam) grades as follows. All graded courses count towards the determination of Waring or Barras designation. Students who fail a Pass/Fail course do not qualify for Waring or Barras status.

Mary K. Waring Scholars: Students who make the High Honor Roll in both semesters of a given school year

Avery Barras Distinguished Scholars: Students who make the High Honor Roll in both semesters of a given school year, and who earn only A's (no grade of A- or below)

ACADEMIC RESOURCES

COMMON WORK PERIOD

The goal of the Common Work Period (CWP) is to provide students with time during the academic day to work with their teachers and peers. While some classes hold required meetings, much of the time is structured by the students, thereby "encourag[ing] students… to recognize and take responsibility for their education" (Our Common Purpose). Students are able to choose among a variety of activities: getting help from teachers, meeting with their advisors, working on homework/labs/projects, conducting research, working in art studios, using extended time to finish assessments, or meeting and collaborating with other students to work on class projects, review for upcoming assessments, or work on extra-curricular projects.

EXTRA HELP

Teachers are available, by appointment or on a drop-in basis, to give extra help before school, during their free periods, during Common Work Periods and after school. Students are expected to keep appointments they make with their teachers for extra help. While teachers are frequently available for extra help without advance notice, students should not count on finding teachers available for individual help without appointments.

HOME INSTRUCTION/EXTENDED MEDICAL LEAVE

Upon occasion, a student may be absent from school for an extended period of time for medical reasons. MKA families are eligible to apply for home tutoring through their county's Educational Services Commission. A doctor's note verifying the diagnosis and estimated length of absence must accompany an application for tutorial support. The Upper School Registrar files the application at the family's request, once a student has accrued ten consecutive days absent. Tutors may not be available in all subjects, are usually assigned for one hour/week and generally a county provides tutors for a maximum of 60 school days.

Should a student experience an extended absence from school for a documented chronic or long-term illness/injury, MKA faculty, under the supervision of the Academic Dean, provide syllabi and assignments for students. MKA faculty, for the purpose of determining possible credit, grade all work assigned on a Home Study. The Academic Dean must approve any exception to this policy. Credit may be withheld in cases where a student has excessive absences and is unable to make up work. In cases where a student is capable of completing work in a timely fashion, the Head of Campus and Academic Dean may petition the faculty to grant credit, which may be assigned a grade of P (Pass). The Head of Campus and Academic Dean will consider cases on an individual basis, after a conference with the parents. In the event of a lengthy medical absence, generally exceeding 60 school days, or in aggregate, a series of leaves amounting to 60 days, a student may be asked to withdraw from MKA.

LEARNING LAB & QUIET STUDY AREA

The Learning Lab, which includes a quiet study area, provides students with the opportunity to develop and improve their approach to learning tasks. The learning specialists there are available to students who would like to work on metacognitive strategies. Additionally, some students may be assigned to regular meetings with a learning specialist when specific support is warranted. In this case, attendance as assigned is mandatory. Drop-in support is available, but students are advised to make appointments in advance to ensure that a learning specialist will be available. Students may attend the Learning Lab during study halls if they have obtained a pass in advance. In addition, students may work in the quiet study area even when not meeting with a learning specialist.

MATH LAB

The Math Lab, staffed by math teachers and advanced students, offers support for students who need extra help or guidance in mathematics. Students are encouraged to use the Math Lab as often as needed. Students may attend the Math Lab during study halls if they have obtained a pass in advance. Students may be assigned to Math Lab, by their math teacher, when additional help is needed on a regular basis. In this case, regular attendance as assigned is mandatory.

NEUROPSYCHOLOGICAL EVALUATIONS

Students whose academic performance may be impacted by a diagnosed learning disability and/or ADHD, or whose individual learning challenges appear to impede successful learning, may be referred to appropriate specialists outside of school for diagnostic testing. Specific accommodations for learning disabilities and attention issues will be considered by a committee that includes the Academic Dean/Director of Academic Support, the learning specialists and the school's counselor after diagnostic testing is complete and documentation has been submitted for review. MKA is limited in its ability to address the needs of students with learning and executive function disabilities; families receive a list of approved accommodations when requesting information about diagnostic testing. A student may not be offered an enrollment contract if, in the opinion of the faculty and administration, the school is unable to meet the student's learning needs and the student is unable to learn and achieve successfully. Furthermore, if a student is disruptive, unable to meet academic or behavioral standards, or places an undue burden on faculty, MKA may not retain the student.

OTHER EVALUATIONS

Students whose academic performance may be impacted by a medical or psychiatric condition may provide documentation, that includes a doctor's diagnosis, to the Director of Academic Support, who will meet with the appropriate MKA professional(s) to determine whether or not an accommodation is warranted. For medical conditions, the family must give the Upper School nurse permission to speak with the student's doctor. For psychiatric conditions, the family must give the Upper School counselor permission to speak with the student's therapist. Not all students with a diagnosis qualify for accommodations. If a student is unable to meet academic or behavioral standards, or places an undue burden on faculty, MKA may not retain the student.

STUDY HALL

The purpose of study halls is to provide students with a monitored place to study and do school work. Depending on the proctor, and the size and location of the study hall, it can be a silent study or a place where quiet collaboration is permitted. Study halls are proctored by faculty members, and students are encouraged to use that time wisely. All ninth graders are assigned to study halls; those who make High Honor Roll in S1 are exempt from study halls in S2. Sophomores who make Honor Roll during the second semester of ninth grade or the first semester of tenth grade are exempted from study hall for the following semester.

TECHNOLOGY AND LEARNING COORDINATOR

Students may seek help with time management and study skills from the Technology and Learning Coordinator, whose office is in the Academic Center. In addition, students may choose to attend the workshops offered each semester that help students learn ways to prepare for mid-year and final exams. Drop-in support is available throughout the year, but students are advised to make appointments in advance to ensure that the Coordinator is available. Students may meet with the Coordinator during study halls if they have obtained a pass in advance.

TUTORING

Without a teacher's suggestion: Before a family hires a tutor without a teacher's suggestion, the student should seek extra help from his/her teacher.

With a teacher's suggestion: If a student needs more help than his/her teacher can provide during regular extra-help sessions, the teacher may suggest an outside tutor after consulting with the Department Chair. The student's advisor must be notified of the recommendation. While other MKA teachers who are not currently the student's teacher may be available, the Department Chair may know of other qualified tutors, or parents may seek a tutor elsewhere. Arrangements for tutors are made directly between the parents and the tutor. (In unusual circumstances, the Headmaster may grant special permission for the student's teacher to tutor the student.)

In all cases, a student will get the most out of working with a tutor when the tutor is in contact with the student's teacher. In addition, all work submitted by a student must represent the student's own work and ideas rather than those of a tutor.

Global Travel

Here at MKA, we value the integration of classroom learning and real-world experience. As we prepare our students to live and work in the 21st Century, we strive to "engage each student personally and intellectually with the world," as our Mission Statement suggests. Through travel, students find themselves in a position to affect change because they are encouraged to build bridges between themselves and people in other places. The following programs provide opportunities for students to apply what they study in the classroom in a global setting and to help them to cultivate a world perspective through experience. These trip descriptions are a guideline of what may be offered during a student's years at the Upper School. Please note: all students have the opportunity to apply for financial assistance to help support the cost of one trip.

FRENCH LANGUAGE OPPORTUNITIES

One of the most rewarding aspects of language study is the chance to use the skills learned in the classroom and experience another culture in an authentic setting. To that end, French students at MKA have the opportunity to participate in two trips in their four-year high school career to practice their French and become acquainted with two small corners of the vast French-speaking world. First, French students have the opportunity to be part of an exchange program. Over spring break students will stay with host families and explore a school setting as well as immerse themselves in local culture. Secondly, in alternating years, MKA offers a five-day excursion to Québec over Presidents Weekend. This trip is designed to expose students to a flavor of Québécois culture and history at the time of year that Québec is at its most beautiful - winter! In some years, this trip coincides with the Carnaval de Québec, the largest winter carnival in North America.

BACKPACKING AND WILDERNESS LEADERSHIP

This annual spring break trip centers on a 3 to 5-day backcountry hiking experience. The other component of the trip alternates between completing a Wilderness First Aid Training course and an outdoor adventure course. Locations include Zion National Park, California's Lost Coast, Big Sur, Point Reyes, Yosemite National Park, and Lake Tahoe. ARCC, a leader in educational travel, will organize the logistics for the on-the-ground portion of our trip and will provide us with a certified Wilderness First Responder as our backcountry guide for each hiking group. This trip provides students with a chance to develop leadership skills and confidence in their ability to explore the outdoors. Students will return from the trip as certified providers of first aid and CPR in that environment.

ARTISTS OF FRANCE AND SPAIN

During this experience, students have the opportunity to explore sculpture, painting, and architecture in western Europe. Visits will start in Paris with the Louvre, the Orsay Museum, the Rodin Museum, the Eiffel Tower, and Notre Dame. After strolling through Monet's Giverny Gardens, we will travel by train to Avignon to discover the places that inspired Cézanne, Picasso, and van Gogh. Students can admire stunning Italian frescoes in the Palais des Papes, and will visit the Arles amphitheater and the Port du Gard. In Spain, students will have a walking and biking tour of architectural sites in Barcelona to view the distinctive work of Antoni Gaudí. Also included is a visit to the Picasso Museum. Students will participate in an art workshop and enjoy an evening of Flamenco dancing before heading to Madrid to see the Prado and Royal Palace.

CHINA: LANGUAGE, TRADITION AND CULTURE

An opportunity to travel to China will be offered every year, alternatingly in June (open to students who study Chinese) or as part of May Term (open to all seniors). The June trip will focus primarily on Chinese language acquisition and includes a three-night homestay in the ancient capital of Xi'an as well as a visit to our sister school there. Students will also take part in many rich cultural activities and will volunteer at the Museum of Qin Terra-cotta Warriors and Horses. The May Term program is designed to allow students to explore Chinese tradition and culture, and to offer a glimpse of China seldom seen by Westerners. The May Term trip includes visits to some of the finest achievements of the Middle Kingdom including: the Great Wall, the Hanging Monastery and the Forbidden City.

SERVICE LEARNING AT HOME AND ABROAD

Open to all students who wish to extend their community service experiences beyond our local community, MKA sponsors service learning trips each year to an international location and every other year to a domestic location. Often, the international trip is a build trip in a Spanish-speaking country, where students who have been studying Spanish use their language skills in real-life situations, from building a home to designing English lessons in an orphanage. ALL students have the opportunity to communicate with and interact with local residents with whom we work. Students participate in every level of the building process, from clearing land to digging foundations, mixing concrete to mortaring with re-bar and blocks, and setting scaffolding to replacing roofs. The domestic experience may involve a building project or another type of service. Whether at home or abroad, students forge personal connections through sweat equity. Often through the organizations with whom we volunteer, students have opportunities to volunteer in schools and/or with a local healthcare clinic. At some point during the service commitment, students participate in excursions that allow for unique geographical and/or historical experiences. Trips are generally 7-9 days in length and take place during the first week of spring break or after final exams in June. Students may use service hours collected towards their graduation requirement.

SPANISH LANGUAGE IMMERSION

This exchange is with Instituto Abdón Cifuentes, a prestigious private school in San Felipe, Chile. A small group of students from that school will come to MKA during the month of February and, in turn, MKA Spanish students will travel to Chile in June. Both in Chile and at MKA, students will participate in curricular activities at the host school and will be offered trips in the surrounding areas. In order for students to fully immerse themselves in the language and culture of the host country, students will stay with host families hand-selected by the hosting school. Please note that MKA students may participate in either part of the exchange or in both parts. In order to travel to Chile, MKA students must have completed Spanish 3 by the summer of the year they travel.

ENGLAND IN HISTORY, MYTH AND LEGEND

This June trip provides the opportunity to visit the greatest "pilgrimage sites" of English literature: London and Westminster (Bloomsbury/Dickens Museum, the Globe and Poets' Corner), the Lake District (the Romantic poets), the Yorkshire moors and Haworth (the Brontës), Stratford (Shakespeare) and Bath (Austen). By enabling students to ground their past (and future) reading experiences in actual places, people and events, the trip brings new life to some of the greatest writers and works in English. Along the way, it provides encounters with a British culture that is still, in many important ways, different from our own. The itinerary may include theater events at Stratford, the National Theatre, and/or the Globe.

GLOBAL LEADERSHIP IN TANZANIA

This June trip seeks to empower young leaders to find innovative solutions to the world's pressing problems. We do this by partnering with a K-12 school in Karatu, Tanzania to make the shift to 21st century learning. The goal is to help both schools create student-centered learning environments where students learn to think critically, communicate across cultures, collaborate and find creative solutions to problems. In the process, young leaders find their voices. Students will also explore the Kilimanjaro area and go on a safari in the Ngorongoro Crater.

PROJECT AND PROBLEM BASED TRAVEL EXPERIENCES

Each year (during May Term or the summer) we will offer students a travel opportunity to develop their research, problem-solving and project-building skills in a cooperative, team-based environment outside the United States. These trips are an extension of our Ninth Grade Global Citizenship curriculum and will use the Design Thinking process. Design Thinking offers students a human-centered model with which to tackle even the most complex social, political and economic problems and focuses primarily on building empathy for those the design is targeting. During May Term 2018, seniors travelled to Iceland to explore the world's most sustainable country and work to understand how similar programs could be explored back home.

English

The English program combines traditional and progressive approaches to the study of literature and writing. This comprehensive approach moves from the ninth and tenth grade core courses to the eleventh and twelfth grade topics. Students read and interpret carefully selected literature from various genres, write in diverse modes of discourse, and refine their written and oral skills of interpretation and expression. The first two years provide a foundation, focusing on genres, writing techniques, grammar and usage. Ninth grade students read significant literary classics and study the fundamentals of the analysis essay. Tenth grade students move on to study various literary models that afford students the opportunity to fine-tune formal and informal writing skills to encourage a more sophisticated approach to literary analysis. The topics in the eleventh and twelfth grades launch students into specific, focused courses that provide opportunities for in-depth analysis of and writing about periods, epochs, writers and genres. The Eleventh Grade Writing Challenge specifically assesses students' writing competency in a formal essay-writing experience. The MLA (Modern Language Association) style is a department requirement for all documentation and citation.

Graduation Requirement: Students must take four years of English at the Upper School. While juniors and seniors may opt to take two English courses during one semester, they must take at least one English topic each semester to fulfill the graduation requirement in English.

ENGLISH 1 (101) 9

This course introduces students to critical reading and analytical writing. A variety of literature provides students with sources and models for writing. Students learn to construct effective sentences, focused paragraphs and coherent essays. In addition, students develop a fundamental understanding of standard English grammar through instruction and exercises. Students also engage in vocabulary study to enhance precise written expression and textual analysis. Students explore themes such as social justice, gender roles, transformation, and redemption. Texts may include: Edith Wharton, Ethan Frome; William Golding, Lord of the Flies*; William Shakespeare, Julius Caesar; John Steinbeck, Of Mice and Men; Sophocles, Oedipus Rex and Antigone*; J.D. Salinger, The Catcher in the Rye; August Wilson, Fences; poetry selections and various short stories.

Full Year 6 Credits

ENGLISH 1 (103) HONORS 9

This course incorporates and expands the ninth grade curriculum, amplifying the scope and depth of the independent inquiry of students. Additional texts may include Charles Dickens, A Tale of Two Cities and Jane Austen, Pride and Prejudice. Assignments enhance students' scholarly inclinations and understanding of literary elements and formal writing. Students must have strong writing skills and an emerging command of the conventions of academic writing. Supplementary texts will augment each major literature unit, and essay assignments will require incorporation of complementary critical sources. Grammar and vocabulary units are designed to supplement formal writing and critical reading skills.

Prerequisites: A- in 8th grade English and department recommendation

Full Year 6 Credits

ENGLISH 1 CRITICAL READING AND WRITING (107) 9

The goal of this course is to offer more opportunities for one-on-one support than a student would get in the standard English 1 (101) course. This class is grouped according to past performance in English, and the pace of this course is designed to meet the needs of students who face challenges in critical reading and analytical writing skills. Ninth graders read from a core curriculum and study the same topics in grammar, sentence structure, and vocabulary. (Please refer to the description of English 101 listed above.) The same grading standard is used for all students in English 1, and all students take the mid-year and final exams that reflect their scope of the ninth grade curriculum.

Prerequisite: Department recommendation; students may not take this course against recommendation

Full Year 6 Credits

* MKA Core

ENGLISH 2 (102) 10

In this foundational course, students continue to hone their critical reading and writing skills, building on their knowledge base from English 1. Students engage in close-reading exercises and learn strategies that help them explore literary texts with greater depth and insight. The connection between careful reading and good writing is stressed in all stages of the writing process. While the writing focus is on the literary analysis essay, students have ample opportunity to write in other forms, such as narrative and creative. In sophomore year, students work on developing more sophisticated diction and variety of sentence structure, along with greater fluency and grammatical precision. The first semester covers early works ranging from the Bible*, Beowulf, Shakespeare's Macbeth*, to nineteenth century Romanticism. The literary focus shifts to modernism in second semester and culminates with F. Scott Fitzgerald's The Great Gatsby. Students explore themes such as alienation in society, prejudice, responsibility, and loss of innocence.

Full Year 6 Credits

ENGLISH 2 (104) HONORS 10

This course advances the tenth grade curriculum, amplifying the scope and depth of independent intellectual inquiry required of students. Rigorous assessment enhances students' scholarly sophistication and requires in-depth understanding of literary elements. Students must have previously demonstrated exceptional writing skills and a thorough command of the conventions of academic writing. Challenging supplementary texts will augment each major literature unit, and essay assignments will require incorporation of complementary critical sources. Integration of grammar and vocabulary will continue with stronger focus on independent work.

Prerequisites: B+ in English 1 Honors and department recommendation. Students in English 1 are considered in June.

Full Year 6 Credits

ENGLISH 2 CRITICAL READING AND WRITING (106) 10

This course offers the same core curriculum as English 2 and 2 Honors (please refer to the description of English 102 listed above), but the pace of the course and the depth of material are designed to meet the needs of students who require additional support in critical reading, reading comprehension, and analytical writing skills. Classroom instruction is focused on strengthening and broadening skills through literary analysis, frequent critical writing assignments, and additional grammar and vocabulary enrichment. This class is grouped according to past performance in English. The same grading standard is used for all students in English 2, and all students take the mid-year and final exams that reflect their scope of the tenth grade curriculum.

Prerequisite: Department recommendation; students may not take this course against recommendation

Full Year 6 Credits

* MKA Core

TOPICS 11-12

These topics offer challenging and varied courses that include diverse centuries, genres, themes and cultures. The courses engage students in serious, rigorous, college-preparatory classes that expand and stretch horizons and develop ongoing competence in the writing process. Classes vary in literature, but they all support the careful development of critical reading and writing skills, and they share a common element: a memoir project for juniors in May. Each course requires a combination of long and short essays along with tests and quizzes. Students indicate choices, *but there are no guarantees; class size and individual student programs will affect scheduling.* Seniors' choices will receive priority. All offerings are based on available staffing and sufficient sign-up. Students will learn in May 2018 which topics will be offered in which semester for 2018-19.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (145) 11

In this course, students examine the art of rhetoric to understand how writers use language to persuade. Organized around different topics of current and historical interest, the reading includes nonfiction, speeches, essays, articles, and documents. Students learn to read and analyze rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. The writing focus is on evidence-based analytical and argumentative essays. Self-directed intellectual engagement is required as students read outside works on their own while keeping up with assigned daily reading. Over the years these outside works have included Katherine Boo, Behind the Beautiful Forevers; Malcolm Gladwell, Outliers; Edwidge Danticat, Brother, I'm Dying; Robert Coles, The Call of Stories: Teaching and the Moral Imagination; Barbara Ehrenreich, Nickel and Dimed: On (Not) Getting By in America; Henry David Thoreau, Walden; George Orwell, Politics and the English Language*; E. O. Wilson, The Creation: An Appeal to Save Life on Earth; and Rachel Carson, Silent Spring.

Prerequisites: A- in English 2 Honors and department recommendation. Criteria include exceptional writing (in particular on in-class essays and exams), superior classroom performance, strong critical thinking and analytical skills, intellectual leadership and independence. Recommendation is contingent upon continued exceptional performance in the fall of junior year. Students in English 2 are considered in June.

Spring 3 Credits

ADVANCED PLACEMENT LITERATURE AND COMPOSITION (135) 12

The aim of this course is to challenge students with significant pieces of literature, encompassing a spectrum of styles, time periods, and genres. Students should expect a lively, rigorous seminar format in which they are the ones leading the class. Therefore, students must read critically and participate meaningfully. Students will regularly engage with poetry and will be writing one major essay per cycle. Texts may include: William Faulkner, The Sound and the Fury*; X.J. Kennedy, An Introduction to Poetry; William Shakespeare, Othello; James Joyce, "The Dead"; Toni Morrison, Beloved; as well as selected essays.

Prerequisites: B+ in AP Language or an overall average of A- in eleventh grade English (and an A- exam average with a B+ exam grade minimum) and department recommendation. Departmental expectations of AP students include independence, dedication, intellectual leadership, and superior classroom performance, as evidenced by sophisticated and inspired writing (in particular on in-class essays and exams). Recommendation is contingent upon continued exceptional performance in the fall of senior year.

Spring 3 Credits

* MKA Core

AMERICAN ROMANTIC LITERATURE (142)

This course focuses on representative writers from the mid-nineteenth century: Ralph Waldo Emerson, Henry David Thoreau, Frederick Douglass, Nathaniel Hawthorne, Herman Melville, Walt Whitman, and Emily Dickinson. Similar to its European counterpart, American Romanticism emphasized a spiritual connection to nature, individual freedom, and freedom from outmoded literary expressions, among other ideas. Mark Twain and Kate Chopin, writers whose works mark the transition from Romanticism to Realism, will round out our study of this period. Texts may include Nathaniel Hawthorne, The Scarlet Letter*; Frederick Douglass, Narrative of the Life of Frederick Douglass; Herman Melville, Moby Dick or Billy Budd; Mark Twain, The Adventures of Huckleberry Finn; and Kate Chopin, The Awakening.

3 Credits

THE ART OF POETRY (128)

Carl Sandburg defined poetry as "an echo asking a shadow to dance." This metaphor is intentionally elusive, challenging and graceful, like poetry itself. This course trains students to be attentive and resourceful readers through close analysis of poems. Students study in depth a range of influential poets from the 17th through the 21st centuries. Students will study poets such as Donne, Blake*, Keats, Dickinson, Yeats, Hughes and Dove. The course centers upon developing students' critical reading and writing skills and a working knowledge of literary terminology. In addition, students have opportunities to research the lives and work of ground-breaking poets.

3 Credits

19th CENTURY BRITISH LITERATURE (125)

In this course we explore the complex, often contradictory, and fascinating world of 19th century British Literature. Students immerse in a study of the Gothic style, Romanticism, and the Victorian novel. Through close study of the texts and literary criticism, students study changing attitudes toward science and religion, the rise of industry, the move from the country to the city, the role of women in society and in the domestic sphere, and the role of gender in the literary publishing world. Students engage in the habits of interactive reading, performing close textual analysis as well as self-analysis of reading habits. Texts may include: Charlotte Bronte, Jane Eyre*; Charles Dickens, Great Expectations; H.G. Wells, The Time Machine; Bram Stoker, Dracula; Emily Bronte, Wuthering Heights; George Eliot, Silas Marner; and Oscar Wilde, The Importance of Being Earnest.

3 Credits

20th CENTURY AMERICAN LITERATURE (122)

This study of American literature in the 20th century bears witness to the rise of the individual. No longer insulated and isolated from its neighbors, American society confronts materialism, skepticism, and social and political revolt. Moreover, the 20th century gives birth to a new literary age peopled with imaginative, powerful voices and a determination to shatter conventional expression. The course traces the emergence of a literary chorus from diverse regions and classes that reflect expectant hopes, dreams lost and found, and visions tried and challenged. Texts may include: Ernest Hemingway, The Sun Also Rises; John Steinbeck, The Grapes of Wrath*; Zora Neale Hurston, Their Eyes Were Watching God; William Faulkner, As I Lay Dying; and Willa Cather, My Antonía. Modern films will enrich the literary texts.

3 Credits

* MKA Core

20TH CENTURY WORLD LITERATURE (147)

This course examines major works of literature that have wrestled with the problems of modernity. It is necessarily a course about language, but it's also very much a course about ideas, and readings reflect the philosophical revolutions that defined the twentieth century, such as existentialism, absurdism and post-colonialism, as well as the literary and artistic movement known as modernism. Students explore vital questions of identity, meaning and social justice through a range of western and non-western texts in translation. Readings may include: Fyodor Dostoevsky, Notes From Underground; Franz Kafka, The Metamorphosis; Albert Camus, The Stranger; Eugène Ionesco, Rhinoceros; Tayeb Salih, Season of Migration to the North; V.S. Naipul, A Bend in the River; and short fiction by Jorge Luis Borges, Julio Cortázar and Gabriel García Márquez.

3 Credits

LITERATURE AND HISTORY OF NEW YORK CITY (542) 12

This course, an interdisciplinary offering, is open to seniors. Students must decide whether to apply the 6 credits to English or History, or they may apply 3 credits to each department. PLEASE REFER TO THE INTERDISCIPLINARY SECTION OF THE CURRICULUM GUIDE TO READ THE FULL COURSE DESCRIPTION.

Full Year 6 Credits

RENAISSANCE LITERATURE (133)

The subtitle for this course might well be "blood, lust, and bloodlust in the golden age of English literature." Students investigate the ways in which the poetry and drama of the period take on the problems of human psychology, gender and sexuality, race, religion and politics. The course examines writers such as Shakespeare, Johnson, Marlowe, and Webster as members of a thriving, competitive, and often subversive literary/theatrical community. In addition to developing students' critical reading skills, the course helps students to understand the complex historical issues underlying the origins of the modern world - our world. Texts may include: Edmund Spenser, The Fairy Queene; Christopher Marlowe, Doctor Faustus; William Shakespeare, Richard II; Ben Johnson, Volpone; John Webster, The Duchess of Malfi; John Donne, Songs and Sonnets; and George Herbert, The Temple.

3 Credits

ROMANCE TO REALITY

Not offered in 2018-19

THE NONFICTION ESSAY (149)

This course is divided into four sections: Argument/Persuasive; Analytical; Descriptive; Narrative. These sections refer to the work students read and the essays they write. In this course, students write many five-paragraph essays; these essays will often be subject to workshop review and revision. There are essays to write in each of the four modes as well as multiple essays to read in each mode. These are short essays and will usually change each day; students should expect to read an essay per class. Students will learn about the classical rhetorical appeals to logic, to ethics, and to emotion, and learn how to anticipate and fend off the opposition in their own written arguments. Humor, evidence, paragraph structure/integrity, and the "surprising but inevitable" conclusion will be stressed. Readings include selections from The Norton Sampler*, The Atlantic, Huffington Post Black Voices, The New Yorker, and National Public Radio.

3 Credits

* MKA Core

REWRITING AMERICA (136)

This course is the same course as the previously titled American Literature of Diversity. The course is dedicated to the study of transformative narratives and the search for the American self. Students explore issues of identity through a variety of lenses, including race, class, ethnicity and gender. Investigating the link between family identity and personal identity, students analyze the role that language plays in constructing the self. Students will examine the ways that authors use non-linear narratives to set up dialogue between the present and the past and between different cultural perspectives. A variety of writing projects engage students in modes ranging from journals to memoir to analytical literary essays. Texts may include: Nella Larsen, Passing; Junot Diaz, The Brief Wondrous Life of Oscar Wao*; Toni Morrison, Home; Louise Erdrich, The Round House; Colson Whitehead, The Underground Railroad; and Julie Otsuka, When the Emperor was Divine.

3 Credits

SATIRE (124)

This course is based on a study of the social purposes and literary techniques of satirists over a broad arc of history ranging from early Roman poets Horace and Juvenal to contemporary writers Tina Fey and David Sedaris. Within that 2,000-year frame, students may also read Jonathan Swift, "A Modest Proposal" and Gulliver's Travels*; Kurt Vonnegut, Slaughterhouse Five; Don Delillo, White Noise; George Orwell, 1984; and a number of shorter, fictional pieces and essays. Students should expect to write critical essays, to gain a large working vocabulary of terms appropriate to satire, and to write analytical responses as well as original works of satire.

3 Credits

SHAKESPEARE (120)

William Shakespeare is arguably the most influential writer in the English language, and for good reason: his work not only tells timeless stories, but also offers unmatchable insights into the human condition, insights that are as relevant today as they were four hundred years ago. Students examine aspects of Shakespeare's life and society, as well as the raucous, competitive theater culture in which he worked. Through the study of plays from each major genre, they hone the skills required to appreciate his words and images, which are sometimes funny, bawdy, shocking or haunting, but always profound. The core work for the course is Hamlet*; other plays may include Henry V, Shakespeare's history about a wild child turned warrior king; Measure For Measure, perhaps his most provocative and subversive comedy; and The Tempest, his most haunting and disturbing romance. These explorations will be complemented by films, critical analyses, and dramatic exercises that explore techniques for "playing Shakespeare." The course provides invaluable preparation for doing serious critical analysis in virtually any field or period of English literature.

3 Credits

THE SHORT STORY (141)

Who doesn't love a great short story, the acknowledged foundation of American literature? More than any other genre, the short story launched and defines many of America's greatest writers. This survey course explores the relationship between the individual and society throughout America's transformation from a loose confederation of colonies to the greatest nation in the world. Stories focus on the social evolution from small-town to urban life, the collision between times of war and times of peace, the revolution of sexual and social mores, the challenges of the American family, and the changing complexion of America. Authors may include Edgar Allan Poe, Kate Chopin, Willa Cather, F. Scott Fitzgerald, Ernest Hemingway*, William Faulkner, Langston Hughes, John Updike, Raymond Carver, Tim O'Brien, Roxanna Robinson, Kurt Vonnegut, Joyce Carol Oates, Charles Chesnutt, Flannery O'Connor, and Richard Ford.

3 Credits

* MKA Core

THE WRITER'S CRAFT (134)

This course introduces students to the basic elements of craft needed to compose fiction, poetry, drama and memoir: plot, characterization, point of view, dialogue, description and style. Students will learn to express emotions and ideas through concrete images and to hone their own tools of observation and insight. In reading some of the best examples of modern and contemporary literature, students will gain a critical appreciation of literary technique. These works will also serve as writing models for students as they try out a variety of forms, including autobiography, poetry, fiction and drama. In keeping with the workshop format, students will do writing exercises in class, keep a writer's notebook and share their work with the group for helpful feedback.

3 Credits

* MKA Core

World Languages

The program offers three modern languages and one classical language. In the Chinese, French and Spanish programs, the goal is to prepare students to communicate in another language while learning the importance of cultures other than their own. Teachers stress active communication and require students to develop their listening, speaking, reading and writing skills equally. Courses are conducted primarily in the target language, and student oral participation is essential. With this in mind, both the mid-year and final exams include listening comprehension and speaking portions. In Latin, students enhance their study of the fundamental vocabulary and grammar of the language with an immersion in major aspects of the mythology, history, and culture of ancient Rome, as well as with an introduction to etymology. Accordingly, all introductory work in Latin is designed to prepare students to read such authors as Caesar, Virgil, Catullus, Horace, Cicero and Ovid at the intermediate and advanced levels. In all four languages, levels may be combined (Chinese 2/2H; French 5/5H) if there is not enough enrollment to run separate courses.

Graduation Requirement: Students must successfully complete three consecutive courses in the same language at the Upper School. Most students take more than three years of one language, and, for the most selective colleges, four years of the same language is strongly recommended. Students may take two languages. Students must earn a minimum of C- for S2 and C- as a final grade in order to advance to the next level, otherwise the student must repeat the course or successfully complete a summer course pre-approved by the Department Chair. Students in an Honors-level course must earn a minimum of B (unless otherwise noted) and have teacher recommendation to proceed to the sequential Honors-level course. It is rare for students in a non-Honors modern language course (including level 1), even with a grade of A, to be recommended to move to an Honors course. Students new to MKA take a placement test; in modern languages there is an oral component. Placement is determined by the demonstrated level of achievement.

Acceleration Policy: Students who wish to accelerate over the summer may do so only with the acknowledgement of their current teacher and the prior approval of the Department Chair. Students will receive credit in courses completed for the purpose of acceleration only if the Department Chair has approved the specific summer program in advance per the terms of the acceleration form.

Chinese

CHINESE 1 (260)

This course introduces the basics of Mandarin Chinese, including information about, and the celebration of, festival traditions in Chinese culture. Students will begin by learning PinYin, the phonetic system, followed by the use of topical themes such as greetings, family and school life, and practical survival phrases to provide speaking opportunities. As the written Chinese language is based on ideographic characters, reading and writing will be introduced only when students are comfortable with listening and speaking skills. Instruction will be task-based through the use of role-play, songs and raps, picture cues, cartoons, and simulation of interviews. Students will learn more than two hundred different Chinese characters and will know how to write short paragraphs about themselves.

Full Year 6 Credits

CHINESE 2 (261)
CHINESE 2 (262) HONORS

This course is a continuation of the work begun in Chinese 1. Students will be taught to express more detailed personal preferences in shopping, animals and pets, restaurant experiences, cooking, telling time, colors and clothing, emailing, locations, occupations and hobbies. About three hundred more characters will be taught in addition to those learned previously. Students will be able to do more reading and to create short stories. More in-depth cultural studies will be offered, such as Chinese calligraphy and painting. In addition to the modes of instruction listed in Chinese 1, Chinese movies will provide topics for discussion. Students in the honors course will read short stories along with the occasional study of Chinese idioms and annotated Chinese proverbs.

Prerequisite for 2H: Department recommendation

Full Year 6 Credits

CHINESE 3 (263)
CHINESE 3 (264) HONORS

This course continues to build upon the foundation of Chinese 1 and 2. Beside the routine drills and the study of new vocabulary and sentence patterns, the course will include topics such as Chinese holidays, transportation, seasonal activities, vacation plans, student life, parent/child relationships, Chinese food, songs and legends. In this way, students will be introduced to Chinese social values and their philosophical foundation, with the hope of furthering their understanding of Chinese culture. For the honors course, additional readings will be required.

Prerequisite for 3H: Department recommendation
Full Year 6 Credits

CHINESE 4 (265)
CHINESE 4 (266) HONORS

These courses continue to build on the foundation of Chinese 1, 2 and 3. Topics will include discussing seasons and the climate, making appointments and visiting the doctor, arranging entertainment, playing sports, finding rental properties, and discussing housing conditions and international travel. Besides vocabulary and grammar, students will learn how to negotiate in Chinese and problem solve in various situations. The course material will be delivered through songs, rhymes, movies, and reading material. For the honors course, additional readings and creative writing will be required.

Prerequisite for 4H: Department recommendation
Full Year 6 Credits

CHINESE 5 (270)
CHINESE 5 (271) HONORS

The Chinese 5 curriculum aims at increasing spontaneity and fluency of speaking and more advanced comprehension of written Chinese. Students learn how to talk about feelings, personal characteristics, car accidents, dating and wedding traditions and college applications. Students will engage in in-depth discussions on a variety of current event topics from China. We will also use Chinese contemporary literature of different genres to practice reading skills. Chinese values and ideas will be introduced through learning ancient idioms and modern literary expressions. The tradition of using character lists for drilling and practicing will continue as in previous levels. For assignments and assessments, students at the honors level will be expected to apply their knowledge at a more advanced level in problem solving through oral communication and creative writing.

Prerequisite for 5H: Department recommendation
Full Year 6 Credits

ADVANCED PLACEMENT CHINESE LANGUAGE (272)

The course serves simultaneously to review and solidify students' knowledge of vocabulary and grammatical structures learned through previous courses and to introduce a more advanced level of speaking, reading, and comprehension activities. Students will learn topics through current events from news media and on-line resources for journaling. Authentic Chinese short stories from the awarding winning author, Liu Yong, will be selected as reading material for comprehension and creative writing. Movies based on contemporary life in China and Taiwan will be viewed to improve listening and oral proficiency.

Prerequisite: B+ in Chinese 4H and department recommendation
Full Year 6 Credits

FRENCH

FRENCH 1 (211)

This course provides an introduction to the French language and to the cultures of the Francophone world. The text and the online Supersite offer practice of vocabulary, structure and cultural topics. In addition, the internet site offers drills to hone students' pronunciation skills. The focus is on building vocabulary, using basic grammar properly and developing basic fluency. Students use vocabulary in context in projects, dialogues and oral presentations. They also write short compositions applying the material they have learned.

Full Year 6 Credits

FRENCH 2 (212)
FRENCH 2 (214) HONORS

These courses offer a continuation of the study of French language and Francophone culture. The major differences between the two are the pace and depth of the material studied, the length of compositions, the complexity of oral presentations, and the amount of time spent reviewing basic structures. Through oral and written work, students continue to build vocabulary, increase fluency and refine writing skills. New grammatical concepts and verb tenses are introduced, and readings are discussed in French. Students use vocabulary in context to create original projects and presentations.

Prerequisite for 2H: Department recommendation
Full Year 6 Credits

FRENCH 3 (215)
FRENCH 3 (217) HONORS

These courses provide a continuation of the study of French and serve as a transition course to upper-level offerings. Students study more advanced structures and complex vocabulary in context, and they read longer selections. The differences between the two levels include the difficulty of the readings, the complexity of original work, and the amount of review of basic and intermediate structures. Students have opportunities to use the language in many ways; assignments include literary analysis, creative writing, and role playing of realistic scenarios. These exercises help students to improve their confidence and increase their fluency.

Prerequisite for 3H: Department recommendation
Full Year 6 Credits

FRENCH 4 (219)

In this course, we will review a number of grammatical concepts in addition to working with new advanced topics. We will start the year reading an adapted version of Voltaire's *Candide* to introduce effective reading techniques, then move into authentic texts from the Francophone world, including the French West Indies, Quebec, North Africa, sub-Saharan Africa, and French Polynesia. Students will engage in an exploration of the culture of these areas through projects involving art, music, film and current events. Writing assignments will help students master new grammar topics in the context of the cultural units. In addition to reading and writing, students will continue to hone their speaking and listening skills in class discussions, presentations, and audio exercises.

Full Year 6 Credits

FRENCH 4 (223) HONORS

In this course, students will work to develop their ability to read, write, listen and speak in French with fluency, accuracy and confidence. During the first semester, students use film, non-fiction and literary excerpts to explore the cultures of a variety of French-speaking areas of the world. In these contexts, they consolidate and expand their knowledge of advanced grammar structures while practicing all four language skills. The second semester centers on themes like War & Peace, Advertising & Marketing, and Sports & Nationalism.

Prerequisite: Department recommendation
Full Year 6 Credits

FRENCH 5 (222)
FRENCH 5 (220) HONORS

These courses offer an opportunity to increase students' confidence and improve their fluency in spoken and written French. Students study French history and culture through literature and film. Students are expected to read, analyze and discuss literary works and cinema in French. Students are also expected to write brief summaries and essays for each topic covered. Advanced grammar topics are taught, reviewed and practiced via the content of the course. The French 5H course differentiates itself by the expectations in sophistication of the written work as well as the use of more complex grammatical structures and expanded vocabulary.

Prerequisite for 5H: Department recommendation
Full Year 6 Credits

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE (225)

The goal of this course is to facilitate the study of French by engaging in an exploration of culture and promoting fluency and accuracy in language use. Students will develop an awareness and appreciation of cultural products, practices and perspectives, in both contemporary and historical contexts. The content of the course is designed around six themes, and incorporates a wide variety of topics, in an attempt to integrate language, content and culture.

Prerequisites: B+ in French 4 Honors and department recommendation
Full Year 6 Credits

LATIN

LATIN 1 (280)

This course introduces students to the fundamental vocabulary and grammar of the language. As a part of this introduction, students review the fundamental vocabulary and grammar of English, and closely examine the relationship between the two languages. In addition, students complement their work in the language with an introduction to some of the major aspects of the mythology, history, and culture of ancient Rome.

Full Year 6 Credits

LATIN 2 (281)
LATIN 2 (282) HONORS

In Latin 2 students continue their study of the fundamentals of the Latin language. During the course of the year students will develop their ability to read, translate, and analyze short passages of Latin in both prose and poetry. In addition to their work in the language, students will continue to learn about the mythology, culture, and history of Rome and the ancient world. The main difference between Latin 2 and 2H is that Honors moves at a significantly faster pace in preparation for the study of passages of authentic prose and poetry in Latin 3H.

Prerequisite for 2H: Department recommendation
Full Year 6 Credits

LATIN 3 (283)

Students will continue to learn the major and more advanced topics of Latin grammar. They will learn to translate sentences and passages of increasing difficulty. Students learn about additional topics in the mythology, culture, and history of Rome and the ancient world.

Full Year 6 Credits

LATIN 3 (284) HONORS

Students will continue to learn the major and more advanced topics of Latin grammar. They will learn to translate sentences and passages of increasing difficulty. Students learn about additional topics in the mythology, culture, and history of Rome and the ancient world. Latin 3H moves at a significantly faster pace than Latin 3. In the second semester, Latin 3H students move into a study of authentic Latin literature. Students study Latin prose as well as poetry, and look more closely at elements of theme and style. Following successful completion of Latin 3H, students who meet the prerequisites are prepared to continue on to AP Latin.

Prerequisite for 3H: Department recommendation
Full Year 6 Credits

LATIN 4 (285)
LATIN 4 (286) HONORS

Students will continue to read Latin authors, review essential grammatical topics, learn advanced grammatical topics, study Roman history and work on essay writing skills and on their ability to translate texts independently. They will also study Roman history from the earliest beginnings through eventual decline, and will develop their ability to express original interpretations of Latin texts in English. Students will create presentations on Roman history. Authors vary from year to year, but may include Caesar, Livy, Catullus, Ovid, Vergil and Cicero.

Prerequisite for 4H: Department recommendation
Full Year 6 Credits

ADVANCED PLACEMENT LATIN (291)

Students in this course complete the readings on the AP syllabus. Students translate the required selections from books 1, 4, 5, and 6 of Caesar's Gallic War and from books 1, 2, 4 and 6 of Vergil's Aeneid. In addition, students read both works in their entirety in English. Students continue to hone their reading comprehension, translation, contextualization, and analytical skills. Students also practice their sight-reading skills.

Prerequisites: B+ in Latin 3 Honors and department recommendation
Full Year 6 Credits

SPANISH

SPANISH 1 (231)

This course provides a thorough introduction to Spanish. Students learn conversational vocabulary, the basic structure of the language, and the present and past tenses. Reading and writing in Spanish are integral parts of the course, but in class, the oral/aural aspects of the language are emphasized. Students practice speaking Spanish in pairs and groups, doing skits and role plays, and talking with and listening to the teacher.

Full Year 6 Credits

SPANISH 2 (232)
SPANISH 2 (234) HONORS

These courses offer a continuation of the language study begun in Spanish 1. The major differences between the two levels are the pace and depth of the material covered, and the complexity of original work. The curriculum helps students to hone their reading, writing, listening and speaking skills. These courses stress oral communication to provide an understanding of the verb tenses and grammatical concepts presented. Attention is also given to selected readings, which students discuss in class.

Prerequisite for 2H: Department recommendation
Full Year 6 Credits

SPANISH 3 (235)
SPANISH 3 (237) HONORS

These courses review basic grammar structures and further vocabulary building. Students begin learning advanced structures and work to develop vocabulary in context. They have opportunities to make oral presentations, to read excerpts of classic Hispanic literature, and to understand the history and cultures of select Spanish-speaking regions. Expectations at the two levels differ in students' use of advanced structures, literary analysis, and general pace of the course. The honors course includes work in more complex contexts, requires deeper creative analysis of history, literature and film, and students read authentic excerpts of classical and contemporary Hispanic literature.

Prerequisite for 3H: Department recommendation
Full Year 6 Credits

SPANISH 4 (239)

In this course, students explore historic, geographic and societal themes of Latin America and Hispanic immigration to the U.S. through a series of texts, projects, and films. In this context, students review intermediate structural topics and learn some advanced structures. In addition, students continue to further develop their writing and oral skills.

Full Year 6 Credits

SPANISH 4 (244) HONORS

This course requires students to prepare compositions and oral reports and to engage in discussions about personal and cultural topics. Students study short stories, art, film, a play and a short novel from a variety of Spanish-speaking countries to gain insight into Spanish and Latin American life and culture. Advanced grammar points are reviewed as students work regularly to improve their writing and speaking skills.

Prerequisite: Department recommendation
Full Year 6 Credits

SPANISH 5 (243)
SPANISH 5 (240) HONORS

These courses, conducted as seminars in Spanish, offer an opportunity to increase students' confidence and improve their fluency in spoken and written Spanish. Students study current events, history and culture through a variety of resources such as newspaper articles, literature and film. Students are expected to read, analyze and discuss in Spanish. Students are also expected to write compositions and essays, as well as create projects. Advanced grammar topics are taught, reviewed and practiced via the content of the course. The honors course differentiates itself by expanding the curriculum to cover a more in-depth analysis of the content of the course.

Prerequisite for 5H: Department recommendation
Full Year 6 Credits

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE (242)

The goal of this course is to facilitate the study of Spanish by engaging in an exploration of culture and promoting fluency and accuracy in language use. Students will develop an awareness and appreciation of cultural products, practices and perspectives, in both contemporary and historical contexts. The content of the course is designed around six themes, and incorporates a wide variety of topics, in an attempt to integrate language, content and culture.

Prerequisites: B+ in Spanish 4 Honors and department recommendation
Full Year 6 Credits

History

To foster independent thinking and a global perspective, the History Department attempts to engender within students a historical perspective that prepares them to participate in and contribute positively to society; an awareness and understanding of current social issues such as sexism, racism and socialization; a respect for diversity; and essential social study and historical analysis skills.

Graduation Requirement: Students are required to take Civilization or Early World History, Revolutions or Modern World History, and United States History. During the eleventh grade, students complete a major research paper and participate in the three-day junior class trip to Washington, D.C. All students are encouraged to select one or more of the upper-level electives to fully prepare for college and life beyond.

EARLY WORLD HISTORY (308) 9

This course looks at the economic, political, social, and cultural development of world civilizations in the ancient and medieval worlds to answer two fundamental questions: "How do cultures organize and develop?" and "How do cultures interact?" Through the use of primary and secondary sources, students will study societies found in areas of the world including Africa, Central and South America, China, India and Greece. This course will take a thematic approach and will focus on a comparative analysis of these areas. There will also be a strong emphasis on essay writing, and a number of units will provide opportunities for students to develop and apply research skills. Students will complete a research paper during the second semester.

Full Year 6 Credits

EARLY WORLD HISTORY (309) HONORS 9

This course covers the same thematic topics as the non-honors course, but in greater depth and complexity. The honors course shares common reading with the non-honors course, but there will be additional reading of both primary sources and analytical essays. Students in the honors course will complete the same major research projects, but will have additional analytical writing assignments. Significant class time will be devoted to discussion. Students enrolled in this course must have a strong ability to think analytically and reflectively; to understand and interpret complex sources, both primary and secondary; to articulate complex ideas verbally and in writing; and to share their passion and curiosity for ancient world history.

Prerequisites: A- in 8th grade history and department recommendation

Full Year 6 Credits

MODERN WORLD HISTORY (330) 10

Who is a citizen, and how much power should a state have over its citizens? What enables countries to develop economically, and who gains or loses from that development? This course focuses on two themes, the formation of the modern state and the evolution of the modern global economy, to answer questions such as these and tell the story of the modern world in which we live. Looking at a diverse range of case studies, students will study the ways in which individuals' relationships to their government and to the world economy have been shaped by the historical development of institutions over time. Case studies will include countries from Europe, Asia, Africa, and Latin America. As part of this course, students will complete two research papers, one each semester.

Full Year 6 Credits

MODERN WORLD HISTORY (331) HONORS 10

This course covers the same thematic topics as the non-honors course, but in greater depth and complexity. Beyond the common textbook, there will be a considerable amount of additional reading of primary sources and historiographical and analytical essays. Students will complete the same major research papers, as well as additional analytical writing assignments. Significant class time will be devoted to discussion of multiple perspectives on issues from modern world history. Students enrolled in this course must have a strong ability to think analytically and reflectively; to understand and interpret complex sources, both primary and secondary; to articulate complex ideas verbally and in writing; and to share their passion and curiosity for history.

Prerequisites: A in Early World History or B+ in Early World History Honors, and department recommendation

Full Year 6 Credits

UNITED STATES HISTORY (344) 11

This course explores the important themes, trends, people and events in modern United States history from the stirrings of the American Revolution to the traumas of the Vietnam War. The course will feature 4 guiding themes – founding ideologies; business, labor, and capital; race and civil rights; and American foreign policy – to shape the study of American History. Students will use the aforementioned themes as a means of not only studying the important people, places and events that shaped American History, but also as a way of uncovering and understanding important trends and valuable lessons for their lives as American citizens today. Through analysis of historical events, as well as of historical themes and concepts, students will develop positions on significant historical questions by means of group work, lecture, class discussions, in-class writing, and essays. To improve the development of writing skills, students frequently write essays of varying lengths. All students complete the Junior Thesis, a major, original research paper that builds upon the research skills developed in the ninth and tenth grades. A three-day field trip to Washington, D.C. is a course requirement.

Full Year 6 Credits

UNITED STATES HISTORY (346) HONORS 11

The Honors level of U.S. History covers the same thematic approach as the non-Honors course, but with greater breadth, depth, and complexity. Beyond the common readings, there will be a considerable amount of additional reading of historiographical and analytical essays. In addition to a number of smaller analytical writing assignments, students will also complete a major, in-depth research paper - the Honors Thesis. Based upon faculty evaluation, superior theses can earn transcript recognition for “Research Distinction” or “High Research Distinction,” and may be selected for publication in The Primary Source during senior year. Significant class time will be devoted to discussion of multiple perspectives on issues from U.S. History, to help students develop a deeper understanding of the interpretive debates among historians. Students enrolled in this course must have a strong ability to think analytically and reflectively; to understand and interpret complex sources, both primary and secondary; to articulate complex ideas verbally and in writing; and to share their passion and curiosity for history.

Prerequisites: A in Modern World History or B+ in Modern World History Honors, and department recommendation

Full Year 6 Credits

ELECTIVES

ECONOMICS (312) 11-12

This introductory course examines important microeconomic and macroeconomic theories. Students investigate the guiding principles of economics through the eyes of an investor, a consumer, a worker, and a citizen. Students learn about economic trends and the impact on current events. There will be stock simulators throughout the year that ask students to research, buy, sell, and evaluate their investing decisions. Students build on concepts such as interest, debt, opportunity cost, liquidity, inflation and taxes, and learn the importance of balancing income and expenses and maintaining a responsible outlook on financial conditions. Students are required to attend guest speaker presentations each semester, which may require students to be present at 7:00 a.m.

Full Year 6 Credits

ECONOMICS (314) HONORS 11-12

This course examines major microeconomic and macroeconomic principles at a rapid pace. A key focus in this course is the operation of institutional financial markets and capital formation. In addition to traditional economic principles, students learn fundamental financial analysis with an emphasis on current events; students are required to be conversant in topical economic news every class period. An integral part of this study will be participation in a stock market simulation game where each student is given an equal number of hypothetical dollars to invest. Students will research, trade and track their portfolio during the year; this forms the basis upon which students are introduced to investment concepts. Guest speakers will share their perspectives; students must attend these presentations, which may occur at 7:00 a.m. Class participation will be stressed and students will be graded on the quality of their daily contribution as well as periodic oral presentations. Students write an in-depth research paper in the first semester that explores the global financial crisis of 2007-2008.

Prerequisites: B+ in an honors precalculus class or co-enrollment in Calc H/AP Calc; for seniors, B+ in U.S. History or B in the honors course; for juniors, A in Modern World History or B+ in the honors course and co-enrollment in U.S. History Honors; and department recommendation

Full Year 6 Credits

POLITICAL THEORY (315) HONORS 11-12

This course traces the evolution of political thought from the ancient world to the present day. Students examine ideas regarding human nature and the nature of the state, as well as communities in general. Beginning with a foundation in ancient political thought, from both Greece and China, the course proceeds to an overview of seminal modern thinkers. A key recurring theme will be defenses and critiques of democracy in general, and liberal democracy in particular. Other concepts covered include the role of virtue in politics, the idea of the social contract, and the relationship between the individual and the state. While there are projects and some tests, essays are the primary mode of assessment. Students are expected to keep themselves abreast of current events, and are encouraged to relate the ideas covered to events in the world today.

Prerequisites: For seniors, B+ in U.S. History or B in the honors course; for juniors, A in Modern World History or B+ in the honors course and co-enrollment in U.S. History Honors; and department recommendation

Full Year 6 Credits

WORLD RELIGIONS

Not offered in 2018-19

AMERICAN AND COMPARATIVE GOVERNMENT (310) HONORS 11-12

This course provides students with an understanding of American government and related institutions, as well as other governments from across the world. In the first semester, students will study American government explicitly, examining the founding principles, major institutions, bureaucratic systems and related private structures. Students will also investigate the relationship between values and voting. Students work with such primary documents as The Federalist Papers, the U.S. Constitution, and Supreme Court cases, as well as other texts. In the second semester students undertake a comparative study of the governmental institutions and processes of other nations. Students will better understand how to situate American democracy on the spectrum of governmental types. Among those we may study are China, Iran, Mexico, Nigeria and Russia. We will end the year with students presenting papers at a school-wide symposium on a topic of importance.

Prerequisites: For seniors, B+ in U.S. History or B in the honors course; for juniors, A in Modern World History or B+ in the honors course and co-enrollment in U.S. History Honors; and department recommendation

Full Year 6 Credits

THE HOLOCAUST AND GENOCIDE (342) 11-12

How did the Holocaust happen? What was responsible for the rise of Nazism in Germany and its subsequent spread throughout Europe? This course will examine the historical events and ethical questions surrounding the Holocaust, as well as other instances of genocide around the world. Students will analyze the chain of events in Europe from the conclusion of World War I through the major phases of the Holocaust. After establishing a foundational vocabulary, students will then explore other instances of genocide, including Armenia, Cambodia, Rwanda, Bosnia and the Sudan. They will also consider such key issues as historical causation, the human toll of the Holocaust, and the devastating impact of hatred and violence. Assessments will include journal reflections, reaction papers and essays, and individual and class projects. Visiting speakers and a field trip to the Museum of Jewish Heritage: A Living Memorial to the Holocaust will further enhance student understanding.

Full Year 6 Credits

JAPANESE HISTORY (334) 11-12

This course will blend a study of Japanese cultures and traditions with an overview of this country's history. The semester begins with a study of early Japan's integration of Chinese culture in areas such as: religion, government, society and architecture. After establishing the foundations of early Japanese culture, this course will focus on key time periods such as the Tokugawa Shogunate and Meiji Restoration. Films such as Akiro Kurosawa's Yojimbo and The Last Samurai, as well as books such as Zen in the Art of Archery supplement readings in the text. They also provide further insights into Japanese culture such as the way of the Samurai and Zen Buddhism. Students will also have the opportunity to take some lessons in a martial art.

Fall 3 Credits

CHINESE HISTORY (333) 11-12

This course takes a novel approach to the four thousand year story of the Chinese people. By reading the biographies of some of China's most interesting individuals, this course seeks to access some of the key values and ideas that have developed over time. Students will learn about the moral system of Confucius, the special branch of Buddhism founded by Hui Neng, the meeting between Genghis Khan and a Daoist monk, and the particular appeal of Mao's communist ideas to the Chinese people. Students will also examine elements of Chinese culture and major points of etiquette. They will practice tai chi and some basic Daoist meditation techniques. The curriculum will be supplemented with such Chinese films as: *Crouching Tiger, Hidden Dragon* and *Eat, Drink, Man, Woman.*

Spring 3 Credits

LITERATURE AND HISTORY OF NEW YORK CITY (542) 12

This course, an interdisciplinary offering, is open to seniors. Students must decide whether to apply the 6 credits to English or History, or they may apply 3 credits to each department. PLEASE REFER TO THE INTERDISCIPLINARY SECTION OF THE CURRICULUM GUIDE TO READ THE FULL COURSE DESCRIPTION.

Full Year 6 Credits

Mathematics & Computer Science

The department's mission is to develop in each student a love of mathematics and computer science, confidence in his/her abilities and a sense of responsibility for his/her academic achievement. The mathematics and computer science curriculums combine the best of the rich cultural tradition of both disciplines with applications to modern problems. While preparing students for the most rigorous college programs, the curriculum also exposes them to the history and beauty of both disciplines. The wide range of course offerings enables students to complete four years of mathematics at the Upper School. Ability grouping allows students to be successful as well as challenged. The pace of the course and the depth of study of various topics differ between courses offered at multiple levels.

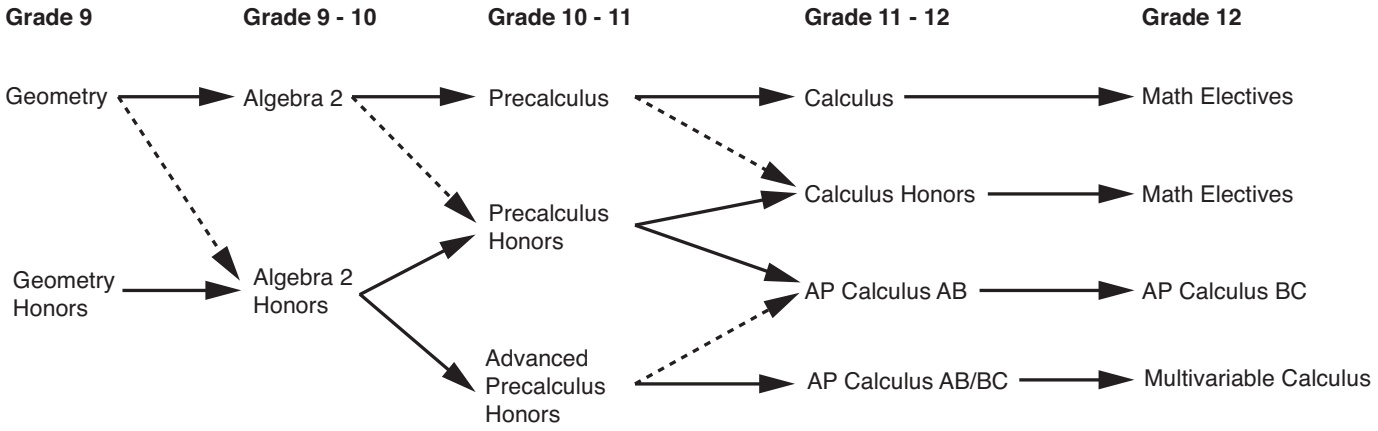
Graduation Requirement: Students must complete three years of mathematics at the Upper School. A minimum grade of C- is required to advance to the next sequential course. Any student earning below a C- in a sequential course must either repeat the course the following year or enroll in an approved summer school program and earn a minimum grade of C- in the course of study. Students may not take the same course twice at different levels, such as Geometry and Geometry Honors.

Honors-level courses: Students who earn an A in a non-honors course are not automatically qualified for, or recommended for, an honors course at the next level. These students should discuss their course options with their math teacher before submitting their course request forms.

Acceleration Policy: Students entering ninth grade who wish to accelerate through Geometry by completing an approved summer school program may do so only with the recommendation of their current MKA teacher and the prior approval of the Middle School Department Chair. In addition, students can accelerate through Geometry only if the Upper School Department Chair has approved the specific summer course in advance; students request this approval by completing and submitting a Course Acceleration Form in May. Courses taken prior to ninth grade do not appear on the transcript and do not count towards the graduation requirement.

The following chart shows possible sequences a student may take during grades 9 - 12; it does not display all possible course sequences. Enrollment in each course is dependent upon fulfillment of all prerequisites.

Course Progression



Math Electives:
- Statistics
- AP Statistics
- Number Theory and Combinatorics Honors

MATHEMATICS

GEOMETRY (411) 9

This course provides the core of the general concepts and theorems of Geometry. While formal two-column and coordinate proofs are introduced, emphasis is placed on the development of logical and evidence-based thinking. The traditional concepts concerning lines, angles, planes, polygons, congruence and similarity are connected to real-world applications and careers. The course also covers topics such as areas, surface areas and volumes of solids. Practice in applying concepts is strengthened by spiral review and occasional references to SAT-formatted questions. The goal of the course is to build a solid understanding of the fundamentals of Geometry.

Prerequisite: Algebra 1
Full Year 6 Credits

GEOMETRY (412) HONORS 9

This course begins with an introduction to the terms and fundamental concepts in the field of Euclidean Geometry. Using these building blocks throughout the year, students derive powerful theorems and develop an understanding of geometric concepts. They learn to compose formal proofs for the first time. Composing formal proofs promotes an understanding of the rigor required when working in a deductive system. Students apply Algebra 1 skills to solve challenging problems in a geometric context. Topics studied include parallel and perpendicular lines; triangles, quadrilaterals, and other polygons; congruent and similar figures; circles; area, surface area and volume; and trigonometry.

Prerequisites: B+ in Algebra 1 and department recommendation
Full Year 6 Credits

ALGEBRA 2 (421) 9-10

This course begins with a review of Algebra 1 topics, including linear equations, functions and inequalities. Students solve systems of equations using graphing, substitution, and linear combinations. Focus then turns to the study of quadratic equations and the various methods of solving them, as well as an in-depth study of quadratic functions and their graphs. Students learn about properties of rational exponents and radicals, rational expressions, and solving algebraic equations that use these various expressions. Students then explore the properties of logarithms and apply them to solving exponential and logarithmic equations. Finally, students are introduced to right triangle trigonometry, radian measure, and trigonometric functions.

Prerequisite: Geometry
Full Year 6 Credits

ALGEBRA 2 (422) HONORS 9-10

This course includes the study of linear equations, linear data models, and linear relations. Students explore techniques of factoring, graphing parabolas, solutions of quadratic equations, and the algebraic properties of powers, roots, and exponents. Other topics of study include synthetic division, the zeros of higher degree polynomials, rational functions, exponentials, and logarithms. Fundamental counting principles, probability, conic sections, and trigonometry are introduced. Emphasis is placed on learning how to graph equations by finding x and y intercepts and by understanding how coefficients and other constants transform parent functions into the given function.

Prerequisites: B+ in both Algebra 1 & Geometry Honors and department recommendation
Full Year 6 Credits

PRECALCULUS (431) 10-11

This course focuses on the interconnectedness between a function, its graph, and its relationship to relevant everyday topics. Highlighted functions include quadratic, exponential, logarithmic, higher-degree polynomial and trigonometric functions. Students will also learn the basic rules of combinatorics, including permutations and combinations, and the rules and patterns of sequences and series.

Prerequisite: Algebra 2

Full Year 6 Credits

PRECALCULUS (429) HONORS 10-11

In this course, students complete a summer assignment review of Algebra 2 Honors topics in preparation for the various topics in math analysis that are required for learning calculus. The course begins with an in-depth study of trigonometric functions and their inverses, including verifying identities, solving general triangles, and solving trigonometric equations. In the second semester, topics include the study of analytic geometry, parametric equations, vectors and polar coordinates. Students also study the concept of a limit using mathematical sequences and series, before introducing the definition of the derivative.

Prerequisites: B in Algebra 2 Honors and department recommendation

Full Year 6 Credits

ADVANCED PRECALCULUS (428) HONORS 10-11

This rigorous, fast-paced precalculus/calculus course is a prerequisite for AP Calculus AB/BC. Students complete an in-depth summer assignment review of core Algebra 2 Honors topics in preparation for an introduction to limits. This is followed by a concentrated study of trigonometric functions and their inverses including verifying identities, solving general triangles, and solving trigonometric equations. Additional topics include analytic geometry, sequences and series, parametric equations, vectors and polar coordinates, as time permits. In the second semester, students begin the study of calculus using mathematical sequences and series to revisit and extend the concept of a limit. Students will move rapidly on to an in-depth study of differentiation techniques and applications, which must be mastered fully in preparation for AP Calculus AB/BC.

Prerequisites: A in Algebra 2 Honors and department recommendation

Full Year 6 Credits

STATISTICS (444) 11-12

Statistics is a field that has applications in many academic disciplines. This introductory course in statistics provides students with a strong statistical base that is applicable to many courses of study in college. Throughout the course, students will apply their knowledge through self-selected projects that highlight the concepts they have learned. Students will begin by focusing on the different methods of collecting data. After data is collected, students will study the advantages and disadvantages of the numerous ways to analyze and display their data. In addition, the majority of time will be spent interpreting student data in many meaningful ways using statistical language.

Prerequisite: Algebra 2; students may not take both Statistics and AP Statistics at MKA

Full Year 6 Credits

ADVANCED PLACEMENT STATISTICS (443) 11-12

This course is designed to utilize students' analytical writing skills with the purpose of conducting statistical investigations. This course emphasizes communication using appropriate statistical language and vocabulary in order to prepare students for the Advanced Placement exam. Students will analyze sampling design, experimental design, and sources of bias. The first semester focuses on descriptive statistics, where students will learn how to effectively summarize data using appropriate written, numerical, and graphical techniques. Other topics include investigating and applying a variety of probability models. The second half of the course focuses on interpreting the results of statistical inference, including confidence intervals and hypothesis testing.

Prerequisites: Course taken immediately prior to AP Statistics must be honors or AP level Precalculus or Calculus; A- in Precalculus Honors, B in Calculus Honors or B- in Advanced Precalculus Honors / AP Calculus AB; and department recommendation

Full Year 6 Credits

CALCULUS (439) 11-12

This course is intended for students who want to learn some of the practical applications of calculus while increasing their understanding of the underlying mathematical concepts. Topics include limits, differentiation, and integration. Functions studied during the year include polynomial, rational, trigonometric, exponential and logarithmic. This course will provide students the opportunity to refine their algebra skills and to develop a deeper understanding of functions.

Prerequisites: B- in Precalculus and department recommendation
Full Year 6 Credits

CALCULUS (440) HONORS 11-12

This course is intended for students who want to learn the practical applications of traditional calculus while understanding the mathematical concepts underlying the techniques they have acquired. Students study nearly all the topics covered in a one-semester, college-level calculus course in a non-AP setting. First semester topics include limits at a point, derivatives, differentiation techniques, and the application of derivatives. Second semester topics include anti-derivative, definite and indefinite integrals, integration techniques, area bounded by curves, and the volume of rotational solids. Functions studied during the year include polynomials, rational functions, exponentials, logarithms and trigonometric functions.

Prerequisites: Advanced Precalculus Honors or B- in Precalculus Honors, and department recommendation
Full Year 6 Credits

ADVANCED PLACEMENT CALCULUS AB (442) 11-12

A formal study of limits and continuity provides the foundation for the study of differential and integral calculus. The major emphasis is on clear, intuitive understanding of the concepts. Students develop facility with the elementary techniques of calculating derivatives and integrals of frequently encountered algebraic and transcendental functions. Applications include curve-sketching techniques; motion along a straight path; related rates; extreme value problems; and the computation of area and volume.

Prerequisites: B- in Advanced Precalculus Honors or A- in Precalculus Honors, and department recommendation
Full Year 6 Credits

ADVANCED PLACEMENT CALCULUS BC (449) 12

This course covers all topics listed in the current Advanced Placement BC Calculus syllabus. In conjunction with Advanced Placement Calculus AB, it is equivalent to two semesters of first-year college calculus. Major topics include limits, integrals and their applications, techniques of integration, improper integrals, infinite series and convergence tests, Taylor and Maclaurin polynomials/series, parametric and polar functions, vector-valued functions, and linear differential equations. In addition, students will be introduced to a variety of proofs using William Dunham's Journey Through Genius.

Prerequisites: AP Calculus AB, minimum grade of 4 on the AP exam and department recommendation
Full Year 6 Credits

ADVANCED PLACEMENT CALCULUS AB/BC (448) 11-12

After a brief review of limits and derivatives, students will begin a comprehensive study of integral calculus and its applications. Investigating the Fundamental Theorem of Calculus will connect this course's material with the differential calculus previously studied during the second semester of Advanced Precalculus Honors. Subsequent topics covered in this course include polar and parametric functions, convergence tests for infinite series, as well as Taylor and Maclaurin polynomials/series. Students will take the Advanced Placement Calculus BC Exam.

Prerequisites: B+ in Advanced Precalculus Honors and department recommendation
Full Year 6 Credits

NUMBER THEORY AND COMBINATORICS (461) HONORS 12

This course introduces several seminal ideas and fields of mathematics atypical of the standard high school curriculum at a level that presupposes an understanding of limits. Topics covered in this course include number theory, combinatorics, and graph theory. The course explores various applications that synthesize these concepts, such as various methods of proof, modular arithmetic, Diophantine equations, Eulerian and Hamiltonian cycles, weighted graphs, and the binomial theorem. These advanced topics introduce students to fields of mathematics that could interest them at the post-secondary level.

Prerequisites: A- in Calculus or B- in Calculus Honors, or seniors co-enrolled in Calculus Honors who earned a B in Precalculus Honors, and department recommendation

Full Year 6 Credits

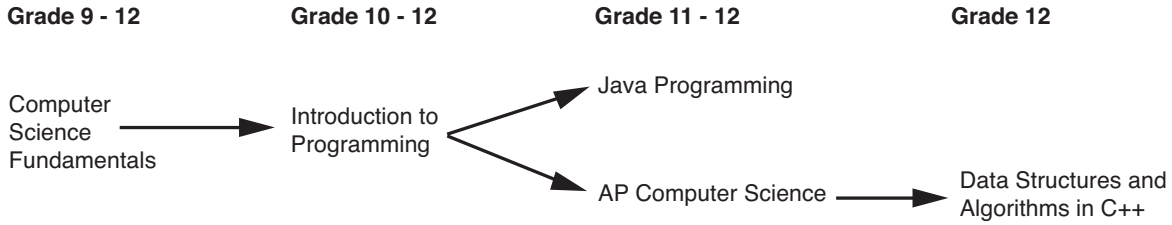
MULTIVARIABLE CALCULUS (463) 12

This course provides students with a full-year, in-depth introduction to differential, integral, and vector calculus for functions of more than one variable. After a brief review of vectors and vector operations, students will investigate the properties and graphs of multi-dimensional functions. Further topics will include partial derivatives, optimization, multiple integrals, and spherical/cylindrical coordinates. Additionally, students will learn about line and surface integrals, culminating in the study of Green's Theorem, Stokes' Theorem, and the Divergence Theorem. Students may not take this post-AP course against recommendation.

Prerequisites: AP Calculus AB (and at least a 4 on that AP exam) and co-enrolled in AP Calculus BC or AP Calculus AB/BC (and at least a 4 on that AP exam), and department recommendation

Full Year 6 Credits

Computer Science



COMPUTER SCIENCE FUNDAMENTALS (550) 9-12

This course introduces students to computer science and examines how computing is utilized in many fields. Students will study internet history, the world wide web, HTML, device hardware, networking, data abstraction, algorithms and software, cyber security, ethics and the social impact of computing. Providing students with skills and understanding to utilize technology responsibly and to protect their personal data is a common theme reinforced throughout the course. Students will be introduced to programming languages with exercises using Javascript and Python. The class will explore advanced topics through discussion of professional technical news items, such as big data, cloud computing, and artificial intelligence. By the end of the course, students will have enough knowledge to navigate the technological world and pursue their own interests. Website design is not taught in this course. Prior programming experience is not required.

Full Year 6 Credits

INTRODUCTION TO PROGRAMMING (555) 10-12

This course is an introduction to understanding and analyzing problems by writing and debugging computer programs. Using the Python programming language, students create programs of increasing complexity using multiple paradigms. The course begins with a focus on functional programming and culminates in the study of object-oriented programming, which is a paradigm of software design and development used in academia, industry and the AP course. Programming projects range from solving mathematical challenges to drawing 2-D graphics using modeling algorithms. Prior computer programming experience is not required. HTML and JavaScript are not used in this course.

Prerequisites: B+ in Geometry or B in Geometry Honors
Full Year 6 Credits

JAVA PROGRAMMING (560) 11-12

This course introduces students to the Java programming language with a focus on object-oriented programming. Java is a popular industrial language that can be used to write general purpose applications. Students learn Java code organization, syntax, data typing, control structures and exception handling. Accepted practices and conventions for professional Java coding are taught and used in the course. Object-oriented topics include concepts such as recursion, inheritance, encapsulation, and polymorphism. Programming with data input/output and with GUI interfaces is also covered.

Prerequisite: Introduction to Programming
Full Year 6 Credits

ADVANCED PLACEMENT COMPUTER SCIENCE (561) 11-12

This course's concepts fall into six main categories: program design, program implementation, program analysis, algorithms, classes, and objects. Students begin by learning Java language syntax with an emphasis on object-oriented design methods. This class explores the concepts of inheritance, encapsulation, and polymorphism by designing and writing Java programs of increasing complexity. Students develop solid programming skills and debugging strategies through lab assignments which prepare them to take the AP Computer Science Exam and which are also useful for the future, beyond the scope of the course.

Prerequisites: B+ in Algebra 2 or B in Algebra 2H; B+ average on in-class assessments in Introduction to Programming, and department recommendation
Full Year 6 Credits

DATA STRUCTURES AND ALGORITHMS IN C++ (562) 11-12

This course continues two of the major concepts covered in AP Computer Science: program analysis and algorithm design. The focus of the first half semester is on learning the programming language C++. Once a stable understanding of the language is developed, the students will build the major Data Structures while analyzing their efficiency in context. Using those structures, we will examine the most common problems and algorithms in computer science. This will culminate in an analysis of the classification of algorithms and a discussion of one of the unsolved problems in Computer Science: P vs. NP. Students may not take this post-AP course against recommendation.

Prerequisites: AP Computer Science and department recommendation;
Full Year 6 Credits

Science

The Science Department offers courses that provide students with a strong background in the three major areas of science: biology, chemistry and physics. In addition to challenging students in the areas of critical thinking and problem solving, courses engage students in the process of science by introducing new laboratory methodology and helping students to become scientifically literate citizens. Juniors and seniors have a variety of options, depending on department recommendation and student interest. All laboratory work must be successfully completed for a student to earn a passing grade in a course. **Please note the courses for which the Common Work Period is used on a regular basis to extend instructional time.**

Graduation Requirement: Students must complete three years of science: biology, chemistry and physics. Most Upper School students take four years of science; those students who plan to major in science or engineering or those who may pursue medicine are strongly encouraged to do so. Some students take two science courses as juniors and/or seniors.

BIOLOGY 1 (605)
BIOLOGY 1 (606) HONORS 9

Students are introduced to the science of biology from an ecological perspective that incorporates an understanding of the abiotic and biotic factors that impact living things. Students will explore topics in ecology, genetics, evolution, system studies from the cell to the organ level, and taxonomy; content will be supported by activities and experiments. Students will have the opportunity to acquire the necessary analytical writing skills, experimental skills and processing skills to continue their studies in science. The honors course covers the same concepts but uses a different textbook to explore them with added depth and breadth.

Prerequisites for Bio 1H: A- or above in 8th grade science and department recommendation
Full year 6 Credits

BIOLOGY 1 SCIENCE RESEARCH (609) HONORS 9

This course covers the Biology 1 Honors course content, with the expectation of more independence on the part of the student, so that more class time can be devoted to laboratory inquiry activities. In addition, students are introduced to the fundamentals of scientific research. A significant part of the course focuses on developing testable questions, designing experiments and communicating results. Students in this course prepare additional and more detailed laboratory reports than in Biology 1H, and in this course, students will present their findings to both peers and faculty. **This class will use its Common Work Period.**

Prerequisites: A- or above in 8th grade science and department recommendation
Full year 6 Credits

CHEMISTRY 1 (625)
CHEMISTRY 1 (627) HONORS 10

This course provides an overview of the major topics and problem-solving techniques in chemistry. Topics explored include atomic theory, chemical nomenclature and reactions, the mole and stoichiometry, chemical bonding, gas laws, and basic thermodynamics. Students will explore these topics through discussion, activities, mathematical analysis and laboratory experiments. The honors course includes additional topics and requires more in-depth quantitative analysis of the concepts along with a more rigorous laboratory component.

Prerequisites for Chem 1H: A- in Biology 1 or B+ in Biology 1H or SRH; A- in Geometry, B+ in Geometry H, B+ in Algebra 2 or B in Algebra 2H; and department recommendation
Full Year 6 Credits

CHEMISTRY 1 SCIENCE RESEARCH (629) HONORS 10

This course covers the Chemistry 1 Honors content, but with greater depth and with the expectation of more independence on the part of the student, so that more class time can be devoted to laboratory inquiry activities. In addition, students are introduced to aspects of scientific research. A significant part of the course focuses on developing testable questions, designing experiments and communicating results. Students prepare additional and more detailed laboratory communications, and they present their findings to peers and faculty. **This course will use its Common Work Period.**

Prerequisites: B+ in Biology 1H or SRH; A- in Geometry, B+ in Geometry H, B+ in Algebra 2 or B in Algebra 2H; and department recommendation

Full Year 6 Credits

PHYSICS 1 (648) 11-12

This hands-on introductory physics course includes the basics of mechanics, energy, gravitation, waves, light and electricity. Laboratory work, demonstrations, discussions, and in-class practice all emphasize knowledge acquisition, conceptual understanding and problem-solving strategies. Students will be expected to gain understanding of facts, link them together to form meaningful connections and use algebraic equations to guide their thinking.

Prerequisites: Biology 1 and Chemistry 1

Full Year 6 Credits

PHYSICS 1 (649) HONORS 11-12

This introductory course provides an algebra- and trigonometry-based approach to physics. It focuses on the basic areas of physics: mechanics, electricity, magnetism and wave mechanics. Students explore these topics through conceptual discussions, mathematical analysis, computer simulations and laboratory experiments.

Prerequisites: Biology 1; B+ in Chemistry 1 or B in Chemistry 1H or SRH, B+ in Algebra 2H or B in an honors precalculus course and department recommendation; also for seniors, B in junior year science course

Full Year 6 Credits

PHYSICS 2 (647) HONORS 12

This course builds on the first-year physics course with topics including gravitation, waves and sound, rotational motion, relativity and electricity. A lab-based project is completed in April. There is a strong problem-solving component to this course and significant lab work will be required.

Prerequisites: A- in Physics 1 or B in Physics 1H; B+ in Algebra 2H or B in an honors precalculus or calculus course; and department recommendation

Full Year 6 Credits

ADVANCED PLACEMENT PHYSICS (623) 12

This course uses a rigorous calculus-based approach and is designed to be the equivalent of a first-semester college physics course for physics and engineering majors. The course covers the topics found in the AP Physics C: Mechanics exam: kinematics (displacement, velocity, and acceleration in straight-line and projectile motion); dynamics (Newton's Laws of motion, frictional and centripetal forces, etc.); work, energy and power; systems of particles (center of mass, impulse, momentum and collisions); circular motion and rotation (uniform circular motion, rotational kinematics and dynamics, angular momentum, torque, rotational kinetic energy, static equilibrium); oscillations (simple harmonic motion and pendulums); gravitation; and laboratory work. Einstein's special theory of relativity will also be examined. **This class will use its Common Work Period.**

Prerequisites: B+ in Physics 1H; B+ in Calculus H, B in AP Calculus AB or co-enrolled in an AP Calculus course, and department recommendation

Full Year 6 Credits

BIOLOGY 2 (634) HONORS 11-12

This course is intended as a follow-up to the first year biology course, with most of the work concentrating on biochemistry and molecular biology as taught in a first-year, college level biology course. The first semester focuses on the chemical aspects of macromolecules and their biological interactions. The second semester applies the concepts of the first semester to the study of enzymes and ATP, DNA replication and mutation errors that may occur, DNA transcription and translation in protein synthesis. Juniors taking the course use the last month of the school year to study photosynthesis and cellular respiration at the molecular level.

Prerequisites: B in Biology 1, or B- in Biology 1H or SRH; B+ in Chemistry 1 or B in Chemistry 1H or SRH and department recommendation

Full Year 6 Credits

ADVANCED PLACEMENT BIOLOGY (635) 11-12

This course is a second-year biology course that explores the four "Big Ideas" of the discipline: (1) Evolution drives diversity and unity of life; (2) Biological systems utilize free energy and molecular building blocks to grow, reproduce and maintain dynamic homeostasis; (3) Living systems store, retrieve, transmit and respond to information essential to life processes; and (4) Biological systems interact, and these systems and their interactions possess complex properties. Significant emphasis is placed on scientific inquiry and student-directed laboratory experiences. **This class will use its Common Work Period.**

Prerequisites: A- in Biology 1 or B+ in Biology 1H or SRH; A- in Chemistry 1 or B+ in Chemistry 1H or SRH, and department recommendation

Full Year 6 Credits

CHEMISTRY 2 (624) HONORS 11-12

This second-year chemistry course gives students a detailed look at specific topics in chemistry. It serves as an introduction to first-year, college-level chemistry. Inorganic chemistry topics include thermodynamics, atomic structure, bonding theories, reaction types and equilibrium. Behavior of gases and reactions in aqueous solution are also investigated. Furthermore, students are introduced to organic chemistry. Laboratory work is an integral part of the course and is the focus during the final weeks of the spring semester.

Prerequisites: B- in Biology 1, 1H or SRH, B+ in Chemistry 1 or B in Chemistry 1H or SRH; B in Algebra 2H or B- in an honors level precalculus course and department recommendation; also for seniors who have taken physics, B in Physics 1 or B- in Physics 1H

Full Year 6 Credits

ADVANCED PLACEMENT CHEMISTRY (621) 11-12

This course is designed to be the equivalent of a first-year college general chemistry course. This second-year chemistry course will cover in detail the topics in organic and inorganic chemistry found on the Advanced Placement Chemistry exam. These topics include: structure of matter (atomic theory and atomic structure, chemical bonding and nuclear chemistry); states of matter (gases, liquids and solids, and solutions); reactions (reaction types, stoichiometry, equilibrium, kinetics and thermodynamics); descriptive chemistry; and laboratory work. **This class will use its Common Work Period.**

Prerequisites: B+ in Biology 1 or B in Biology 1H or SRH; A in Chemistry 1 or B+ in Chemistry 1H or SRH; B+ in Algebra 2H or B in an honors precalculus course and department recommendation; also for seniors who have taken physics, B+ in Physics 1 or B in Physics 1H

Full Year 6 Credits

BIOMECHANICS AND PHYSIOLOGY (544) 11-12

This course, an interdisciplinary offering, is open to juniors and seniors. PLEASE REFER TO THE INTERDISCIPLINARY SECTION OF THE CURRICULUM GUIDE TO READ THE FULL COURSE DESCRIPTION.

Full Year 6 Credits

ENVIRONMENTAL SCIENCE 1 (641) 11-12

This course challenges students to use what they have learned in chemistry and biology to understand some of the complex, interconnected problems facing our environment. The three main aspects of Earth's biosphere – air, water, and soil – are explored. Climate change and globally distributed pollution are primary foci. Students will examine water as a resource, investigate water testing and monitoring strategies, and study the role of water in the hydrologic cycle and weather. Site testing may be done at local waterways in the community. **Students who want to take this subject all year must request both courses.**

Prerequisites: Biology 1 and Chemistry 1
Fall 3 Credits

ENVIRONMENTAL SCIENCE 2 (642) 11-12

This course is a continuation of, and relies upon a thorough understanding of, Environmental Science 1. Topics discussed include endangered species, biodiversity, ecosystem protection, conventional and alternative energy sources, and the impact of humans on the environment. Case studies, including student-chosen examples, will be used to explore the themes of conservation and sustainability. **Students who want to take this subject all year must request both courses.**

Prerequisite: Environmental Science 1
Spring 3 Credits

ASTRONOMY 1 (637) 12

This course focuses primarily on becoming familiar with the night sky in terms of the celestial sphere and equatorial coordinates vs. altazimuth coordinates used in locating positions of stars. We also study phenomena within our solar system, such as the reasons for seasons on earth, precession, phases of the moon, solar and lunar eclipses, and the inferior and superior planets. Students complete web-based MasteringAstronomy tutorials and SkyGazer activities to reinforce the concepts they learn in this course. **Students who want to take this subject all year must request both courses.**

Prerequisite: Successful completion of, or co-enrollment in, a physics course
Fall 3 Credits

ASTRONOMY 2 (638) 12

In this semester of Astronomy, the focus shifts to the stars and constellations in the night sky. Students will study the constellations of the different seasons and how to identify their main stars. We will also focus on the spectral categories of stars, their proper motion, and their birth, evolution, and death. Other topics include the Doppler Effect and red shift, in terms of their application to stellar and galactic motion. Students complete web-based MasteringAstronomy tutorials and SkyGazer activities to reinforce the concepts they learn in this course. **Students who want to take this subject all year must request both courses.**

Prerequisite: Successful completion of, or co-enrollment in, a physics course
Spring 3 Credits

SCIENCE RESEARCH 2 (626) HONORS OR 3 (636) HONORS 11-12

These courses are devoted to independent work on mentor-assisted research projects that each student chooses, designs and executes. Students choose a mentor, who may be an MKA faculty member or a scientist from a college or industry. A student's grade is based on designing and undertaking a research project; submitting the proposal on time; keeping an accurate and up-to-date record of research data and analysis in a laboratory notebook; making regular progress reports; and writing a final paper describing the experimental design, results and conclusions. Students are required to schedule and attend regular meetings, and potentially to participate in electronic discussions. S1 focuses on designing the project, writing a research proposal, and discussing the proposal with the research committee. Students collect data and write their formal paper during S2. Enrollment preference is given to students who took Biology 1SRH and/or Chemistry 1SRH.

Prerequisites: Department recommendation; interested students must schedule an interview in May
Full Year 2 days/cycle 3 Credits

Fine and Performing Arts

Education provides the filters through which we view a multifaceted and complex world. The arts are an essential filter, allowing us to celebrate our individuality within a community; to experience an emotional, physical and intellectual involvement in the world; to question and learn from ourselves and our limits; and to understand the more subtle aspects of human endeavor. The disciplines within the fine and performing arts teach students to develop, express and evaluate ideas; think critically and imaginatively in problem solving; produce and interpret images and creative work; understand the artistic achievements of others; and develop self-discipline and focus.

The department encourages students to take a variety of courses and to explore disciplines in the arts outside their previous experience. By varying their arts experiences, students can enhance the quality of their lives at MKA and beyond.

Graduation Requirement: Students must complete nine credits in the department. Several of the disciplines have sequential courses, and prerequisites should be carefully noted. When class size is limited, registration priority is given first to seniors, then juniors, sophomores and freshmen.

NOTE: A * following the course number means STUDENTS MAY TAKE THIS COURSE MORE THAN ONCE.

Visual Arts

DRAWING AND PAINTING 1 (702) 9-12

This course increases students' visual awareness and develops their drawing and painting skills. Emphasis is on the description of form through the use of line, space, shape and color. Imagination and creativity are encouraged and developed through a variety of studies, drafts, and exercises.

Full Year 3 days/cycle 3 Credits

DRAWING AND PAINTING 2 (748) 10-12

The development of drawing and painting skills are the primary focus of this course. In addition, students explore the relationship between content and composition. Concept and imagination take on a larger role as students begin to develop their own visual language through studies and exploratory drawing. The course concludes with projects that combine traditional drawing media with digital applications.

Prerequisite: Drawing and Painting 1 or department recommendation based on a portfolio review

Full Year 3 days/cycle 3 Credits

STUDIO ART (756) HONORS 11-12

This course provides a rigorous, in-depth exploration of concepts and skills that challenge students to move beyond fundamentals toward a deeper understanding of visual expression. Drawing and related skills are important elements in the course work, however, some assignments may be executed either two-dimensionally or three-dimensionally. The emphasis of the course will be on the development of a student's portfolio; work produced will be appropriate for use in the college admissions process. Regular homework projects are assigned.

Prerequisites: Draw/Paint 2 or Sculpture 2 and department recommendation based on a portfolio review

Full Year 4 days/cycle 6 Credits

STUDIO ART PROJECTS (754)* 11-12

This course provides students an opportunity to develop conceptually-based, personal projects in response to broad themes (time, place, humor). Students carefully consider which media are appropriate to realize their concepts. Students will be encouraged to explore a wide range of materials and techniques, either two- or three-dimensional, including contemporary (video, digital) and traditional practices. Additional expenses may be incurred.

Prerequisite: One of the following courses: Drawing & Painting 2, Sculpture 2, Photo 2, Media Production Design, or department recommendation based on a portfolio review

Full Year 3 days/cycle 4 Credits

ADVANCED PLACEMENT STUDIO ART (757) 12

This course provides students an opportunity to prepare work for one of the three different AP Studio Art exams: Drawing, Two-Dimensional Design or Three-Dimensional Design. Students must demonstrate both mastery of skills and breadth of understanding of artistic concepts. Expectations are high for the quality of work produced and the amount of work to be completed. A significant amount of work must be done outside of class.

Prerequisite: Department recommendation; students must submit an application portfolio in order to be considered

Full Year 4 days/cycle 6 Credits

SCULPTURE 1 (707) 9-12

This course provides a hands-on introduction to three-dimensional object making. Students gain an understanding of basic procedures and learn about the forms of sculpture. Students' goals are to experiment with ideas, and to examine the potentials and limitations of a variety of materials, including clay, papier-mâché, plaster, cardboard, wood, stone and metal. Students study aspects of the history of sculpture and analyze contemporary artists' work.

Full Year 3 days/cycle 3 Credits

SCULPTURE 2 (708) 10-12

This course provides a continuation of Sculpture 1 for experienced students and guides them through more advanced procedures and the competent handling of materials. Emphasis is placed on the development of ideas and how those ideas can be successfully realized. Large-scale projects include using clay; plaster casting; and carving wood, stone and metal.

Prerequisite: Sculpture 1 or department recommendation based on a portfolio review

Full Year 3 days/cycle 3 Credits

SCULPTURE PROJECTS: 3D DESIGN (709) 11-12

This course provides experienced students the opportunity to explore 3D modeling concepts in depth. Students will investigate design problems in architecture, object, and furniture design using digital software and tools, including 3D printing and laser cutting. Emphasis is on thinking, problem solving, creativity and inventiveness. Students will work in a wide range of materials learning construction and fabrication techniques to build models and prototypes.

Prerequisite: Sculpture 2 or department recommendation based on a portfolio review

Full Year 3 days/cycle 3 Credits

PHOTOGRAPHY 1 (774) 10-12

This course introduces students to the basics of digital camera operation, exposure, and printing. Additionally, students begin to develop an awareness of what makes a photograph work visually and conceptually. Each student must have a digital camera (DSLR recommended) capable of manual operation.

Fall or Spring 4 days/cycle 3 Credits

PHOTOGRAPHY 2 (776) 10-12

For more experienced photographers, this course helps students to refine and expand their technique, and challenges them to develop more intriguing and effective photographs. Among other aspects of advanced camera operation, students will practice more sophisticated metering techniques, explore the role of lighting and work with studio-type set-ups. Additionally, students will gain more experience working with intermediate aspects of Photoshop, while maintaining an overall focus on the artistic and expressive content of their work. Each student must have a digital camera (DSLR strongly recommended) capable of manual operation.

Prerequisite: Photography 1 or department recommendation
Fall or Spring 4 days/cycle 3 Credits

PHOTO PROJECTS (770) 11-12

Designed for students who are seriously interested in exploring photography and photographically-based work, this course will provide a structured opportunity for young photographers to build a body of work based on issues and concepts of significance to them. After studying the work of select photographic artists, students will look at their own photographs, identifying key personal concerns. In conjunction with the teacher, they will then design and execute a set of projects, further exploring and expanding on these concerns. The goal of the course is not only for students to end with a strong portfolio, but also to begin to define themselves as young artists.

Prerequisites: Photo 1, Photo 2, and department recommendation
Fall or Spring 3 days/cycle 3 Credits

THEATRE

EXPERIENCE OF THEATRE (729) 9-12

This is the basic foundation of all the performing arts courses. In this course, we explore all areas of the theatrical mediums. We begin with theatre history, discovering all the places in the world where theatre had its birth. From there we move on to famous and ground-breaking playwrights to the business side of theatre (publicity, advertising, etc.) to musical theatre, Shakespeare, technical theatre and script analysis. This culminates with each student writing their own play and watching it come to life. A basic theatre vocabulary is also covered. Each student is required to attend all Upper School productions, including - but not limited to - Encore Weekend, the Fall Play, the Winter Musical, and the Spring Play/Movie.

Full Year 3 days/cycle 3 Credits

ACTING (714) 10-12

This course delves into the basics of performing a scene and developing a character, including the use of exercises, warm-up games and select improvisation. During the first semester, students work on performing open-ended scenes in groups of two in which they set the plot and details. In the second semester, they then move on to scene work from established plays in groups of more than two. Students also work on monologues throughout both semesters. Each student is required to attend all Upper School productions, including - but not limited to - Encore Weekend, the Fall Play, the Winter Musical, and the Spring Play/Movie. Also, each student is required to be a member of either the cast or the crew for at least one production.

Prerequisite: Experience of Theatre
Full Year 3 days/cycle 4 Credits

AUDITION TECHNIQUE (710) 11-12

Auditioning well is a technique all its own and is a necessary skill. This course is designed to teach students how to audition, from logistics to etiquette to performance. A major focus will be to create confidence in the student's audition process. Each student will also spend time creating a proper, and individualized, audition portfolio that could be used for the college audition process and/or for general auditions outside MKA. Mock auditions, special readings with discussions, special guests and cold readings will all be a part of the curriculum. Guidance will be available for creating a resume, filming a video reel, and having a headshot taken.

Prerequisites: Acting

Fall 3 days/cycle 2 Credits

MUSICAL THEATRE (713) 11-12

This course will focus on the performance genre of musical theatre, arguably the most difficult genre as it encompasses vocal skill, dance ability and acting prowess. Students will focus on the art of being considered a triple threat, will study the greats, and will experience special guest workshops. Special focus will be placed on how to integrate the three skills into a great musical theatre performance, so students will learn specific exercises to advance their current skill levels. Students will also work on solos, duets and trios.

Prerequisites: Acting or Chamber Singers or Choreography Workshop

Spring 3 days/cycle 2 Credits

IMPROVISATION (715)* 10-12

This course explores the art of improvisation, a building block of the acting craft and an important skill for all types of performers. It incorporates exercises done by beginning students and seasoned professionals. It also helps actors understand the feel of being in a performance troupe and adds to the performance confidence students should have built in previous courses. We will use exercises, warm ups and games that will unfold into sketches and scenes. The culmination of this course will be a workshop performance.

Prerequisites: Experience of Theatre and completion of or co-enrollment in Acting

Pass/Fail

Full Year 1 day/cycle 1 Credit

We plan to offer one or more Directed Study programs in the evenings. These are not courses that grant credit, count towards the graduation requirement, or for which students sign up in advance; rather, they are offerings that students will learn about once the school year starts. In 2017-18, students could take Playwriting and/or Filmmaking.

DANCE

DANCE WORKSHOP (797)* 9-12

This course is designed to enhance the skills of the dancer in all the traditional styles of ballet, jazz, and lyrical. We then explore musical theatre, hip-hop, contemporary and improvisation. Students will study the works of famous choreographers such as Bob Fosse, Alvin Ailey and Twyla Tharp. Dancers will learn how to create a concept for an original piece, and will have the opportunity to choreograph these pieces in small groups and teach these pieces to their classmates. The course culminates in a full-class performance as part of the spring Dance Concert.

Pass/Fail

Full Year 3 days/cycle 3 Credits

CHOREOGRAPHY WORKSHOP (798)* 9-12

For serious students who want to learn more about choreography, this is a technical course that focuses on building a strong dance vocabulary through performance. Students study different methods of choreography, and explore uses of shape, level, space, tempo, direction and intention. Students work on solos, duets, group and company pieces, culminating in the Dance Concert. Performance of successful works, including participation in the concert, is a course requirement. Seniors must attend class and rehearsals during May Term, until the Dance Concert.

Prerequisites: Department recommendation based on work in Dance Workshop and/or an audition

Full Year 3 days/cycle 4 Credits

MUSIC

CONCERT CHOIR (760)* 9-12

This course concentrates on rehearsing and performing a wide variety of choral music. There is focus on ear-training skills, reading vocal music, choral-building techniques and singing in four- and five part harmony. Previous singing experience is not necessary. Participation in the winter and spring concerts and all dress rehearsals is a course requirement.

Pass/Fail

Full Year 4 days/cycle 3 Credits

CHAMBER SINGERS (762)* 10-12

In this course, students study a more advanced repertoire of various styles, delving into more complex vocal music. Blend, tone, phrasing, intonation and a cappella singing are focal points. Chamber Singers may perform community concerts throughout the year. Auditions are held each year in the second semester for the subsequent school year for those students who are not already members of Concert Choir or Chamber Singers; Concert Choir is not a mandatory prerequisite. Placement in Chamber Singers is dependent on scheduling, so a successful audition does not guarantee that enrollment is possible. Participation in the winter and spring concerts, all dress rehearsals, and Commencement is a course requirement.

Pass/Fail

Full Year 4 days/cycle 3 Credits

CONCERT BAND (726)* 9-12

In this course, students play music from the baroque, classical, romantic and contemporary eras. Students are coached in the basics of rhythm, tone production, dynamic and phrasing. Openings for certain instruments are limited, and auditions may be required to determine placement. Band members have the opportunity to join smaller ensembles, such as Jazz Band, brass quintet or woodwind quintet. Enrollment in Concert Band is required for all students participating in these smaller ensembles, with the exception of students who play bass, guitar and piano; Band does not include strings, piano or guitar. Participation in all performances is a course requirement, as is attendance at sectional rehearsals, which take place once/cycle during the afternoon (2:25-2:55) activity period.

Pass/Fail

Full Year 4 days/cycle 3 Credits

BEGINNING STRING INSTRUMENTS (740) 9-12

This course introduces the basics of playing a stringed instrument: development of technical knowledge, tone production and performance skills. Students also learn the fundamentals of music notation: reading of clefs, key signatures, rhythm, basic harmonic structures (intervals and chords), sight-reading and basic music history. Students in Beginning Strings usually continue in String Orchestra the following year.

Pass/Fail

Full Year 4 days/cycle 3 Credits

STRING ORCHESTRA (745)* 9-12

As a performance ensemble for stringed instruments (violin, viola, cello and bass), this course includes various aspects of string playing, such as bowing styles (e.g., legato, marcato, detache, martele, staccato, spiccato, col legno, ponticello and sul tasto), and left-hand techniques (e.g., shifting, vibrato, harmonics and double stops). Students develop intonation; rhythmic accuracy; and ear-training, sight-singing and ensemble skills. Literature includes music of diverse styles from the Renaissance period to the present. Participation in all performances is a course requirement.

Prerequisite: Department recommendation
Pass/Fail
Full Year 4 days/cycle 3 Credits

ADVANCED STRINGS (741)* 9-12

This course is designed for the school's most advanced string players. Students must have completed Suzuki Book Level 4 or higher and be working on Etudes such as Wohlfahrt op. 45 Book 2, Kayser, Dankla or Dont. Students must also have completed concerti such as the Bach Double Concerto or equivalent to be considered. Students must be proficient in the high positions. This course explores chamber and orchestral works of the standard repertoire. In addition, students will also study the repertoire of, and perform together with, the String Orchestra. Participation in all performances is a course requirement.

Prerequisite: Department recommendation, which may include an audition
Pass/Fail
Full Year 4 days/cycle 3 Credits

MUSIC THEORY 1 (703) AND 2 (704) 9-12

These courses help students build fluency in several different areas and add to their previously-acquired skills. Topics covered will include interval, tetra chord, scale, mode and chord construction, figured bass and functional harmony, and basic counterpoint in four-part writing. These areas of study will be placed in historical context to give each student an elementary knowledge of the development of compositional techniques from the year 800 to the present. Ear training through melodic dictation, interval training and rhythmic training play an important part in developing skills for critical listening and performance practice as well.

Prerequisite: Department recommendation, which includes an interview
Full Year 3 days/cycle 3 Credits

AP MUSIC THEORY (705) 10-12

Students in this course must be able to read and write musical notation, and it is strongly recommended that they have acquired at least basic performance skills in voice or an instrument. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are important parts of this course. Students will develop the ability to recognize, understand, and describe basic processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Sight singing performance practice is also part of the curriculum. Notational skills, listening skills, speed and fluency will also be emphasized.

Prerequisite: Music Theory
Full Year 4 days/cycle 6 Credits

Interdisciplinary

We will not allow the rights and privileges accorded to citizens of this nation to slip away because our students are ill-equipped for full citizenship and for thoughtful participation in the family and community. – Our Common Purpose

Graduation Requirement: Global Citizenship & Ethics and Leadership are graduation requirements. The philosophy behind these two courses is that our students must not only care about their studies, but must also care deeply about how they conduct themselves, both in and out of the classroom. To that end, a focus on information literacy, ethics, leadership and the formation of character, and global citizenship is embedded throughout the MKA curriculum.

GLOBAL CITIZENSHIP (807) 9

This course, required for all ninth graders, helps prepare students to be ethical, engaged, informed members of the global community. Using the design thinking process, students identify and investigate an important global issue and ultimately create and communicate a plan of action to address that issue. Through activities, conversations and research, students grapple with global issues from an ethical perspective while cultivating the prerequisite skills of the discerning researcher, from consideration of media bias and effective project management to engaging ways to pitch a message.

Pass/Fail

Fall 3 days/cycle 2 Credits

ETHICS AND LEADERSHIP (805) 10

In this course, required for all tenth graders, students continue to explore the themes introduced in the ethics strand of Global Citizenship, with a larger scope. They reflect on the need to make good choices and serve the larger community. During the first half of this course, emphasis is on developing a personal set of ethical principles by which to live. The second component prepares students for leadership at MKA and in the community. In addition to activities and reflections, students complete a culminating project in which they consider the skills of effective leadership.

Pass/Fail

Spring 1 day/cycle .5 Credits

The following courses are not required, but all students in grades 11-12 should review these interdisciplinary offerings.

BIOMECHANICS AND PHYSIOLOGY (544) 11-12

This interdisciplinary course allows students to explore the science of exercise as well as gain experience in conducting original exercise science research. During the first semester, students explore topics such as anatomy, muscular function and structure, energy metabolism, physiological responses to single bouts of exercise vs. habitual training, the impact of exercise type and intensity, sexual dimorphisms in exercise metabolism, and nutritional biochemistry. Students will develop an appreciation for how these topics apply to the study of athletics and disease. Scientific papers related to these topics will be discussed to reinforce the material, give students experience in analyzing scientific literature, and allow students to finalize their research question for their second semester independent research projects. The majority of the second semester will be devoted to the research project, which will involve summarizing relevant scientific literature, as well as designing and executing experiments to address a guiding research question. Students will write a research paper and present their findings.

Prerequisites: B in Health, Wellness and Principles of Conditioning or successful completion of AP Biology; and successful completion of, or co-enrollment in, a physics course

Full Year 4 days/cycle 6 Credits

LITERATURE AND HISTORY OF NEW YORK CITY (542) 12

New York is a city of contrasts: so symbolic of our nation, and so unlike any other place. It is full of enormous wealth and extreme poverty; endless opportunity and dashed hopes; beauty and vibrancy set against corruption and injustice. What is it that defines New York? What so captures the imagination of those who live there and of the rest of the world? This course will challenge students to answer these questions by providing a fundamental grounding in the history and literature of New York during the 20th century, focusing on key moments in the city's development as a commercial and cultural center. Students will attempt to reconstruct the history and culture of past eras through a variety of sources, including novels, essays, poems, biographies, letters, newspapers, photographs, films and art. This course, team taught by a member of the English Dept. and a member of the History Dept., will have required field trips during school; there will also be optional evening and weekend field trips, of which students must attend two. Each student decides whether this course counts as 6 credits for English, 6 credits for History, or 3 credits for each.

Full Year 4 days/cycle 6 Credits

Health, Wellness & Phys. Education

The Health, Wellness and Physical Education course offerings encourage students to explore a healthy set of values and habits that will help them face the many difficult decisions that modern society presents. Students strengthen their decision-making skills for the present and future by examining the personal and social issues that each course outlines. Students will gain knowledge of the relationship between physical fitness and a healthy body. The curriculum will provide activities with a fitness emphasis and a means for the development of individual goals; classes will challenge students to develop physical skills and interests that support a healthy lifestyle.

Graduation Requirement: Students in the Class of 2019 must complete 4 credits; all others must complete 4.5 credits.

HEALTH, WELLNESS & PHYSICAL EDUCATION 1 (971) 9

The focus of this required course is to explore the link between physical health, wellness and activity. Students will begin to look at different body systems and their functions, focusing on the cardiovascular, muscular and skeletal systems. They will explore nutrition and how what they eat affects the body, the mind and energy levels. In the gym and weight room, students will learn the different strands of physical fitness, how to measure their fitness and how to identify their needs. After an introduction to training equipment, the students will look at designing and following age-, experience- and need-appropriate workouts.

Spring 4 days/cycle 1.5 Credits

Sophomores must select one of three electives that each include the health portion of the tenth grade program. Please note that one of the three electives requires a department recommendation and that enrollment in all three electives is determined by scheduling constraints. Each elective (see below) contains a health and wellness element that allows students to explore the impact of their decision making on their mental health and how this affects their physical well being. Students will explore and discuss sexuality and sexual abuse, peer pressure and the use of drugs and alcohol, body image and stereotypes, and stress management.

HEALTH, WELLNESS & PERSONAL FITNESS (972) 10

This course allows students to develop a personal fitness regimen that supports their individual goals. Initial physical testing for each component of fitness will provide a base level fitness profile that helps students identify their strengths and weaknesses. Core strength development, aerobic conditioning and aspects of body composition will be focus areas within a student's exercise plan. Students will record results, set goals, track progress, and submit periodic journal entries about their programs. Students will be able to continue any established programs from last year's class.

Fall 4 days/cycle 1.5 Credits

HEALTH, WELLNESS & DANCE FITNESS (973) 10

The physical portion of this elective is the same as that of Dance Workshop. Please see page 45 for a description of that course.

Fall 4 days/cycle 1.5 Credits

HEALTH, WELLNESS & PRINCIPLES OF CONDITIONING (974) 10

This course allows students to explore how different workouts, nutritional plans and rest periods impact the body's conditioning. Students will learn basic anatomy, physiology and biomechanics, and will explore the psychology of working out. This course then allows students to test the theory in practice by following different workouts and nutritional plans and analyzing the impact upon the body.

Prerequisite: Department recommendation

Fall 4 days/cycle 1.5 Credits

BIOMECHANICS AND PHYSIOLOGY (544) 11-12

This course, an interdisciplinary offering, is open to juniors and seniors. PLEASE REFER TO THE INTERDISCIPLINARY SECTION OF THE CURRICULUM GUIDE TO READ THE FULL COURSE DESCRIPTION.

Full Year 6 Credits

HEALTH TOPICS 1 (923) 11

Students in this course will explore health and safety, gaining a two-year certification in First Aid and CPR through the American Red Cross. In addition, students will increase their understanding of chronic stress and anxiety, and will learn practical ways to cope. In particular, students will look at the mental strains associated with being a junior or senior in high school, and will focus on social and emotional learning and a mindfulness approach to improving mental well being.

Pass/Fail

Spring 1 day/cycle .5 Credit

HEALTH TOPICS 2 (922) 12

The focus of this required course is to prepare students for what they may face as students living independently for the first time on a college campus. Students will learn how to manage and respond to medical emergencies and conditions of alcohol-related trauma. Practice in CPR and AED skills will allow students the opportunity to become American Red Cross certified. Other topics with college-life emphasis include stress management, risks in sexual behavior, coping with depression, date rape prevention and dormitory life. Guest speakers will supplement the curriculum to talk about driving safety, the drug scene and forming healthy relationships.

Pass/Fail

Fall 2 days/cycle 1 Credit

LIFEGUARDING (960) 11-12

This course is optional and may be offered if enough students request it. Students must pass an initial swimming skills test to remain in the class. Advanced water rescue skills, accident prevention and emergency response are among the major topics. Portions of the class will be conducted in the classroom to learn the first aid and life support procedures. Students receive American Red Cross certification in “Lifeguarding” and “CPR for the Professional Rescuer” after successful completion of all course work and the written and skills testing.

Pass/Fail

Fall or Spring 3 days/cycle 1 Credit

Upper School Faculty

Thomas W. Nammack
Headmaster
B.A., Brown University
M.S. Ed., University of Pennsylvania

Dr. David Flocco
Head of Campus/Assistant Headmaster for Strategic Initiatives
B.A., M.A., Boston University
M.Ed., Teachers College, Columbia University
Ed.D., Seton Hall University

Stephen Valentine
Assistant Head of Campus/Director of Academic Leadership/Interdisciplinary Department Chair/English
B.A., Boston College
M.A., University of Virginia

Karen Newman
Assistant Head of School for Curriculum and Professional Development
B.A., Swarthmore College
M.A., University of Chicago

Benjamin Goodrich
Director of Educational Technology / Associate Director of Curriculum and Professional Development
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M.Ed., Harvard University

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B.S., M.S., Montclair State University

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Post-Graduate Teaching Certification, Trinity and All Saints College, UK

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M.A., New York University

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Year-by-Year Course Offerings and Standardized Testing Options

Department	Grade 9	Grade 10	Grade 11	Grade 12
English	English 1 CRW English 1 English 1 Honors	English 2 CRW English 2 English 2 Honors	Topics LITERATURE AP Language and Composition: S2	AP Literature and Composition: S2
World Languages	Chinese, French, Latin, Spanish 1 Chinese, French, Latin, Spanish 2 Chinese, French, Latin, Spanish 2 Honors Chinese, French, Latin, Spanish 3 Chinese, French, Latin, Spanish 3 Honors		Chinese, French, Latin, Spanish 3 Chinese, French, Latin, Spanish 3 Honors Chinese, French, Latin, Spanish 4 Chinese, French, Latin, Spanish 4 Honors	Chinese, French, Latin, Spanish 5 Chinese, French, Latin, Spanish 5 Honors AP Chinese, French, Latin, Spanish
History	Early World History Early World History Honors	Modern World History Modern World History Honors	U.S. History U.S. History Honors Economics The Holocaust and Genocide	American & Comparative Gov't. Honors Economics Honors Political Theory Honors World Religions Chinese/Japanese History
Mathematics and Computer Science	Computer Science Fundamentals Introduction to Programming Geometry Geometry Honors Algebra 2 Algebra 2 Honors MATH 1	Precalculus MATH 1 Precalculus Honors MATH 1 OR 2 Advanced Precalculus Honors	Precalculus MATH 1 Precalculus Honors MATH 1 OR 2 Advanced Precalculus Honors MATH 1 OR 2 Calculus MATH 1 Calculus Honors MATH 1 OR 2 Statistics	AP Statistics AP Calculus AB AP Calculus BC AP Computer Science
Science	Biology 1 Biology 1 Honors BIOLOGY E Biology 1 SRH BIOLOGY E	Chemistry 1 Chemistry 1 Honors CHEMISTRY Chemistry 1 SRH CHEMISTRY	Science Research Honors Biology 2 Honors BIOLOGY M AP Biology BIOLOGY E OR M Physics 1 Physics 1 Honors PHYSICS Chemistry 2 Honors CHEMISTRY AP Chemistry	Physics 2 Honors PHYSICS AP Physics Astronomy 1, 2 Environmental Science 1, 2
Summary	9 Subject Test(s)	10 PSAT Practice ACT Subject Test(s)	11 PSAT/NMSQT Practice ACT SAT Reasoning & Subject Test(s) ACT AP Exam(s)	12 SAT Reasoning Subject Test(s) ACT AP Exam(s)

Subject Test AP Exam

Academic Planning

Student: _____ Faculty Member: _____ Date:_____

Grade 9

English 1CRW, 1, 1H	Fine and Performing Arts
Geometry (H) or Algebra 2 (H)	Global Citizenship - fall Health, Wellness & Physical Education 1 - spring
World Language	Early World History (H)
Optional Extra Course	Biology 1 (H) (SRH)

Grade 10

English 2CRW, 2, 2H	Fine and Performing Arts
Algebra 2 (H) or PreCalc (H) or (Adv. H)	Health, Wellness & Physical Education 2 - fall Ethics & Leadership - spring
World Language	Modern World History (H)
Optional Extra Course	Chemistry 1 (H) (SRH)

Grade 11

English topics, fall and spring AP English Language - spring	Fine and Performing Arts
PreCalc (H) or (Adv. H) Calculus (H) or AP Calc (AB, AB/BC)	Health - spring
World Language	US History (H)
Optional Extra Course	Physics 1 (H), Chem 2H, AP Chem, Bio 2H, AP Bio

Grade 12

English topics, fall and spring AP English Literature - spring	Fine and Performing Arts
Calculus (H) or AP Calc (AB, AB/BC) Statistics (AP)	Health - fall
World Language	History options
Optional Extra Course	Science options

Students should consider taking a Subject Test after successfully taking certain courses, as designated on the reverse side of this form. Please note that not all course options are listed above.

This document is for planning purposes only. Students must satisfy all prerequisites for honors and AP courses. Course offerings and prerequisites may change.