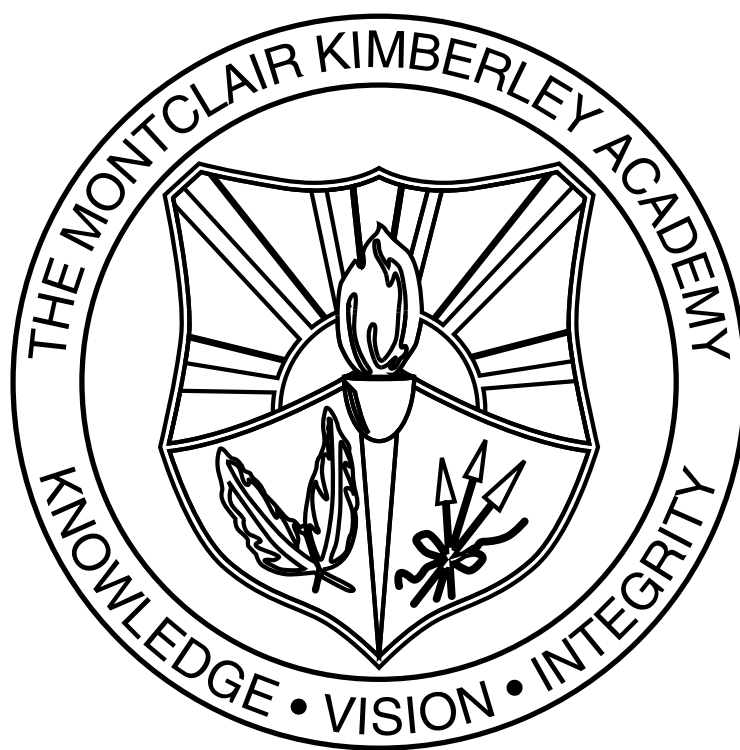


MONTCLAIR KIMBERLEY ACADEMY



2023-2024

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, and as needed on a case-by-case basis. Students take comprehensive assessments that are given in all major academic classes at the end of the second semester 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 with an identical suite of software to ensure a common platform for instruction; these computers are replaced on a three-year cycle, most recently with MacBook Airs. 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 a learning 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; and an independent, creative, or academic project. With the exception of AP 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.

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, including U.S. History
- 18 credits in science, including Chemistry, Biology, and Physics
- 9 credits in the fine and performing arts
- 5 credits in health, wellness, and physical education
- 2 credits in Belonging and Community for the Classes of 2027, 2026, and 2025
- 2 credits in Global Citizenship for the Class of 2024
- .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 course 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 grade students usually sign up for 36.5 credits, and tenth grade students 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.

ACADEMICS

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 must earn a passing grade for the second semester and on the final assessment. A student who earns a passing grade for the first semester but fails the second semester 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 final assessment) before advancing to the next level; the course may be repeated in a pre-approved summer school program or during the following school year.

FINAL ASSESSMENTS

All students in grades 9-11 are required to take a final assessment in all full-year and S2 academic courses, except full-year AP courses. All teachers of a course collaboratively design the final assessment. All students in courses with multiple sections take the same assessment. Depending on the course, this assessment may have a portion that is teacher-specific. The student's final assessment grades will be recorded as separate, stand-alone grades in the student's final grade report card; the final assessment grade will count as 10% of the final course grade.

FINAL ASSESSMENTS FOR SENIORS

Seniors do not sit for final assessments; 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 toward the GPA. Transcripts reflect final grades and credits only, and are mailed home at the end of each school year.

GRADING AND AVERAGES

Students receive grades of record at the end of each semester. In full-year courses, the Semester 1 grade counts as 40% of the final average for the course; the Semester 2 grade counts as 50% of the final average for the course; and the final assessment counts as 10%. In Semester 1 courses (and AP English Literature), the semester grade counts as 100% of the final average for the course. In Semester 2 courses (and AP English Language and Composition), the semester grade counts as 80% of the final average for the course, and the final assessment counts as 20%. When there is no final assessment, as is the case in full-year AP courses, the Semester 1 grade counts as 40% of the final average for the course, and the Semester 2 grade counts as 50%; the total is then divided by 9 (instead of 10). The final average is the grade that appears on transcripts.

Because seniors have a shortened second semester, their Semester 1 and Semester 2 grades count as 50% of the final course average, respectively. For seniors, the Semester 1 report card is sent to colleges. Seniors with any reported grade below C- lose Senior Privileges until their low grade rises as noted in the subsequent grading period.

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, also 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, with the exception of Winter Break, students may be given the equivalent of one night's homework in each course. Students in honors or AP 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.

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

Students earn grades of record at the end of each semester, S1 and S2. Teachers share indicator grades with all students at each mid-semester deadline, MS1 and MS2. In addition, teachers share indicator grades at the early notification deadline, EN, several weeks into the first semester, with all ninth grade students, new students, and students who meet specific criteria. Indicator grades are not grades of record; they are a general measure of student achievement partway through the semester. The purpose of assigning indicator grades is to give students and parents information about progress in a course while there is time left in the semester to make improvements. In addition to sharing indicator grades at the EN, MS1, and MS2 grading periods, teachers write narrative comments for each student. The information provided in the narrative comment 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. Homework assignments that are turned in late are subject to the late penalties described in the teacher's or department's homework policies. Any other assignment turned in or completed after its assigned date will lose 5% for each class meeting that it is late. **After** the fourth class meeting since the due date, the assignment can only receive a maximum grade of 50%. Although papers or projects that are more than four class meetings late receive an automatic failing grade, they must still be satisfactorily completed and handed in to receive credit for the course.

In instances where students submit inadequate work, departments have guidelines to ensure that students work toward reaching a minimum level of achievement. The result is that outside of plagiarism, no student can earn lower than a 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.

MAKEUP WORK

Students are responsible for making up work they miss when they are absent. Upon returning to school, students must see each teacher whose class was missed and create a specific plan to make up assignments and assessments. For brief absences, students should consult the learning management system or contact a classmate in each course. It is expected that students get their own assignments. For longer absences, students must consult the learning management system and should contact their advisor for additional assistance. In most cases, students will be given two days for each day out of school to make up a missed assessment before late penalties are applied.

MULTIPLE ASSESSMENTS

In most cases, students are not required to take more than two announced, graded assessments scheduled on a given day, although they may choose to do so. When a third assessment is announced, it is the student's responsibility to make one of their teachers aware of the conflict as far in advance as possible and to arrange for an alternative testing time. If a student does not notify the teacher prior to the day of the conflict, 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 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. 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 co-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 AND 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 instruction through the Essex Regional Educational Services Commission (ERESC). To qualify for this service, a student must be absent for 10 consecutive days or 20 cumulative school days due to illness or injury. A doctor's note verifying the diagnosis and estimated length of absence must accompany the 407-1 form for tutorial support. At the family's request, the Upper School Registrar submits the application and medical documentation to the ERES Home Instruction Office. Instructors may not be available in all subjects and are usually assigned for one hour/week. Generally, a county provides instructors for a maximum of 60 school days. MKA faculty, under the supervision of the Academic Dean, provide syllabi and assignments for students to complete at home. Students can work on these assignments independently and/or with the support of their home instructor. The Academic Dean, district personnel, ERES teacher, and ERES Coordinator work together to ensure quality services during the period of home instruction and consistent communication with the student and their caregiver(s). Additional private tutoring may be required to support the student's transition to in-school instruction and assessment.

Should a student experience an extended absence from school for a documented chronic or long-term illness/injury that requires attending an in-patient program or out-patient program during school hours, the student's caregiver(s) must submit a written request for a medical leave to the Academic Dean and include a doctor's note verifying the diagnosis, estimated length of absence, and program information. MKA faculty, under the supervision of the Academic Dean, provide syllabi and assignments for students for the duration of their medical leave. Students can work on these assignments independently and/or with the support of their academic liaison. The Academic Dean and the program's academic liaison, as well as the School Counselor and/or Nurse and the student's clinical team, work together to ensure, as much as possible, continuity with the academic program and consistent communication with the student, when possible, and their caregiver(s). Additional private tutoring may be required to support the student's transition to in-school instruction and assessment.

Because of the pace and rigor of our academic program, students who are away from school for extended periods and miss a substantial amount of class time may not be eligible to earn grades or credit for their courses. MKA faculty, for the purpose of determining possible credit, grade all work assigned during

the period of home instruction and/or extended medical leave. The Academic Dean must approve any exception to this policy. 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 and assign a letter grade. If a student misses more than two weeks of classes during one semester, they may be graded on a pass/fail basis for that term. (Having a pass/fail designation on a graded course is only possible for one semester.) Credit may be withheld in cases where a student has excessive absences and/or is unable to make up work. If the decision is made to withhold credit for a course, the Head of Campus and Academic Dean will inform the family, and in consultation with the faculty, investigate ways for making up the credit, which may include repeating the course and/or completing a pre-approved summer course. The Head of Campus and Academic Dean will consider all cases on an individual basis after a conference with the caregiver(s).

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 AND 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 these cases, 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 a study hall 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. If they have obtained a pass in advance, students may attend the Math Lab during study halls. When students need additional help on a regular basis, their math teacher may assign them to Math Lab. In these cases, 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. After diagnostic testing is complete and documentation has been submitted for review, specific accommodations for learning disabilities and attention issues will be considered by a committee that includes the Academic Dean, the Director of Academic Support, the learning specialists, and the school's counselors. The Academic Accommodations Committee meets monthly. MKA is limited with regard to the extent and type of accommodations it can provide to address the needs of students with learning and executive function disabilities; families receive a list of the school's standard 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 school counselor and/or school nurse, who will share information and meet with the Accommodations Committee 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 an 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 hall 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 grade students are assigned to study halls. Sophomores who make Honor Roll during the second semester of ninth grade are exempted from study hall for the following semester. All sophomores are exempt from study hall in the second semester of sophomore year.

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 time-management and study skills workshops offered each semester. 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

Before a family hires a tutor without a teacher's suggestion, the student should seek extra help from their teacher.

If a student needs more help than their 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 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.

ACADEMIC STATUS

ACADEMIC PROBATION

Academic Probation is a formal statement of concern to students who have shown a pattern of academic underperformance. This designation is not included on any record sent to other schools or colleges. The purpose of Academic Probation is to provide impetus to the student to improve their academic performance and seek extra help, as well as provide the student with feedback on areas of improvement and reinforce basic expectations regarding timely work completion, proactive communication with teachers, and/or engagement in the classroom. The enrollment contract for the following year of a student on Academic Probation 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. 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 demonstrate unusual intellectual curiosity and seek knowledge for its own sake rather than for material rewards. They also exercise leadership and fair-mindedness by sharing their talents selflessly with their peers. The award is the highest recognition MKA grants for scholarship in the ninth, tenth, and eleventh grades. The selection process begins when each department submits nominations, which are then taken to the full faculty for final approval.

HONOR/HIGH HONOR ROLL

The Honor Roll is determined by semester (not exam) grades as follows: All graded courses count toward 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. **High Honor Roll:** Grades of A- or higher in all graded courses earn High Honor Roll recognition.

WARING/BARRAS SCHOLARS

Waring and Barras status are determined by semester grades as follows: All graded courses count toward 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).

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 they must take it. After final assessments, 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. The Academic Dean will notify students and their parents by email in mid-June if there is a change in recommendation(s). A parent must respond to the Academic Dean by the established deadline to indicate whether or not the student is altering their course request(s) based on the change(s) in recommendation(s). Because the school must finalize staffing and sectioning, it may not be possible to honor late responses.

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 standard course: it moves more quickly; covers more topics and/or delves more deeply into the subject matter; and/or requires a greater level of self-directed inquiry. Honors courses require students to produce more sophisticated and more extensive individual and independent work. For honors courses that are sequential, little time is spent reviewing material that students should have already learned. Students are recommended for honors courses by meeting specific prerequisites; students who earn an A in a standard course are not automatically qualified 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 requesting courses for the upcoming school year.

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 in May; course requests should be made carefully and submitted on time. It is our students' responsibility to check the course requests document on their student portal and confirm that all requests are accurate; if there are errors or omissions, the student should communicate with their advisor(s). Once schedules have been generated, course availability is often limited. In the event that a student's course requests cannot be honored due to a schedule conflict, the Academic Dean will communicate with the student and their parent(s) in July and offer alternate options. Course enrollment information is published via the student and parent portals in August and should be checked carefully against the original list of course requests.

AGAINST RECOMMENDATION POLICY

In order to request enrollment in a course against recommendation, eligible students must submit an Against Recommendation Form indicating that they and their 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 during the add/drop period; and teachers are not required to provide unlimited extra help to students in courses against recommendation. Enrollment is not automatic and is not guaranteed. Students may request only one course against recommendation and may only request to move up one level—for example, from Precalculus to Precalculus Honors (not to Advanced Precalculus Honors). Students may not request an AP course (or post-AP course) against recommendation. Students who end the school year on Academic Probation and students who transfer to MKA during the school year may not request a course against recommendation.

ENROLLMENT PRIORITY

When staffing considerations and class size restrictions limit course enrollment, priority will be given to upperclass students and those students who have been recommended for the course. MKA does not guarantee course offerings when student sign-up is low. Students not re-enrolled 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 their advisor and parent(s), 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 their advisor and parent(s), 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

Students may add/drop a semester course before the start of the second cycle of classes. 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.) The deadline for students to change levels in a year-long course is before the halfway point of the third 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 health reasons 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 but is struggling with the coursework and has a very low grade may petition to drop down from an honors-level course to the standard level of that course. The Department Chair will consult with the Academic Dean to review the request. If this request is made after the add/drop period, both courses, along with the grades and credits 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, after the Semester 1 add/drop period, seniors are expected to complete all courses for which they have registered in semesters 1 and 2. Once transcripts have been sent to colleges, any schedule change for seniors will be reported to the colleges to which that student applies. Once a student receives an offer of admission from a college, they may not make any changes to their course enrollments.

INDEPENDENT STUDY PROJECTS

Independent Study projects provide opportunities for students in grades 10-12 who wish to pursue topics not offered in the curriculum. Students must be in good academic standing to be eligible to propose a project and must work with a faculty advisor. Proposals are submitted in writing to the Academic Dean in September. Students must follow the guidelines of the program. Although Independent Study projects are not graded and do not count toward graduation credits, successful completion is noted on the student's transcript.

DIRECTED STUDY

Directed Study may be offered when a faculty member is available to teach topics not offered in the curriculum and when there is sufficient student interest. Directed Study courses may include Playwriting, Filmmaking, and Podcasting, among others. Registration and enrollment in Directed Study courses take place during the fall term; students may not sign up in advance. These courses may be offered in the evening. Although Directed Study courses are not graded and do not count toward graduation credits, successful completion is noted on the student's transcript.

INDIVIDUAL STUDY

Individual Study may be available to a student when a requested course 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.

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.

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; otherwise, they may lose the AP designation for the course listed on the transcript. The charge for these exams, currently \$97 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. A student who is not enrolled in an AP course that MKA offers is not eligible to take that AP exam at MKA. Students who want to take an AP exam for an AP course that MKA does not offer must complete a registration form and return it to the AP Coordinator by the November 15 deadline. There is an additional \$40 late fee applied to exam registrations made after the deadline. There is a \$40 cancellation test fee charged for each exam not taken. Applicable exam charges will appear on students' accounts.

AP COURSES AND EXAMS OFFERED AT MKA

- Art and Design
- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Chinese Language and Culture
- Computer Science A
- English Language and Composition
- English Literature and Composition
- Environmental Science
- French Language and Culture
- Latin
- Music Theory
- Physics 1: Algebra-Based
- Physics C: Electricity and Magnetism
- Physics C: Mechanics
- Spanish Language and Culture
- Statistics

AP EXAMS OFFERED AT MKA (UPON REQUEST)

- Art History
- Comparative Government and Politics
- European History
- Human Geography
- Macroeconomics
- Microeconomics
- Precalculus
- Psychology
- Physics 2: Algebra-Based
- United States Government and Politics
- United States History
- World History: Modern

AP EXAMS NOT OFFERED AT MKA

- AP Research
- AP Seminar
- Computer Science Principles
- German Language and Culture
- Italian Language and Culture
- Japanese Language and Culture
- Spanish Literature and Culture

THE GLOBAL EXPERIENCE PROGRAM

At MKA, we value the integration of classroom learning and real-world experience. We strive to “engage each student personally and intellectually with the world,” as our Mission Statement suggests. At the Upper School, students can fulfill this part of the mission through their participation in student-led clubs with a global focus and through Community Service Initiatives, international PenPal programs, the Global Leadership Committee, our Global Experience Podcast, and so much more. Students are also encouraged to participate in the travel part of the Global Experience Program. The following experiences are examples of what may be offered during a student’s years at the Upper School. They provide opportunities for students to lean into and practice living in discomfort, so when they engage with different environments and others who are different from them, they feel confident, compassionate, and excited. The decision to run a program is contingent upon student enrollment, staffing availability, and the current safety and security landscape. Please note: All students have the opportunity to apply for financial assistance to help support the cost of one trip during their time at the Upper School.

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 a travel experience to practice their French and become acquainted with a small corner of the vast, French-speaking world. Currently, we offer a Spring Break program to Morocco. Students on this program work closely with the Idmaj Association to understand Moroccan culture as well as learn about the challenges the country faces. Through Idmaj, students connect with AMSAT, a local NGO supporting students with Down Syndrome. Finally, to fully enhance their speaking abilities, students spend three days in a homestay with a local family in Rabat.

BACKPACKING AND WILDERNESS LEADERSHIP

Every year we offer students a Backpacking and Wilderness Leadership experience in the United States. The 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. Past locations include Zion National Park; California’s Lost Coast, Big Sur, and Point Reyes; and Denali in Alaska. ARCC Programs, a leader in educational travel, organizes the logistics for the on-the-ground portion of our trip and provides 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 return from the trip as certified providers of first aid and CPR in a wilderness environment.

CHINA: LANGUAGE, TRADITION, AND CULTURE

We hope to return to China in the summer of 2024 to offer our Chinese language students a meaningful opportunity to develop their speaking, reading, and writing skills. The trip will focus primarily on Chinese language acquisition and include 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. While the program is focused on language acquisition, it is also designed to allow students to explore Chinese tradition and culture, and to offer a glimpse of China seldom seen by Westerners.

SPANISH LANGUAGE IMMERSION

Each year, we engage in an exchange with Instituto Abdón Cifuentes, a prestigious private school in San Felipe, Chile. A small group of students from that school comes to MKA during the month of February and, in turn, every other year, MKA Spanish students travel to Chile in June. Both in Chile and at MKA, students participate in curricular activities at the host school and explore the surrounding areas. Students fully immerse themselves in the language and culture of the host country by staying with host families selected by the host 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 2H by the summer of the year they travel. In the alternating years when we are not traveling to San Felipe, we offer a shorter Spanish Language Immersion experience in South America open to all Spanish students.

COMMUNITY ENGAGEMENT AT HOME AND ABROAD

Open to all students who wish to extend their community engagement experiences beyond our local area, MKA sponsors community engagement trips each year to both domestic and international locations. During Spring Break, we offer an international community engagement experience in Antigua, Guatemala, where students can use Spanish language skills in real-life situations while working with From Houses to Homes, a local NGO, to build a home for a family in need. Students participate in every level of the building process—from clearing land to digging foundations, mixing concrete to mortaring with rebar and blocks, and setting scaffolding to replacing roofs. In June, we offer a domestic community engagement opportunity in Heart Butte, Montana, where students engage and work with the Blackfeet community. Projects may involve ranch-hand work, community cleanup, and soup kitchen volunteering, among other activities in response to the community's needs. Whether at home or abroad, students forge personal connections through sweat equity. Students also participate in excursions that allow for unique geographical and/or historical experiences. Trips are generally 8-10 days in length and take place during the first week of spring break or after final assessments in June. Students may apply the service hours they earn through their community engagement experience toward their graduation requirement.

GLOBAL LEADERSHIP

Every year we build trips that seek to empower young leaders to find innovative solutions to the world's pressing problems. Our Spring Break Morocco program, mentioned above, fits into this model, but we also do this by partnering with the Tumaini School, a K-12 school in Karatu, Tanzania. The goal of this experience is to help both MKA and Tumaini 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 and develop essential global competencies. During this experience, students also explore the Kilimanjaro area and go on a safari in the Ngorongoro Crater. We are in the process of building a Global Leadership experience in Southeast Asia.

PROJECT- AND PROBLEM-BASED TRAVEL EXPERIENCES

Each year (during May Term or the summer), we 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 using the design thinking process. Design Thinking offers a human-centered model focused primarily on building empathy for others that students can utilize to tackle even the most complex social, political, and economic problems. Every other year, we offer a Spring Break trip to Iceland focused on climate change and renewable energy. Our May Term experiences have included a similar experience in Iceland, a deep dive into public policy and design in Scandinavia, and a partnership with the Equal Justice Initiative in Montgomery, Alabama. In the summer, we have offered an exploration into economic development, entrepreneurship, and cultural identity in the Balkans.

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 courses launched in the eleventh grade 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

Students in English 1 read critically to see the world as it is and write analytically to imagine the world as it might be. The course readings encourage students to investigate family structure, societal norms, and imbalances of power in order to better understand how these forces influence one's identity. An emphasis on formal writing and creative expression teaches students how to develop incisive arguments, manage evidence, and organize their thinking. Direct study of vocabulary complements individualized feedback on grammar to support more polished and precise writing. Thoughtful, active reading underpins student inquiry into themes of social justice, gender roles, intersectionality, and redemption. All of these learning goals help students to realize and articulate a deeper sense of self, but they also challenge students to evaluate and reimagine their own preconceived notions of the world so they may approach life and literature in the spirit of empathy and curiosity. Texts may include: Athol Fugard, *Master Harold*... and the boys; August Wilson, *Radio Golf*; David Henry Huang, *M. Butterfly*; Edith Wharton, *Ethan Frome*; Nella Larsen, *Passing*; William Shakespeare, *The Tempest*; William Golding, *Lord of the Flies*; Jhumpa Lahiri, *Interpreter of Maladies*.

Full Year 6 Credits

ENGLISH 1 (103) HONORS

9

This course incorporates and expands the ninth grade curriculum, amplifying the scope and depth of independent inquiry required 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 demonstrated strong critical reading and writing skills, and an emerging command of the conventions of academic writing. Supplementary texts augment each major literature unit, and essay assignments 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. Placement in this class is based on 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. 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.)

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

Full Year 6 Credits

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 this sophomore year course, students work on developing more sophisticated diction and variety of sentence structure, along with greater fluency and grammatical precision. Students explore early works such as The Bible as literature, Shakespeare's *Macbeth*, and Mary Shelley's *Frankenstein*. More modern themes are examined in F. Scott Fitzgerald's *The Great Gatsby*, Lynn Nottage's *Sweat*, Dinaw Mengestu's *The Beautiful Things That Heaven Bears*, and an indigenous short stories unit. Through these works, students grapple with essential issues of human identity like race, class, and gender.

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. Challenging 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 augment each major literature unit, and essay assignments require incorporation of complementary critical sources. Integration of grammar and vocabulary continue with a 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 developing 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.

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

Full Year 6 Credits

These topics engage students in serious, challenging, 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. 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 affect scheduling*. Seniors' choices receive priority. All offerings are based on available staffing and sufficient sign-up.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (145)

11

Ever heard a speech so rousing that it gave you chills or even inspired you to take some kind of meaningful action? This course centers on the art and practice of rhetoric or persuasive language. We read, listen to, and watch some of the most powerful speeches, letters, opinion pieces, and non-fiction books in contemporary history, from *Between the World and Me* by the contemporary writer Ta-Nehesi Coates to essays by Nobel-prize winning author Toni Morrison. We study these pieces to understand their power, then reverse engineer them to craft original arguments of our own. Assignments range from timed essays, to open letters, to TED talks, and we write and think creatively while also preparing ourselves in a practical sense for the AP exam. The thematic focus ranges from anti-racism and allyship, to the transformative power of education, to the role of solitude in a hyper-connected digital world. Behind every unit lies the following question: how can we grow into the best versions of ourselves while improving the world in which we live?

Prerequisites: A- in English 2 Honors 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 the final assessment). Students with an A in English 2 are considered in June. The AP recommendation is contingent upon maintaining an A- in the fall of junior year. Students who did not earn the recommendation in June are considered in the fall of junior year; they must have an A- in their English course and must submit a portfolio of their recent writing, which will be reviewed by the English Department.

Spring 3 Credits

ADVANCED PLACEMENT LITERATURE AND COMPOSITION (135)

12

There are some authors whose names precede their work. Authors like Jane Austen, Oscar Wilde, William Faulkner, and Toni Morrison have become so identified with their chosen and consistent style of writing that we are familiar with their work perhaps even before we experience it. A guiding focus for this course asks students to see the writer as the real main character of any text. Therefore, in AP Literature, students engage with writers on all fronts — through traditional lenses such as character development, story, and theme, but also with added attention to style and technique as other tools for creating meaning. Students are first grounded in the discussion of an author's purposeful intentions seen within the play *W;t* by Margaret Edson. From there, students read texts, including poetry, with the specific focus of structure, irony, tone, symbolism, or narration, to name a few. These texts may include Faulkner's *The Sound and the Fury*, Wilde's *The Picture of Dorian Gray*, Morrison's *Beloved*, and James Joyce's *The Dead*. Students should expect a challenging college-level seminar format in which they are the ones leading the class. Therefore, students must read critically and participate meaningfully. Students write one in-class essay per cycle, in which they apply the skills and insight gathered from the course to new material.

Prerequisites: B+ in AP Language or an overall average of A- in eleventh grade English 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 the final assessment). Students in English Topics with an A- who wish to be considered for AP Literature must submit a portfolio of their recent writing, which will be reviewed by the English Department in June. The AP recommendation is contingent upon maintaining an A- in the fall of senior year.

Spring

3 Credits

FALL TOPICS

11-12

20th CENTURY AMERICAN LITERATURE (122)

11-12

Literature in the Twentieth Century bears witness to the rise of the individual within an increasingly diverse American society, yet its roots go deep into the American story. From the Salem Witch Trials of 1692 to the Civil Rights Movement and beyond, what it means to be “American” no longer represents an isolated citizenry. Instead, America, along with its literature, has transformed as it confronts the challenges of intersectionality, materialism, racism, bigotry, and skepticism. Social, racial, cultural, and political challenges have served to underpin the literary voices of the 20th century, giving birth to a new literary age. Peopled with imaginative, powerful and distinctive voices, the new voices of the era represent a determination to shatter conventional expression. This course traces the emergence of a literary chorus that resounds with expectant hopes, dreams lost and found, and visions tried and challenged. Texts may include: Arthur Miller, *The Crucible*; Ernest Hemingway, *The Sun Also Rises*; John Steinbeck, *Of Mice and Men*; Zora Neale Hurston, *Their Eyes Were Watching God*; James Baldwin, *Giovanni’s Room*; and Willa Cather, *My Antonia*. Modern films enrich the literary texts.

Fall

3 Credits

20th CENTURY WORLD LITERATURE (147)

11-12

World Literature centers around four essential questions: What does it mean to be human? What kind of world do we live in? Why do we suffer? How should we live? These are vital questions about humanity, ones which have been continuously asked and answered in various forms across the globe and throughout history. Students approach these existential questions through the lenses of feminism and postcolonialism. They are encouraged to develop creative interpretations of the texts and to support their ideas with analytical depth and precision. This process is emphasized in all aspects of the course, but particularly in formal essays and creative projects. The ultimate goal is for students to discover art’s power to transform our understanding of the world and our place within it. With this goal in mind, the culminating assignment requires students to participate in an independently directed field trip: each student visits a museum in New York City on their own time and weaves their understanding of the works and ideas they encounter there into an intertextual analysis of the overall course. Readings include: Chinua Achebe, *Things Fall Apart*; Arundhati Roy, *The God of Small Things*; and Tsitsi Dangarembga, *Nervous Conditions*.

Fall

3 Credits

THE ART OF POETRY (128)

11-12

This course is not being offered in the 2023-24 school year.

MODERN DRAMA (138)

11-12

In the mid- to late-19th century, Henrik Ibsen did the unthinkable: he began writing about common people delivering realistic dialogue that addressed contemporary social and political issues. In so doing, he changed dramatic literature forever and ushered in the modern era of writing for the stage. This course delves into the world of modern drama from the harsh realism of Ibsen, to the experimental absurdism

of Samuel Beckett, to the searing social commentary of Suzan-Lori Parks. The class explores language, characterization, dramatic action, and narrative structure through the varying lenses of a diverse selection of dramatists. Texts may include: Henrik Ibsen, *A Doll's House*; Mary Chase, *Harvey*; Edward Albee, *The Zoo Story*; Anna Deavere Smith, *Twilight: Los Angeles, 1992*; Tony Kushner, *Angels in America*; Annie Baker, *The Flick*; and Suzan-Lori Parks, *Topdog/Underdog*.

Fall 3 Credits

NEW YORK CITY LITERATURE (126)

11-12

Edith Wharton wrote in her novel *The Age of Innocence*, “Is New York such a labyrinth? I thought it so straight up and down—like Fifth Avenue.” Since its inception, New York City has captured the imagination of artists who have attempted both to define the city and to understand how life functions there, both its physical and social infrastructure. As much as New York has existed in the mind as a very present motivator and a city of immense opportunity, in reality, it often has become a major obstacle and a city of harsh rejection. In short, New York is a very different city depending on the circumstances of the person experiencing it. This course looks at literature throughout history that situates New York City as the real main character and, thus, explores the reciprocal relationship that emerges with those forging an identity there. As a foundation, we look at early NYC literature from Washington Irving and Walt Whitman, articulating life in an urban environment, as well as through its Gilded Age with Wharton and Jacob Riis, showcasing the extreme wealth gap. This course settles on modern writers like James Baldwin and Larry Kramer whose marginalized perspectives grapple with the very contradictory nature of struggle and acceptance, fostered by NYC itself.

Fall 3 Credits

NONFICTION (149)

11-12

Nonfiction and fiction author V.S. Naipaul said, “Nonfiction gives one a chance to explore the world, the other world, the world one doesn’t know.” This course guides students through writing of exploration and discovery, and students work to achieve what all writers and readers do: to affect and be affected by each other through the form and content of their words. The reading material falls under the four traditional modes of nonfiction: expository, persuasive, descriptive, and narrative. Authors may include James Baldwin, Truman Capote, Umberto Eco, Richard Wright, Nadine Gordimer, Zadie Smith, and Jon Krakauer. In addition to discussing the rhetorical strategies, ideas, and arguments of these texts, students produce and workshop their own essays within these categories, focusing on questions of craft, style, and structural logic, as well as audience and occasion. Students should expect a discussion- and workshop-based course that requires active engagement and open evaluation of their own writing at various stages.

Fall 3 Credits

ROMANCE TO REALITY: BLOOD, LUST, AND BLOODLUST (131)

11-12

This course focuses on the European Middle Ages, an era when the literary imagination wandered into fabulous realms and evoked the values of chivalry, courtly romance, religion, and the supernatural. The central work is Dante’s *Inferno*, a harrowing trip through the nine circles of hell to the depths of sin and evil. Additional readings include *Sir Gawain and the Green Knight*, an Arthurian quest that explores concepts of knightly virtue; *Tristan and Iseult*, a legend of love and betrayal set against the backdrop of fate and magic; and selections from Chaucer’s satirical (and often bawdy) frame narrative, *The Canterbury Tales*.

Fall 3 Credits

RENAISSANCE LITERATURE (133)

11-12

This course is not being offered in the 2023-24 school year.

SATIRE (124)

11-12

From early Roman poets Horace and Juvenal to contemporary writers Tina Fey and David Sedaris, satire has held a unique place in literature, lambasting the follies of humanity and the pitfalls of society. In this course, students encounter a range of satirists with the primary purposes of articulating each author's complex satirical vision and understanding how the satirist's formal construction is intentional for their aim. Further, students seek to understand the ways in which satire seeks to change minds and perpetuate progressive viewpoints related to race, gender, and class. Students may expect to read or view works by Jonathan Swift, Kurt Vonnegut, Margaret Atwood, Charles Yu, Jordan Peele, and Bong Joon-ho. Students can expect to produce both analytical and creative work to showcase their understanding.

Fall 3 Credits

WOMEN'S VOICES IN LITERATURE (146)

11-12

This course is for all students interested in a close study of texts by and about women. Reading fiction, non-fiction, and feminist criticism, students examine the ways women writers define the feminine self in literature. In class discussions, students examine trends in media and the larger society, critiquing representation of the feminine. Students analyze literary texts to see the ways in which portrayals of female identities are intimately connected to issues of race, class, roles within the family and working life, and tropes of femininity that have been handed down by mothers and other female role models. Students familiarize themselves with the many ways in which female characters claim, redefine, and jettison traditional definitions of the feminine in their lives. Authors may include, but are not limited to: Anna Akhmatova, Jane Austen, Kate Chopin, Bernadine Evaristo, Charlotte Perkins Gilman, bell hooks, Zora Neale Hurston, Maxine Hong Kingston, Jhumpa Lahiri, Clarice Lispector, Lee Maracle, Jeannette Winterson, and Virginia Woolf.

Fall 3 Credits

SPRING TOPICS

11-12

19th CENTURY BRITISH LITERATURE AND ITS LEGACY (125)

11-12

This course centers around the thematic evolution of British literature as a reflection of historical and cultural context. The course begins with the Victorian era when Britain was defined by industrialization, shifting social hierarchies, radical political movements, the abolition of slavery, and the rise of the world's most dominant empire. It was an era of great hardship and tremendous progress, and as centuries-old norms around race, class, and gender were toppled, British citizens were forced to reimagine how they should live in a forever changed world. The second half of the course fast-forwards to the latter part of the 20th century, a turbulent time in its own right. Students reevaluate themes from the first half of the course—trauma, power, and identity—by examining them through the cultural lens of the rapidly transforming “new Britain” of the 1960s and 1980s. From the melodrama of the first half of the course to the satire of the second half, each novel is an opportunity for careful consideration of the experiences, emotions, and conflicts that enter into human behavior and the identity of a nation.

Spring 3 Credits

AMERICAN ROMANTIC LITERATURE (142)

11-12

This course is not being offered in the 2023-2024 school year.

REWRITING AMERICA (136)

11-12

The course examines the role that story-telling plays in the construction of America's historical record and national identity. Students reflect on this mythology through examining voices and perspectives often missing from the traditional narrative of America. In doing so, students explore identity through a variety of lenses, including race, class, ethnicity, and gender. They examine the ways that authors use non-linear narratives to enhance dialogue between the present and the past and between different cultural perspectives. The course encourages students to develop creative interpretations of the texts and to support their ideas with analytical depth and precision. Ultimately, students emerge with a more complex vision of America, one that balances the wonders of the nation's legacy with the deep social and cultural scars seared into its past and present. Texts may include: Tommy Orange, *There There*; Toni Morrison, *The Bluest Eye*; and Julie Otsuka, *When the Emperor was Divine*.

Spring 3 Credits

SHAKESPEARE (120)

11-12

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 unmatched 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 the great revenge tragedy *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 Winter's Tale*, a late play about jealousy, loss, and redemption set against a backdrop of fantasy and fairy tale. These explorations are 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.

Spring 3 Credits

THE SHORT STORY (141)

11-12

Who doesn't love a great short story, the acknowledged foundation of American literature? More than any other genre, the short story launches and defines many of America's greatest writers and changing ideals. This course explores the relationship between the individual and society, tracing America's literary transformation from regionalism to the multicultural, global outlook of the twenty-first century. Stories examine such diverse topics as gender, race in America, war and peace, Southern gothic, futurism and dystopia, and the postmodern. Authors may include Edgar Allan Poe, Kate Chopin, Zora Neale Hurston, Charles W. Chesnutt, Jean Toomer, Nella Larson, Willa Cather, F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, James Baldwin, Kurt Vonnegut, Flannery O'Connor, Joyce Carol Oates, Philip Roth, Raymond Carver, Stephen King, Roxanna Robinson, Richard Ford, and Jamaica Kincaid.

Spring 3 Credits

THE WRITER'S CRAFT (134)

11-12

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 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 gain a critical appreciation of literary technique. While attention is on the creative craft, students engage in analytical writing as well, learning to analyze from the writer's perspective. In keeping with the workshop format, students do writing exercises in class, keep a writer's notebook, and share their work with the group for helpful feedback.

Spring 3 Credits

UTOPIA: THEORY AND LITERATURE (140)

11-12

Another world is possible—so say the utopians, along with a growing number of makers and dreamers. This discussion-based course will be of particular interest to students exploring social movement activism and organizing. We trace the utopian imagination from its beginnings in early-modern writers' critiques of private property to its present-day incarnations as anarchist science fiction, Afrofuturist art, prison abolitionist organizing, and more. Students examine the work of writers and artists who have responded to moments of massive social change and systemic injustice through world-making projects in prose fiction and non-fiction, poetry, drama, film, and music. Topics to be explored include the invention of private property, the relationship between work and time, Indigenous history and colonialism, space colonization, disability justice, Black liberation, queer liberation, city planning and suburbia, prisons and policing, and climate change. Authors may include Roxanne Dunbar-Ortiz, Karl Marx, Ursula K. Le Guin, Octavia Butler, Manjula Padmanabhan, Angela Davis, and Mariame Kaba. Students build their understanding through analytical, creative, and research-based writing.

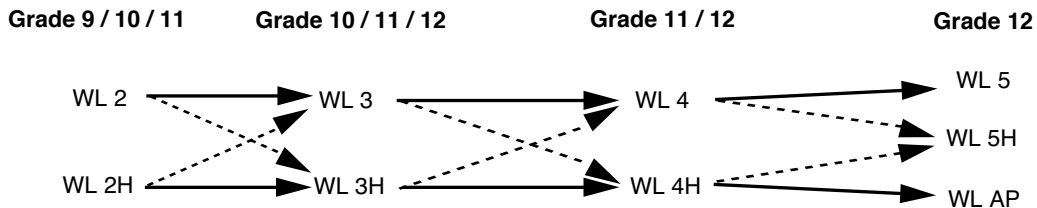
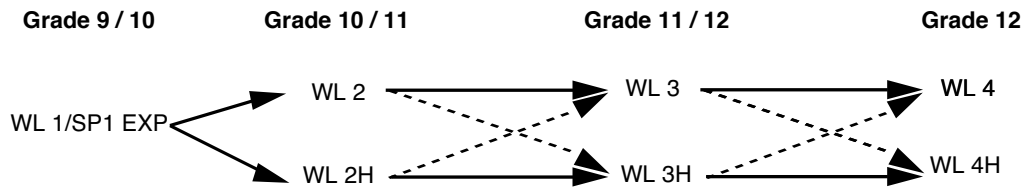
Spring 3 Credits

WORLD LANGUAGES

The MKA world language 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 a language other than English while learning about the importance of the cultures of the world. Teachers stress active communication and help students to develop their listening, speaking, reading, and writing skills. Courses are conducted primarily in the target language, and active student engagement is essential. With this in mind, assessments include listening and speaking activities. 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, Vergil, Catullus, Horace, Cicero, and Ovid at the intermediate and advanced levels. In all four languages, levels may be combined (e.g., Chinese 2/2H, French 5/5H) if there is not enough enrollment to run separate courses.

Graduation Requirement: Students must complete three consecutive courses in the same language at the Upper School, and four years of the same language is strongly recommended. Students may take more than one language at any time. Students must earn a minimum of C- for S2 and C- for the final grade in the course to advance to the next level; otherwise, the student must repeat the course the following year or successfully complete a summer course pre-approved by the Department Chair and earn a minimum of C-. Students may not take the same course twice at different levels (e.g., 2 and 2 Honors or 5 Honors and AP). Students in an honors-level course must earn a minimum of B+ and earn a department recommendation in order to proceed to the sequential honors-level course. It is rare for students in a non-honors course to be recommended for an honors-level course. All new, incoming students have the opportunity to take a written placement test; in modern languages, there is also an oral-aural component.

Course Progression



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 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 are introduced only when students are comfortable with listening and speaking skills. Instruction is task-based through the use of role-play, songs and raps, picture cues, cartoons, and interview simulations. Students learn more than 200 different Chinese characters and 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 are 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 300 more characters are taught in addition to those learned previously. Students are able to do more reading and to create short stories. More in-depth cultural studies are offered, such as Chinese calligraphy and painting. In addition to the modes of instruction listed in Chinese 1, Chinese movies provide topics for discussion. Students in the honors course read short stories and occasionally study Chinese idioms and annotated Chinese proverbs.

Prerequisites for 2H: A in Chinese 1 and 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 includes topics such as Chinese holidays, transportation, seasonal activities, vacation plans, student life, parent/child relationships, Chinese food, songs, and legends. In this way, students are introduced to Chinese social values and their philosophical foundations with the hope of furthering their understanding of Chinese culture. In the honors-level course, additional readings are required.

Prerequisites for 3H: B+ in Chinese 2 Honors and department recommendation

Full Year 6 Credits

CHINESE 4 (265)

CHINESE 4 (266) HONORS

This course continues to build on the foundations of Chinese 1, 2, and 3. Topics 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 learn how to negotiate in Chinese and problem-solve in various situations. The course material is delivered through songs, rhymes, movies, and reading material. In the honors-level course, additional readings and creative writing are required.

Prerequisites for 4H: B+ in Chinese 3 Honors and department recommendation

Full Year 6 Credits

CHINESE 5 (270)

CHINESE 5 (271) HONORS

This course aims to increase the spontaneity and fluency of speaking and a 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 engage in in-depth discussions on a variety of current event topics from China. Students also use Chinese contemporary literature of different genres to practice reading skills. Chinese values and ideas are introduced through learning ancient idioms and modern literary expressions. The practice of using character lists for drilling and learning continues as in previous levels. For assignments and assessments, students in the honors course are expected to apply their knowledge at a more advanced level of problem-solving through oral communication and creative writing.

Prerequisites for 5H: A in Chinese 4 or B in Chinese 4 Honors and department recommendation
Full Year 6 Credits

ADVANCED PLACEMENT CHINESE LANGUAGE AND CULTURE (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 learn by journaling about current events from news media and online resources. Authentic Chinese short stories from awarding-winning author Liu Yong provide reading material for comprehension and creative writing. Movies based on contemporary life in China and Taiwan are viewed to improve listening and oral proficiency.

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

POST-AP CHINESE LANGUAGE AND CULTURE (296)*

This course is not being offered in the 2023-2024 school year.

FRENCH

FRENCH 1 (211)

This course provides an introduction to the French language and to the cultures of the Francophone world. The text and online resources offer practice of vocabulary, grammatical structures, and cultural topics. In addition, the online resources offer drills to hone students' pronunciation skills. The focus of the course is 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

This course offers a continuation of the study of French language and Francophone cultures. The major differences between French 2 and 2H 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.

Prerequisites for 2H: A in French 1 and department recommendation
Full Year 6 Credits

FRENCH 3 (215)

FRENCH 3 (217) HONORS

This course provides a continuation of the study of French and serves as a transition course to upper-level offerings. Students will study more advanced structures and complex vocabulary in context, and they will read longer selections. The differences between French 3 and 3H 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.

Prerequisites for 3H: B+ in French 2 Honors and department recommendation
Full Year 6 Credits

FRENCH 4 (219)

This course is a continuation of French 3, and as such, students review some of the structures covered in the previous year while being introduced to more complex and sophisticated grammatical concepts. Special emphasis is placed on recycling and integrating elements from all levels, so that, by the end of the year, students are able to read advanced texts and use a variety of structures to express themselves in writing and speaking. Students also continue to hone their speaking and listening skills in class discussions, presentations, and audio activities.

Full Year 6 Credits

FRENCH 4 (223) HONORS

In this course, students 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. Through these resources, they consolidate and expand their knowledge of advanced grammatical structures while practicing all four language skills. The second semester centers on themes such as war and peace, advertising and marketing, and sports and nationalism.

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

FRENCH 5 (222)

FRENCH 5 (220) HONORS

This course offers an opportunity to increase students' confidence and improve their fluency in spoken and written French. During the first semester, students read an adapted version of Voltaire's *Candide*. Throughout the semester, advanced grammar topics are reviewed, reinforced, and practiced via the content of the course. In the spring semester, students read *Le Petit Prince* and engage in frequent written and oral assignments to continue to work on their mastery of written and spoken French. Honors course expectations focus on the sophistication of students' written work, as well as the use of more complex grammatical structures and expanded vocabulary.

Prerequisites for 5H: A in French 4 or B in French 4 Honors and 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. While the course does incorporate some grammar review, the focus is on developing real-life skills and the skills necessary for successful completion of the AP examination in May. Students must feel comfortable reviewing grammar on their own. Students 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 sub-topics, as determined by the College Board, 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

This course continues the study of the fundamentals of the Latin language. During the course of the year, students 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 continue to learn about the mythology, culture, and history of Rome and the ancient world. The pace of instruction and coverage in the honors course is significantly faster in preparation for the study of passages of authentic prose and poetry in Latin 3 Honors.

Prerequisites for 2H: A in Latin 1 and department recommendation
Full Year 6 Credits

LATIN 3 (283)

In this course, students continue to learn essential and more advanced topics of Latin grammar. They learn to translate sentences and passages of increasing difficulty. Over the course of the year, 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

In this course, students continue to learn the major and more advanced topics of Latin grammar. They 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. In the second semester, students study authentic Latin literature. They study Latin prose and poetry, as well as look more closely at elements of theme and style in selections from Caesar's *Bellum Gallicum* and Vergil's *Aeneid*.

Prerequisites: B in Latin 2 Honors and department recommendation

Full Year 6 Credits

LATIN 4 (285)

LATIN 4 (286) HONORS

In this course, students 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 also study Roman history from the earliest beginnings through the eventual decline of the empire, and they develop their ability to express original interpretations of Latin texts in English. Students create presentations on Roman history. Authors vary from year to year but may include Caesar, Vergil, Livy, and Catullus, among others.

Prerequisites for 4H: A in Latin 3 or B in Latin 3 Honors and department recommendation

Full Year 6 Credits

ADVANCED PLACEMENT LATIN (291)

In this course, students complete the readings on the AP syllabus in preparation for taking the AP exam at the end of the year. Students translate the required selections from books 1, 4, 5, and 6 of Caesar's *Bellum Gallicum* 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, all in preparation for taking the AP exam at the end of the year.

Prerequisites: B+ in Latin 3 Honors and department recommendation

Full Year 6 Credits

POST-AP LATIN LANGUAGE AND CULTURE (298)*

This course is not being offered in the 2023-2024 school year.

SPANISH

SPANISH 1 (231)

This course is intended for students who are true beginners to Spanish. The pace of the course and the pedagogical approach are designed to meet the needs of students who have little to no prior experience of learning Spanish. Classroom instruction is focused on fostering study skills, teaching the basic framework of language, building a vocabulary repertoire, and beginning to develop the four language skills with authentic and level-appropriate listening, speaking, reading, and writing activities and assessments. Students practice speaking Spanish in pairs and small groups, doing skits and role plays, and talking with and listening to the teacher. Students also begin to acquire cultural awareness of the Spanish-speaking world.

Full Year 6 Credits

SPANISH 1 EXP (233)

This course is intended for students who have had prior exposure to Spanish, but who need to continue with their study of introductory Spanish. Students build upon their existing knowledge of conversational vocabulary, the basic structures of the language, and culture. Students continue to develop the four language skills with authentic and level-appropriate listening, speaking, reading, and writing activities and assessments. Students practice speaking Spanish in pairs and small groups, doing skits and role plays, and talking with and listening to the teacher. NOTE: Students may only enroll in this course by recommendation, and students may not take this course against recommendation.

Full Year 6 Credits

SPANISH 2 (232)

SPANISH 2 (234) HONORS

This course offers a continuation of the language study begun in Spanish 1. The major differences between Spanish 2 and 2H are the pace and depth of the material covered, as well as the expectations surrounding the independent production of original work. The curriculum helps students to hone their reading, writing, listening, and speaking skills. This course stresses 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.

Prerequisites for 2H: A in Spanish 1 or Spanish 1 EXP and department recommendation

Full Year 6 Credits

SPANISH 3 (235)

SPANISH 3 (237) HONORS

This course reviews basic grammatical structures and offers opportunities to build vocabulary. Students begin to learn advanced structures and work to develop vocabulary in a conversational context. They have opportunities to make oral presentations, read excerpts of Hispanic literature, and understand the history and cultures of select Spanish-speaking regions. Expectations in Spanish 3 and 3H differ in students' use of advanced structures, literary analysis, and general pace of the course. The honors-level course includes more complex contexts; requires deeper creative analysis of history, literature, and film; and requires students to read authentic excerpts of classical and contemporary Hispanic literature.

Prerequisites for 3H: B+ in Spanish 2 Honors and 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

In this course, students prepare compositions, presentations, and oral reports while engaging in discussions about personal and cultural themes. Students study a series of topics, including personal relationships, life in cities, mass media, and politics using both the textbook and numerous authentic sources to gain insight into Spanish and Latin American life and culture. Advanced grammatical topics are reviewed as students work regularly to improve their writing and speaking skills.

Prerequisites: B+ in Spanish 3 Honors and department recommendation

Full Year 6 Credits

SPANISH 5 (243)

SPANISH 5 (240) HONORS

This course, conducted as seminars in Spanish, offers 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 be expected to write compositions and essays, as well as create projects. Advanced grammatical topics are taught, reviewed, and practiced via the content of the course. The honors-level course differentiates itself by expanding the curriculum to cover a more in-depth analysis of the content of the course.

Prerequisites for 5H: A in Spanish 4 or B in Spanish 4 Honors and 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 while promoting fluency and accuracy in language use. While the course does incorporate some grammar review, the focus is on developing real-life skills and the skills necessary for successful completion of the AP examination in May. Students must feel comfortable reviewing grammar on their own. Students develop an awareness of and appreciation for cultural products, practices, and perspectives in both contemporary and historical contexts. The content of the course is designed around six themes and a wide variety of sub-topics, as determined by the College Board, in an attempt to integrate language, content, and culture.

Prerequisites: B+ in Spanish 4 Honors and department recommendation

Full Year 6 Credits

POST-AP SPANISH LANGUAGE AND CULTURE (297)

This course is not being offered in the 2023-2024 school year.

POST-AP FRENCH AND SPANISH LANGUAGE AND CULTURE (299)

This course is not being offered in the 2023-2024 school year.

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 Modern World History 1, Modern World History 2, 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.

MODERN WORLD HISTORY 1: CONNECTIONS, 1200–1750 (301) 9

This course looks at the economic, political, social, and cultural development of the world from 1200–1750 to examine the fundamental question: “How have our human communities converged and integrated to be so similar yet remain fragmented and so different?” Through the use of primary and secondary sources, students will chronologically work their way through world history through the lenses of identity and ideology, freedom and power, and conflict. There is a strong emphasis on developing writing and discussion skills. A number of units provide opportunities for students to develop and apply research skills, including a research paper unit during the second semester.

Full Year 6 Credits

MODERN WORLD HISTORY 1 HONORS: CONNECTIONS, 1200–1750 (303) 9

This course covers the same thematic topics as Modern World History 1, but in greater depth and complexity. The honors course also shares common reading with Modern World History 1 and includes additional reading of both primary sources and analytical essays. Students in the honors course complete the same major research projects, but have additional analytical writing assignments. Significant class time is devoted to student-led 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 world history.

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

Full Year 6 Credits

MODERN WORLD HISTORY 2: REACTIONS, 1700–TODAY (302) 10

This course begins with the new global connections, ideologies, and identities (national, religious, etc.) of the 17th and 18th centuries and works its way to the present day to continue examining the fundamental question: “How have our human communities converged and integrated to be so similar yet remain fragmented and so different?” As we continue to use the lenses of identity and ideology, freedom and power, and conflict to frame history, there is a specific focus on how, during this era, globalization—particularly economic globalization—accelerated the integration and convergence of human communities around the world, increasing our similarities but highlighting how we remain fragmented. The course also continues to develop students’ writing, discussion, and research skills, and it includes a spring research paper.

Full Year 6 Credits

MODERN WORLD HISTORY 2 HONORS: REACTIONS, 1700–TODAY (304)

10

This course covers the same thematic topics as Modern World History 2 but in greater depth and complexity. Beyond the common textbook, a considerable amount of additional reading includes primary sources and historiographical and analytical essays. Students complete the same major research papers (with additional expectations), as well as additional analytical writing assignments. Significant class time is devoted to the 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; understand and interpret complex sources, both primary and secondary; articulate complex ideas verbally and in writing; and share their passion and curiosity for history.

Prerequisites: A in Modern World History 1 or B+ in Modern World History 1 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. The course features four guiding themes—founding documents; race and civil rights; business, labor, and capital; and American foreign policy—to shape the study of American History. Students 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 develop positions on significant historical questions by means of group work, lectures, class discussions, in-class writing, and essays. To improve and development their 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 United States History, but with greater breadth, depth, and complexity. Beyond the common readings, there is a considerable amount of additional reading of historiographical and analytical essays. In addition to a number of smaller, analytical writing assignments, students 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 they may be selected for publication in *The Primary Source* during senior year. Significant class time is 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. A three-day field trip to Washington, D.C. is a course requirement.

Prerequisites: A in Modern World History 2 or B+ in Modern World History 2 Honors, and department recommendation

Full Year 6 Credits

HISTORY ELECTIVES

AMERICAN AND COMPARATIVE GOVERNMENT (310) HONORS

11-12

This course provides students with an understanding of the American government and related institutions, as well as other governments from across the world. In the first semester, students study American government explicitly through examining the founding principles, major institutions, bureaucratic systems, and related private structures. Students also investigate the relationship between values and voting. Students work with primary documents such 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 and come to understand how to situate American democracy on the spectrum of governmental types. Among those we may study are China, Great Britain, Iran, Mexico, Nigeria, and Russia. Students end the year with presenting papers at a 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 2 or B+ in the honors course and co-enrollment in U.S. History Honors; and department recommendation

Full Year 6 Credits

CIVIL RIGHTS REVOLUTIONS: AMERICA FROM THE 1950s-1970s (311)

12

From the mid-50s to the mid-70s, catalytic forces ignited seminal change in our nation's historic struggles with racism, sexism, and classism. In addition to America's volatility over racism, author Flora Davis bluntly wrote that the women's movement "went off like a bomb." What conditions and emotions triggered this storm? What were the costs of standing up? Which efforts were effective, and which were not? How did internal struggles affect organizational success? The first semester focuses on the struggles of African-Americans and women, and the second semester addresses the efforts of Hispanics, LGBTQIA+ rights, and current developments related to our study. Students analyze the lasting impact of this period on racial and ethnic minorities, women, the LGBTQIA+ community, and the conscience of our country at large. Class resources include written and artistic works, films and documentaries, and even student interviews with primary sources. During the second semester, students also pursue independent projects on particular movements of interest.

Full Year 6 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 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 also examine elements of Chinese culture and major points of etiquette. They practice tai chi and some basic Daoist meditation techniques. The curriculum is supplemented with Chinese films such as *Crouching Tiger, Hidden Dragon* and *Eat, Drink, Man, Woman*.

Fall 3 Credits

ECONOMICS (312)

11-12

Every person's daily actions and decision-making processes can be analyzed through major economic principles. Students investigate the guiding principles of economics through the eyes of an investor, a consumer, a worker, and a citizen. Students have an opportunity to develop their understanding of critical economic concepts such as incentives, opportunity cost, compounding interest, supply and demand curves, GDP, inflation, debt, and monetary and fiscal policy, among others. Students also apply these concepts in project-based assessments based on current events in the global economy. Students learn the importance of balancing income and expenses and maintaining a responsible outlook on financial conditions. By the end of the course, students gain a basic knowledge of economic principles, financial markets, and the global economy, and they develop the skills to be conversant in major economic issues and policies. A stock market simulation game, where each student is given an equal number of hypothetical dollars to invest, takes place in the second semester. Students also have the opportunity to further develop their economic knowledge by participating in guest speaker workshops alongside students in the honors section of the course. These mandatory guest speaker presentations take place three to five times during the year and typically are held before school at 7 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 financial markets and capital formation. In addition to traditional economic principles, students learn fundamental financial concepts and their applications to stock and bond markets. Students are also required to be conversant in topical economic news every class period. An integral part of this course is participation in a stock market simulation game where each student is given an equal number of hypothetical dollars to invest. Students research, trade, and track their portfolio during the year; this forms the basis upon which students are introduced to investment concepts. Class participation is stressed, and students are 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 a topic of critical economic importance. Students also complete a stock analysis report/presentation and an independent final project during the second semester. Students have the opportunity to further develop their economic knowledge by participating in guest speaker workshops. These mandatory guest speaker presentations take place three to five times during the year and typically are held before school at 7 a.m.

Prerequisites: A in Precalculus or B in Precalculus Honors/Advanced Precalculus Honors; for seniors, B+ in U.S. History or B in U.S. History Honors; for juniors, A in Modern World History 2 or B+ in Modern World History 2 Honors and co-enrollment in U.S. History Honors; and department recommendation

Full Year 6 Credits

THE HOLOCAUST, GENOCIDE, AND THE PURSUIT OF JUSTICE (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 examines the historical events and ethical questions surrounding the Holocaust, as well as other instances of genocide around the world and the pursuit of justice in the aftermath of genocide. Students 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 explore other instances of genocide, including Armenia, Cambodia, Rwanda, Bosnia, and the Sudan, and then consider how the international community can ensure justice for the victims and combat future genocides. They also consider key issues, such as historical causation, the human toll of the Holocaust, and the devastating impact of hatred and violence. Assessments include journal reflections, reaction papers and essays, and individual and class creative projects. Primary eyewitness accounts, visiting speakers, and a field trip further enhance student understanding.

Full Year 6 Credits

JAPANESE HISTORY (334)

11-12

This course blends a study of Japanese cultures and traditions with an overview of Japan'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 focuses on key time periods, such as the Tokugawa Shogunate and Meiji Restoration. Films, including Akira Kurosawa's *Yojimbo* and *The Last Samurai*, as well as books, such as *Zen in the Art of Archery*, supplement readings in the text. These sources also provide further insights into Japanese culture, including the way of the Samurai and Zen Buddhism. Students also have the opportunity to take some lessons in a martial art.

Spring 3 Credits

POLITICAL THEORY (315) HONORS

11-12

This course traces the evolution of political thought from the ancient world to the present day. While emphasizing the western tradition, the curriculum includes both western and non-western theorists. 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, the course proceeds to an overview of seminal, modern thinkers. A key recurring theme is defenses and critiques of democracy in general and liberal democracy in particular. Other concepts covered include the role of virtue in politics, the source(s) of law, the idea of the social contract, and the relationship between the individual and the state. While there are projects and some in-class assessments, 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 2 or B+ in the honors course and co-enrollment in U.S. History Honors; and department recommendation

Full Year 6 Credits

MATHEMATICS AND COMPUTER SCIENCE

The department's mission is to develop in each student a love of mathematics and computer science, confidence in their abilities and a sense of responsibility for their academic achievement. The mathematics and computer science curricula combine the best of the rich cultural tradition of both disciplines with applications to modern problems. While preparing students for the most challenging college programs, the curricula also expose 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.

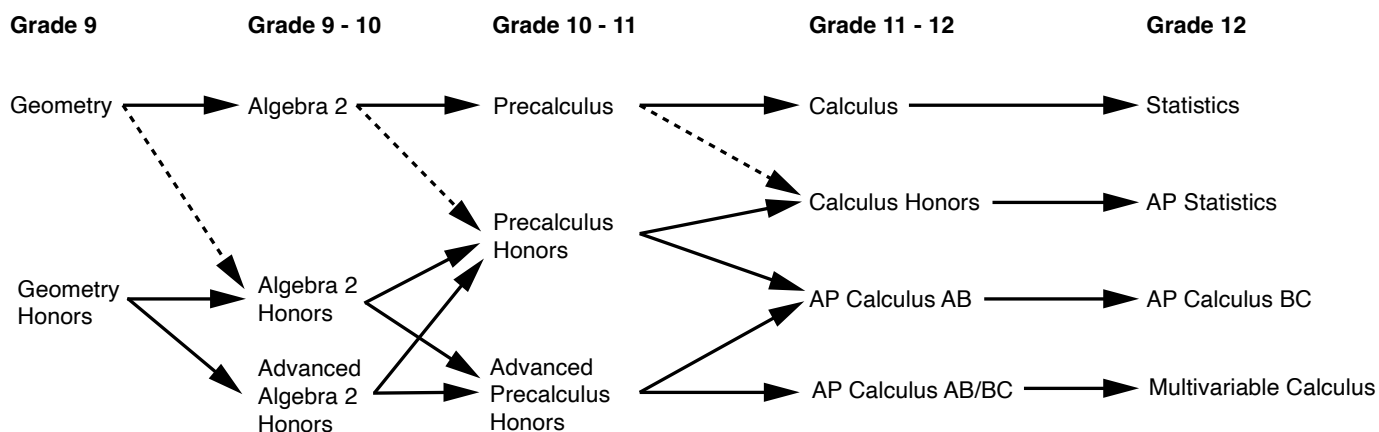
Graduation Requirement: Students must complete three years of mathematics at the Upper School. A minimum grade of C- is required to advance to the next sequential course. Any student earning below a C- in a sequential course must either repeat the course the following year or enroll in an approved summer 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.

Acceleration Policy: Students entering ninth grade from MKA's Middle School who wish to accelerate through Geometry may do so only with the recommendation of their current MKA teacher and the prior approval of the Middle School Department Chair. All incoming ninth grade students wishing to accelerate through Geometry must obtain approval from the Upper School Department Chair for their specific summer course in advance. Any student who wishes to accelerate through Geometry must complete and submit a Course Acceleration Form in May. The Course Acceleration Form includes important information pertaining to this process and specific requirements for acceleration. Courses taken prior to ninth grade do not appear on the transcript and do not count toward the graduation requirement.

Acceleration in computer science may be possible for students who already have extensive background or experience in the subject. Students interested in pursuing these options should contact the Upper School Department Chair. Any student who wishes to accelerate in computer science must complete and submit a Course Acceleration Form in May. The Course Acceleration Form includes important information pertaining to this process and specific requirements for acceleration.

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



MATHEMATICS

GEOMETRY (411)

9

This course provides the core of the general concepts and theorems of geometry. While flow chart 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 incorporating basic algebra skills. 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. For the first time, they learn to compose formal proofs and gain 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 includes the study of linear, quadratic, polynomial, radical, exponential, logarithmic, and rational functions. Students solve equations related to each type of function, as well as graph the functions using transformations and find function inverses. They explore modeling using linear, quadratic, and exponential data, and review and strengthen algebraic skills, such as simplifying rational expressions and evaluating and simplifying expressions with radicals and rational exponents. Students also learn about the properties of logarithms and apply them to solving exponential and logarithmic equations.

Prerequisite: Geometry

Full Year 6 Credits

ALGEBRA 2 (422) HONORS

9-10

This high-level, challenging course begins with a concentrated study of the algebraic properties of powers and radicals, building upon a thorough summer assignment review of some key Algebra 1 topics required for success in this course. Students then move rapidly into a study of linear equations, linear data models, and linear relations. Techniques of factoring, graphing parabolas, and finding solutions of quadratic equations and their applications are also explored. Other topics include polynomial division, the zeros of higher degree polynomials, rational functions, exponentials, and logarithmic functions. Emphasis is placed on learning how to graph equations by finding x- and y- intercepts and understanding how coefficients and other constants transform parent functions into the given function. Toward the end of the course, the Fundamental Counting Principle and probability are introduced. This course prepares students for Precalculus Honors and potentially Advanced Precalculus Honors, depending upon performance.

Prerequisites: B+ in Geometry Honors, B+ in Algebra 1, and department recommendation;
Geometry only with department recommendation

Full Year 6 Credits

ADVANCED ALGEBRA 2 (423) HONORS

9-10

This challenging, fast-paced course emphasizes the higher order thinking and problem-solving skills required to be successful in advanced, upper-level math courses. Students complete a summer assignment review of core Algebra 1 topics, and these topics are expanded on during the first unit of study. In addition, students investigate the properties and graphs of a variety of mathematical functions: linear, quadratic, polynomial, radical, exponential, logarithmic, and rational. Students move rapidly into a concentrated study of linear systems, matrices, fundamental counting principles, and probability. Students also learn to analyze data using linear, quadratic, polynomial, and exponential models. In addition, log-log and semi-log data analysis are explored.

Prerequisites: A in Geometry Honors, A- in Algebra 1, and department recommendation
Full Year 6 Credits

PRECALCULUS (431)

10-11

This course focuses on the main characteristics of a function and its graph, and the applications of these concepts to relevant, everyday topics. Highlighted functions include quadratic, higher-degree polynomial, rational, exponential, logarithmic, and trigonometric. Students learn rigid and non-rigid transformations of these functions, combinations and compositions of functions, and inverse functions. Students are also introduced to the basic rules and applications of probability, permutations, and combinations, as well as finite/infinite arithmetic/geometric 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 includes a significant study of trigonometric functions and their inverses, as well as sequences and series, analytic geometry, and a selection of other topics. As time permits, limits and derivatives of functions may also be introduced.

Prerequisites: B- in Advanced Algebra 2 Honors or B in Algebra 2 Honors, and department recommendation; Algebra 2 only with department recommendation
Full Year 6 Credits

ADVANCED PRECALCULUS (428) HONORS

10-11

This challenging, 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. A concentrated study of trigonometric functions and their inverses follows, 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 rapidly move on to an in-depth study of differentiation techniques and applications that must be mastered fully in preparation for AP Calculus AB/BC.

Prerequisites: B+ in Advanced Algebra 2 Honors or A in Algebra 2 Honors, and department recommendation
Full Year 6 Credits

STATISTICS (444)

11-12

This introductory course in statistics provides students with a strong statistical base that is applicable to many disciplines and fields of study. Throughout the course, students apply their knowledge through self-selected projects that highlight the concepts they have learned. Students begin by focusing on the different methods of collecting data. After they collect data, students study the numerous ways of summarizing, analyzing, and graphically displaying their data. In addition, students learn how to interpret real-world data in meaningful ways using appropriate statistical language and vocabulary. Note: Students may not take both Statistics and AP Statistics at MKA.

Prerequisite: Algebra 2

Full Year 6 Credits

ADVANCED PLACEMENT STATISTICS (443)

11-12

Designed to utilize students' analytical writing skills with the purpose of conducting statistical investigations, this course emphasizes communication using appropriate statistical language and vocabulary to prepare students for the AP exam. Students analyze sampling design, experimental design, and sources of bias. The first semester focuses on descriptive statistics where students 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 applying the many methods of statistical inference, including confidence intervals and hypothesis testing.

Prerequisites: A- in Precalculus Honors, B- in Advanced Precalculus Honors, B in Calculus Honors, B- in AP Calculus AB, or B- in AP Calculus AB/BC, 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 provides 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 antiderivatives, 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; Precalculus only with 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 of this course is to hone a clear, intuitive understanding of the concepts. Students learn 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 AP Calculus BC syllabus. In conjunction with AP 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 are introduced to a variety of proofs using William Dunham's *Journey Through Genius*.

Prerequisites: AP Calculus AB, minimum score of 4 on the AP Calculus AB 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 begin a comprehensive study of integral calculus and its applications. Investigating the Fundamental Theorem of Calculus connects 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 differential equations, polar and parametric functions, convergence tests for infinite series, as well as Taylor and Maclaurin polynomials/series. Students take the AP Calculus BC exam.

Prerequisites: B+ in Advanced Precalculus Honors and department recommendation

Full Year 6 Credits

POST-AP MULTIVARIABLE CALCULUS (463)

12

This course provides students with an 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 investigate the properties and graphs of multi-dimensional functions. Further topics include partial derivatives, optimization, multiple integrals, and spherical/cylindrical coordinates. Additionally, students learn about line and surface integrals, culminating in the study of Green's Theorem, Stokes's Theorem, and the Divergence Theorem. Students may not take this post-AP course against recommendation.

Prerequisites: AP Calculus AB/BC, minimum score of 4 on the AP Calculus BC exam, and department recommendation

Full Year 6 Credits

POST-AP LINEAR ALGEBRA (456)

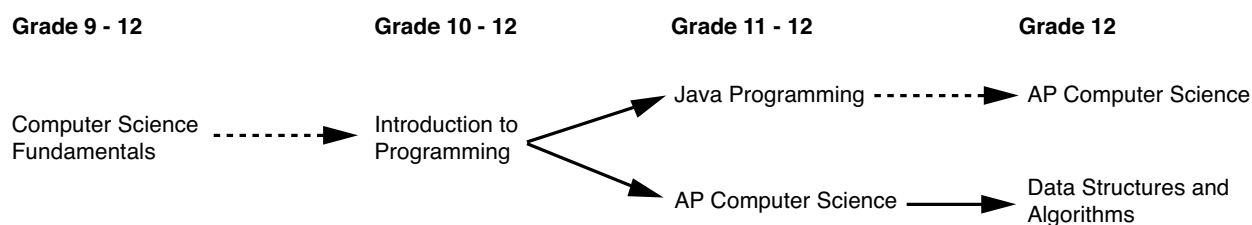
12

This course provides students with a full-year, in-depth introduction to Linear Algebra. After an introduction to vector spaces, subspaces, and basis, students review matrix algebra as a way to solve systems of linear equations. Further topics include linear transformations, determinants, eigenvalues/eigenvectors, and inner product spaces. Students may not take this post-AP course against recommendation.

Prerequisites: Multivariable Calculus or co-enrollment in either Multivariable Calculus or AP Calculus BC, 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 study the history and mechanics of the Internet, device hardware, data abstraction, algorithms and software, cyber security, artificial intelligence and machine learning, as well as the ethics and social impact of computing. Providing students with the skills and understanding to utilize technology responsibly and to protect their personal data is a common theme reinforced throughout the course. Students are introduced to programming languages with exercises using Javascript, HTML, and CSS, and their study culminates in building an app or website for their final project. The class explores advanced topics through discussion of current technological news and developments, such as big data, cloud computing, and cryptocurrency. By the end of the course, students have enough knowledge to navigate the technological world and pursue their own interests. 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 modes. 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 include solving mathematical challenges, building games, implementing encryption and decryption, and drawing 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 while focusing on building skills of computational thinking, algorithmic thinking, program design, algorithm design, code logic, code implementation, code testing, and documentation. These skills are key for students to continue coding at a higher level, whether in AP Computer Science or in some other context. Students are also exposed to some basic, object-oriented topics, including objects and classes. Students who perform well in this class can continue on to take AP Computer Science.

Prerequisite: Introduction to Programming

Full Year 6 Credits

ADVANCED PLACEMENT COMPUTER SCIENCE (561)

11-12

This course is organized 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 in preparation for the AP Computer Science A exam.

Prerequisites: B+ in Algebra 2 or B in Algebra 2H; A- average on in-class assessments in Introduction to Programming and B+ for the year, or B+ in Java Programming; and department recommendation

Full Year 6 Credits

POST-AP DATA STRUCTURES AND ALGORITHMS (562)

11-12

This course continues two of the major concepts covered in AP Computer Science: program analysis and algorithm design. Students spend the first semester building Data Structures while analyzing their efficiency in context. Data Structures include lists, stacks, queues, trees, graphs, sets, and heaps. Using those structures, students examine the most common problems and algorithms in computer science. Students start with sorting and searching algorithms, then they explore Graph, Divide-and-Conquer, Greedy, Dynamic programming, Randomized, and Backtracking algorithms. This culminates 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, minimum score of 4 on the AP Computer Science A exam, 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. Most Upper School students take four years of science; students who plan to major in science or engineering or who may pursue medicine are strongly encouraged to do so. Some students take two science courses as juniors and/or seniors. Please note the courses for which the Common Work Period is regularly used to extend instructional time. **Second year honors courses (Biology 2H or Chemistry 2H) are not a possible pathway into an AP course in the same discipline (AP Biology or AP Chemistry).**

Graduation Requirement: Students must complete three years of science: biology, chemistry, and physics.

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 explore topics in ecology, genetics, evolution, taxonomy, and system studies of life from the molecular, cellular, and organismal level. Content is supported by activities and experiments. Students have the opportunity to acquire the necessary analytical writing, experimental, 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 that students are more independent, so 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 they present their findings to their peers. **This class uses 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, properties of matter, and basic thermodynamics. Students 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 challenging laboratory component.

Prerequisites for Chem 1H: A- in Biology 1 or B+ in Biology 1H/SRH; B+ in Algebra 2, B in Algebra 2H/Advanced Algebra 2H, or co-enrollment in Algebra 2H/Advanced Algebra 2 Honors; 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 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. **This course uses its Common Work Period.**

Prerequisites: B+ in Biology 1H/SRH; B+ in Algebra 2, B in Algebra 2H/Advanced Algebra 2H, or co-enrollment in Algebra 2H/Advanced Algebra 2 Honors; 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 are expected to develop an 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 covers the basic topics of classical physics: kinematics, dynamics, energy, momentum, gravitation, electricity and magnetism, and waves. 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/SRH; B in Algebra 2H/Advanced Algebra 2H or B- in an honors-level precalculus/calculus course; and department recommendation

Full Year 6 Credits

ADVANCED PLACEMENT PHYSICS 1 (619)

11-12

This introductory course provides an algebra-based approach to physics. It is the equivalent of a first-semester, introductory college course in algebra-based physics. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque, and rotational motion. Juniors cover electric force and DC circuits in May following the AP exam. **This class uses its Common Work Period.**

Prerequisites: Biology 1; A in Chemistry 1 or A- in Chemistry 1H/SRH; A- in Algebra 2H/Advanced Algebra 2H or A- in an honors-level precalculus/calculus course; and department recommendation

Full Year 6 Credits

PHYSICS 2 (647) HONORS

12

This course builds on first-year physics and may include additional topics such as gravitation, waves and sound, modern physics, electricity, and magnetism. Students complete a lab-based project in April. There is a strong problem-solving component to this course, and significant lab work is required. Eligible students may take either Physics 2 Honors or a second-year AP Physics class, but not both.

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

Full Year 6 Credits

ADVANCED PLACEMENT PHYSICS C: MECHANICS AND ELECTRICITY & MAGNETISM (651)

12

This course uses a challenging, calculus-based approach and is designed to be the equivalent of a year-long college physics course for physics and engineering majors. The course covers the topics found in both the AP Physics C: Mechanics exam and the AP Physics C: Electricity and Magnetism exam. Topics include: kinematics; dynamics; work, energy, and power; systems of particles; circular motion and rotation; oscillations; gravitation; electrostatics; conductors, capacitors, and dielectrics; electric circuits; and magnetic fields. **This class uses its Common Work Period.**

Prerequisites: A in Physics 1H or B+ in AP Physics 1; A- in AP Calculus AB, B in AP Calculus AB/BC, or co-enrollment in AP Calculus AB/BC only with departmental approval; 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, giving students an opportunity to expand their knowledge by delving deeper into some topics from first-year biology and exploring new areas of biology. It is taught as 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 various, important biochemistry concepts.

Prerequisites: B in Biology 1 or B- in Biology 1H/SRH; B+ in Chemistry 1 or B in Chemistry 1H/SRH/Chemistry 2H; and department recommendation. A grade of B+ or above in Physics 1 or B in Physics 1H/AP Physics 1 may be considered in lieu of either the biology or chemistry grade.

Full Year 6 Credits

ADVANCED PLACEMENT BIOLOGY (635)

11-12

This second-year biology course 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 uses its Common Work Period.**

Prerequisites: A- in Biology 1 or B+ in Biology 1H/SRH; A- in Chemistry 1 or B+ in Chemistry 1H/SRH or Chemistry 2H; and department recommendation. A B+ or above in Physics 1H/AP Physics 1 may be considered in lieu of either the biology or chemistry grade.

Full Year 6 Credits

CHEMISTRY 2 (624) HONORS

11-12

This second-year chemistry course gives students an opportunity to expand their knowledge by delving deeper into some topics from Chemistry 1/1H and exploring new areas of chemistry. It serves as an introduction to first-year, college-level chemistry. Major inorganic chemistry topics include thermodynamics, atomic structure, bonding theories, reaction types, stoichiometry, and equilibrium. Students are also introduced to organic chemistry and engage in a research/creative project. Laboratory work is an integral part of the course.

Prerequisites: B- in Biology 1/1H/SRH/Biology 2H; B+ in Chemistry 1 or B in Chemistry 1H/SRH; B in Algebra 2H/Advanced Algebra 2H or B- in an honors-level precalculus course; and department recommendation. A grade of B+ or above in Physics 1 or B in Physics 1H/AP Physics 1 may be considered in lieu of either the biology or chemistry grade.

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 covers in detail the topics in inorganic chemistry found on the AP Chemistry exam, including structure of matter (atomic theory, atomic structure, and chemical bonding), states of matter (gases, liquids, solids, and solutions), reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), descriptive chemistry, and laboratory work. **This class uses its Common Work Period.**

Prerequisites: B+ in Biology 1 or B in Biology 1H/SRH/Biology 2H; A in Chemistry 1 or B+ in Chemistry 1H/SRH; B+ in Algebra 2H/Advanced Algebra 2H or B in an honors precalculus course; and department recommendation. A grade of B+ or above in Physics 1H/AP Physics 1 may be considered in lieu of either the biology or chemistry grade.

Full Year 6 Credits

BIOMECHANICS AND PHYSIOLOGY (544)

11-12

This interdisciplinary course 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 introduces students to the study of the environment and how humans impact its various characteristics. We begin by studying Earth systems, water quality, ecology, biodiversity, and climate change; and then we take field trips to enhance our depth of understanding of these topics. For example, we explore the woods behind the school to study ecology and then take a field trip to a nearby river to engage in water-quality testing. Several poster projects are a fun way to engage in the subject matter while being creative. **Students who want to take this subject all year must request both semester 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 human population, energy sources, municipal solid waste, hydrology, soil, and the impact of humans on the environment. Case studies, including student-chosen examples, are used to explore the themes of conservation and sustainability. Students work on a project to improve the sustainability of the school. **Students who want to take this subject all year must request both semester courses.**

Prerequisite: Environmental Science 1
Spring 3 Credits

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (643)

11-12

In this course, students explore and investigate the interrelationships of the natural world, analyze environmental systems, and consider human impact. Students take part in laboratory investigations and field work, which are integral to the course. The curriculum is designed for highly motivated STEM students interested in the study of environmental science at the depth and pace of an AP course. Students develop an understanding of environmental concepts and processes, practice the application of quantitative methods in problem-solving, gain experience analyzing data, analyze visual representations, as well as research and propose a viable approach to solve a “real world” environmental problem. AP Environmental Science topics include (1) energy transfer in biogeochemical systems, (2) interactions between biogeochemical systems, (3) human interactions and alterations of biogeochemical systems, and (4) sustainability. Students participate in a number of field trips to local facilities and ecosystems. **This course uses its Common Work Period.**

Prerequisite: A- in Biology 1 or B+ in Biology 1H/SRH/Biology 2H; A- in Chemistry 1 or B+ in Chemistry 1H/SRH/Chemistry 2H; and department recommendation. A grade of B+ or above in Physics 1H/AP Physics 1 may be considered in lieu of either the biology or chemistry grade.
Full Year 6 Credits

ASTRONOMY 1 (637)

11-12

This course familiarizes students with the night sky and the Earth's location within the universe. Students study phenomena within our solar system, such as the seasons on Earth, precession, phases of the moon, and solar and lunar eclipses. Students also investigate the scientific principles underlying the formation and motion of celestial objects, and they become familiar with tools, such as telescopes and spectroscopy, that astronomers use to investigate the universe. **Students who want to take this subject all year must request both semester courses.**

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

ASTRONOMY 2 (638)

11-12

In this semester of Astronomy, students apply the tools they learned in the first semester to developing a deeper understanding of the origins of our solar system and the geology and atmosphere of each of the planetary bodies within it. Students also focus on the spectral categories of stars; their proper motion; and their birth, evolution, and death. **Students who want to take this subject all year must request both semester courses.**

Prerequisite: Astronomy 1
Spring 3 Credits

SCIENCE RESEARCH HONORS 1 (657)

11-12

In this course, students work collaboratively as a class to engage in the process of conducting authentic scientific research. Focusing on a research topic, which may vary by year, students learn and practice scientific techniques, develop their own research questions, and design experiments to test those questions. Students interact with university/industry scientists and read and analyze current scientific literature that has been published in peer-reviewed journals. The first semester culminates in a formal written research proposal and presentation. **Students who want to take this subject all year must request both semester courses.**

Prerequisites: B in Biology 1 or B- in Biology 1H/SRH; B+ in Chemistry 1 or B in Chemistry 1H/SRH/Chemistry 2H; and department recommendation. A grade of B+ or above in Physics 1 or B in Physics 1H/AP Physics 1 may be considered in lieu of either the biology or chemistry grade.
Fall 3 days/cycle 2 Credits

SCIENCE RESEARCH HONORS 2 (658)

11-12

This course is a continuation of Science Research Honors 1 and comes with a greater expectation of student independence. Based on their scientific research proposals, students execute their designed experiments and analyze and present their results. Students routinely share progress and develop ideas with the class through written and oral reports and discussions. At the end of the semester, students communicate their results via a formal paper and presentation. **Students may take this course more than once. Students who want to take this subject all year must request both semester courses.**

Prerequisite: Science Research Honors 1
Spring 2 days/cycle 2 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 toward 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. Please note: if purchasing required materials and equipment for any Fine and Performing Arts course represents a financial hardship, please contact the Director of Admissions & Financial Aid. No student will be denied participation in an arts course because they cannot afford the required materials and equipment.

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, then sophomores, and then freshmen.

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)

9-12

The development of drawing and painting skills are the primary focus of this course. In addition, students will 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

10-12

This course provides a challenging, 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, though some assignments may be executed either two-dimensionally or three-dimensionally. The emphasis of the course is 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

ADVANCED PLACEMENT STUDIO ART (757)

11-12

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 a mastery of design and/or drawing skills and be able to communicate their ideas through written and visual expression. Students must also demonstrate their ability to work independently and with dedication, as well as superior classroom performance. 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. Participation in critiques and the end-of-year exhibition and submission of the AP portfolio are essential for the successful completion of this class.

Prerequisite: Successful completion of Studio Art Honors, Photo Projects, or Sculpture Projects; and department recommendation based on a portfolio review

Full Year 4 days/cycle 6 Credits

POST-AP STUDIO ART (799)

12

This course provides students with the opportunity to pursue their study of Drawing, Two-Dimensional Design, or Three-Dimensional Design beyond the AP level. The curriculum for this course supports the needs of students who are considering applying to art and design schools and who would like to develop their portfolio for college submission. Students are expected to work independently and to produce several pieces of high quality work both in and out of the classroom. Participation in critiques and in the end-of-semester exhibition are essential for the successful completion of this class.

Prerequisites: Successful completion of AP Studio Art; and department recommendation based on the review of portfolio submission

Fall 4 days/cycle 3 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 potential 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)

9-12

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)

10-12

This course provides experienced students the opportunity to explore 3D design in depth. Students investigate advanced concepts and techniques in a variety of traditional and digital sculptural media. Emphasis is on problem-solving assignments and thematic prompts. Students are encouraged to explore personal expression and work in a wide range of materials learning additive, subtractive, and fabrication processes. **Students may take this course more than once.**

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 explore a traditional darkroom and develop an awareness of what makes a photograph work visually and conceptually. Each student must have access to a digital (DSLR) camera capable of manual operation.

Fall or Spring 4 days/cycle 3 Credits

PHOTOGRAPHY 2 (776)

10-12

Designed for more experienced photographers, this course helps students refine and expand their technique, and challenges them to develop more intriguing and effective photographs. Students practice aspects of advanced camera operation and digital editing techniques. Additionally, students gain more experience working in the darkroom with medium format film cameras and enlarging negatives while maintaining an overall focus on the artistic and expressive content of their work. Each student must have access to a digital (DSLR) camera capable of manual operation.

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

Fall or Spring 4 days/cycle 3 Credits

PHOTO PROJECTS (770)

11-12

Designed for students who are seriously interested in exploring photography, this course provides a structured opportunity for photographers to build a body of work based on issues and concepts of significance to them. Students are given open-ended projects and encouraged to work with a variety of traditional and digital photographic techniques. The goal of the course is not only for students to end with a strong portfolio, but also to begin to define themselves as artists. **Students may take this course more than once.**

Prerequisites: Photo 1, Photo 2, or department recommendation based on a portfolio review

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 by looking at how theatre feeds our current community and society, then touch on how to be creative when given prompts. We look at the history of comedy and briefly touch on improvisation. From there, we move on to famous and ground-breaking playwrights, how to stage original work, musical theatre, Shakespeare, technical theatre basics, as well as dramaturgy and script analysis if time permits. Basic theatre vocabulary is also covered. Each student is required to attend all Upper School productions, including but not limited to the Fall Play, the Winter Musical, and the Spring Play.

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 using exercises such as warm-up games and select improvisation. During the first semester, students work on performing open-ended scenes in groups of two where they set the plot and details. In the second

semester, they will move on to scene work from established plays in larger groups. Students also work on monologues throughout both semesters. Each student is required to attend all Upper School productions, including but not limited to the Fall Play, the Winter Musical, and the Spring Play.

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 it is a necessary skill. This course is designed to teach students how to audition, from logistics, to etiquette, to performance. A major focus is to create confidence in the students' audition process. Each student also spends time creating a proper, 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 are all be a part of the curriculum. Guidance is available for creating a resume, filming a video reel, and having a headshot taken. **Students may take this course more than once.**

Prerequisites: Acting
Fall 3 days/cycle 2 Credits

MUSICAL THEATRE (713)

11-12

This course focuses on the performance genre of musical theatre, which is arguably the most difficult genre because it encompasses vocal skill, dance ability, and acting prowess. Students focus on the art of becoming a triple threat, study the greats, and experience special guest workshops. Special focus is placed on how to integrate vocal, dance, and acting skills into a great musical theatre performance, so students learn specific exercises to advance their current skill levels. Students also work on solos, duets, and trios. **Students may take this course more than once.**

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 that students built in previous courses. We use exercises, warm ups, and games that unfold into sketches and scenes. The culmination of this course is a workshop performance. **Students may take this course more than once.**

Prerequisites: Experience of Theatre and completion of or co-enrollment in Acting
Pass/Fail
Full Year 1 day/cycle 1 Credit

DANCE

DANCE WORKSHOP (758)

9-12

This course is designed to develop the skills of the beginner dancer in traditional styles of ballet, jazz, and contemporary dance, as well as to explore the genres of musical theatre and hip hop. Students learn an introductory dancer's vocabulary, work on a traditional skill set, and acclimate themselves to the structure of a professional dance class. Specialty workshops are also brought in several times throughout the year. The course culminates in a full-class performance as part of the spring Dance Concert. **Students may take this course more than once.**

Pass/Fail

Full Year 3 days/cycle 3 Credits

INTERMEDIATE DANCE WORKSHOP (759)

9-12

This course is designed to enhance the skills of the intermediate dancer in all styles (ballet, jazz, contemporary, musical theatre, hip hop), as well as to explore the idea of improvisation. Students are taught the Elements of Dance as defined by the National Core Arts Standards for Dance. Students engage in partnered projects as they study dance through the decades and the works of major choreographers. They learn to appreciate how each style dictates movement and its feeling, and explore their budding inner choreographer. Specialty workshops are also brought in several times throughout the year. The course culminates in a full-class performance as part of the spring Dance Concert. **Students may take this course more than once.**

Prerequisites: Completion of Dance Workshop, or department recommendation

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 course assumes knowledge of technical skills and focuses solely on creation. Students study different methods of choreography and explore uses of shape, level, space, tempo, direction, and intention. Students work on solos, duets, and group and company pieces, culminating in the Dance Concert. Performance of successful works, including participation in the concert, is a course requirement. It is important to note that this is a graded course. Seniors must attend classes and rehearsals during May Term until the Dance Concert. **Students may take this course more than once.**

Prerequisites: Department recommendation based on work in Intermediate Dance Workshop and/or an audition and/or a video portfolio review

Full Year 3 days/cycle 4 Credits

MUSIC

CONCERT CHOIR (760)

9-12

In this course, students rehearse and perform a wide variety of choral music. Lessons emphasize ear-training skills, reading vocal music, choral-building techniques, and singing in four-part harmony. Previous singing experience is not necessary. Participation in the winter and spring concerts and all dress rehearsals is a course requirement. **Students may take this course more than once.**

Pass/Fail

Full Year 4 days/cycle 3 Credits

CHAMBER SINGERS (762)

9-12

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, as well as reading music and beginning music theory. Chamber Singers may perform community concerts throughout the year. Participation in the winter and spring concerts, all dress rehearsals, and Commencement is a course requirement. **Students may take this course more than once.**

Prerequisites: Department recommendation based on work in Concert Choir or Chamber Singers and/or an audition

Pass/Fail

Full Year 4 days/cycle 3 Credits

JAZZ CHOIR (763)

11-12

This course is for experienced chorus students and guides them through complex harmonies, rhythms, and improvisational singing techniques. Students learn to construct jazz scales and chords and develop an understanding of the style through instruction and improvisation exercises, as well as ensemble and solo performances. Emphasis is placed on singing and music literacy. Students also explore jazz history and study the works of jazz artists and composers. Participation in the winter and spring concerts and all dress rehearsals is a course requirement. **Students may take this course more than once.**

Prerequisites: Two years of Chamber Singers, or by audition if previous choral singing experience; may co-enroll in Chamber Singers

Pass/Fail

Full Year 4 days/cycle 3 Credits

BEGINNING WIND ENSEMBLE INSTRUMENTS (725)

9-12

This course introduces the fundamentals of playing a wind ensemble instrument: flute, oboe, clarinet, saxophone, trumpet, trombone, euphonium, French horn, percussion, and tuba. Through guided practice and ensemble pieces, students learn the specific techniques needed to be successful on their particular instrument. In addition, students review the elements of music such as rhythm, melody, harmony, dynamics, timbre, form, and texture. Students in Beginning Wind Ensemble Instruments usually continue in Concert Band the following year. This course is designed for beginners, students changing to a new instrument, and students who have not played in 2-3 years. **Course is contingent on a minimum enrollment of 3 students.**

Pass/Fail

Full Year 4 days/cycle 3 Credits

CONCERT BAND (726)

9-12

In this course, students play music from various time periods and in a variety of styles. Students are coached in the basics of rhythm, tone production, dynamics, articulation, balance, scales, and phrasing. Band members have the opportunity to join smaller ensembles, such as Jazz Band, Pep Band, brass quintet, woodwind quintet, or percussion ensemble. 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. **Students may take this course more than once.**

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. **Course is contingent on a minimum enrollment of 3 students.**

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. **Students may take this course more than once.**

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* and should be working on specific technical repertoire, including *Etudes* by Wohlfahrt op. 45 Book 2, or Kayser. Students who do not use the Suzuki books must have completed concerti, such as the Bach Double Concerto. All students who audition for Advanced Strings must be completely fluent in the high positions of their instruments. Students working on *Suzuki Book Level 6* or above will be considered for the First Violin section or Section Principal players. Prospective first violin players must have completed Concerti such as Haydn C or G Major, Bach A minor or E Major, Monti Czardas, or other solo show pieces of equivalent or more advanced difficulty. They should also be working on etudes or caprices by Dankla, Dont, Rode, Wieniawski, or Paganini. This course explores chamber and orchestral works of the standard repertoire in their original versions. In addition, students also study the repertoire of and perform together with the String Orchestra. Participation in all school performances is a course requirement. **Students may take this course more than once.**

Prerequisite: Department recommendation, which may include a live or taped audition

Pass/Fail

Full Year 4 days/cycle 3 Credits

MUSIC THEORY 1 (703)

9-12

This course is for the student who wishes to pursue more knowledge of the inner workings of music. It is an introduction to the principles and practices upon which music is built. Students develop more proficient music reading skills and are introduced to the following topics: rhythm, pitch, intervals, major and minor scales, chord construction, and the basic nomenclature of functional harmony. These topics of study are placed in historical context, and students study music practices from the Baroque period to the present. Students begin to develop their aural skills through sight-singing, rhythmic dictation, and melodic dictation. Students are also taught the basics of songwriting and arranging.

Prerequisite: Department recommendation based on a written and oral examination
Full Year 3 days/cycle 3 Credits

MUSIC THEORY 2 (704)

9-12

This course builds on the topics presented in Music Theory 1 and extends students' fluency in several areas, including: intervals, chords, scale, modes and chord construction, figured bass and functional harmony, and basic counterpoint in four-part writing. Students explore the historical context of each topic of study in greater depth and gain more advanced knowledge of the development of compositional techniques from the year 800 to the present. Students also learn more complex compositional structures and analytical techniques that help them develop their performing, listening, and creative skills. Ear training through melodic dictation, interval training, and rhythmic training plays an important part in developing skills for critical listening, as well as performance practice. A final project gives students the opportunity to analyze, compose, or arrange a piece of music.

Prerequisite: Music Theory 1 or department recommendation based on a written and oral examination
Full Year 3 days/cycle 3 Credits

ADVANCED PLACEMENT 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 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 are also emphasized.

Prerequisite: Department recommendation based on an interview
Full Year 4 days/cycle 6 Credits

INTERDISCIPLINARY

Graduation Requirement: Belonging and Community and 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.

BELONGING AND COMMUNITY (809)

9

In this ninth grade seminar, students start to construct their “story.” The course begins by asking students to consider who they are as individuals, what is important to them, and what biases might inform how they interact with their communities, both small and large. Students explore and learn how to identify perspective and implicit/explicit bias. Students share a piece of their own stories through which they identify how they can uniquely foster a culture of belonging in MKA’s community and beyond.

Pass/Fail

Fall until Thanksgiving Break 4 days/cycle 2 Credits

ETHICS AND LEADERSHIP (805)

10

This course, required for all tenth grade students, will expand upon the themes introduced in Belonging and Community. During the first half of this course, emphasis is on developing a personal set of ethical principles by which to live. Students will consider, “What is your core? What do you stand for?” The second component challenges students to consider how to stand up for those ethical principles and values as leaders at MKA and in the larger community. They will contemplate, “What does Ethical Leadership mean? What might Ethical Leadership look like for you?” In addition to activities and reflections, students will complete a culminating assignment in which they explore the connections between ethics, service, and leadership.

Pass/Fail

Spring 2 days/5 cycles .5 Credit

THE FOLLOWING COURSE IS NOT REQUIRED, BUT ALL STUDENTS IN GRADES 11–12 SHOULD REVIEW THIS INTERDISCIPLINARY OFFERING:

BIOMECHANICS AND PHYSIOLOGY (544)

11-12

This interdisciplinary course allows students to explore the science of exercise and 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, and nutritional biochemistry. Students develop an appreciation for how these topics apply to the study of athletics and disease. Scientific papers related to these topics are discussed to reinforce the material, give students experience in analyzing scientific literature, and allow students to finalize their research questions for their second semester independent research projects. The majority of the second semester is devoted to the research project, which involves summarizing relevant scientific literature, as well as designing and executing experiments to address a guiding research question. Students write a research paper and present their findings.

Prerequisites: B+ in Health, Wellness, and Principles of Conditioning, or B+ in Biology 2 Honors, or successful completion of AP Biology; and successful completion of or co-enrollment in a physics course; and department recommendation

Full Year 4 days/cycle 6 Credits

HEALTH, WELLNESS, AND PHYSICAL EDUCATION

The Health, Wellness, and Physical Education course offerings encourage students to explore a healthy set of values and habits that will help them navigate 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 gain knowledge of the relationship between physical fitness and a healthy body. The curriculum provides activities with a fitness emphasis and a means for the development of individual goals; classes challenge students to develop physical skills and interests that support a healthy lifestyle.

Graduation Requirement: Students must complete 4.5 credits.

HEALTH, WELLNESS, AND PHYSICAL EDUCATION 1 (971)

9

This required course explores the link between physical health, wellness, and activity. Students begin to look at different body systems and their functions, and focus on the cardiovascular, muscular, and skeletal systems. They explore nutrition and how what they eat affects the body, the mind, and energy levels. In the gym and weight room, students 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 look at designing and following age-, experience-, and need-appropriate workouts.

Pass/Fail

Spring 4 days/cycle 1.5 Credits

Sophomores must select one of four electives (see below) that each include the health portion of the tenth grade program. Please note that one of the four electives requires a department recommendation and one requires a swim test. Scheduling constraints may determine enrollment in all four electives. Each elective contains the same health and wellness curriculum that allows students to explore the impact of their decisions on their mental health and how this affects their physical well being. Students explore and discuss sexuality and sexual abuse, peer pressure and the use of drugs and alcohol, body image and stereotypes, and stress management. For the 2023-2024 school year, sophomores will have six additional classes through the month of May; the focus of this final unit will be on social, emotional, and sexual health.

HEALTH, WELLNESS, AND 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 provides a base-level fitness profile that helps students identify their strengths and weaknesses. Core strength development, aerobic conditioning, and aspects of body composition are focus areas within a student's exercise plan. Students set goals, record results, track progress, and submit periodic journal entries about their programs. Students are able to continue any established programs from last year's class.

Pass/Fail

Fall 4 days/cycle 1.5 Credits

HEALTH, WELLNESS, AND DANCE FITNESS (973)

10

This course allows students to engage in physical activity through various dance styles, such as ballet, jazz, contemporary dance, and hip hop, that will be taught at an introductory level.

Pass/Fail

Fall 4 days/cycle 1.5 Credits

HEALTH, WELLNESS, AND LIFEGUARDING (960) 10

Students must pass an initial swimming-skills test to be enrolled in the class. Advanced water-rescue skills, accident prevention, and emergency response are among the major topics. Portions of the class are 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 coursework and the written and skills testing.

Pass/Fail

Fall 4 days/cycle 1.5 Credits

HEALTH, WELLNESS, AND PRINCIPLES OF CONDITIONING (974) 10

This course allows students to explore sports science through practice and theory. Students learn basic anatomy, physiology, and biomechanics, and explore the psychology of working out. Students also learn different methods of research within the field of sports and physical activity and learn how to develop their own research. This course then allows students to test the theory in practice by following different workouts and nutritional plans and analyzing the impact on the body. The course culminates with students producing their own research paper.

Prerequisite: Department recommendation

Fall 4 days/cycle 1.5 Credits

BIOMECHANICS AND PHYSIOLOGY (544) 11-12

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

Pass/Fail

Full Year 1 day/cycle 1 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 learn how to manage and respond to medical emergencies and conditions of alcohol-related trauma. Other topics with college-life emphasis include stress management, coping with depression, risks in sexual behavior, sexual assault, and dormitory life.

Pass/Fail

Spring 2 days/cycle 1 Credit

OFF-CAMPUS SEMESTER PROGRAMS

MKA offers junior-year students a remarkable array of opportunities to pursue studies off-campus in selected, semester school programs. Students who are interested in participating in these off-campus opportunities should contact the Academic Dean in advance to ensure that the receiving school has MKA's approval. Once the Academic Dean notifies students of MKA's approval, students may apply. Families must inform MKA's CFO in writing of the student's intention to apply by February 1st of their sophomore year.

MKA permits students to attend the programs listed below; however, students may ask the school to consider other programs as well. Upon further review, decisions will be made on an individual basis in consultation with the Head of Upper School and Academic Dean. Special consideration will be given to semester programs aligned with our school's mission, values, academic standards, and curricular offerings, but MKA reserves the right to deny requests to participate in programs not listed below.

MKA's policy allows for no more than the equivalent of a maximum of three, half-year tuition grants per academic year for semester programs. Students who are offered admission to Chewonki, SEGL, or Oxbow may be eligible for a grant depending on how many applicants there are in a given school year. Students who are offered admission to other, pre-approved semester programs may attend, but may not be eligible for a grant. MKA will determine which students receive the grants and how much each grant is worth. MKA's CFO will notify families as to the value of an applicant's grant once all admissions decisions are received.

MAINE COAST SEMESTER AT CHEWONKI - MAINE

Located in Wiscasset, Maine and established in 1988, Maine Coast Semester at Chewonki offers a challenging academic program with an emphasis on environmental studies. Students learn the natural history of the Maine coast, work on an organized farm, go on two, short wilderness trips, help maintain the campus, and participate in a challenging academic program. Nationally, up to 40 students are offered admission each semester. For more information, please visit the Maine Coast Semester at Chewonki website: <https://mainecoastsemester.org/>.

SCHOOL FOR ETHICS AND GLOBAL LEADERSHIP - WASHINGTON, D.C.

Located in Washington, D.C. and established in 2006, the School for Ethics and Global Leadership (SEGL) offers a challenging academic program focused on ethical thinking skills, leadership development, and international studies. In addition to completing a standard junior year curriculum, students take an ethics and leadership course. The program features visits to and by prominent speakers in such fields as foreign policy, public service, diplomacy, law, and humanitarian aid. Nationally, up to 24 students are offered admission each semester. For more information, please visit the School for Ethics and Global Leadership website: <http://schoolforethics.org>.

SCHOOL FOR ETHICS AND GLOBAL LEADERSHIP - SOUTH AFRICA

Located in Johannesburg, South Africa, the School for Ethics and Global Leadership (SEGL) in partnership with the African Leadership Academy (ALA) established this semester program in 2019. SEGL at ALA students pursue a challenging college preparatory course schedule focused on ethical thinking skills, leadership development, and international studies. In addition to completing a standard junior year curriculum, students take an ethics and leadership course. The program features African-based case studies and several off-campus excursions to popular South African sites during the semester. Nationally, up to 24 students are offered admission each semester. For more information, please visit the School for Ethics and Global Leadership website: <http://schoolforethics.org/segl-at-ala/>.

SCHOOL FOR ETHICS AND GLOBAL LEADERSHIP - ENGLAND

Located in London, England, the School for Ethics and Global Leadership (SEGL) established this semester program in 2023. SEGL students pursue a challenging college preparatory course schedule focused on ethical thinking skills, leadership development, and international studies. In addition to completing a standard junior year curriculum, students take an ethics and leadership course. The program also includes opportunities to focus on economics and finance or drama and the arts. Nationally, up to 24 students are offered admission each semester. For more information, please visit the School for Ethics and Global Leadership website: <https://schoolforethics.org/programs/segl-in-london/>.

THE OXBOW SCHOOL - CALIFORNIA

Located in Napa, California and established in 1998, the Oxbow School offers an intensive visual arts and humanities program combined with challenging academics. In its studio environment, artists, faculty, and students collaborate in the practice of artistic inquiry and investigation. Students are trained in painting, sculpture, printmaking, photography, and digital media while satisfying MKA graduation requirements. Nationally, up to 48 students are offered admission each semester. For more information, please visit The Oxbow School website: <http://www.oxbowschool.org/>.

UPPER SCHOOL FACULTY

Nigel Furlonge

Head of School

B.A., University of Pennsylvania
M.A., Villanova University
M.Ed., Teachers College, Columbia University

Stephen Valentine

Associate Head of School

B.A., Boston College
M.A., University of Virginia

Paris McClean

Assistant Head of School for Diversity, Inclusion, and Antiracism

B.A., LaSalle University
M.S.Ed., Teachers College, Columbia University

Karen Newman

Assistant Head of School for Curriculum and Professional Development

B.A., Swarthmore College
M.A., University of Chicago

Dr. David Flocco

Upper School Head/ Assistant Head of School for Strategic Initiatives

B.A., M.A., Boston University
M.Ed., Teachers College, Columbia University
Ed.D., Seton Hall University

Michelle Barbetta

Mathematics

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

Sandrine Beddou-Vellucci

French/Spanish

B.A., Université d'Avignon, France
Post-Graduate Teaching Certification, Trinity and All Saints College, UK

Jeffrey Beer

French/Latin

B.A., Trinity College
M.Div., Yale University

Mark Bishop

Mathematics

B.S., University College London, UK
PGCE, The Institute of Education, University of London, UK
M.S., Montclair State University

Jacquelyn Blum

Science

B.A., Wellesley College
Ph.D., University of Pennsylvania

Cortland Bosc

Director of Global Experience/Tenth Grade Dean/History

B.A., Appalachian State University
M.A., University of Texas at Austin

Geoff Branigan

History

B.A., University of Notre Dame
M.A., New York University

Gillian Branigan

Dean of Students/History

B.A., Oberlin College

Allison (Currie) Brown '04

Ninth Grade Dean/Science

B.A., Hamilton College
M.A., Teachers College, Columbia University

Steven Brown

Head Athletic Trainer/Health, Wellness, and Physical Education

B.S., The George Washington University

Erica Budd

Professional Development Coordinator/Technology and Learning Coordinator

B.A., Dickinson College
M.A., University of Pennsylvania

Liam Campbell

English Department Chair

B.A., Tulane University
B.Ed., University of Toronto, Ontario
M.A., Queen's University, Ontario

Leonard Chang

Mathematics

B.A., Rutgers University
M.A., Montclair State University
M.A., New Jersey City University
M.S.Ed., University of Pennsylvania
EdD., Northeastern University

Tingting Chen

Chinese

B.A., Minnan Science and Technology University
M.S., Hofstra University

Timothy Cook

History/Economics

B.A., University of Michigan
M.B.A., The University of Ulster, Northern Ireland
M.A.T., Montclair State University

Alicia Cuccolo

Fine and Performing Arts/Art

B.F.A., School of Visual Arts
M.A., New York University

Paul Cunningham

English

B.A., College of the Holy Cross
M.A., Rutgers University

Yv Desiderio

English

B.A., Hunter College
M.A., The University of North Carolina at Chapel Hill

Deanna Donnelly

Senior Associate Director of College Counseling

B.A., Bates College

Robin Dyer

Learning Specialist

B.A., Pennsylvania State University
M.A., Fairleigh Dickinson University
Ed.M., Rutgers University

Patricia Forbes

English

B.A., Kansas Wesleyan University
M.A., Middlebury College
M.Ed., The College of New Jersey

Rob Gelberg

English

B.A., Macalester College
M.F.A., The Lir Academy

Maria Gilmartin

Music

B.A., William Paterson University
M.A., Montclair State University

Natalie Gomez

History

B.A., New York University
M.Ed., University of Pennsylvania

Dimitri Hadjipetkov

Music

B.A., Montclair State University
M.A., New York University

Injoo Han King*Assistant Director of Athletics*

B.A., Colby College

M.A.T., Montclair State University

Samuel Harris*Mathematics/Computer Science*

A.B., Princeton University

Dr. River Xinping He*Chinese*

B.A., M.Phil., Peking University

M.Phil., Ph.D., Chinese University

of Hong Kong

David Hessler*History*

B.A., Davidson College

M.A., New School for Social Research

Nicole Hoppe*Fine and Performing Arts**Department Chair/Dance/Theatre*

B.M., American Musical and

Dramatic Academy

B.F.A., The New School University

M.A., Montclair State University

Dr. Michael Houston*French*

B.A., M.A., University of Texas

Ph.D., University of North Carolina

Dennis Hu*Mathematics and Computer Science**Department Chair*

A.B., Princeton University

Miller Hughes*Learning Specialist*

B.A., Connecticut College

M.Ed., Hunter College

Dr. John Jacobs*World Languages**Department Chair/Latin*

A.B., Brown University

M.A., Yale University

M.A., M.Phil., Ph.D., Yale University

Isabel Janelli*Spanish*

B.A., M.A., Middlebury College

Thomas Jones*History*

B.S., University of Delaware

Post-Graduate Teaching Certification,

University of Cincinnati

Tony Jones*Science*

B.A., Franklin Pierce College

Maryanne Kesler*Senior Associate Director of**College Counseling*

B.A., University of Notre Dame

M.A., New York University

M.A., Queens College,

City University, New York

Dr. David Korfhage*History*

A.B., Harvard University

M.A., Indiana University

M.A., Ph.D., Princeton University

Dr. Suresh Krishnan*Mathematics/Economics*

B.Tech., Indian Institute of Technology

M.S., Clarkson University

Ph.D., University of Michigan

Robert Leather*Twelfth Grade Dean/Health, Wellness,
and Physical Education*

B.S., The University of Birmingham, UK

M.A.T., Montclair State University

Jessica Leiken*Science*

B.A., Vassar College

M.A., Wesleyan University

John Leister*Music*

B.M., University of Illinois

M.Music, Juilliard School

M.S.Ed., Rutgers University

Christa Leonard*Fine and Performing Arts**Department Chair/Photography*

B.F.A., College for Creative Studies

M.F.A., Cranbrook Academy of Art

Varsay Lewis*Counselor*

B.A., Rowan University

Ed.M., Wilmington University

Charlotte Lillard*Associate Director of Admissions*

B.A., Centre College

M.Ed., Peabody College,

Vanderbilt University

Dr. Louise Maxwell*Director of College Counseling/History*

B.A., University of Virginia

M.A., Rice University

Ph.D., New York University

Jill Maza*Director of Libraries, Research,
and Educational Technology*

B.A., The College of William and Mary

M.A., The University of

North Carolina at Chapel Hill

Maria Moreno*Spanish*

B.A., Autonomous University of Madrid

M.A., IECS Madrid

Derek Morf*Mathematics*

B.S., Indiana University of Pennsylvania

M.S., Teachers College, Columbia

University

Sarah Mueller*Fine and Performing Arts/Art*

B.F.A., Western Michigan University

Diana Murelli*Mathematics*

B.S., M.S., Central Connecticut

State University

Dr. Onika Murray*Science*

B.A., New York University

M.B.A., Ph.D., Stony Brook University

Irene Ning*Science*

B.S., The College of New Jersey

M.Ed., Rutgers University

Jordan Raper*Health, Wellness, and Physical**Education Department Chair/**Athletic Liaison to the CCO*

B.Ed., Leeds Carnegie University, UK

M.A., Montclair State University

Benjamin Rich*Science*

B.A., Colgate University

M.Ed., University of Maryland

Nat Rosen*Mathematics*

B.A., Columbia University

M.M.E., Pace University

Dr. Eric Salehi

English

B.A., Loyola University

M.A., Ph.D., New York University

Kyle Salkin

History Department Chair

B.A., M.A., The George

Washington University

Dr. Petra Sauer

Science Department Chair

B.S., Fordham University

M.S., Ph.D., Stevens

Institute of Technology

Amy Shapiro

Senior Associate Director of

College Counseling

B.A., Tulane University

M.A.T., Boston University

Maria Shepard Mendez

Academic Dean/History

A.B., Princeton University

M.S.Ed., University of Pennsylvania

Laurie Smith

Science

B.A., Clark University

M.C.L.F.S., University of Maryland

Todd Smith

Director of Athletics

B.A., Lafayette College

M.Ed., Lehigh University

Patricia Sullivan

Senior Associate Director of Athletics/

Health, Wellness, and

Physical Education

B.A., M.A., Montclair State University

Caroline Toman

English

B.A., Wheaton College

M.Lit., Drew University

Emily Tompsett

Mathematics/Computer Science

B.A., Hamilton College

M.Ed., Boston University

Laura Treadaway

Mathematics

B.S., M.Ed., Vanderbilt University

Dr. Marc Tuazon

Science

B.S., Rutgers University

M.S., Montclair State University

Ph.D., Rutgers University

Kerry Verrone

Dean of Student Life/

Tri-Campus Ethics Chair/History

A.B., Brown University

M.A., Yale University

Roger Walter

Spanish

B.A., The George Washington University

M.A., Universidad del Norte,

Colombia

Dr. Valbona Watkins

Spanish

B.A., B.S., Lock Haven University

M.A., St. John's University

Ph.D., Pennsylvania State University

Ronald Wolfson

History

B.A., Clark University

M.A., Teachers College, Columbia

University

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		
					AP Literature and Composition: S2
WORLD LANGUAGES	Chinese, French, Latin, Spanish 1 / Spanish 1 EXP 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 3 Chinese, French, Latin, Spanish 3 Honors	Chinese, French, Latin, Spanish 3 Chinese, French, Latin, Spanish 3 Honors	Chinese, French, Latin, Spanish 5 Chinese, French, Latin, Spanish 5 Honors AP Chinese, French, Latin, Spanish
	Modern World History 1 Modern World History 1 Honors	Modern World History 2 Modern World History 2 Honors	U.S. History U.S. History Honors	Economics The Holocaust and Genocide Chinese/Japanese History	Civil Rights Revolutions Economics Honors Political Theory Honors American & Comparative Gov't. Honors
MATHEMATICS AND COMPUTER SCIENCE	Computer Science Fundamentals Introduction to Programming Geometry Geometry Honors Algebra 2 Algebra 2 Honors Advanced Algebra 2 Honors	Precalculus Precalculus Honors Advanced Precalculus Honors	Precalculus Precalculus Honors Advanced Precalculus Honors Calculus Calculus Honors Statistics	AP Statistics AP Calculus AB AP Calculus BC AP Calculus AB/BC AP Computer Science Multivariable Calculus Data Structures Linear Algebra	
	Biology 1 Biology 1 Honors Biology 1 SRH	Chemistry 1 Chemistry 1 Honors Chemistry 1 SRH	Biology 2 Honors AP Biology Physics 1 Physics 1 Honors Chemistry 2 Honors AP Chemistry AP Physics 1	Science Research Honors 1, 2 Physics 2 Honors AP Physics C: MEM AP Environmental Science Astronomy 1, 2 Environmental Science 1, 2	
SCIENCE					
SUMMARY		10 PSAT Practice ACT	11 PSAT/NMSQT Practice ACT SAT ACT AP Exam(s)	12 SAT ACT AP Exam(s)	

ACADEMIC PLANNING

Student: _____ Faculty Member: _____ Date: _____

Grade 9

English 1CRW, 1, 1H	Fine and Performing Arts
Geometry (H) or Algebra 2 (H) or (Adv. H)	Belonging and Community - fall Health, Wellness, and Physical Education 1 - spring
World Language	Modern World History 1 (H)
Optional Extra Course	Biology 1 (H) (SRH)

Grade 10

English 2CRW, 2, 2H	Fine and Performing Arts
Algebra 2 (H) or (Adv. H) PreCalc (H) or (Adv. H)	Health, Wellness, and Physical Education 2 - fall Ethics & Leadership - spring
World Language	Modern World History 2 (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
World Language	US History (H)
Optional Extra Course	Physics 1 (H), AP Physics 1, AP Physics C: MEM, Chem 2H, AP Chem, Bio 2H, AP Bio, Biomechanics, Env Sci, AP Env Sci, Astronomy

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 - spring
World Language	History options
Optional Extra Course	Science options

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