

UPPER SCHOOL CURRICULUM GUIDE

2024 - 2025



The Kinkaid School
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MISSION

Our mission is to promote educational excellence and balanced growth in a challenging, safe, and inclusive learning environment for the benefit of intellectually capable children of a sound character whose talents, interests, and uniqueness will be encouraged and nurtured to prepare them to lead, serve, and become contributing citizens to Kinkaid, our country, and the global community.

UPPER SCHOOL PHILOSOPHY

The Kinkaid Upper School promotes intellectual curiosity: through successes and challenges in a mentally and creatively stimulating environment, students demonstrate a growth mindset, the ability to thoughtfully problem solve and reflect, and a desire to see the connections between their learning, their actions, and the world. The Kinkaid Upper School advocates for emotional and physical wellness within a supportive and safe community that prepares students to understand and contribute to the global community. To reach this end, the Upper School strives to foster an environment where students feel empowered to self advocate and develop their own paths.

Our Teachers

- Encourage student independence as they manage their many commitments – academic, artistic, athletic, social, and emotional – recognizing that deep learning requires struggle, reflection, and creativity.
- Employ a variety of pedagogical approaches emphasizing application of skills that leads to mastery of concepts and inspires connections with the outside world.
- Dedicate themselves to ongoing development, modeling commitment to learning and growth and nurturing curiosity and a love of learning.
- Cultivate civil discourse and develop the skills to fruitfully listen, discuss, and disagree to foster a sense of belonging for all.

Our Students

- Investigate concepts through independent thinking and deep inquiry, learn from their mistakes, author their own solutions, and take risks for the sake of learning.
- Thrive when engaged in authentic learning experiences, both independent and collaborative, developing agency for their learning and confidently taking action to bring their ideas into reality.
- Evolve into more accepting, compassionate, and empathetic citizens and leaders who take responsibility for their impact on the community and seek out ways to support and build the communal experience at Kinkaid.

Our Community

- Creates a sense of belonging through relationships rooted in our core values and celebrates and learns from each other's ideas, cultural backgrounds, and experiences.
- Fosters a balance between work and play, recognizing the importance of well-being and mental health.
- Values the students as whole people and promotes their development prioritizing both physical and intellectual safety as they grow and achieve.
- Respects the autonomy of the students and their emerging role as decision maker.

COMMITMENT TO CHARACTER

The Kinkaid School is a community with a continuing commitment to the following shared values. These values guide our philosophy, educational program, and daily interaction. Kinkaid recognizes that the primary responsibility for instilling and strengthening these values resides with parents. Nevertheless, Kinkaid can and should play an important role as well. The four core values are the following:

- **Honesty:** Members of the Kinkaid community tell the truth and act with integrity and honor. We do not mislead, cheat, or steal.
- **Responsibility:** Members of the Kinkaid community are reliable and hold themselves and others accountable for their actions. We do not make excuses, blame others, or take unwarranted credit.
- **Respect:** Members of the Kinkaid community affirm the intrinsic dignity of all people. We act with tolerance, courtesy, and thoughtful regard for all persons, for property, for the environment, and for ourselves.
- **Kindness:** Members of the Kinkaid community exhibit caring and compassionate behavior in all aspects of daily life. We are not mean and do not harass nor act in a cruel manner. By our positive example, we discourage unkind behavior in others.

INTRODUCTION

This booklet contains the descriptions of courses we will offer for the 2024-25 academic year, as well as information about how to approach course selection. We strive for a curriculum that provides depth and breadth, emphasizes course content and higher order skills, and prepares students for college and lifelong learning.

When it comes to course selection, we urge you to keep the following in mind:

- Choose the courses that are best for you. This spring you will meet with your parents and Dean to discuss your course requests for next year. At that meeting, you will discuss each department's recommendations, as well as the big picture of your academic, athletic, artistic, and other extracurricular commitments. The ideal schedule is one that appropriately challenges you and takes advantage of the rigorous curriculum offered by Kinkaid. We will discuss what fits you, and we urge you not to make decisions based on what friends or classmates are doing. What's right for you is not right for other students.
- Continue to develop and pay attention to the four-year plan. Because some decisions you make in ninth-grade and tenth-grade have implications for later years, it's important to have a four-year plan and adjust it as necessary each year. This will also help make sure you are on track to graduate.
- Remember that limitations exist. We make every effort to accommodate your requested schedule, but sometimes the master schedule and our commitment to balance class sizes make that difficult. It's important to consider alternatives—particularly in courses where only a single section is offered. Also, do not base your course selection on a preference for a particular teacher. We do not take into account teacher preference when assigning classes.

GRADUATION REQUIREMENTS

Minimum requirements for graduation

Students are required to carry a minimum of five graded courses (not including after-school courses), four of which are academic (required or academic electives qualify) per semester and complete 20 graded credits. An “Independent Study” (or a course described as a “directed study”) will not count toward the “five course minimum load” required of students. Most students should also participate in interscholastic athletics and extracurricular activities as detailed below.

20 REQUIRED GRADED CREDITS	
4 credits	English
3 credits	History (Required to be started in student’s ninth-grade year.)
3 credits	Mathematics (Required to be started in student’s ninth-grade year.)
3 credits	Science (Required to be started in student’s ninth-grade year.)
2 credits	World Languages (Required to be started in student’s ninth-grade year.)
1 credit	Fine Arts Graded Elective
4 credits	Academic or Graded Electives
ADDITIONAL REQUIRED CREDITS	
2 credits	Interim Term (1/2 credit for each year in attendance at Kinkaid)
ALSO REQUIRED	
Community Service (see below)	
6 required credits (seasons) of Physical Education (out of 12 possible seasons), four credits recommended by the end of the tenth-grade year. This can be accomplished through participation on an interscholastic sports team, in one of the alternative physical education activities offered by Kinkaid, or an outside sports credit.	
1 required credit (one semester) of Health and Wellness through the <i>Decisions for Healthy Living and Leadership</i> completed during the ninth-grade year, or equivalent.	

COMMUNITY SERVICE

Every student in all grades, ninth through twelfth, is required to participate in at least one Kinkaid-sponsored community service or service learning project during each school year. This project will involve a minimum commitment of three hours. Please refer to the Upper School Handbook for more details.

HONORS AND COLLEGE-LEVEL CLASSES

The School offers a number of honors and college-level courses designed to challenge interested students who are recommended by their teachers according to department guidelines. Honors courses are often a prerequisite to enrollment in college level/AP courses and offer an increased pace, breadth, and depth of topics explored in the class. College-level courses are often AP courses, as described below. Honors courses are marked “Honors (H)” on the transcript.

Advanced Placement courses provide the student an opportunity to gain credit and/or advanced standing at some colleges through national examinations administered each May. Most years, the Upper School offers Advanced Placement courses in English Literature; World History; Modern European History; United States History; United States Government; Art History; Studio Art; Music Theory; Calculus; Computer Science; Statistics; Spanish Literature, Spanish Language, and French Language; Environmental Science and second year Biology, Chemistry, and Physics, as demand warrants. The courses are marked Advanced Placement (AP) on the transcript. All students enrolled in AP courses must take the appropriate AP exam regardless of the policies of any college that those students may plan to attend. Students are also responsible for the cost of each AP exam which is paid to The CollegeBoard and billed through Smart Tuition. Kinkaid does not offer AP exams for courses not offered at the school with the exception of AP English Language.

Recognizing the rigor of honors and college-level/AP courses, extra points are added to final scale grades when calculating grade point averages (GPA). The formulas used are described in the Grading and Reporting Grades section. The weighted GPA does not affect the tabulation of honor roll nor is any grade altered on the permanent record or transcript for college.

COURSE RECOMMENDATIONS

STUDENT PLACEMENT

In some instances, student placement is predetermined by criteria set forth in the course description, but in most cases, placement is based on a recommendation from his or her current teacher or most recent past teacher in that subject. Recommendations are shared with families in the spring and are discussed with the student’s Dean during the course selection meeting. Teachers make these course recommendations only considering the student’s performance in that specific class; however, the Deans help students think about their overall obligations and which classes are most appropriate given their overall schedule and goals.

To help students balance their many obligations and enter into the academic year with a curriculum best suited for them, **students are allowed to enroll against recommendation in one class only.** To begin this process, students should pick up a form from the Deans’ Office. The student then follows the following steps in order (also indicated on the form):

1. The student reflects on their learning and performance over the past year and then explains their interest and preparation for success.
2. Student schedules and holds a meeting (15-20 min) with his or her current teacher in the subject to discuss the current recommendation.
3. Student obtains Department Chair’s signature.
4. Student discusses the recommendation feedback with their parent(s)/guardian(s). At this stage, many will decide not to pursue the more demanding course. Others will sign off indicating that they still wish to continue against the departmental recommendation with the understanding that the future teacher will not be expected to remediate areas of deficiency.
5. Student discusses the form with their Dean and submits it with all necessary signatures by May 1. Requests to enroll against recommendation that are submitted after May 1 will be processed

after the Upper School Office opens in August. The acceptance of late requests can be affected by available space in classes.

COURSE REQUEST CONSIDERATIONS

- Students and parent(s)/guardian(s) meet with their Dean to create course requests during the spring.
- Note that semester electives sometimes necessitate a schedule change in a year-long class from one section of a course to another to accommodate the new semester elective.
- Rising twelfth-grade students should double check the graduation requirements and consult their Dean to ensure they are requesting the correct courses and have sufficient physical education credits for graduation.
- If students enroll in the required five courses each semester, provided they include courses specified in the graduation requirements, they will fulfill their graduation requirements by the end of their senior year.
- Students heavily involved in extracurricular activities should consider taking fewer courses or fewer college-level/AP and honors courses to help balance their workload.
- Students involved in certain performing arts and extracurriculars can expect additional time requirements outside of normal school hours (8:30 am - 3:30 pm).
 - Encore - Rehearses one night per week
 - Dance Company- Rehearses after school daily (during athletic practices) and on select Saturdays
 - Theatrical Performances- Rehearsals 3-8 weeks prior to the show in the evenings Monday-Thursday and on Sundays
- Students on athletic teams should expect major time commitments outside of normal school hours when in season due to practices, travel, and games/contests. Students on teams occasionally miss classes to travel and participate in games/contests.
 - A typical athlete can expect to practice Monday – Friday, between 3:45 and 6:00 pm, with additional time for travel and games/contests.
 - Practices and games/contests will also be scheduled on weekends depending on the sport.
 - PE classes are offered after school between 3:45 and 5:00 pm, though Conditioning class is taught during the school day during the fall and spring sports seasons.

ADDING OR DROPPING A CLASS

ADDING A CLASS

Students can add a class within the **first ten days of the term**. No courses can be added after those ten days.

DROPPING OR WITHDRAWING FROM A CLASS

A student wishing to drop a class must do so by the end of the sixth week of the class, following discussion with parent(s)/guardian(s), the teacher, and the Dean (forms available from the Dean). If students drop a course, they must still meet the minimum course load requirements. After an approved drop before the end of the sixth week, no evidence of the student having been enrolled in the course appears on his or her transcript.

After these dates, there will be no withdrawal from courses without a notation on the transcript unless approved by the Head of Upper School. This includes dropping a year-long course at the semester. The transcript of a student who withdraws from a course after the deadline will show a “W” followed by a “P” if passing, or “F” if failing, at the time of withdrawal. In the case of seniors, colleges to which they have

applied may be notified. If a student chooses to withdraw from a P.E. class, they should talk to the coach and let their Dean know.

SWITCHING BETWEEN LEVELS OF THE SAME OR SIMILAR COURSES:

Students may switch between levels of the same course (e.g., AP United States History to US History, Honors Chemistry to Chemistry, Spanish III Honors to Spanish III) if they do so no later than the end of the sixth week of the course when moving to a lower-level course and no later than the tenth day of school when moving to a higher level. These changes happen following discussion with the parent(s)/guardian(s), the teacher, and the Dean with approval of the Department Chair (forms available from the Dean's Office). After this date, there will be no switching between levels unless approved by the Head of Upper School.

Class size limits may restrict movement between levels at any time, and similar to class changes in general, a student may have to adjust their entire schedule in order to facilitate a course change. Please choose the appropriate level when requesting courses since level switching is not guaranteed.

Students who drop from an Honors, AP or CL class to an on-level class after 10 school days and after a quiz or test has been given in the on-level class will be asked to take an on-level assessment for a grade within ten school days of changing levels.

SENIOR GRADES AND SCHEDULE CHANGES

In order to graduate with their class, seniors are required to pass all courses (final year's grade) in which they are enrolled past the official course withdrawal deadline; additionally, seniors must pass the second semester of all courses in which they are enrolled to walk at graduation, or depending on the course, receive their diploma. Any schedule changes made by a senior in the second semester must first be approved by the colleges where the student has been admitted, and inform the colleges to which they have submitted an application.

STUDY HALL

Students may be assigned to a study hall if their parent(s)/guardian(s), Dean, or the Head of Upper School determines doing so may be in their best interest. Study hall will be treated as a required commitment and failure to attend will constitute an unexcused absence.

ACADEMIC PROBATION

Students with one F or more than one D in a semester are placed on academic probation. Students on academic probation are not permitted to have a free period and will be assigned to a study hall(s). Students will also have more frequent meetings with their Dean and an assigned Learning Specialist. The Learning Specialist will also communicate regularly about the student's progress to the parent(s)/guardian(s). Students on academic probation after the first semester will have their re-enrollment contract held.

Typically, a student on probation will have to achieve an average of C- or above in English, mathematics, history/social sciences, science and world language courses, with no grades of D or F the following semester to continue at Kinkaid.

A student who returns to the academic probation list will be required to meet with his or her parent(s)/guardian(s) and the Head of Upper School to determine if the student will be invited to return the following semester or year. Students may also be placed on academic probation for other reasons at the sole discretion of the Head of School.

MINIMUM GRADES TO PROCEED TO THE NEXT LEVEL IN A COURSE/SUMMER SCHOOL

The minimum passing grade is 60/D. A student must have at least a 70/C- in English, history and social sciences (grades 9 and 10), mathematics, science (grades 9 and 10), and world languages for the second semester and the year to be eligible to proceed to the next level in that discipline. Students may be allowed to proceed by completing an approved summer school course, or twenty hours of tutoring, or other course of study approved by the Dean and the Head of Upper School. Students may also be required to take a test prior to the new year to determine their readiness for the next level.

Summer school courses will not be shown on the transcript and credits earned will NOT count toward required credits. Furthermore, grades will not be included in the cumulative GPA computation. When a required course is taken off-campus, the Head of Upper School, in consultation with the appropriate department chair, reserves the right to determine whether or not a student may advance in the curriculum sequence. More often than not, sufficient success on a placement test is required to advance in the curriculum sequence. Upon completion of approved off-campus coursework students must arrange for a final transcript to be forwarded to the Deans' Office for inclusion in the student's permanent record.

INDEPENDENT STUDY PROJECTS

Occasionally a student will exhaust the options for study within the regular curriculum or will have a special interest in pursuing a particular study or project that happens to fall outside the confines of the usual classwork. In such instances, students may apply for an Independent Study Project (ISP). An ISP application can be submitted for (1) the Fall Semester, (2) the Spring Semester, (3) both Fall and Spring, or (4) Interim Term. See below for the specific deadlines for each of these four options.

Requirements for ISP Applications

In order to pursue an independent study, a student must complete an ISP application form by the stipulated deadline (see below). The student must also be in the 10th, 11th or 12th grade.

The application form asks students to include the following:

- the area of study
- the student's background and experience with the topic
- a proposed final product

Students are also asked to rank three faculty members who could serve as sponsors for the project. After a given proposal is approved, signed off on by the student's Dean, and accepted by the faculty member who will act as sponsor, students meet with their faculty sponsor and develop a meeting calendar, and a rubric/benchmark checklist with a timeline.

IMPORTANT NOTE: Students applying for an ISP are expected to reach out to their proposed sponsors and discuss their project with them before their application is submitted, but no formal work should begin until it is approved.

Deadlines for ISP Applications:

- For full-year ISPs: No later than the "drop date" for fall semester classes (six weeks into school)
- For fall semester ISPs: No later than the "add date" for the semester (10th class day)
- For an Interim Term ISP: Thursday before the school's fall break
- For a Spring Semester ISP: Reading Day for the fall semester

Students who wish to apply for an ISP must email the Coordinator of Independent Study and request a copy of the form.

ISP applications cannot move forward without (1) approval by the ISP Selection Committee, (2) approval by the Dean, and (3) the approval of the stipulated faculty sponsor(s).

Selection Committee

This committee is comprised of the Head of Upper School, Assistant Head of Upper School and Coordinator of Independent Study. The committee’s duties are as follows:

- approve the proposal;
- hear progress reports from the sponsor and from the student at stated intervals, which it determines.

Sponsor Responsibilities

- Assist the student in adhering to the guidelines for writing the proposal
- Meet with the student at least once every two weeks to assess progress.
- Follow up with students about the completion of the Research Prospectus for research reports or the Mid-Semester Progress Report for project-based studies, and ensure that they are shared with the Independent Study Committee.
- Prepare all standard grade reports for parents.
- Assign an academic grade to the ISP. For full-year ISPs a grade is assigned for both semesters.

A list of all independent study projects with each advisor will be kept in the Assistant Head of Upper School’s office.

GRADING & REPORTING

Academic grades are one measure of a student’s achievement in the School’s educational program, in terms of Kinkaid’s grading policies and standards, as interpreted by individual teachers. Kinkaid’s grades are never used as a means of discipline for misbehavior; nor are grades a measure of a student’s personal worth or potential.

Formal grade reports for each student are made available electronically to families five times a year: two times during the fall semester, at the end of the Interim Term, and two times during the spring semester. Final semester report cards represent the cumulative academic achievement of the student during that grading period.

The final semester grade will be calculated using a combination of semester cumulative grade and final exam. The final exam is typically 20% of the final grade.

Grading System				
A+	97-100		C+	77-79
A	93-96		C	73-76
A-	90-92		C-	70-72
B+	87-89		D	60-69
B	83-86		F	0-59
B-	80-82			

Any problems that occur with regard to grading and testing policy and its implementation should be addressed according to the guidelines for problem-solving described in the Upper School Handbook: that is, students should first discuss the matter with the teacher immediately concerned; then if the problem remains unresolved, seek the assistance of their Dean or the Department Chair.

The average of the Interim Term grades counts as a 0.5 credit each year.

The pass/fail grade in Decisions for Healthy Living and Leadership course will not be included in GPA calculations.

The final transcript grade for a full-year course is calculated by averaging the first semester letter grade with the second semester letter grade, except in the case where there is at least one D or F. In such cases the numerical grades from each semester are averaged mathematically.

Grade Point Averages

The following scale will be used when calculating Grade Point Averages (GPA) for transcripts and probation status:

Grade Point Averages					
A+	=	12.0		C+	= 6.0
A	=	11.0		C	= 5.0
A-	=	10.0		C-	= 4.0
B+	=	9.0		D	= 2.0
B	=	8.0		F	= 0.0
B-	=	7.0			

A weighted GPA will be calculated. In calculating the weighted GPA for a full-year course, 1.5 will be added to the scale grade before averaging for each honors or college-level/AP course.

AP TEST POLICY

All students enrolled in AP courses must take the appropriate AP exam provided by the CollegeBoard regardless of the policies of any college that those students may plan to attend. Students in eleventh grade English courses may elect to take the AP exam in English Language and Composition. Information about signing-up to take the AP English Language and Composition Exam will be provided in October, and students will be required to sign up through CollegeBoard by November 1. Kinkaid does not offer and proctor AP exams for courses that it does not have in the Program of Studies with the exception of AP English Language and Composition offered to eleventh graders.

TEACHER ASSIGNMENTS AND CLASS SCHEDULING

The Head of Upper School and the Department Chairs determine teaching assignments and number of sections of a course. Scheduling is completed during the early spring and summer. Students are enrolled in classes to allow the maximum number of students to obtain their first-choice course requests and to balance out class sizes. It is therefore not possible to take requests for specific sections of a course or for specific teachers. Once the school has committed its resources and built a schedule based on student

requests, students may not have the flexibility to change classes, courses, or levels and keep the rest of their schedule intact. The School does not accept teacher requests from parents or students.

THE GORDY FAMILY CENTER FOR LEADERSHIP, ENTREPRENEURSHIP, AND FINANCE

The Gordy Family Center for Leadership, Entrepreneurship, and Finance coordinates intentional leadership and business skill development opportunities to help students make connections between their learning, their actions, and the world. The center supports Kinkaid's mission by preparing students to lead, serve, and become contributing citizens to Kinkaid, our country, and the global community. All students will develop an understanding of who they are and learn to take responsibility for and direct their impact as leaders.

DECISIONS FOR HEALTHY LIVING AND LEADERSHIP

Required for ninth-grade students in fall and/or spring; however, it may be taken during Interim Term as a three-period Interim Term class if students are taking seven classes each semester. This course provides the one required Wellness Credit for Kinkaid graduates.

The primary goal of this course is to prepare students to make healthy decisions and to understand who they are as a leader based on accurate information provided during lectures and class discussions. The curriculum includes: drug and alcohol education, examining adolescence, peer pressure, stress and stress management, self-esteem, human sexuality, ethics, problem-solving, leadership styles, and enhancing your leadership potential. Decisions for Healthy Living and Leadership is a graded course; however, it does not appear on the transcript nor is it calculated into students GPAs. This required course is also part of the Center for Wellness and Student Success.

ECONOMICS – MACROECONOMICS (fall or spring, one-half credit, academic elective)

Prerequisite: eleventh- or twelfth-grade standing. No academic prerequisite. The course may be taken independently of Microeconomics.

Since the Great Recession of 2008, and especially with the recent COVID-19 pandemic and its economic effects, questions about how economies work and how the United States can weather economic storms have never been more relevant. In this introductory macroeconomics course, we'll dive deep into the forces that shape entire economies, but with a special focus on understanding and learning from past and present crises. After considering how every society must address the inevitable problem of scarcity adopting an economic system and examining the alternative systems that have been adopted throughout history, the student will study the principles of macroeconomic theory in the context of the United States' mixed-market system. Topics include national income and output; economic growth and development; and business cycles. The student will study these topics and the federal government's tools of monetary and fiscal policy and international cooperation through the lens of crisis economics. The student will study the 2008 financial crisis and subsequent Great Recession – its causes, its impact, and the policy responses that followed – and the economic consequences of the COVID-19 shock and the unprecedented policy measures implemented by the federal government. Through this course, the student not only gains a comprehensive grasp of macroeconomic concepts, but also develops the critical thinking and analytical skills needed to navigate the ever-changing economic landscape. They will emerge equipped to understand past and future crises, evaluate policy responses, and contribute to building a more resilient and equitable economy.

ECONOMICS – MICROECONOMICS (fall or spring, one-half credit, academic elective)

Prerequisite: eleventh- or twelfth-grade standing. No academic prerequisite. The course may be taken independently of Macroeconomics. This course will first be offered during the 2025-26 school year.

Microeconomics is the branch of economics that studies the behavior of individuals and firms in making decisions and interacting within markets. Any student who is curious about how prices are determined, why one makes the decisions they make when they are shopping, why some markets are competitive while others are not, or how government policies affect our daily lives, will be interested in this course. Topics covered include the fundamentals of scarcity and choice; supply and demand; behavioral economics; market structures; efficiency and market failures; and game theory. Microeconomics equips the student with a powerful analytical framework to understand the world around them. It provides valuable insights into consumer behavior, business decision-making, policy analysis, and current events. This introductory microeconomics course is designed to be engaging and thought-provoking. The student will participate in interactive class discussions and problem-solving activities that will challenge one's assumptions while sharpening critical thinking skills

ENTREPRENEURSHIP INCUBATOR: TAKING YOUR IDEAS TO MARKET (full year, one credit, academic elective) *Prerequisite: eleventh- or twelfth-grade standing. This course will have only a small pilot in 2024-2025 and full introduction in 2025-2026.*

This yearlong course will introduce students to the fundamentals of Entrepreneurship, starting with ideation, understanding the market for an idea, working through development of a business and implementation plan, and ultimately making a successful pitch with a view towards implementing and taking an idea to market. The course syllabus is based on the successful INCubatoredu model developed by Uncharted Learning. The growing CLEF community of entrepreneurs and business professionals will provide support for the class. The class will be divided into teams, and each team will have a business professional as a coach and mentor, who will guide the students through the process of ideation, market research, and business plan development. During the year, student teams will learn about marketing, accounting, as well as the legal aspects of starting a business. Students will have access to a network of professionals to further develop their skills – teamwork, problem-solving, presentation, communication – for college and career readiness. The course will be taught by the Kinkaid faculty with assistance from professional subject-matter experts and student-team mentors from Uncharted Learning and the CLEF community.

FUNDAMENTALS OF BUSINESS AND FINANCE (fall or spring, one-half credit, academic elective.)

Prerequisite: eleventh or twelfth-grade standing. This course is a prerequisite to the Interim Term Principles of Investing course and must be taken in the fall semester to participate on the Student Investment Management Committee. This course is open to eleventh and twelfth-grade students regardless of whether they participate on SIMC, though eleventh-graders will have priority in the fall semester.

This course is designed to introduce the student to the fundamental principles of personal financial literacy, business organization and management, and business finance. In the first section, the student learns about managing their personal financial resources and the time value of money. The course focuses on helping the student develop the practical skills to plan a budget, which is appropriate for each stage of their life, and to live within it. The student learns about the value of saving and investing early and often throughout their life while identifying ways to minimize financial risk. In the second section, the student is introduced to the fundamentals of conducting business in the current global marketplace. The course

examines the various forms a business can take and provides the student with the tools to assess the advantages and disadvantages of each. The student is introduced to the principles of running a successful business. The third section of the course focuses on business finance. The student is introduced to the principles of accounting and learns how to read financial statements. The student explores ways a business can raise capital privately and through the securities markets by selling stocks and bonds to the public. Finally, the student learns how a successful business manages its existing budget and plans for the future.

CENTER FOR WELLBEING AND SUCCESS

The Center for Wellbeing and Success is committed to ensuring a safe, inclusive, and enriching environment for the entire Kinkaid community. Consistent with Kinkaid's Mission and Core Values, the Center encourages and nurtures children to develop strong character and to prepare them with personal and life skills to cultivate empathy, resiliency, and a growth mindset; identify their own strengths and challenges; teach them how to care for self, set boundaries, and find balance; and positively contribute to the wellbeing of society.

As a part of the Center, all Kinkaid students, except new tenth, eleventh, or twelfth graders, meet the health education requirement through completion of Decisions for Healthy Living and Leadership course. In addition, programs are held for the entire student body that cover concerns of health, wellness, and safety. Parents are also invited to participate in parent well-being education programs presented during the school years.

New tenth, eleventh, or twelfth grade students fulfill the wellness education requirement in one of the following ways:

- a similar health and wellness course in their previous high school
- taking Decisions for Healthy Living and Leadership
- an independent study supervised by a faculty sponsor

DECISIONS FOR HEALTHY LIVING AND LEADERSHIP (Required for ninth-grade students in fall and/or spring; however, it may be taken during Interim Term as a three-period Interim Term class if students are taking seven classes each semester, this course provides the one required Wellness Credit for Kinkaid graduates)

The primary goal of this course is to prepare students to make healthy decisions and who they are as a leader based on accurate information provided during lectures and class discussions. The curriculum includes: drug and alcohol education, examining adolescence, peer pressure, stress and stress management, self-esteem, human sexuality, ethics, problem-solving, leadership styles, and enhancing your leadership potential. Decisions for Healthy Living and Leadership is a graded course; however, it does not appear on the transcript or calculated into student GPAs. This required course is also a part of the Center for Leadership, Entrepreneurship, and Finance.

COMPUTER SCIENCE

The study of computer science connects to almost every other field of study and can expand students' capabilities and opportunities as they explore their own interests in the future. Kinkaid's computer science program pursues not only coding skill in a variety of languages, but also the theory, design, and planning associated with higher-level thinking about computing in multiple contexts. The program features a four-semester cycle of Introductory courses, which students may join at any semester of their upper school career. The Introductory cycle of classes aims to pursue computational thinking and recurring ideas in coding. Each semester, these classes approach these topics through a different lens to engage a variety of student interests and to construct an understanding of computer science rooted in multiple languages and contexts.

INTRODUCTORY COMPUTER SCIENCE – PROCESSING (offered in fall 2024, one-half credit, academic elective)

Processing is a coding language (based on other languages, such as Java or Javascript) with strong ties to the visual arts. Students will learn basic procedural programming, including variables, methods, conditional statements, loops and collections.

INTRODUCTORY COMPUTER SCIENCE - PYTHON (offered in spring 2025, one-half credit, academic elective)

Students will design and write programs using the Python language and explore coding through the lens of creating video games, interactive art, or data visualizations. Students will apply object-oriented programming techniques, including basic and intermediate programming tools. In addition to learning the basics of computational thinking through Python, students will analyze game design theory and the basics of data science. .

INTRODUCTORY COMPUTER SCIENCE – INTERACTIVE STORYTELLING AND GAME DEVELOPMENT (anticipated offering in fall 2025, one-half credit, academic elective)

This course explores the development of interactive stories and games through Godot, a free video game development engine favored by independent game developers. Course material will cover basics of computer programming and allow students to build a variety of text-based and 2D or 3D experiences, with the end goal of students creating their own games or experiences by the end of the semester. Programming skills introduced and/or practiced will include understanding variables, functions, program flow, as well as understanding objects.

INTRODUCTORY COMPUTER SCIENCE - WEB DEVELOPMENT (anticipated offering in spring 2026, one-half credit, academic elective)

This course explores the development of the “front-end” of web applications, utilizing core web technologies such as HTML, CSS, and JavaScript. Students will quickly dive into learning how to use JavaScript's renowned React.JS library, which is heavily in-use by top Fortune 500 companies for their front-end web development. By the end of the semester, students will aim to build their own dynamic web applications for use in their everyday lives. Along the way, they will practice core computer science concepts including representing information through data structures, program control, and object-oriented programming.

COMPUTER SCIENCE AP (full year, one credit, academic elective)

Prerequisite: 11th or 12th grade standing (or departmental approval). Introductory Computer Science or equivalent.

This course provides an in-depth study of the topics required for the Advanced Placement “A” Test in Computer Science. General areas of study include programming methodology, features of programming languages, data types and structures, searching and sorting algorithms, applications of computing, computer systems, and social implications regarding the use of computers. Java will be used as the programming language for Computer Science "A" AP. AP examination is required.

COLLEGE LEVEL COMPUTER SCIENCE: ALGORITHMS AND STRUCTURES (full year, one credit, academic elective)

Prerequisite: Computer Science AP.

This fourth-year course introduces advanced topics in Computer Science, including topics from Computer Vision, Algorithms, Graph Theory and Artificial Intelligence. Students will work on a combination of structured lessons and independent projects connecting to fields outside of the strict confines of computer science. Units cover Linked Lists, Trees, Graphs, Hash Tables, Dynamic Programming, Matrices, and other independent topics. Students are required to complete a core set of projects, and then have the opportunity to explore these topics more deeply or to explore other ideas.

ENGLISH

The goals of the English curriculum are several: to enhance the ability of every student to write effectively in a variety of forms; to promote the understanding and appreciation of great classic and contemporary literature; to expose our students to a diversity of voices; to develop critical thinking skills in both reading and writing; and to foster a stronger understanding of ourselves and of our world. As a Department, we choose literature that serves both as mirror and window--a mirror of our own lives and a window into a world different from our own. Literature should build self compassion and empathy, resilience and acceptance; it should inspire our personal growth by introducing us to characters whose mistakes teach us to make better choices for ourselves and whose heroism teaches us of our own great potential.

ENGLISH I (full year, one credit, required course)

The ninth-grade English curriculum exposes students to a rich variety of literature, both modern and classical, while providing every student with a foundation in analytic, creative, and personal narrative writing. The curriculum's inspiration stems from the hero's journey. As students begin their own high school journeys, they meet characters in the literature, who like the students themselves, must face and navigate life challenges. Students will read and discuss texts such as Homer's *Odyssey*—Margaret Atwood's *The Penelopiad* and Madeline Miller's *Circe* serve as companion pieces to *The Odyssey*. Student's also read Trevor Noah's *Born a Crime*, a Shakespeare play such as *A Midsummer Night's Dream* or *Taming of the Shrew*, Celeste Ng's *Little Fires Everywhere*, and various poems. Students also refine their writing skills—strengthening clarity, mechanics, diction, flow, and argumentation.

ENGLISH II (full year, one credit, required course)

In English II, students embark on a journey of self-discovery by asking, "Who am I, and who do I aspire to be?" We explore this theme using a variety of forms—plays, novels, short stories, poetry, films—to gain a deeper understanding of human nature, relationships, and personal development. The focus is on using literature and writing (analytical and creative) to help students engage with the complexity of the human condition. To achieve those goals, we will rely on major works like Simon Wiesenthal's *The Sunflower*, Sophocles' *Antigone*, Jane Austen's *Pride and Prejudice*, Shakespeare's *Othello*, and Lorraine Hansberry's *A Raisin in the Sun*, in addition to other literary texts. During a poetry unit, students analyze both classic and modern poems to understand how poets establish a distinct voice in their writing and how precise word choices convey emotions and ideas that resonate with a wide audience. As we read these complex, rich works, students will develop their critical thinking and writing skills, experimenting with distinctive genres, styles, and methods. Studying and writing about works such as these enhances students' critical thinking and writing abilities across different genres, styles, and disciplines. Regarding writing for audiences, students continue to learn, practice and refine their skills with grammar, syntax, mechanics and usage, and MLA style.

ENGLISH III (full year, one credit, required course)

The core of eleventh grade English is a survey of our American literary tradition through poetry, fiction, nonfiction and drama including among the longer works such choices as Fitzgerald's *The Great Gatsby*, Miller's *The Crucible*, O'Brien's *Going After Cacciato*, and Hamid's *Exit West*. Every text provides answers to the course's controlling questions: Who am I as an American and what does it mean to be an American? In addition to increasing their reading comprehension and interpretation skills, students acquire further sophistication in analyzing elements such as language, style, voice, rhetoric, form, and audience. Building on the writing skills acquired during tenth grade, they write analytical and experiential essays. Since students take this course concurrent with US History, their study of literature is enriched by discussion in both classes of intellectual movements in history, arts, and literature. Students also have the opportunity to take the AP English Language exam if they choose to do so.

TWELFTH GRADE ELECTIVES (full year required)

At the twelfth-grade level, students select their English course, and we accommodate those requests as much as possible. That said, a student may take an AP elective only if recommended for AP level in English. A student may request two English courses for the year, one to fulfill the graduation requirement; another, as an elective. However, a request for two English courses will be honored only if the schedule can accommodate it.

ON-LEVEL OPTIONS:

HUMAN BEINGS: HEROES OR BEASTS? (full year, one-half credit per semester)

Every Senior English elective aims to answer this question: What is good and what is evil? This course focuses on these more specific related questions: What is it to be “human”? Can human beings aspire to be “heroic”? It is true that some human beings appear to be beasts, although no true beast can be as inhumane as some human beings can. Aren’t most of us somewhere in the middle? Philosophers and anthropologists theorize that every age creates the heroes and beasts that it needs. Sometimes these heroes and beasts are external, operating as saviors or sources of evil and conflict for a particular society. Sometimes these heroes and beasts are internal--working as two opposing impulses inside the same person. Possible texts include *Macbeth*, *Their Eyes Were Watching God*, *No Country for Old Men*, *The Metamorphosis*, and others.

ON THE FRINGES: REBELS AND OUTCASTS (full year, one-half credit per semester)

Society depends upon acceptable behavior from its citizens in order to thrive. However, time and again, throughout recorded history, artists have displayed a fascination with people who have lived their lives against the grain and norms of their society, against the supposed wisdom of their elders, and/or against the elements and the gods themselves. Oftentimes, writers themselves will choose to create out of a position of removal and estrangement from the norms of their surrounding world. This course will explore, through a variety of literature, the triumphs and defeats of people who, sometimes courageously and other times infamously, live their lives on the fringes, margins, and periphery of the mainstream. Possible works may include *Coriolanus*, *Lysistrata*, *V for Vendetta*, *Catch-22*, *Persepolis*, *The Metamorphosis* (Kafka), the HBO TV series *The Wire*, and Cormac McCarthy's *The Road*.

VISIONS OF APOCALYPSE: FROM DANTE TO DYLAN TO KENDRICK LAMAR (full year, one-half credit per semester)

Poetry, the most powerful form of literature, endures through the ages because of its flexibility: it illuminates timeless truths whether a Shakespeare play, a Greek epic, or a rap song. In this course, students explore how poets give people language for experiences and ideas which seem unfathomable: sin and Hell (Dante), race, class and gender paradoxes (Bob Dylan), violence and intergenerational trauma (Kendrick Lamar). Day to day, students will read, analyze, and write about poetry (lyric, narrative, epic, dramatic). Additionally, they will write and submit their own poetry. Course texts range from classics such as *The Inferno* by Dante Alighieri, to contemporary masterpieces, like Claire Keegan’s *Foster* and Kendrick Lamar’s *DAMN*. Other texts include *Blood on the Tracks* and *Love and Theft*, by Bob Dylan; *Macbeth*, by William Shakespeare; and selections from Homer's epics and classic and contemporary lyric poems from around the world.

AP OPTIONS: Students are required to take the English Literature Advanced Placement exam in the spring. Enrollment requires departmental recommendation or “Request to Enroll Against Departmental Recommendation” form.

BUILDING THE WORLD: CHOICES AND VOICES (full year, one-half credit per semester) *Not offered in 2024-2025.*

Literature helps us make sense of our world – but stories help shape the world as well. When empowered characters make and act on decisions about their lives, their actions can change the world of the story. You, as a senior in high school, will have a profound impact on your environment. How are you helping to build it? What will your contribution and legacy be? How will you, now and when you go to college, fit into your world? How will your choices shape the environment you land in? In this course, we will explore literature in which the characters' choices impact and create their environments, both literal and metaphorical; we will also read works from a wide survey of genres, incorporating the voices of many different types of characters and authors. As in other senior English electives, we will address questions of “right” vs. “wrong” vs. “gray areas,” and what our choices say about who we are as a species and as a culture. Our reading list will include a mixture of short and longer texts. We will read English-language classics such as Charles Dickens' *A Tale of Two Cities*, Charlotte Brontë's *Jane Eyre*, and William Shakespeare's *Macbeth*, and contemporary texts from less traditional genres such as John Gardner's *Grendel*, Nnedi Okorafor's *Binti*, Marjane Satrapi's *Persepolis*, and Erin Morgenstern's *The Night Circus*.

COMING OF AGE IN A COMPLEX WORLD (full year, one-half credit per semester)

We're often told that teenagers in the 21st century have been shaped primarily by social media. But the true substance of the teenage experience has nothing to do with Instagram or Snapchat. For hundreds of years, adolescents have experienced the search to find a place in the world that defines the sometimes painful, sometimes joyful transition from child to adult. In this course, students will reflect on and articulate their own “growing up” as we encounter a wide variety of coming-of-age texts that feature characters who ask questions like: What does it mean to become an adult? What kind of person do I want to be? How does my identity shape my future? We will pay particular attention to characters who perceive themselves to be different or “othered” in some way. In analyzing their experience, we will employ a variety of critical and theoretical lenses that will allow us to consider how authors use the process of coming-of-age to both reflect and critique society. Course texts likely include *Jane Eyre*, *Sula*, *We the Animals*, *Oranges Are Not the Only Fruit*, and *Never Let Me Go*, in addition to films like *The Graduate* and *Stories We Tell*.

CRITICAL LITERATURE: THE NOVEL THEN & NOW (full year, one-half credit per semester)

The structure and purpose of the novel has shifted and developed over the approximately 300 years of its existence. Some say the first novel was Daniel Defoe's narrative of a fallen woman, *Moll Flanders*, and that the intent of the story was to teach women about the consequences of bad decisions. Today the novel has multiple purposes including entertainment, education, and social commentary. At its core this course asks critical questions about novels across time: In what ways does the literature then and now both reflect and critique the society of its time? To this end, the students will learn about the overarching history of the novel and how to approach these works from a variety of critical, theoretical perspectives, including New Criticism, Psychoanalysis, Marxist Theory, Feminist Theory, Postcolonialism, Ecocriticism, Queer Theory, and Critical Race Theory. Students should expect to gain an introductory knowledge of the critical theories, while also immersing themselves deeply in classic and modern texts--both literary and cinematic--like Charlotte Brontë's *Jane Eyre*, Margaret Atwood's *The Handmaid's Tale*, Brit Bennett's *The Vanishing Half*, Karen Joy Fowler's *We Are All Completely Beside Ourselves* as well as a variety of films and poetry.

DANGEROUS BOOKS: SPEAKING TRUTH TO POWER (full year, one-half credit per semester)

Why are some books dangerous and others are not? Sometimes dangerous books are banned or burned. Sometimes they're labeled as “inappropriate.” Sometimes they make people feel uncomfortable. Sometimes they spark revolutions. Why? Because dangerous books challenge the status quo, upending power structures and bringing about change. They ask people in power, “Why are you in charge? Should you be? How are you using your power—to help or to harm?” If you find yourself asking these questions, let's read some dangerous books together to discover possible answers. Our dangerous books will include

Charlotte Bronte's *Jane Eyre*, George Orwell's *1984*, Mindy Kahling's *Never Have I Ever*, Yuri Herrera's *Signs Preceding the End of the World*, and Yaa Gyasi's *Homegoing*.

GODS AND MONSTERS (full year, one-half credit per semester)

Students spend a semester studying mythical and archetypal tales (both new and old, both Western and Eastern) and establishing connections between the Ancient, Medieval, and Renaissance pasts and the recent trends of Romanticism, Colonialism, Postcolonialism, Modernism, and Postmodernism. The thematic glue for holding the course together is the act of metamorphosis, of changing from one being or state into a newer being or state. Along the way, we investigate the effects that such transformative attempts have exercised on shaping the mind and spirit of man and on creating the very unique "human" situation we find ourselves positioned in, poised half-way between the realm of the beasts and monsters, on the one hand, and that of the supernaturals and gods, on the other. Finally, we take time to study, write, and reflect on the prospective powers of change transferred to all of us students by merely reading and opening ourselves up to such shocking, challenging, and enlivening sagas. Possible works include *The Ramayana*, *Oedipus Rex*, *Macbeth*, *Coriolanus*, *Hamlet*, *White Noise*, *As I Lay Dying*, *No Country for Old Men*, *True West*, *Season of Migration to the North*, *Signs Preceding the End of the World*, and *The Symposium*.

GREAT WORKS ON THE STAGE, ON THE PAGE, AND ON THE SCREEN (full year, one-half credit per semester.)

The world has changed radically since Shakespeare wrote and lived. In fact, the world has changed radically in the last five years. So does it even make sense to still read Shakespeare? That's a question this course will ask you. This course will place Shakespeare plays alongside more modern works, especially films that share thematically similar themes and characters. Among other pairings, we will consider *Macbeth* alongside Bong Joon-Ho's film *Parasite*; *Hamlet* alongside Lin Manuel Miranda's *Hamilton* and Disney's *The Lion King*; and *Much Ado About Nothing* alongside *Pride and Prejudice* and the classic romcom, *When Harry Met Sally*. With these groupings, we will ask several essential questions: What makes good people do bad things? Why is love so often more difficult than it should be? And what does it mean to be human? In answering these questions, we will dive into the complexity of these works, exploring their relevance to our lives and to the past. How far have we come since Shakespeare's time? And what can we learn about ourselves and others as we meet some of the most famous characters ever created?

OTHER RELATED ARTS ELECTIVE:

CREATIVE WRITING (fall and/or spring; one-half credit per semester; academic elective)

This course provides students with opportunities to examine models of good writing and to compose pieces in various genres, including short stories, poetry, personal essays, memoirs, plays, and screenplays. Students have the benefit every year of visiting with real-world working authors and publishing-industry experts. Students may choose the subject and, to an extent, the type of writing for those pieces that earn major grades; ample time is provided for drafting, workshoping/conferring, revising, and editing of those works. The focus of the lessons in writing techniques, exercises, and short pieces varies over a four-year period to enable interested students to study Creative Writing throughout their high school career; the concentrations for one year each are playwriting/screenwriting, fiction, creative nonfiction, and poetry. Focusing on one primary genre each year allows for in-depth study of the various forms that genre may take, yet each year provides valuable components to a writer's skill set. This course also produces the upper school literary anthology, *Falcon Wings*, and students present their work at a reading each semester.

Creative Writing welcomes students at all levels and of all abilities. The only requirement is an abiding interest in writing. Students may enroll in the course successively throughout their upper school years. Two semesters of this course satisfy the graduation requirement for an applied fine arts credit. Although students will write in multiple genres each year, the focus for the 2024-25 school year is poetry. In

2025-2026, the focus will be playwriting (fall) and screenwriting (spring). In 2026-2027, the focus will be fiction.

HISTORY AND SOCIAL SCIENCES

The History and Social Science courses are designed to help students better understand the present through analysis of the past and through the study of related fields, and ultimately to help them become both skilled scholars and politically informed and efficacious citizens. The courses emphasize the development of perspective through an analysis of events and attention to issues rather than memorization of facts *per se*. Frequent essays require well-stated personal decisions and judgments grounded in solid reasoning and evidence. Among other things, students do independent research, write interpretive essays, work with primary sources, and prepare for a variety of College Board exams.

GLOBAL STUDIES: FOUNDATIONS OF WORLD CULTURES (full year, one credit, required ninth grade course)

From the beginning of human history, social, political, economic and cultural exchanges have transcended borders and languages, creating the increasingly complex global community that we live in today. In this course, students will work to explore trends and themes of historical globalization. World history and geography are viewed through various lenses. The course approaches the subject of historical globalization by making connections across regions and time periods. The course is also designed to help students develop foundational skills.

WORLD HISTORY I HONORS (full year, one credit, required ninth-grade course – honors alternative)
Prerequisite: departmental recommendation

World History I Honors students will undertake a comparative analysis of the political, social, economic and cultural aspects of the world's classical and medieval civilizations and their interactions with each other. Students will consider the interaction of humans and their environment and physical geography, and how that relationship has affected the development of human history along with a focus on chronology. The course is also designed to promote writing, articulate discussion, and research appropriate for students of history. Time in class will be spent on in-depth analysis and interpretations of key moments in history. To promote vibrant discussion and application in class, students in this course will be expected to read historical information independently outside of the classroom.

WORLD CIVILIZATIONS – MODERN HISTORY (full year, one credit, required of all tenth-grade students)

Modern World Civilizations is a survey of world politics, economics, society, and culture from 1450 to the present. Students are encouraged to gain an understanding of the continuing development of various civilizations and their interaction, and to gain a world perspective via greater geographical knowledge and more thorough understanding of the dynamics of historical change. Other emphasized skills include: reading primary sources, improving historical vocabulary, writing multiple thesis-oriented historical essays, and conducting research to write a research paper.

WORLD HISTORY II AP (full year, one credit; required tenth-grade course – advanced alternative)
Prerequisites: departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1450 to the present. By taking both a thematic and chronological approach, the course gives students the opportunity to act as historians by studying key concepts of history and learning how to apply historical thinking skills and reasoning processes. AP World History: Modern is designed to be the equivalent of an introductory college modern world history course, and therefore students enrolling in this course are responsible for learning information independently outside of the classroom. Class time is primarily devoted to interpreting and evaluating events and developing historical thinking skills and reasoning processes. For those ready for a challenge, this will be an exciting opportunity to engage in

research historical content, discussion, and debate about in-depth analysis of many themes of world history. All students are required to take the World History AP Exam in the spring.

UNITED STATES HISTORY (full year, one credit, required of all eleventh-grade students)

U.S. History is a survey of American political, economic, social and cultural history, with special emphasis on the late nineteenth and twentieth centuries. Students are encouraged to think critically, reaching independent conclusions rather than merely accumulating historical facts. Major themes covered include: the evolution of democracy; the “American Dream”; American “Exceptionalism”; American identity; the American landscape; American culture, arts and literature; U.S. foreign relations; the economic development of the U.S.; and the impact of globalization on modern American life. Students will develop skills in historical research, reading and interpreting primary sources, analytical writing and student-led projects and activities.

UNITED STATES HISTORY AP (full year, one credit, eleventh-grade required course - advanced alternative)

Prerequisite: eleventh-grade standing and departmental recommendation or “Request to Enroll Against Departmental Recommendation” form.

This course is open to eleventh-grade students recommended on the basis of their proficiency and interest in the field of history. Advanced Placement U.S. History is a close, chronological study of America’s political, economic, and social past. It emphasizes major movements and trends (the causes and effects of war and democracy, for example) rather than individual facts for their own sake, and analysis rather than memorization. Students are trained to interpret historical issues, and to write their conclusions clearly, convincingly, and with support. Analysis of primary sources, of historiography, and of supplementary readings highlights the relativity of historical interpretation and helps in the evaluation of historical theses. Students gain in-depth knowledge of a particular historical issue through a formal research paper, which assists them in developing their research and writing skills. All students are required to take the United States History AP Exam in the spring.

AFRICAN DIASPORIC STUDIES: FROM YORUBA TO HARLEM, THE POWER OF WE

(spring, one-half credit, academic elective. Scheduling is dependent upon student requests and teacher availability.)

Prerequisite: eleventh or twelfth grade standing

This four-thread (Oppression and Triumph, Literature and Protest, The Kaleidoscope, and The Time Machine) course explores the multiple facets of the African diaspora, with a special focus on the North American lineage of those rooted to the continent. From antiquity through the global slave trade, civil rights and to the present, this course traces a chronological journey beginning with the early descendants from the African continent. In looking at the cultural contributions of African Americans as the North American descendants of the diaspora, this course highlights cultural and innovative contributions to the sciences, the arts, entertainment, and pop culture.

ANTHROPOLOGY (fall or spring, one-half credit, academic elective. Scheduling is dependent upon student requests and teacher availability.) *Offered every other year. Next offered in 2024-25.*

Prerequisite: eleventh or twelfth grade standing.

Anthropology explores the diversities and commonalities of cultures and societies. It is the field that studies all peoples and concerns almost everything about humans. This course introduces students to the significant issues, concepts, theories and methods in anthropology. Each of anthropology’s four main subdisciplines—sociocultural, physical, archaeological, and linguistic anthropology—will be covered although we will spend most of our time with anthropology’s largest branch, cultural anthropology, applying the comparative method and evolutionary perspective to human cultures. Topics may include the

following: cultural relativism and ethnocentrism, fieldwork and ethics, symbolism, language, religion and ritual, family and kinship, gender, class, ethnicity and race, and ethnographic representation. No matter what, we will begin by asking a most difficult question: What does it mean to be human?

ART HISTORY AP (full year, one credit, academic elective. Scheduling is dependent upon student requests and teacher availability.)

Prerequisite: eleventh or twelfth grade standing

A year-long Art History class allows for a chronological exploration of artistic development, from ancient civilizations to contemporary art. Students will be able to trace and understand the trajectory of the art historical narrative as well as gain a comprehensive understanding of cross-cultural influences. With the extended timeframe, the class takes a more global perspective, highlighting the interconnectedness of creative expression across regions and time periods. The class will delve into major art movements such as the Renaissance, Baroque, Romanticism, and Modernism. The curriculum also includes a focus on non-Western art, highlighting the contributions of cultures like African, Asian and Indigenous art traditions. Essentially, a year-long class will give students the time and space to critically analyze artistic evolution. Topics include: role of religion in art, exchanges of ideas and influence of outside culture in art, literary legacy and ongoing influence of artistic traditions, Naturalism and development in visual form, patronage and continued religious influence, effect of trade and global influences, purpose of art from daily use to performance, impacts of modern scientific and philosophical thinking, effects of industrialization, urbanization, and globalization, new technologies, media and art forms, new types of theories on artists and new theories of criticism.

CIVIL RIGHTS AND THE LAW: THE ONGOING QUEST FOR RACIAL EQUALITY FROM

RECONSTRUCTION TO THE PRESENT AND BEYOND (fall, semester course, one-half credit, academic elective. Scheduling is dependent upon student requests and teacher availability.)

Prerequisite: eleventh or twelfth grade standing

The idea of civil rights is not an historic incident that happened during a single decade. The civil rights experience is rather a consciousness and a series of movements realized over time in different forms of expression in response to various unjust and discriminatory laws and institutions. This course seeks to demystify the term ‘civil rights’ and presents the events in the history of civil rights to allow for analysis of the dynamics, political and legal figures, and interwoven factors that helped to shape those events. Students will examine the historical relationship between race and the law in the United States through the voices and experiences of key figures — primarily people of color — and organizations in the ongoing struggle for racial equality. A central thread unifying the course is how the law has been used to institutionalize racially discriminatory policies since the end of legal slavery in the United States. Students will assess the devastating political and economic impact discriminatory laws have had on African Americans and other people of color. Finally, students will analyze the strategies and effectiveness of grassroots mobilization and formal organizations in pursuing social, political, and legal change to secure civil rights through public protest, political engagement, and litigation; locate the emergence of the Black Lives Matter movement and the recent events of the summer of 2020 within this broader historical civil rights context; and consider the outstanding challenges to be addressed in the continuing quest for racial equality.

DEBATE (full year or one semester with instructor’s permission, may be repeated, one-half credit per semester, academic elective)

Designed to prepare students for competition in interscholastic debate tournaments, debate investigates the theory of academic debate, speaking techniques, and research into the current national debate resolution. This course focuses on debate exclusively; individual events such as oratory and dramatic

interpretation are coached on an extracurricular basis. Two credits (4 semesters) of debate count as one semester (one-half credit) toward the history graduation requirement. This course may be taken each semester for four years.

DEBATE HONORS (full year or one semester with departmental permission, may be repeated, one-half credit per semester, academic elective)

Prerequisite: departmental approval and four semesters of Debate

Debate Honors requires students to participate in debate at a higher level than on-level debate students. Students are eligible to receive honors credit for debate after four semesters in debate class and department approval requires a higher level of commitment to debate and debate tournaments (a student commitment to four tournaments in each semester or an instructor approved project). Honors Debate students are also required to attend the Kinkaid pre-season summer debate camp (August) (or a two-week non-Kinkaid affiliated debate camp) and must show ability to conduct individual research for debate topics. This course may be taken each semester for up to two years beginning in the student's third year of debate class.

GOVERNMENT AND POLITICS – UNITED STATES AP (fall or spring, one-half credit, academic elective. Scheduling is dependent upon student requests and teacher availability.)

Prerequisite: twelfth-grade standing and departmental recommendation or "Request to Enroll Against Departmental Recommendation" form

United States Government and Politics is an Advanced Placement course designed to give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and policies and the analysis of specific examples through an examination of various institutions, beliefs, and ideas that constitute U.S. government and politics. Topics of study include the constitutional underpinning of the U.S. government; the structure, organization, and powers of the Congress, the presidency, the administrative bureaucracy, and the federal courts; political beliefs and behaviors of the American electorate; the role played by political parties, interest groups, and the media; the formation, enactment and implementation of public policy; and the nature and development of civil liberties and civil rights. All students are required to take the U.S. Government and Politics AP Exam in the spring.

In 2024-2025, students also have a full-year AP Government option:

GOVERNMENT AP - Full year PILOT (full year, one credit, academic elective. Scheduling is dependent upon student requests and teacher availability.)

Prerequisite: twelfth-grade standing

AP classes require the school to follow the curriculum determined by the CollegeBoard. As a one-semester class, the content requires a quick pace and substantial outside work. The year-long option supports student wellness and would promote enrolling in a course that is focused on skills students will utilize in college and beyond--engaging in civil discourse and persuasive writing; honing active, well-informed citizenship; and evaluating the validity of information and analyzing data; and connecting political concepts to real-life situations. Additionally, the College Board course description calls for students to engage in a political science research or applied civics project, and this additional time will give students this important experience.

MODERN EUROPEAN HISTORY AP (full year, one credit, academic elective. Scheduling is dependent upon student requests and teacher availability)

Prerequisite: twelfth grade standing and departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

Advanced Placement Modern European History is a fast-paced survey of major European ideas, people, and events since 1450; it gives attention to economic, social, and cultural as well as political aspects of history. The first semester study explores the roots of modern Europe in such major topics as the Renaissance and Reformation, the Scientific Revolution, the French Revolution and the Industrial Revolution. The second semester's work considers significant features of 19th and 20th century Europe such as Liberalism, Nationalism, Imperialism, the Russian Revolution, the World Wars, and the fall of Communism. Major course objectives include mastery of a broad sweep of European history; understanding the historiography of the subject; polishing skills in research and critical analysis of primary sources and secondary sources; writing a critical book review; encouraging a genuine enthusiasm for fine scholarship; and preparation for a successful Advanced Placement exam. Class meetings are devoted to lecture, discussion, seminars, and films. Students use Merriman's *A History of Modern Europe* as a basic text but are expected to read regularly and widely beyond the text. Significant primary sources, such as Machiavelli's *The Prince* and Wiesel's *Night*, are made available for purchase. All students are required to take the Modern European AP Exam in the spring.

MODERN MIDDLE EAST: (fall or spring depending on demand, one-half credit, academic elective. Scheduling is dependent upon student requests and teacher availability)

Prerequisite: eleventh or twelfth grade standing.

The course examines major Middle East conflicts in their historical contexts. Conflicts often seen as contemporary political disputes have deep historic roots. In this region created from the remains of the Ottoman Empire, states and societies still struggle to create an identity as well as free themselves from the colonial Western domination that followed World War II. At the same time, they cope with the necessity of adapting to the demands of the modern world. The course selects several topics and countries to provide a focus for understanding the historical forces that drive the present states in the region. Families considering this class should consider that topics will include, and are not limited to the Late Ottoman Empire's struggle to resist Western domination, the Arab experience with colonialism and imperialism, the rise of Arab nationalism and Zionism, the Arab-Israeli conflict, and the Palestinian-Israeli struggle over Palestine, and current geopolitical events.

PHILOSOPHY AND ETHICS: (fall or spring, one-half credit, academic elective. Scheduling is dependent upon student requests and teacher availability.) *Offered every other year. Next offered in 2025-26.*

Prerequisite: eleventh or twelfth grade standing.

In Philosophy and Ethics, students explore the fundamental questions of human existence by learning and using the skills of rational analysis and logic. Using the philosopher's tools, students will examine such questions as: What is true happiness? What does it mean to be a person, or to say we have a "mind" or a "soul"? What principles determine right from wrong? To what extent are our decisions free? Is it reasonable to believe in God, and, if there is a God, why are there suffering and evil in the world? About half the course is dedicated to the study of ethical reasoning and its application to contemporary moral issues. Students will read key texts from classical and contemporary thinkers. Classes consist of seminar discussions, presentations and thought experiments. Emphasis is placed upon learning to follow philosophical and ethical arguments, thinking abstractly and logically, and applying concepts to contemporary situations. Students demonstrate their knowledge of the theories we study through assessments in which they defend their own philosophical positions.

PSYCHOLOGY (fall or spring, one-half credit, academic elective. Scheduling is dependent upon student requests and teacher availability.) *Not offered in 2024-25*

Prerequisite: eleventh or twelfth grade standing.

Psychology is an introductory course that provides a basic understanding of some major topics and issues in modern psychology. Course content is likely to include the following: personality and motivation,

research design, learning theories, stages of development, psychological disorders and their treatment, adolescent psychology, cognitive psychology and social psychology. Learning to think critically from multiple theoretical perspectives is emphasized as is learning to effectively communicate in groups with peers and faculty. Students learn through group projects, lecture, discussion, analytical reading, personal application, demonstrations, and film. Students are encouraged to relate the content to other courses and in their own lives on the journey of discovering “who am I?”.

SPORTS AND SOCIETY (fall or spring, one-half credit, academic elective. Scheduling is dependent upon student requests and teacher availability.)

Prerequisite: eleventh or twelfth grade standing.

This one semester elective utilizes an accessible avenue, sports, as a tool to illuminate issues in American history and to spotlight individuals and events that were especially impactful in promoting social change. The course will include units of study of indigenous and African Americans as well as evaluating sports as a tool of assimilation into American culture. Additionally, the course will feature gender history, economic history, and foreign policy via the lens of the Olympics and other global sporting events. The foundation of the course is history though there will be opportunities to discuss current sports-related issues and controversies. Topics may include: the rise of Interscholastic and Intercollegiate Sports and the role of commercialism in sports, Sports and Race in America, Women and Gender in Sports, and Sports as Big Business. (commercialization, television, and the rise of ESPN), The Modern Olympics (sports as a reflection of American society, culture, politics and war), and Ethics in Sports (cheating, scandals, violence, reform).

OTHER RELATED ECONOMICS, ENTREPRENEURSHIP, AND BUSINESS ELECTIVES:

Details of the following courses are found in the Gordy Family Center for Leadership, Entrepreneurship, and Finance section of the Curriculum Guide.

ECONOMICS – MACROECONOMICS (fall or spring, one-half credit, academic elective)

Prerequisite: eleventh- or twelfth-grade standing. No academic prerequisite. The course may be taken independently of Microeconomics.

ECONOMICS – MICROECONOMICS (fall or spring, one-half credit, academic elective)

Prerequisite: eleventh- or twelfth-grade standing. No academic prerequisite. The course may be taken independently of Macroeconomics.

This course will first be offered during the 2025-26 school year.

ENTREPRENEURSHIP INCUBATOR: TAKING YOUR IDEAS TO MARKET (full year, one credit, academic elective) Prerequisite: eleventh- or twelfth-grade standing.

FUNDAMENTALS OF BUSINESS AND FINANCE (fall or spring, one-half credit, academic elective. Scheduling is dependent upon student requests and teacher availability.)

Prerequisite: eleventh or twelfth grade standing. This course is a prerequisite to the Interim-Term Principles of Investing course and must be taken in the fall semester to participate on the Student Investment Committee. This course is open to eleventh and twelfth grade students regardless of whether they participate on SIC, though eleventh graders will have priority in the fall semester.

MATHEMATICS

The Math Department fosters the development of curiosity, critical thinking and ingenuity by creating an environment in which students collaboratively explore mathematics and discover the patterns and beauty within.

ALGEBRA I (full year, one credit, required course)

This integrated algebra course is designed to be rich in geometry content in order to integrate Euclidean geometry with a foundational algebra experience. Students will explore topics that include linear and quadratic functions and systems (both symbolically and graphically), logical reasoning, working with exponential expressions, inequalities, similarity and proportionality, and the building and analysis of equations related to two and three-dimensional figures.

Upon completing this course, students most often advance to geometry the following year; students have the opportunity to place out of geometry (and into Algebra II) based on teacher recommendation and the performance on an optional cumulative assessment given in mid-April. Those agreeing to place out of geometry as a result of this process will have the name of the course changed from Algebra I to Algebra I with Geometry.

GEOMETRY (full year, one credit, required course)

Prerequisite: Algebra I, departmental recommendation (placement test for new-to-Kinkaid students)

This integrated geometry course is designed to be rich in algebra content while emphasizing logical thinking and problem solving through two-dimensional geometry concepts, and an introduction to elements of three-dimensional geometry. All topics are explored through construction, proofs, algebraic problem solving, coordinate geometry, and sometimes coding. These topics include inductive and deductive reasoning, lines and angular relationships formed, congruent and similar polygons, circles and arcs, and surface areas/volumes of plane figures and geometric solids. The student is expected to learn the relationship between algebra and geometry, the role of logical thinking in mathematics, the necessity for clarity and precision of language in mathematics. Students are expected to make connections between their prerequisite knowledge and new ideas, as well as between geometry concepts and their global applications.

GEOMETRY HONORS (full year, one credit, required course-honors)

Prerequisite: Algebra I, departmental recommendation (placement test for new-to-Kinkaid students)

This course emphasizes logical thinking and problem solving through two-dimensional geometry concepts, and an introduction to elements of three-dimensional geometry. All topics are explored through construction, proofs, algebraic problem solving, coordinate geometry, and coding. These topics include inductive and deductive reasoning, lines and angular relationships formed, congruent and similar polygons, circles and arcs, and surface areas/volumes of plane figures and geometric solids. The student is expected to learn the relationship between algebra and geometry, the role of logical thinking in mathematics, the necessity for clarity and precision of language in mathematics. Students are expected to make connections between their prerequisite knowledge and new ideas, as well as between geometry concepts and their global applications. In the honors sections, there is an expectation that students have a strong algebra foundation so that it can be seamlessly utilized in deeper and more rigorous problems.

ALGEBRA II (full year, one credit, required course)

Prerequisite: Geometry, departmental recommendation

Algebra II expands upon concepts introduced in Algebra I both in scope and depth. Relevant applications and the ability to use a variety of algebraic techniques to solve problems in context are heavily

emphasized. The terminology of functions (for example: domain, range, composition, inverse and transformations) is examined in depth. Linear, polynomial, rational, logarithmic, and exponential functions are introduced, and the graphical, numerical, algebraic, and contextual representations of these functions are explored. Students will utilize graphing utilities to further extend their analysis and evaluation of algebraic concepts.

ALGEBRA II HONORS (full year, one credit, required course-honors alternative)

Prerequisite: Geometry Honors and/or departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

Algebra II reviews concepts of Algebra I and extends them in both scope and depth. Relevant applications and the ability to use a variety of algebraic techniques to solve problems in context are emphasized. The terminology of functions (for example: domain, range, composition, inverse and transformations) is examined in depth. Logarithmic, exponential, polynomial and rational functions are introduced, and the graphical, numerical, algebraic, and contextual representations of these functions are explored. Students will utilize graphing utilities to further extend their analysis and evaluation of algebraic concepts. Matrices will be investigated. The honors course will spend less time on the review topics and will go into new concepts in greater depth.

PRECALCULUS (full year, one credit, academic elective)

Prerequisite: Algebra II

This course is intended to prepare students for a calculus course at Kinkaid or in college. The student will study both the properties and the modeling applications of polynomial, rational, exponential, logarithmic, and trigonometric functions. If time allows, this course also introduces students to probability, binomial distributions, vectors, and polar coordinates.

PRECALCULUS HONORS (full year, one credit, academic elective)

Prerequisite: Algebra II Honors and/or departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

This course is intended to prepare students for a calculus course at Kinkaid or in college. The student will study both the properties and the modeling applications of polynomial, rational, exponential, logarithmic, and trigonometric functions. The course also provides an opportunity to explore probability, binomial distributions, vectors, and polar coordinates. The honors course will spend less time on the review topics and will go into new concepts in greater depth.

STATISTICS (fall, one-half credit, academic elective)

Prerequisite: Algebra II

This course offering in statistics will focus on collecting, summarizing and interpreting data. We will explore patterns and deviations from patterns as we work towards determining when an outcome can be considered statistically significant. This course will take a less theoretical approach than AP Statistics as it examines applied problems with connections to current events and data related to student interests.

TOPICS IN MATHEMATICS (spring, one-half credit, academic elective)

Prerequisite: Algebra II

This senior year course is intended to strengthen a student's background in preparation for college level liberal arts mathematics. Topics for the course could include, but are not limited to: Logic, Set Theory, Combinatorics, Number Theory, Game Theory, Finance, Non-Euclidean Geometry and Statistics.

Topics on the philosophy of math will also be infused in these concepts to help students get a better understanding of math in the “real world.”

CALCULUS (full year, one credit, academic elective)

Prerequisite: Precalculus

This course provides an overview of first year college calculus courses. Students are expected to synthesize pre-requisite knowledge from algebra, geometry and pre-calculus with the new concepts that are explored related to both differential and integral calculus. They will further expand on their understanding by making discoveries that connect calculus to a variety of fields including economics, physics, history, and biology.

AP STATISTICS (full year, one credit, academic elective)

Prerequisite: Precalculus, co-requested with Precalculus Honors, or with departmental recommendation or “Request to Enroll Against Departmental Recommendation” form.

Statistics is built around four main topics: exploring data, planning of studies, probability theory, and inferential reasoning. Knowledge of statistics is becoming increasingly important as quantitative information is used as the basis for decision making in virtually every job within business and industry. This course is intended to provide an introduction to this vital topic. The Advanced Placement examination in Statistics is required.

AP CALCULUS - AB or BC (full year, one credit, academic elective)

Prerequisite: Precalculus (Precalculus Honors for BC) and departmental recommendation or “Request to Enroll Against Departmental Recommendation” form.

Calculus is the mathematics of motion and change. Differential calculus deals with the problem of calculating rates of change. Integral calculus considers the problem of determining a function from information about its rate of change. In Calculus, the student will study differential and integral calculus of elementary functions. In addition to theory, the student will examine elementary applications of calculus to natural and social sciences. Students are required to take the Advanced Placement Examination for the course in which they are enrolled.

DIFFERENTIAL EQUATIONS, COLLEGE LEVEL (fall, one semester, college-level academic elective paired with Linear Algebra and offered in alternating years with Multivariable Calculus):

Prerequisite: BC Calculus and departmental recommendation. or “Request to Enroll Against Departmental Recommendation” form. Offered every-other year. Offered in fall of 2024-2025.

This semester-long course is an introduction into various strategies for solving differential equations. It is a survey of major concepts covered in an introductory college level course on this subject, including systems of ordinary differential equations and the existence, uniqueness, and stability of solutions. Computers will be utilized to solve applied problems from various fields.

LINEAR ALGEBRA, COLLEGE LEVEL (spring, one semester, college level academic elective paired with Differential Equations and offered in alternative years with Multivariable Calculus)

Prerequisite: BC Calculus and departmental recommendation or “Request to Enroll Against Departmental Recommendation” form. Offered every-other year. Offered in spring of 2024-2025.

This semester long Linear Algebra course is a survey of major concepts covered in an introductory college-level course on this subject. Topics covered include vector spaces, linear transformations and matrices, solutions to systems of linear equations, eigenvalues and eigenvectors. Applied problems from the fields of science, computer science, and engineering will be explored.

MULTIVARIABLE CALCULUS, COLLEGE LEVEL (full year, one credit, academic elective)

Prerequisite: BC Calculus and departmental recommendation or "Request to Enroll Against Departmental Recommendation" form. Offered every-other year. Next offered in 2025-2026.

Multivariable Calculus is a continuation of the concepts studied in BC Calculus to functions of more than one variable. The course includes partial differentiation, multiple integration, and applications to physics, biology, and economics. It also includes vector calculus. The course will closely parallel the typical syllabus for a second-year college course in multivariable calculus.

SCIENCE

The Kinkaid Upper School Science Department is dedicated to developing student's understanding of the nature of science and engaging students in inquiry, critical thinking, data analysis and communication, and evidence-based argumentation and reasoning. Students use technology and experimentation to navigate scientific questions while working collaboratively to challenge themselves and become lifelong learners.

Through comprehensive study in the biological, physical, and chemical sciences, students discover and practice inductive and deductive ways to understand the natural world and navigate an ever-changing world of science and technology. Order of the required courses in the Science Department is designed to facilitate the progression from ninth-grade biology, to tenth-grade chemistry, and ending with eleventh-grade physics. Students are encouraged to enroll either in semester long electives or AP courses for their twelfth-grade science. All honors and AP level courses have an additional period of class, which meets one day a week before the first period of the day (a zero period class).

BIOLOGY (full year, one credit, ninth grade required course)

Biology presents a broad overview of four essential subject areas (as outlined by the American Association for the Advancement of Science) critical to the biological sciences; cell biology, genetics, evolution, and ecology (specifically at the level of organisms). Basic process skills such as experimenting and interpreting data are emphasized. The laboratory, the library, and the field are the arenas of study to develop scientific knowledge and skills.

BIOLOGY HONORS (full year, includes one additional 40-minute class period per week, one credit, ninth grade required course - honors alternative)

Prerequisite: departmental recommendation or placement test for new-to-Kinkaid students

Honors Biology approaches the study of living systems from a contemporary point of view emphasizing not only the structures and functions of organisms, but also their biochemical and molecular basis. Implicit in this study is an examination of biological interrelationships designed to help students focus on and assess latest advances in biotechnology. Laboratory exercises encourage individual problem solving and interpretation.

CHEMISTRY (full year, one credit, tenth-grade required course)

Chemistry is an introductory laboratory course designed to familiarize students with qualitative and quantitative study of matter. This course is designed to provide a broad and conceptual introduction to chemistry that is grounded in real-world applications. Topics include: atomic structure, periodic table, nomenclature, chemical bonding, reactions, chemical engineering, ideal gasses, states of matter, and solutions. This course is not intended to prepare students for the Chemistry AP.

CHEMISTRY HONORS (full year, includes one additional 40-minute class period per week, one credit, tenth-grade required course - honors alternative)

Prerequisite: departmental recommendation or "Request to Enroll against Departmental Recommendation" form.

Honors Chemistry has a strong mathematical and theoretical problem-solving orientation based on analysis of chemical systems and the laws that model their behavior. Laboratory studies feature applications of chemical principles and interpretations of experimental results. The course includes topics of stoichiometry, solution chemistry, chemical bonding, atomic and electronic structure, calorimetry, the gas laws, and acid-base theory.

PHYSICS (full year, one credit, eleventh-grade required course)

Physics is an introductory course designed around the conceptual aspects of Newtonian mechanics. The course offers an in-depth treatment of motion in one and two dimensions, forces, energy, and momentum. The principles studied in this course are developed through extensive laboratory work employing the tools of physicists and subsequent analysis and interpretation of collected data. This course does not prepare students for the Physics II AP course.

PHYSICS HONORS (full year, includes one additional 40-minute class period per week, one credit, eleventh-grade required course - honors alternative)

Prerequisite: departmental recommendation or "Request to Enroll against Departmental Recommendation" form.

Honors Physics is an introductory course featuring both mathematical and conceptual treatment of the basic areas of Physics. These include kinematics, dynamics, waves, sound, light, electricity, and magnetism. Laboratory work is an integral part of this course. Students who intend to pursue any field of science or pre-med in college should elect Honors Physics. Math concepts in Honors Physics come from Algebra I and Geometry so students should have finished those courses.

BIOLOGY AP (full year, includes one additional 40-minute class period per week, one credit, academic elective)

Prerequisite: Biology, Chemistry and completion of Physics Honors (or concurrent enrollment in Physics Honors for eleventh grade students), or departmental recommendation, or "Request to Enroll against Departmental Recommendation" form.

AP Biology is designed to be the equivalent of a college introductory biology course. The goal is to help students develop a conceptual framework for the modern biological sciences. Essential to the conceptual understanding are the following: a grasp of science as a process rather than an accumulation of facts; personal experience in scientific inquiry; recognition of the unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to biomedical, environmental and social concerns. The Biology AP Examination is required.

CHEMISTRY AP (full year, includes one additional 40-minute class period per week, one credit, academic elective)

Prerequisite: Biology, Chemistry Honors, and completion of Physics Honors (or concurrent enrollment in Physics Honors for eleventh grade students), or departmental recommendation, or "Request to Enroll against Departmental Recommendation" form.

This is an advanced topics course in chemistry for students interested in pursuing careers in pre-medicine, biology, engineering, or the applied sciences. This course is primarily a continuation of studies in inorganic chemistry but includes some organic, nuclear, physical, biological, and applied chemistry. Studies emphasize modeling, problem solving, instrumental techniques, and advanced laboratory experimentation. The principal objective of the course is a thorough preparation for continued studies in the sciences and engineering at the university level and solid preparation for the required Advanced Placement Exam in Chemistry.

ENVIRONMENTAL SCIENCE AP (full year, includes one additional 40-minute class period per week, one credit, academic elective)

Prerequisite: Biology, Chemistry, Physics (or concurrent enrollment in Physics Honors for eleventh grade students), or departmental recommendation, or "Request to Enroll against Departmental Recommendation" form.

The goal of the Environmental Science AP course is to introduce students to the principles and methodologies required to understand the natural world, to help them identify environmental problems both natural and human-made, and to encourage them to evaluate risks and alternative solutions for solving as well as preventing these problems. This course is interdisciplinary and will involve geology, environmental science, biology, and chemistry; representing the equivalency of a one-semester,

introductory college course in environmental science. Environmental Science AP teaches students how to analyze environmental issues and evaluate the solutions to important social problems. Additionally, it provides students the opportunity to practice applying scientific methodology to practical, real-life problems. The Environmental Science AP Examination is required.

PHYSICS C AP (full year, includes one additional 40-minute period, one credit, academic elective)

Prerequisite: Biology, Chemistry, Physics Honors, AB or BC Calculus AP (co-requisite) and departmental recommendation or "Request to Enroll against Departmental Recommendation" form.

This course provides a foundation in physics for students who plan a college study in the life or the applied sciences, forming the first part of most college sequences and serving as the foundation for students majoring in the physical sciences or engineering. Methods of calculus are used whenever appropriate in formulating the principles and in their application to the solution of physical problems. Although the primary objective of the course is a thorough preparation for continued work in science at the university level, the course also provides a sound preparation for the two required Advanced Placement Physics C Exams.

ANATOMY AND PHYSIOLOGY (fall or spring, one-half credit, academic elective)

Prerequisite: Biology, Chemistry

This course provides a comprehensive and comparative study of animal anatomy and physiology. Topics include body organization; homeostasis; cytology; histology; and the integumentary, skeletal, muscular, nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships as well as impact of diseases on certain body systems. Laboratory work includes dissection of preserved specimens, usage of Anatomage virtual dissection table, microscopic study, physiologic experiments, computer simulations, and multimedia presentations.

ASTRONOMY (fall or spring, one-half credit, academic elective)

Prerequisite: Physics or concurrent enrollment in Physics

This course will provide an introduction to modern astrophysics similar to that taught at many universities for non-science majors. Major topics covered in the course include structure and motions in the solar system, stellar structure and evolution and cosmology. The methods used by astronomers to obtain and analyze data are a major emphasis of the course, and students will do lab work to reinforce physics concepts relevant to astronomy. They will also use computer simulations and data from real professional telescopes such as the Kepler Space Telescope to practice data analysis in astronomy. Students will also explore modern topics of astronomical research, such as gravitational waves, exoplanets, and dark energy.

ENGINEERING DESIGN AND ANALYSIS (full year; one credit, academic elective)

Prerequisite: Algebra II and eleventh or twelfth-grade standing

The "Engineering Design & Analysis" course immerses students in authentic engineering practices, inspiring them to adopt an engineer's habits of mind. Collaborative and student-directed projects build problem-solving skills, empowering students to think like engineers, adopt engineering processes, and pursue engineering disciplines for global betterment. This course is structured into three main areas: engineering design and processes, data-driven decisions, and fostering a professional culture.

EXTENSIONS IN INQUIRY PHYSICS (fall, one semester, one-half credit, academic elective)

Prerequisite: C- or higher in Physics

Extensions of Inquiry Physics allows students to extend their knowledge and skills developed in Physics I to additional topics covered in introductory physics. Continuing the lab-based approach of Physics I, this

course explores circular motion, Newton's Law of Universal Gravitation, waves, optics, and electricity. The course will emphasize the skills of investigation, problem solving, data analysis, and scientific communication. This course is not available for students who have completed Physics I Honors.

MARINE SCIENCE (fall or spring, one-half credit, academic elective)

Prerequisite: Biology, Chemistry

This course is designed for students with an interest in marine biology and oceanography. This course will provide an introduction to the major physical, chemical, biological, and geological features and processes of the Earth's ocean. Students will investigate the various components of different marine systems and they will learn how the components function together in local and global systems through the use of frequent inquiry-based labs.

NEUROSCIENCE: (fall or spring, one-half credit, academic elective)

Prerequisite: Biology, Chemistry

Neuroscience is an exciting, relatively new, and well-funded field of science combining biology and psychology to reach a better understanding of the nervous system and its control over much of what we do. Topics included in this course will be neuroanatomy, neurons, brain development, sensation/perception, learning/memory/language, movement, stress, sleep, aging, neurological diseases, and neuroethics. As a key part of the course, students will be directed to appropriate computer-mediated sources and usage of Anatomage virtual dissection table for development of their own in-depth class presentations on various topics.

SCIENCE RESEARCH METHODS (fall semester, one-half credit, academic elective, recommended for tenth and eleventh grades, academic elective)

Prerequisite: Biology and accepted application (available from Science Department Chair during spring 2024).

Science Research Methods is a directed study course targeting tenth and eleventh grade students to give students a mentored research experience in pure and applied science, mathematics, or engineering. **Emphasis will be on** examining the core research process and taking the students step-by-step from determining the question to be answered, to performing experiments and analyzing data, and evaluating the process and product. This will be done through guided and instructional research followed by a small student designed research project. Guest speakers will enhance the course by sharing their current experiences and best projects will be encouraged to be submitted to state and national competitions.

SCIENCE RESEARCH APPLICATION (spring semester, one-half credit, academic elective, may be repeated, academic elective)

Prerequisite: Science Research Methods and accepted application (available from Science Department Chair during spring 2024).

Science Research Application takes the foundational research skills learned in Methods and allows the students to apply those skills in a more independent study type research. Students will practice synthesizing ideas and communication, organizing information, practicing ethical responsibility, and applying understanding. Enhanced critical thinking, time management skills and independence will be emphasized with the intent that students have the opportunity to continue their research during the summer with our partner labs in different universities.

VISUAL AND PERFORMING ARTS

Each Visual and Performing Arts program is sequential, providing opportunities at the introductory, intermediate, and advanced levels, so that students may explore new art forms or develop a high level of proficiency in a particular discipline -- as best suits their individual needs as developing artists.

In addition to fostering our students' aesthetic sensibilities and artistic talents, our arts curriculum develops fundamental skills. We teach them how to see, experiment, invent, and imagine in ways that are an inherent part of the creative process. We give them opportunities to move beyond technique and create works that are rich in emotion, atmosphere, and their own personal voice or vision.

KINKAID VISUAL AND PERFORMING ARTS GUIDING PRINCIPLE

Kinkaid Arts provides comprehensive arts experiences and instruction through a student-centered curriculum that fosters collaboration, creativity, and problem solving. Through our energy, focus and master teachers, we provide artists and audiences an opportunity to learn more about both themselves and others.

VISUAL AND PERFORMING ARTS HONORS PROGRAM

In an effort to offer the most "comprehensive arts education" possible, Kinkaid Visual and Performing Arts offers honors courses to upper school students who wish to exceed the expectations of our core offerings while delving deeper into our curriculum. Students interested in entering the advanced program must demonstrate highly developed skills, an elevated creative drive, and a demonstrated commitment to the arts.

In its simplest form, upon completion of four semesters of arts, students interested in consideration for the honors track must submit a portfolio for review. Please consult the visual and performing arts faculty for the specific requirements for each discipline.

PERFORMING ARTS

In order for a student to participate in dance, a physician must certify the physical health and fitness of the student by completing the School Certificate of Participation-Medical Record. This certificate is due to Kinkaid by early summer.

BEGINNING DANCE (fall and/or spring, one-half credit per semester, may be repeated)

May be taken for physical education credits or as a fine arts elective.

This course is designed for beginners and those who would like to have some exposure to dance, but who have little or no experience. It is a high-energy course with an emphasis on building muscle strength, flexibility, and endurance. This course is designed to introduce the students to a variety of techniques that include but are not limited to: Ballet, Jazz, Modern, Tap, Ballroom, and Folk dance.

MEN'S DANCE (fall and/or spring, one-half credit per semester, may be repeated)

May be taken for physical education credits or as a fine arts elective.

This course is a positive environment for young men to explore and pursue a basic interest in dance. The focus is on dynamics needed to increase speed, core strength, and musicality with an emphasis on anatomical placement, mind/body connection, movement capabilities, flexibility, balance, coordination, and spatial relationships while highlighting self-expression.

The course will also use floor /center exercises and imagery to correct body alignment to help prevent injury.

INTERMEDIATE DANCE (fall and/or spring, one-half credit per semester, may be repeated) *Placement is by audition and/or instructor's permission. May be taken for physical education credits or as a fine arts elective.*

This intermediate level course is designed for experienced dancers who are committed to developing their technique. Classical ballet and jazz dance styles are taught with an emphasis on strong technical skills and personal artistic development. Kinesiology, dance history, improvisation, musical theatre dance, and terminology are also covered. Students will perform in select pieces in the fall and/or spring dance concerts.

ADVANCED DANCE (fall and/or spring, one-half credit per semester, may be repeated)
Placement is by audition and/or instructor's permission. May be taken for physical education credits or as a fine arts elective.

This course is designed for the student who has had extensive previous dance training. Students will continue to explore and expand upon their performance skills through a variety of dance styles and techniques. These will come from, but not limited to, the world of classical ballet, jazz, modern, and musical theatre. Choreography will be studied through exploration of movement, text and video to enhance the students' choreographic abilities. A student choreography showcase will be presented during the Spring semester.

DANCE COMPANY (full year, one Pass/Fail credit, may be repeated. Does not appear on the transcript.)
Placement is by audition and/or departmental recommendation. Students must be enrolled concurrently in Advanced Dance. May be taken for physical education credits or as a fine arts elective. Those involved in a fall sport are eligible to join Dance Company in the spring but cannot choreograph a piece for the spring Choreography Projects.

Kinkaid Dance is an active performing group, as well as an advanced course in ballet, jazz and modern dance styles. The course places emphasis on personal technical development, choreographic involvement and performance readiness. Classes are also given in dance history, theory, notation, terminology, kinesiology, and musical theatre dance, improvisation and student choreography. After school and Saturday rehearsals are required.

THEATRE I - Introduction to Performance (fall or spring, one-half credit)

This introductory course emphasizes the development of the fundamental skills of acting. Students will learn how to apply ideas, emotion, and action to the creation of a truthful performance through acting exercises, improvisation, and scene study. Students will be required to attend and review one theatrical production during the semester and perform in an end of semester showcase.

THEATRE II - The Craft of Theatre (full year, one credit)
Prerequisite: Theatre I

This course develops the tools of the theatre artist. We will focus on the craft of the actor and the actor's instrument: voice, body, and mind. Components will include performance preparation, expressive use of the body and voice, physical characterization, scene study, monologue study, and reading/analysis of contemporary dramatic literature. Students will be required to attend and review one theatrical production per semester and perform in an end of semester showcase.

DIRECTING (Previously Theatre IV – Directing, Spring semester, one-half credit)

Prerequisite: Theatre II or departmental recommendation. Twelfth-grade students only.

Students will study and practice the fundamentals of the art of directing, from reading a script critically to developing a concept, casting, working with actors and designers, planning rehearsals, and realizing a unified vision for production. The focus will be on the production of a one-act to be rehearsed with student actors outside of class and performed near the end of the semester. Rehearsals outside of class time (after school/evenings/weekend) are required.

ADVANCED ACTING (Previously Theatre IV – Advanced Acting, Fall semester, one-half credit)

Prerequisite: Theatre II or departmental recommendation. Twelfth-grade students only.

Senior acting students will apply their knowledge and skills to an advanced performance project. Each student will have the choice of working with classmates to develop and perform a senior acting project such as a one-act and/or individually prepare for college theatre auditions in consultation with the instructor. The culmination of the course will be an end-of-semester showcase of the students' work.

TECHNICAL THEATRE (fall and/or spring, one-half credit per semester, may be repeated)

This course will explore the technologies, terminology, and techniques used in technical theatre. This course examines; the physical theatre, scenic construction and finishing techniques, stage equipment uses and safety, scene shop equipment uses and safety, technical theatre design communication methods including use of scale and drawings, stage lighting techniques and practices including use of intelligent lighting and computer controlled lighting instruments, stage sound techniques and practices including use of wireless microphones and sound effects, stage rigging techniques and safety, and backstage crew practices and safety. Students in this course will be active in the development of several productions.

CHILDREN'S THEATRE PRODUCTION (fall and/or spring, one-half credit per semester, may be repeated)

Prerequisite: Eleventh or twelfth-grade standing

This is a production course where students perform in theatre productions geared for younger audiences. Almost all rehearsals and performances take place during class time. Students perform at Kinkaid, and tour their productions to local underserved schools, hospitals, or other child-based organizations. In the fall the course performs a fully produced children's theatre show and a short workshop where students teach children drama games. In the spring the show is smaller to allow time for the Buddy Program: a long-term service-learning project where students mentor and play drama games with an underserved child over the entire semester. Students with little or no theatre experience are as welcome as those with copious experience. Students with an interest in stage management or other tech support are also welcome. Children's Theatre students earn one service credit per semester.

BAND (fall and/or spring, spring-only with instructor permission, one-half credit per semester, may be repeated)

The band is an active performing organization representing the School at both school and community functions, including football games, concerts, the ISAS Festival of the Arts, Commencement, and regional and state band competitions. Out-of-town performances may take place during the school year. Music selection ranges from popular tunes to representative concert literature from the University Interscholastic League Band Concert List. Private lessons are encouraged and available on all band instruments at an additional cost.

ORCHESTRA (fall and/or spring, spring-only with instructor permission, one-half credit per semester, may be repeated)

Orchestra is a performance-based course that focuses on improved ensemble skills. The ensemble has three mandatory performances per year: a fall, a holiday and a spring concert. The ensemble has the opportunity to compete and/or perform in contests and festivals at a variety of locations. Individual students also have the opportunity to audition for the regional and state honor orchestra and solo/ensemble competitions sponsored by Texas Music Educators Association (TMEA) and/or the Texas Private School Music Educators Association (TPSMEA). Private lessons are encouraged and available at an additional cost.

INSTRUMENTAL MUSIC (fall and/or spring, spring-only with instructor permission, one-half credit per semester, may be repeated)

Prerequisite: departmental recommendation

Open only to advanced students, this course is for the student who plays both band and orchestra instruments and is a member of both groups. Students will share time equally between the two courses during the school week and will perform in all concerts with both ensembles.

CONCERT CHOIR (fall and/or spring, one-half credit per semester, may be repeated)

This course is designed to develop and refine vocal technique, musicianship, and music reading skills through choral singing. Students will sing literature ranging from early the Renaissance to the Contemporary period which will help them gain an understanding of, and appreciation for, different vocal styles, composers, languages, periods, and cultures. Students will perform in various school and extracurricular programs and are encouraged to participate in local and state choral and solo contests.

ENCORE (full year, one pass/fail credit, may be repeated. Does not appear on the transcript).

Placement is by audition and/or instructor's permission. Students must be enrolled concurrently in Concert Choir. Meets one day per week for two hours with additional rehearsals scheduled as needed.

Encore is an advanced ensemble that provides an opportunity for students to rehearse and perform at a high level of excellence. A broad range of repertoire is programmed including an emphasis on a capella settings. Encore has an active concert calendar and a commitment to prioritizing these performances is expected.

MUSIC THEORY AP (full year, one credit, Academic Elective)

Prerequisite: two years of formal music study. Diagnostic test and teacher approval necessary for enrollment. Tenth, eleventh and twelfth grade students only.

This course is designed to provide students with a stronger understanding of both fundamentals and advanced concepts of music theory and composition. The course will focus on the development of aural, analytical, and compositional skills and will prepare students for the AP music theory test in the spring.

VISUAL ARTS

Visual Arts students enrolled in different course levels may be scheduled concurrently.

INTRODUCTION TO VISUAL ARTS (fall or spring, one-half credit)

This course will build visual analysis skills and allow students to develop a specific art vocabulary through a study of the elements and principles of design. Students will become familiar with art history and a variety of artists and their styles as they explore both 2D and 3D media, which may include drawing,

painting, sculpture, photography, film, printmaking and/or mixed media. This course is a prerequisite for all visual arts courses except film courses.

CERAMICS I (fall or spring, one-half credit)

Prerequisite: Introduction to Visual Arts

This course is designed to provide the student with a strong foundation in the processes involved in shaping and constructing clay objects. Students will create complex pinch pots sculptures, hand-build with slab, using molds and creating coil forms. In generating project ideas, students will explore aesthetics, timing glazes and Art History.

CERAMICS II (fall or spring, one-half credit)

Prerequisite: Ceramics I

Building on skills developed in Ceramics I, this course covers basic and more advanced techniques including throwing on the wheel and slip and carving decorating. They will create a set of mugs and apply art history research as a form or as they glazing the mugs. Glaze application methods will include resists, slip inlay and high fire.

CERAMICS III (fall or spring, one-half credit)

Prerequisite: Ceramics II

In this course, students will complete combination projects that require both hand-building and throwing on the wheel such as teapot. Students will complete research on ceramic art history and develop projects that apply historical techniques to contemporary work. Glazing methods will include combination glaze application and photo lithography on clay transfer. Students will be encouraged to starting developing a personal style and a cohesive body of work.

ADVANCED CERAMICS (fall or spring, one-half credit, may be repeated)

Prerequisite: Ceramics III

This course will build on the knowledge and skills acquired in Ceramics I, II and III. Emphasis will be placed on creativity, individual style, and craftsmanship. Advanced techniques and processes will be presented and practiced throughout the semester. Students will learn to load and fire the kiln. Students will have the opportunity to create independent projects emphasizing their voice and expression.

DIGITAL FILMMAKING I (fall or spring; one-half credit)

Through an exploration of film history, theory and hands-on applications, this introductory course establishes the basic skills of filmmaking. Students will be exposed different aspects of critical viewing and media literacy through viewing video essays on the subject of filmmaking and analysis. Students will learn the basic applications of narrative, documentary and experimental filmmaking while developing skills in screenwriting, storyboarding, cinematography and editing.

NARRATIVE FILMMAKING (fall, one-half credit)

Prerequisite: Digital Filmmaking I

This course challenges students to apply the skills they learned in Digital Filmmaking I to more advanced narrative filmmaking. Students will collaborate on more robust projects. Emphasis is placed on specific roles on set, allowing students to focus on each phase of filmmaking, from screenwriting to shooting to post production. Students will also be exposed to several genres of film and how culture and history influenced their development.

EXPERIMENTAL & DOCUMENTARY FILMMAKING (spring, one-half credit)

Prerequisite: Digital Filmmaking I

This course leads students to delve into the documentary and experimental aspects of the medium. Students will be exposed to a variety of creative skills and production considerations as they relate to more experimental and non-fiction approaches to storytelling. Skills explored will include lighting, interviews, abstract cinematography, and editing styles such as montage and rhythm editing.

ADVANCED DIGITAL FILMMAKING (fall and/or spring, one-half credit per semester, may be repeated)

Prerequisites: Narrative Filmmaking and Experimental & Documentary Filmmaking

Advanced Digital Filmmaking is a production-based course that allows students to delve into production in the genre and style of their choice. As they explore different structures, genres and approaches to filmmaking, students will craft a film, allowing them to experience the entire process of production. Students are expected to create reels and submit quality films to several film festivals around the country.

DRAWING & PAINTING I (fall or spring, one-half credit)

Prerequisite: Introduction to Visual Arts

Students will be introduced to basic drawing and painting materials and techniques. Media will include pencil, charcoal, micron, watercolor and acrylic. Emphasis will be placed on the elements and principles of design, and subject matter will include still life, portrait, and the formula for perspective drawing.

DRAWING & PAINTING II (fall or spring, one-half credit)

Prerequisite: Drawing & Painting I

This course builds on the techniques learned in Drawing and Painting I, with an emphasis on drawing and painting from life. Students will be encouraged to further personalize their work and develop their own style while continuing to refine their technique.

DRAWING & PAINTING III (fall or spring, one-half credit)

Prerequisite: Drawing & Painting II

In this course, students are encouraged to develop a thematic concentration as a means for creative investigation. Additions such as altered backgrounds and textural media will aid in more personal student expression. The goal is for each student to create a personal, unified body of work.

ADVANCED DRAWING & PAINTING (fall or spring, one-half credit, may be repeated)

Prerequisite: Drawing & Painting III

This course builds on the technical skills and conceptual thinking introduced in previous Drawing and Painting courses. Students will be encouraged to develop a unified body of work based on personal vision. Students will have the opportunity to design independent projects with an emphasis on personal voice and expression.

GRAPHIC DESIGN I (fall or spring, one-half credit)

Prerequisite: Introduction to Visual Arts

This course will focus on 2-D graphic design and the discipline of visual communication. Students will explore traditional tools and methods of design as well as how to employ software and technology through this course. Through a consideration of color theory, typography, graphic rendering, illustration and the design process, students will gain a deeper understanding of visual communication as it is practiced in graphic design. Students will find these principles may be applied in other areas of

their artistic practice.

GRAPHIC DESIGN II (fall or spring, one-half credit)

Prerequisite: Graphic Design

Building on the Graphic Design I course, this course is a platform for students to experiment with functional design (corporate identity, logos, advertisement, product development, etc.) as well as various production processes while focusing on the elements and principles of design as they relate to 2-D composition.

GRAPHIC DESIGN III (fall or spring, one-half credit)

Prerequisite: Graphic Design II

This course continues in the exploration of 2-D design as with the previous 2 sections but adds a 3-D design component (through the use of non-traditional materials, 3-D printing, and product design), allowing students to merge their composition making with other mediums and methods of creating. Students are encouraged to think about how technology, art and design interact with the real world, and how to execute visually relevant experiences.

ADVANCED GRAPHIC DESIGN (fall or spring, one-half credit)

Prerequisite: Graphic Design III

Advanced Graphic Design builds upon the previous Graphic Design sections by allowing students to develop a unique body of work that may be experimental or practical. Students are encouraged to use the course as a platform for advanced 2-dimensional studies in another discipline or for portfolio development.

MIXED MEDIA AND PRINTMAKING I (fall or spring, one-half credit)

Prerequisite: Introduction to Visual Arts

Mixed Media and printmaking students will use more than one material to develop 2D and 3D artworks around an assigned theme. Students may work with a wide variety of materials and processes, with special emphasis on mixing materials they have worked with before.

MIXED MEDIA AND PRINTMAKING II (fall or spring, one-half credit)

Prerequisite: Mixed Media and Printmaking I

In this course, students develop artistic concepts independently and go on to design projects that reflect their own personal voice. Students select materials that are most appropriate to their vision. The classroom will facilitate the use of 2D and 3D materials and processes including all those used in Mixed Media and Printmaking I.

MIXED MEDIA AND PRINTMAKING III (fall or spring, one-half credit)

Prerequisite: Mixed Media and Printmaking II

Mixed Media and Printmaking III students focus on developing a portfolio composed of their best work from previous visual arts courses and new work completed over the course of the semester. Students are encouraged to work with the greatest possible variety of 2D and 3D materials and processes to develop their own personal vision.

ADVANCED MIXED MEDIA AND PRINTMAKING (fall or spring, one-half credit, may be repeated)

Prerequisite: Mixed Media and Printmaking III

Students will finalize their portfolio of skilled mixed media and printmaking artworks with developed individual conceptual ideas. Students will use a wide variety of 2D and 3D materials and processes to convey their ideas and develop a unique portfolio.

PHOTOGRAPHY I (fall or spring, one-half credit)

Prerequisite: Introduction to Visual Arts

This course introduces students to the basic concepts and practices of fine art photography. An emphasis is placed on “photographic seeing,” the unique properties of photographic images, and the effective use of a digital single-lens-reflex camera. Projects guide students through an investigation of composition while focusing on an understanding of manual camera techniques and effective use of Adobe Photoshop for editing and printing work. Students will be introduced to contemporary and historical artists and will focus on still life, portraiture, and landscape photography. It is highly desirable, although not required, for students in Photography I to have their own digital SLR cameras.

PHOTOGRAPHY II (fall or spring, one-half credit)

Prerequisite: Photography I

Photography II continues the practice of manual photography techniques with an emphasis on using photography as a fine art form. 35mm SLR cameras will be used during the semester. Students will learn how to develop their black and white negatives and print in a darkroom using RC paper. Students will continue to be introduced to contemporary and historical artists and will focus on intimate life, deadpan, and self portraiture for their work. This will help students begin to focus on creating conceptual art.

PHOTOGRAPHY III (fall or spring, one-half credit)

Prerequisite: Photography II

Photography III builds on the experience of Photography I and II by challenging students to explore different photography lessons using medium format cameras. Students will learn how to use and process 120 film and print in a darkroom using fiber paper. Students will further be introduced to contemporary and historical artists and explore different topics through the following lessons: If this is Art and Once Upon a Time. This will help students learn how to tell a story through the lens.

ADVANCED PHOTOGRAPHY (fall or spring, one-half credit, may be repeated)

Prerequisites: Photography III

Advanced Photography provides the opportunity for students to pursue a more mature and personal photographic style. Students generate ideas for their own independent project and will create a body of work consisting of ten final images for their portfolios. The project is designed to stretch technical and problem-solving skills, develop conceptual thinking, and challenge students to find new ways of seeing. Students have the option of choosing which type of camera they would like to use and have the opportunity to work with a 4x5 large format camera. Final semester seniors will create their own photographic book consisting of the work they created throughout their years at Kinkaid.

SCULPTURE I (fall or spring, one-half credit)

Prerequisite: Introduction to Visual Arts

This course is focused on the core principles and elements of design. The primary goal of the course is the development of critical thinking skills as they apply to visual aesthetic issues and problem solving. The

projects for this course will include studies of traditional sculpture, 3-D composition, and functional art design. Students will learn entry-level woodworking, metalworking and casting techniques.

SCULPTURE II (fall or spring, one-half credit)

Prerequisite: Sculpture I

Building on the Sculpture I course, this course allows students to experiment with different mediums and processes while focusing on the elements and principles of design as they relate to 3-D composition. Students will explore advanced woodworking and metalworking techniques, as well as subtractive processes, such as wood and stone carving.

SCULPTURE III (fall or spring, one-half credit)

Prerequisite: Sculpture II

Sculpture III is an advanced offering that allows students to explore both traditional and non-traditional ways of thinking about three-dimensional design. Students will create independent projects that challenge them to think about sculpture as a gateway to other artistic practices such as public art, installation art, architectural practices and spatial design.

ADVANCED SCULPTURE (fall or spring, one-half credit, may be repeated)

Prerequisite: Sculpture III

Advanced Sculpture builds upon the previous Sculpture sections by allowing students to develop a unique body of work that may be experimental or practical. Students are encouraged to use the course as a platform for advanced 3-dimensional studies in another discipline or for portfolio development.

STUDIO ART AP (full year, one credit)

Prerequisite: Must have two years of visual art and department approval. Placement test may be given. Eleventh and twelfth grade students only.

For accomplished art students who wish to prepare a portfolio of 24 works required for the national Advanced Placement Exam in Studio Art. Students will create works in a variety of media with the guidance of the School's art teachers.

ADVANCED PORTFOLIO DEVELOPMENT (full year, may be repeated)

Prerequisites: Four or more semesters of visual arts courses. Admission with instructor and departmental approval only eleventh and twelfth grade students only.

This course emphasizes the development and production of an advanced body of work in the student's choice of media which is unified by a personal concept. From idea development to completion of a finished portfolio, students concentrate on artistic practices that will produce a portfolio suitable for presentation to an art school or college fine arts program. Recommended for highly motivated seniors willing to pursue college-level work and serious investigation in their art. Students should show personal commitment in their self-development, evidence of excellence in art making, and a willingness to engage in creative risk taking, problem-solving, and especially, conceptual development. A high level of quality and craftsmanship is expected.

CREATIVE WRITING AND PUBLICATIONS

CREATIVE WRITING (fall and/or spring; one-half credit per semester; academic elective)

This course provides students with opportunities to examine models of good writing and to compose pieces in various genres, including short stories, poetry, personal essays, memoirs, plays, and screenplays.

Students have the benefit every year of visiting with real-world working authors and publishing-industry experts. Students may choose the subject and, to an extent, the type of writing for those pieces that earn major grades; ample time is provided for drafting, workshopping/ conferring, revising, and editing of those works. The focus of the lessons in writing techniques, exercises, and short pieces varies over a four-year period to enable interested students to study Creative Writing throughout their high school career; the concentrations for one year each are playwriting/screenwriting, fiction, creative nonfiction, and poetry. Focusing on one primary genre, each year allows for in-depth study of the various forms that genre may take, yet each year provides valuable components to a writer's skill set. This course also produces the upper school literary anthology, *Falcon Wings*, and students present their work at a reading each semester.

Creative Writing welcomes students at all levels and of all abilities. The only requirement is an abiding interest in writing. Students may enroll in the course successively throughout their upper school years. Two semesters of this course satisfy the graduation requirement for an applied fine arts credit. Although students will write in multiple genres each year, the focus for the 2023-24 school year is creative non-fiction. In 2024-2025, the focus will be poetry. In 2025-2026, the focus will be playwriting (fall) and screenwriting (spring).

JOURNALISM/NEWSPAPER - *THE FALCON* (fall or full year, one-half credit per semester)

Students will learn a range of writing styles, including news, feature, opinion-editorial, sports and entertainment for print and digital media. Student journalists will learn to write for different audiences and purposes, practice revision, and create clear and meaningful stories that meet standards of accuracy, grammar, style and ethics. The journalism course explores a variety of storytelling techniques, emphasizes the importance of research and interviewing, and teaches layout and design. Students will work independently and in small groups on all stages of production to publish *The Falcon* in both print and digital formats. Editorial responsibilities are given to students who demonstrate exemplary expertise, commitment and leadership. Like professional journalists, students will work in a fast-paced environment where meeting deadlines is a priority and keen attention to detail is required. Students are expected to spend time outside of class for reporting and production.

YEARBOOK - *KINKAIDIAN* (full year, one credit)

This course is for students who are interested in contributing to the publication of the *Kinkaidian* yearbook. The yearbook is more than a treasured keepsake for students and alumni; it is a historical record. As members of the *Kinkaidian* staff, students are responsible for documenting the history of the year through writing and photography to create a printed memory book that reflects the events, lives and spirit of the school community during the current school year. Students will learn the elements of design, visual storytelling, graphic design, and how to use Adobe InDesign and Photoshop. Students will work on all areas of yearbook production, including writing copy, taking photographs, designing ads/dedications, and creating spreads that tell a story. Editorial responsibilities are given to students who demonstrate exemplary expertise, commitment, and leadership. Students work in a fast-paced environment where meeting deadlines is a priority and a keen attention to detail is required.

WORLD LANGUAGES

Facility in languages is key to be able to contribute significantly to our global community via verbal communication and cultural understanding. Verbally and culturally to better contribute to our global community. From beginning levels of Chinese, French, Latin, and Spanish, most students choose to follow a course of study that leads to solid competency in at least one language, but often reaches the level of mastery.

FRENCH I (full year, one credit. Scheduling is dependent upon student requests and teacher availability.)
Prerequisite: Beginning French status and departmental recommendation.

French I is a beginning course which systematically develops listening comprehension, speaking, reading, and writing skills. Acquisition of the basic grammatical structures through conversational vocabulary encourages the student to communicate in everyday situations. Emphasis is on understanding spoken French and establishing it as the means of communication in the classroom. Cultural lessons focus on understanding contemporary ways of life through history, geography, art, and customs of French speaking peoples.

FRENCH II (full year, one credit)
Prerequisite: French I, departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

A continuation of French I, this course develops the required language skills: mastery of indicative tenses (except literary past); introduction to all other moods of verbs; and correct usage of subject, object, disjunctive, relative, reflexive, possessive, and interrogative pronouns. Extensive conversational vocabulary and usage of idioms prepares students to understand native speakers, respond adequately, write short compositions, and create original material for oral presentation. Access to digital news programs in French and to specific educational resources online helps develop all skills. Students begin to read short poems, original text and adapted prose; selections include cultural and historical material to deepen the cultural focus of French I. This course prepares students for French III-Honors in the following year.

FRENCH III HONORS (full year, one credit)
Prerequisite: French II, departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

Conducted almost entirely in French, French III Honors allows students both to review and refine grammatical structures, increase vocabulary, advance writing skills, and further develop listening and speaking abilities. Online sources provide students with current topics for conversation, reading comprehension, and written composition. In the spring, students read *Le Petit Prince*. This course prepares students for the AP French Language and Culture course in the following year.

AP FRENCH LANGUAGE and CULTURE (full year, one credit)
Prerequisite: French III Honors, departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

This is an advanced level course, designed to prepare the student for the Advanced Placement Examination in French Language and Culture. In this college-level course students achieve advanced conversational and written fluency on a broad variety of topics, from world challenges to aesthetics. They develop their ability to master the finer points of the French syntax and increase active knowledge of vocabulary and idioms. The students become better acquainted with the French speaking world, its institutions, its lifestyles, ideas, and current issues, while learning to organize information and formulate points of view. The students listen to podcasts on a variety of French speaking media. The students read news articles, novel excerpts,

folk tales, as well as short stories, poems, and a play. They write regularly, from informal emails to persuasive essays, comparing and synthesizing ideas. Emphasizing acquisition of fluency through constant practice and integration of all four skills tested on the AP exam (writing/reading/listening/speaking) and culture. This course is taught entirely in French, and students are expected to comprehend and to use French fluently in class. The national Advanced Placement Examination in French Language and Culture is required of each student in May.

FRENCH LITERATURE COLLEGE LEVEL (full year, one credit)

Prerequisite: AP French Language and Culture, departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

The objectives of this course are to encourage students to enjoy literature, to develop their own critical thinking skills, to discuss in French how these works of literature may relate to our human nature/everyday life, and to write analytical essays as well as *explications de texte*. The students will read plays, novels, and poems from the 17th, 18th, 19th, and 20th centuries. Planned works include Molière's *L'Ecole des femmes*, the fables of La Fontaine, Racine's *Phèdre*, Voltaire's *Candide*, Baudelaire's *Les Fleurs du Mal*, selected short stories of Maupassant's, Sartre's *Huis Clos*, and Camus' *Le Mythe de Sisyphe*.

LATIN I (full year, one credit. Scheduling is dependent upon student requests and teacher availability.)

This course serves as an introduction to basic Latin grammar and vocabulary. By spring semester, students will be able to navigate simple sentences with ease and will be on their way to mastering more complex sentence patterns. In addition to grammar, students will complete an intensive study of Roman culture, including the Roman *familia*, religion, city life and entertainment. Students will also be encouraged to make strong connections between ancient Rome and their own cultures especially via language. This course is intended to complement a student's studies in English and or other world languages.

LATIN II (full year, one credit)

Prerequisite: Latin I, departmental recommendation

Starting with a review of Latin I, this course completes the essential grammar (subjunctive mood, gerundives, and participles). Students will continue with the Cambridge Latin Course. In the third book of the series, students will be introduced to complex sentence patterns. They will also study the history and culture of Roman Britain, Italy, and Judea. At the end of spring semester students will be able to read adapted Latin poetry and prose passages from ancient authors.

LATIN III HONORS (full year, one credit)

Prerequisite: Latin II, departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

In this course students will transition towards reading unadapted Latin poetry and prose. In the fall semester, after completing an intensive review of Latin grammar, students will read adapted Latin literature via the fourth book of the Cambridge Latin Course. In the spring students will be introduced to unadapted prose and poetry (e.g. Caesar, Cicero, Vergil, and Ovid). In addition to strengthening their translation skills, students will learn how to analyze Latin prose and poetry passages. The aim is to encourage students to think more critically about what they read on both a verbal and cultural level.

LATIN IV HONORS (full year, one credit)

Prerequisite: Latin III Honors, departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

In this course students will hone their translation and analytical skills in preparation for senior English and Latin V CL next year. We will begin fall semester with a short but intensive grammar review, and then turn

to a study of Roman love poetry. For the rest of the semester, students will read a selection of myths from Ovid's *Metamorphoses*, such as Daphne & Apollo, Pyramus & Thisbe, Orpheus & Eurydice, Pygmalion, and Daedalus & Icarus. In addition to an immersion in Latin poetics, students will be encouraged to explore the following themes: the frivolity of the gods, the darker aspects of the human experience, and the limitations of artistic ingenuity. In spring, students will continue their study of love poetry with Catullus, the original hipster of Roman literature, whose poems on love and betrayal show us how much the Romans really were like us.

LATIN V COLLEGE LEVEL (full year, one credit)

Prerequisite: Latin IV Honors, departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

This course will be structured as a survey of Latin Literature. Students will read a sampling of literature spanning the thousand year history of Rome. From comedy to history to satire to epic, students will immerse themselves in the different literary genres of the Romans. Alongside developing advanced Latin translation skills, students will also dive deep into the socio-cultural values of the Romans. Some of these themes include humor, the status of women, minoritized communities, science and technology, the supernatural, and national identity. An important component of this course will be reception and comparative culture. Students will examine how these texts are an important vehicle to understanding the literary tradition of the West, both ancient and modern. But, they are only a part of our history. Throughout the course, students will be asked to consider how these same themes play out in contemporary ancient cultures. The purpose: to gain a cross-cultural understanding of the ancient world. Students can also expect writing to be an important facet of this course, both analytical and creative. In keeping with the previous course in this sequence, Latin IV H, students will continue to study vocabulary via a roots approach. This will be of particular interest to STEM-minded students.

MANDARIN I (full year, one credit. Scheduling is dependent upon student requests and teacher availability.)

Prerequisite: Mandarin beginner status.

The purpose of this course is to lay the groundwork for the study of Mandarin Chinese for students with no prior knowledge of the language. Students learn to develop all four language skills: listening, speaking, reading, and writing. The course is taught in simplified Chinese characters with pinyin. Topics in this course focus on introducing yourself. By the end of this course, students should be able to respond to limited-directed questions and write simple sentences. Students are introduced to Chinese culture with festival activities.

MANDARIN II (full year, one credit)

Prerequisite: Mandarin I, departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

Mandarin II builds on the skills acquired in Mandarin I. Topics in this course focus on students' school life. Students should be able to hold short conversations on selected topics. Additionally, students will learn to construct complex sentences to write a short paragraph with guided questions. Students will continue to learn about Chinese culture and contemporary China with news and articles.

MANDARIN III (full year, one credit)

Prerequisite: Mandarin II, departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

In this course, students are expected to converse on selected topics with the teacher's guidance, express disagreements, and exchange opinions. Topics in this course focus on the school community. Students should be able to write paragraphs with a prompt using complex sentence structures. Students continue to build an understanding of China and Chinese culture through selected movies and documentaries.

MANDARIN IV (full year, one credit)

Prerequisite: Mandarin III, departmental recommendation or “Request to Enroll Against Departmental Recommendation” form.

In this course, students should pursue mastery of all language skills. Topics in this course focus on life and society. Classical Chinese poetry is also part of the course to foster a deeper appreciation of the Chinese language. By the end of the course, students should be able to converse in Chinese without much guidance from the teacher on various topics. Students will write essays and stories using appropriate complex sentences.

SPANISH I (full year, one credit. Scheduling is dependent upon student requests and teacher availability.)

Prerequisite: Spanish Beginner Status and Departmental Recommendation.

Spanish I is a course for true beginners in Spanish. It provides an introduction to the fundamentals of Spanish grammar, vocabulary, and culture using all four language skills: reading, writing, understanding, and speaking. This course is communicative in nature, placing emphasis on oral expression. Students are introduced to the geography and culture of the Spanish speaking world. They will read a Level 1 novel independently and will be able to discuss the sequence of events in Spanish. By the end of this course, students should be able to complete short written compositions and give brief oral presentations in the present tense.

This course prepares students for Spanish II in the following year.

SPANISH II (full year, one credit)

Prerequisite: Spanish I, departmental recommendation

Spanish II is a course for students who have taken at least one year of a Spanish course. Students should be able to comprehend and respond to level appropriate material spoken in context and at a normal rate. Students will sight read short authentic text and write short guided compositions which demonstrate control over simple sentences, and a level-appropriate beginner to intermediate range of vocabulary. Additionally, students will be introduced to the principal components of the life, geography, customs and political experiences of modern Latin America and Spain. Students will read a Level 2 novel independently and engage in discussions in which they express their opinion, make cultural comparisons and predict outcomes. By the end of this course, students should be able to use and comprehend the preterit and the imperfect tenses. This course prepares students for Spanish III in the following year.

SPANISH II HONORS (full year, one credit)

Prerequisite: departmental recommendation or “Request to Enroll Against Departmental Recommendation” form.

Spanish II-Honors is an intermediate level course conducted completely in Spanish. Upon completion of this course, the students will be able to conjugate and apply regular and irregular verbs in written form and in conversation including: all of the simple tenses, the present subjunctive mood, (except pluperfect subjunctive), the imperatives (with and without pronouns), the present perfect, the pluperfect, the present perfect subjunctive and the present progressive tenses. This course will also review, refine and expand: all of the grammar that it is normally taught in Spanish I and II courses. Also, the students will be able to comprehend and respond to level appropriate material spoken in context at an average speed. In addition, the students will be able to sight read authentic text, discuss cultural topics, and write short-guided compositions that demonstrate control over both simple and complex structures, with a “novice to intermediate” range of vocabulary as defined by current Language Proficiency Guidelines. This course prepares students for Spanish III-Honors in the following year.

SPANISH III (full year, one credit)

Prerequisite: Spanish II or departmental recommendation or “Request to Enroll Against Departmental Recommendation” form.

Spanish III is an intermediate level course conducted completely in Spanish. The third year of Spanish study sharpens all the skills that have been mastered in the first and second years. This course will focus on developing accuracy in the oral and written communication skills. Building on their experience in previous Spanish courses students will study the grammar at greater depth and learn new complex structures, such as formal and informal commands and the present subjunctive in contrast with the present indicative tense in noun, adjectival and adverbial clauses. Students will also learn about the Hispanic world, history and heritage through samples of literature, media and a Level 3 short novel. This course prepares students for Spanish IV in the following year.

SPANISH III HONORS (full year, one credit)

Prerequisite: Spanish II Honors or departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

This course primarily prepares students for the AP Spanish Language and Culture course and is conducted completely in Spanish. It provides a continuation of language acquisition in the four skills from Spanish II Honors with increasing expectations in language production. While the first semester is mainly dedicated to making a full review of the simple tenses, the second semester emphasizes and deepens into the study of the subjunctive mood (present and past) and its contrast with the indicative tenses, as well as the study of the perfect tenses and the conditional clauses. The students read, summarize, analyze and discuss authentic selections, discuss current events and other cultural topics to increase vocabulary and grammatical accuracy. Students will also develop writing skills and continue reading literary texts.

SPANISH IV (full year, one credit)

Prerequisite: Spanish III or departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

During the fourth year of study, Spanish students pursue mastery of all language skills through a variety of formats. They participate in guided group discussions, mock trials and debates on a variety of topics; write opinion essays, original skits and speeches; read and discuss articles from current Spanish newspapers, websites and magazines; read and interpret selected poems and short stories; and watch a video series and Spanish films to enhance comprehension of native accents as well as to expose them to a variety of cultural topics. Students' oral work will be assessed throughout the year. At the close of the year, students should be able to express themselves easily in social situations (both formal and informal), understand the gist of native conversation, write a correctly structured essay demonstrating thorough knowledge of appropriate syntax and verb tense and mood, and read and interpret a short story or poem by applying a basic knowledge of literary terminology. In order to accomplish the above, students will review the grammar learned in previous levels in addition to new complex grammar structures. They will learn the conditional and future tenses, conditional clauses, the past subjunctive and the perfect tenses, and apply them in a cumulative manner.

AP SPANISH LANGUAGE AND CULTURE (full year, one credit)

Prerequisite: Spanish III Honors or departmental recommendation or "Request to Enroll Against Departmental Recommendation" form.

The Spanish IV-AP course is designed to prepare the students for the AP Spanish Language and Culture Examination in May. This thorough exam assesses all areas of proficiency in the language: listening, speaking, reading and writing at the 2nd and 3rd semesters of college Spanish. In addition to providing the necessary practice required to demonstrate proficiency in these areas, the course will include an in-depth review of all grammatical structures covered in Spanish III Honors with a focus on refining and integrating all skills (in writing and speaking). Also, the course will cover a broad variety of topics from world challenges to aesthetics. Furthermore, the students will study several level appropriate works of poetry and prose that are on the required reading list for the AP Spanish V Literature and Culture course in order to better prepare them for the following year.

SPANISH V (full year, one credit)

Prerequisite: Spanish IV or departmental recommendation or “Request to Enroll Against Departmental Recommendation” form.

Spanish V builds on and expands language skills learned from previous years. Conducted completely in Spanish, this course emphasizes oral skills across the three communicative modes: interpersonal (interactive communication), interpretive (receptive communication), and presentational (productive communication). The content of this course reflects a wide variety of academic and cultural topics (art, history, current events, literature, culture, sports, etc.) The materials include authentic resources in the form of recordings, films, articles, and major examples of Spanish and Latin American literature. Spanish V students will learn to analyze these works and use their discoveries as the basis for active class discussions, presentations, and compositions.

AP SPANISH LITERATURE AND CULTURE (full year, one credit)

Prerequisite: AP Spanish Language and Culture or departmental recommendation or “Request to Enroll Against Departmental Recommendation” form.

Students who successfully complete this college-level course will be introduced to the formal study of a representative body of texts (38) from Peninsular Spanish, Latin American and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication and the five goals (communication, cultures, connections, comparisons and communities) outlined in the Standards for Foreign Language Learning in the 21st Century, with special attention to critical reading and analytical writing. Emphasis is placed on approaching the study of literature through global, historical and contemporary contexts. The content of the course is determined by the guidelines published by the College Board. The current required reading list includes works from the Medieval and Golden Age periods as well as the 19th and 20th centuries. Writing the Advanced Placement Examination is required from each student.

ATHLETICS AND PHYSICAL EDUCATION

Kinkaid believes the development of a strong body is harmonious with the development of a strong mind and a strong heart; therefore, participation in six seasons of physical education, a sport, or alternative activity course is required. The School recommends that students complete two credits per school year. Meaning, students completing their tenth grade year should have accumulated at least four physical education credits. Students participating in conditioning during the school day will have access to the weight room. After school cardio fitness will be held in various locations, inside and out, but will not have access to the weight room. Credit for physical education and sports is awarded on a credit/no credit basis. Students may earn 3 credits per year and not more than one per season even if they are involved in multiple physical education credit granting courses.

In order for a student to participate in any sport or athletic activity of the School, a physician must certify the physical health and fitness of the student by completing the School Certificate of Participation-Medical Record. This certificate is due to Kinkaid by early summer, please consult the Health Center for additional information and due dates.

Interscholastic Athletics/Physical Education Activities

Athletic activities are offered in specific seasons, at a variety of levels and some have limited space in the following areas:

Fall	Winter	Spring
Cheerleading	Basketball	Baseball - Boys
Cross-country	Soccer	Golf
Field Hockey - Girls	Swimming	Lacrosse
Football - Boys	Wrestling - Boys	Softball - Girls
Volleyball		Tennis
		Track and Field
Conditioning*#		Conditioning*#
Cardio Fitness *	Cardio Fitness *	Cardio Fitness *
Yoga*	Yoga*	Yoga *
Golf^	Tennis+	Badminton*

* No Interscholastic Competition

Offered during the school day during E, F and/or G periods

+ Beginner level tennis; only open to students not on the Kinkaid tennis team (see more info. below).

^ Beginner Level Golf; only open to students not on the Kinkaid golf team (see more info. below).

Physical Education (PE) Classes

For students not involved in athletics, PE classes (listed above) are scheduled by the athletic season (fall, winter, and spring) and most take place after school daily until about 5 pm. Conditioning class is taught during the school day usually during periods E, F, and G. Dance can also be used for PE Credit (see below).

Guidelines for Participation in Upper School Tennis PE Class

PE Tennis classes are for beginning tennis players only. This class is a “tennis-101” course. Any student, who has, at any time in the past, played for a Kinkaid Tennis team, middle school or high school, will not be permitted to enroll.

Guidelines for Participation in Upper School Golf PE Class

PE Golf classes are for beginning golf players only. This class is a “golf-101” course. Any student, who has, at any time in the past, played for a Kinkaid Golf team, middle school or high school, will not be permitted to enroll. The class may carry an activity fee, and some classes may be held off campus.

Guidelines for Participation in a Winter PE Class

Please understand when signing up for a winter PE class, you are expected to be able to attend all classes. If you are planning to travel during Interim Term, you will not be allowed to sign up for a class. Additionally, seniors may not enroll in a winter PE class if they plan to participate in the Interim Term Career Development Internship.

Guidelines for Determining Upper School PE Class Roster Based on Priority:

These guidelines outline the procedure used to determine the class enrollment when space is limited. Priority rules are applied in the late spring of the prior school year. Students wishing to change their mind during the summer or during the school year may only enroll in available options.

Priority Levels (highest to lowest)

- Twelfth grade student needing athletic/PE credit
- Eleventh grade student needing athletic/PE credit
- Tenth grade student needing athletic/PE credit
- Ninth grade students
- Twelfth grade student not needing credit – never taken class before
- Eleventh grade student not needing credit – never taken class before
- Tenth grade student not needing credit – never taken class before
- Twelfth grade student not needing credit – has taken class before
- Eleventh grade student not needing credit – has taken class before
- Tenth grade student not needing credit – has taken class before

Dance Physical Education Credit

Offered fall and spring seasons; pass/fail. Students may not earn Physical Education credit and Arts credit for the same dance course at the same time. Students who take dance for one semester will earn one Physical Education credit. Students who take dance for an entire school year will earn three credits. Dance Company also provides Physical Education credits (for semester or whole year participation). Since Dance Company does not provide an Arts credit, for those who qualify, Dance Company is the best way to obtain Physical Education credits and maintain Arts credits for dance. Participation in the Spring Musical often provides another way to gain a winter season Physical Education credit depending on the show (consult with the show director). Please keep in mind that you may only earn one Physical Education credit per athletic season each year even if you are involved in multiple activities during the same sport season.

Guidelines to Receive Physical Education/Athletic credit for Outside Activity

Any student who desires Physical Education/Athletic credit for an activity outside of the Kinkaid program must complete the Upper School Credit for Outside Application form and return it to the Director of Physical Education by the appropriate due date.

- The activity should be at least five (5) hours per week.
- The activity should include some level of competition or performance.
- The expectation is that, as a part of the Kinkaid community, the student must attempt to participate on the Kinkaid team in season if Kinkaid offers the activity.

- The student's outside activity sponsor must be willing to submit a written report. The report must include a comment along with assessments.
- This report should include the student's schedule of practice times, a schedule of competitions, and some information on the facility where the activity takes place.
- For outside dance, a student must participate in a Kinkaid dance course at least one semester and may only earn up to three athletic credits per year in total.

The student's Dean must approve and sign the application for outside credit, and the applicant needs to submit the form to the Director of Physical Education for final approval. If the student is granted the off-campus activity, further eligibility will hinge on the timely submission of a report by the student's outside activity sponsor.