



LANCASTER
COUNTRY DAY
SCHOOL

2025-2026

***US GRADUATION REQUIREMENTS,
DROP/ADD POLICY AND
US COURSE DESCRIPTIONS***

PLEASE USE FOR US SCHEDULING PURPOSES

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GRADUATION REQUIREMENTS

Students must take a minimum of 26 credits over four years in the US. While additional coursework beyond the requirement is the norm for most students in most disciplines, students in the US should plan their courses so that they can fulfill these graduation requirements in grades 9-12 for each department.

English: Four full-year courses. This would include World Civilizations I, World Civilizations II, American Studies, and either AP English Literature or a senior elective.

History: Three full-year courses to include World Civ. I, World Civ. II, and American Studies.

Language: Completion of the third level of one foreign language.

Mathematics: Three full-year courses in Upper School. The course of study must include Algebra I(*), Geometry or Honors Geometry(*), and Algebra II or Honors Algebra II(*) plus one more credit in mathematics.

Science: Three full-year lab courses to include Biology, Chemistry or Honors Chemistry, and Physics I or AP Physics I.

Arts: 2.0 credits in grades 9-12. One of the two credits may be earned through Robotics.

Physical Education: 2.5 credits in grades 9-12. Team sports will receive 0.50 credits per full season of participation; courses designated as PE will receive 0.33 credits. Approved Alternative PE options will receive 0.33 credits (**).

Remaining credits would be student choice in conjunction with the course planning process.

Given the breadth and depth of LCDS Arts offerings, most students surpass these minimal requirements.

*May be taken in Middle School.

**Students who enroll at LCDS after 9th grade would have a modified requirement in both arts and PE.

10th: 2 credits in PE, 1 and $\frac{2}{3}$ credit in arts

11th: 1 credit in PE and 1 credit in arts

12th: $\frac{1}{2}$ credit in PE, $\frac{1}{3}$ credit in arts

INDEPENDENT STUDIES

The Independent Study (I.S.) option is designed for those Upper School students who wish to pursue more advanced and/or exploratory work with an LCDS faculty member. Independent Study application forms are available in the Upper School office. As a guiding rule I.S. applications must be received in early February of the year prior to the proposed activity so that the I.S. application can be reviewed by the Academic Committee prior to course registration in March. This deadline allows the student applying for an I.S. to know if that course will be available at the time of course registration. An I.S. is not intended to replace an existing course or to resolve a scheduling conflict. Upper School students interested in an I.S. should speak with the proposed I.S. faculty mentor about the specifics of the application process well in advance of the due date for submission of the I.S. application.

UPPER SCHOOL DROP/ADD POLICY

The following chart details policies governing course changes in the Upper School. The Drop/Add period will be the first two weeks of each trimester. ***When adding or dropping courses, students and parents are asked not to request particular subject area teachers.***

TIME PERIOD	ACTION	TRANSCRIPT	CREDIT
August 29th, 2025	Drop any non full-year course	No notation for dropped course	None
	Add one-trimester, two-trimester, or full-year course	New course appears on transcript	Full Credit
September 12, 2025	Drop full-year course only.	No notation for dropped course	None
	Change between regular level and an honors or AP level of the same course.	Only the new course appears on transcript. Grade calculated on the basis of work done in the new course.	Full Credit
After 9/12/25 until the end of T1	Change from honors or AP-level to regular level of the same course	Only the new course will appear on transcript. If this switch happens before 9/12/25, T1 grade calculation will be based on the new course only; if this switch happens after 9/12/25, grade calculation will be determined by the US Administration in conjunction with the sending and receiving teachers' input.	Full Credit
After start of second trimester	One-trimester courses and two-trimester courses (starting in T2) may be added or dropped within the first 8 day rotation in the second and third trimester as in the first trimester with no notation on the transcript.		
	Full-year long courses dropped before the end of second trimester	The student would receive an indication of WP or WF based on grade at the time of withdrawal.	No credit will be awarded for the course
To remain enrolled at Lancaster Country Day School, a student must take 6 courses each trimester. Five (5) of these courses must be academic classes with the exception of students with a language waiver.			
Only in exceptional circumstances will a medical withdrawal WM be considered. The awarding of course credit will be offered at the discretion of the US Administration.			

HOMEWORK POLICY

A good education is one that teaches children to become independent and life-long learners. Academic work outside of class is an opportunity for students to develop good study habits as they build a deeper understanding of material. Academic courses can have approximately 45 minutes of homework per class meeting while AP courses can have 60-90 minutes of homework per class meeting. This might vary depending on each learner's reading speed, focus, and organization.

REGISTRATION AND SCHEDULING

During the third trimester, students register for their courses for the following academic year. Each student's advisor will review course options and work with the student, parents, the Assistant Head of Upper School, and the Director of College Counseling to help assure that he or she has met all graduation requirements and has chosen a course of study appropriate to his or her academic achievement and plans.

In spite of the best efforts to satisfy students' course requests within the academic regulations of each department, students may not be able to enroll in courses they have chosen due to enrollment, class size, scheduling conflicts, or other factors. In this event, reasonable efforts will be made to accommodate student requests for alternative courses.

HOMEWORK OVER VACATION

No homework may be assigned over the long vacations during the academic year (Thanksgiving, winter break, and spring break) except for assignments in AP courses. An AP course may assign up to three hours of homework, with the assignment posted on CANVAS at least four days before break.

English Courses

The mission of the English department is to help our students cultivate empathy and develop critical thinking skills through engagement with texts of increasing complexity. We believe that literature can enrich our students' lives by helping them see that they are part of a larger web of human cultures--past, present, and future; we also believe that firm command of language is necessary for them to be able to participate in their many communities. We endeavor to promote lifelong learning, a love of language, and self-awareness in our students while giving them the tools for effective communication, including reading, writing, speaking, and listening.

Our objectives are for students to:

- Read carefully and critically with attention to conventions of genre, to intratextual patterns, and to intertextual, personal, historical, and cultural connections
- Utilize the writing process to develop compelling rhetorical strategies and styles for a variety of writing projects within literary studies
- Voice ideas with clarity and confidence and refine those ideas through active and respectful interchange with others
- Apply grammar, mechanics, and usage rules effectively in a variety of modes of communication.

111	World Civilizations I			
	<i>Gr. 9</i>	<i>Required</i>	<i>2 Credits – English & History</i>	<i>Full Year</i>
	<p>Through an interdisciplinary lens, this humanities course explores the evolution of civilizations from the ancient world to the Middle Ages. Integrating the study of political, social, geographical, and intellectual history with the study of literature, art, music, and philosophy, the course focuses on central questions of the human experience. Using a combination of Harkness discussion, small group work, individual writing, and creative projects, students examine foundational concepts from among the following regions of the pre-1450 world: China, India, the Ancient Near East, Greece, Rome, Medieval Europe, Africa, and the Americas. World Civilizations I fosters an awareness of the connections between and among the various forms of human expression. Within this interdisciplinary context, this course develops students' skills in literary and historical analysis, expository and reflective writing, research, and discussion.</p> <p>Readings may include: <i>A Short History of Myth</i>, Armstrong; <i>Gilgamesh</i>; excerpts from the Bible; excerpts from the <i>Bhagavad Gita</i>; <i>Dhammapada</i>; <i>Analects</i>, Confucius; <i>Tao Te Ching</i>; <i>The Odyssey</i>, Homer; <i>Oedipus Tyrannus</i>, Sophocles; <i>The Aeneid</i>, Virgil; excerpts from the Qu'ran; <i>Inferno</i>, Dante; <i>Dark Child</i>, Laye; <i>Siddhartha</i>, Hesse; other primary and secondary source documents.</p>			
<i>Prerequisite:</i>	<i>None</i>			

109	World Civilizations II			
	<i>Gr. 10</i>	<i>Required</i>	<i>2 Credits – English & History</i>	<i>Full Year</i>
	<p>In this course, students consider what it means to be “modern” and examine the role that imperialism played in the development of modern culture. Because of the special role that Europeans played in creating the modern world, we begin with the development of modern Europe. By placing European development in a global and comparative context, we then question <i>how</i> and <i>why</i> Westerners came to dominate so much of the globe, and we trace the devastating consequences of European imperialism to the present day. Like World Civilizations I, this course takes an interdisciplinary approach to the material, integrating political, social, and intellectual history with literature, art, and music. The course will also continue to develop students’ skills in literary and historical analysis, expository and reflective writing, and research.</p> <p>Readings may include: Shakespeare, <i>Romeo and Juliet</i>; Voltaire, <i>Candide</i>; García Márquez, <i>Of Love and Other Demons</i>; Achebe, <i>Things Fall Apart</i>; Tolstoy, <i>The Death of Ivan Ilych</i>; Kafka, <i>The Metamorphosis</i>; Kawabata, <i>Palm-of-Hand Stories</i></p>			
<i>Prerequisite:</i>	<i>World Civilizations I</i>			

112	American Studies			
	<i>Gr. 11</i>	<i>Required</i>	<i>2 Credits – English & History</i>	<i>Full Year</i>
	<p>This interdisciplinary humanities course examines the many and varied American experiences. While studying a wide range of cultural artifacts (including novels, poems, political speeches and documents, films, music, and art), students will explore the ongoing tension between American ideals and the historical realities of the nation’s founding and development. Ultimately, the course is organized around two essential questions: What is America — is it a place, an idea, a dream, a myth, a locus of global power?; How has America, from its founding up to the present, fulfilled and struggled to fulfill the promise of its most celebrated ideals? While investigating these questions, students will also gain a deeper understanding of important events, periods, and issues in US history from the pre-Columbian era to the present. American Studies builds on the foundational skills developed in the 9th and 10th grade World Civilizations classes, including critical reading and thinking, cooperative discussion, and analytical and argumentative writing skills.</p> <p>Readings may include: Morrison, <i>A Mercy</i>; Hamilton: <i>The Musical</i>; Twain, <i>The Adventures of Huckleberry Finn</i>; Everett, <i>James</i>; Whitman, <i>Leaves of Grass</i>; Wharton, <i>Age of Innocence</i>; Fitzgerald, <i>The Great Gatsby</i>; Lewis, <i>March Trilogy</i>; Coates, <i>Between the World and Me</i>; other primary and secondary sources.</p>			
<i>Prerequisite:</i>	<i>World Civilizations II</i>			

113	Honors American Studies			
	<i>Gr. 11</i>	<i>Required</i>	<i>2 Credits – English & History</i>	<i>Full Year</i>
	<p>Honors American Studies will explore the same essential questions through the same sequence of units and with many of the same core texts as American Studies, but with additional primary source readings and with the expectation of greater complexity and sophistication in students’ interactions with the material. Honors students can expect 60-90 minutes of homework per night.</p> <p>Readings may include: Morrison, <i>A Mercy</i>; Hamilton: <i>The Musical</i>; Twain, <i>The Adventures of Huckleberry Finn</i>; Everett, <i>James</i>; Whitman, <i>Leaves of Grass</i>; Wharton, <i>Age of Innocence</i>; Fitzgerald, <i>The Great Gatsby</i>; Lewis, <i>March Trilogy</i>; Coates, <i>Between the World and Me</i>; other primary and secondary sources.</p>			
<i>Prerequisite:</i>	<i>B+ or above in World Civilizations II <u>and</u> instructor recommendation</i>			

107	AP English Literature and Composition			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>This course prepares students for the Advanced Placement English Literature and Composition exam through careful study of complex texts, which will include a wide range of representative works, primarily from the British tradition. As students read and discuss literary works, they learn to place texts within their historical and cultural contexts and develop their literary-critical vocabularies. In preparation for the exam, students are also trained to write college-level textual analysis essays. Due to the challenging nature of the exam and course content, this course is best-suited to students who enjoy reading and writing about literary texts and have already developed strong writing skills. Students should be prepared to read at least 30 pages per night, and should be aware that about half of the course content is poetry, much of it written before the 20th century, so the reading will be quite challenging at times.</p> <p>Readings may include Shakespeare, <i>Hamlet</i>; Austen, <i>Pride and Prejudice</i>; Bronte, <i>Jane Eyre</i>; Ishiguro, <i>Never Let Me Go</i>; along with poetry from the 16th to 20th centuries, and selected short stories.</p>			
<i>Prerequisites:</i>	<i>B+ or above in Honors American Studies <u>and</u> instructor recommendation OR an A- or above in American Studies, with instructor recommendation.</i>			

150	Contemporary Literature			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>In Contemporary Literature, students will examine texts—especially those published since 1945—from a wide range of genres, including fiction, poetry, literary non-fiction, drama, and film.. While students will continue to refine their critical reading and discussion skills, emphasis will be placed on academic writing and composition. In addition, as students work toward polishing their skills in critical essay writing in preparation for college, they will have the opportunity to experiment with creative writing. In brief, this course will give students both familiarity with the landscape of contemporary literature and the opportunity to further develop their writing and speaking skills.</p> <p>Possible course texts: ; Emily St. John Mandel’s <i>Station Eleven</i>; ; selections from Tim O’Brien’s <i>The Things They Carried</i>; George Orwell’s <i>1984</i>; John Patrick Shanley’s <i>Doubt</i>; ; and selected short stories and poems by Brian Aldiss, Maya Angelou, Jorges Luis Borges, Ray Bradbury, Octavia E. Butler, Ted Chiang, Roald Dahl Shirley Jackson, Stephen King, Ted Kooser, Ada Limón, Kelly Link, Joyce Carol Oates, Mary Oliver, and Nguyen Huy Thiep.</p>			
<i>Prerequisite:</i>	American Studies or Honors American Studies			

151	Banned Books			
	<i>Gr. 11 or 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>The essential questions of this course center around the freedom to access and interact with ideas. Who has the right to read? Who has the right to determine what others read? Who has the right to identify in what context a person may or may not read particular texts? Should a person have access to any book they would like, and whose responsibility is it to furnish that book?</p> <p>Each of the texts in this course has been challenged or censored by communities who objected to their inclusion in their libraries or schools. In addition to reading each book, we will examine the challenges to them and the arguments offered for their censorship.</p> <p>The following five texts, drawn from the canon of literary classics, will serve as our content to ponder, probe, examine, and interrogate what boundaries, if any, should be placed on the freedom to read.</p> <p>Vonnegut, <i>Slaughterhouse Five</i>; Salinger, <i>Catcher in the Rye</i>; Steinbeck, <i>Of Mice and Men</i>; Hurston, <i>Their Eyes were Watching God</i>; Atwood, <i>The Handmaid’s Tale</i></p>			
<i>Prerequisite:</i>	World Civilizations II; co-requisite American Studies or Honors American Studies (or instructor permission)			

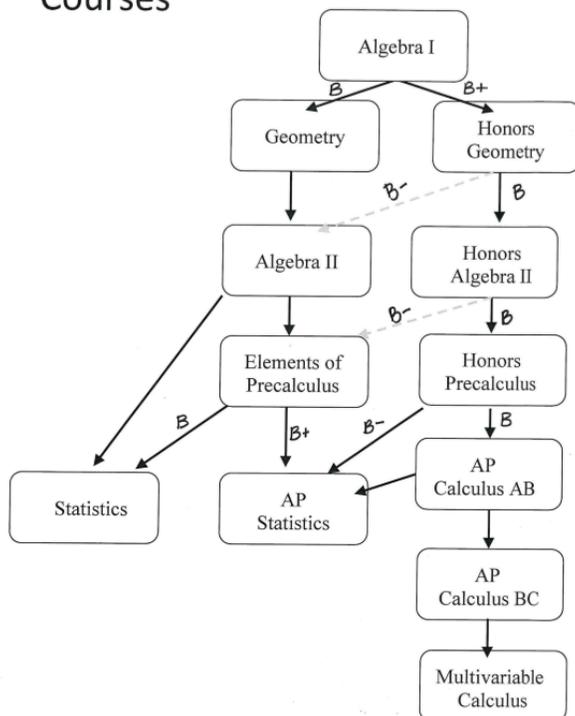
Mathematics Courses

A key focus of the mathematics program at Lancaster Country Day School is the development of students' mathematical problem solving skills. As students become better problem solvers, they learn to use mathematics to model life situations, to find patterns and relationships, to use calculators and computers as tools when appropriate, and to determine whether their results make sense.

Students progressing through our college preparatory curriculum build a solid toolkit of arithmetic and algebraic skills, develop geometric reasoning, learn to think critically, and use data analysis to solve problems with confidence. Working independently or collaboratively, students communicate their knowledge through written and verbal expression. Our aim is to help students develop an appreciation for the value and usefulness of mathematics and to encourage curiosity about its endless possibilities.

All students will take Algebra I, Geometry, and then Algebra II. Following Algebra II, students have a variety of ways to fulfill the mathematics requirement of at least one year of mathematics beyond a second algebra course. The following diagram illustrates the most common sequences of mathematics courses. Moving into the honors sequence is possible with outstanding performance as well as permission from the instructor and department chairperson.

Mathematics Courses



211	Algebra I			
	<i>Gr. 8</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>Taught from a technological approach using our interactive eBook and TI 83/84 calculators, this year-long course is the foundation of all mathematics courses. Students will analyze data as it relates to the real world. Concepts and skills to be mastered involve arithmetic operations and algebraic skills with linear equations, inequalities, and systems of equations. Our lessons on proportions, coordinate graphs, polynomials, and quadratic equations will be covered with applications to real-life problems.</p>			

220	Geometry			
	<i>Gr. 9-10</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>Geometry is a study of deductive reasoning and relationships among figures. By discovering the many theorems and postulates of Geometry, students will improve their spatial reasoning and logic. Triangle congruence and similarity, properties of parallel lines, right triangle trigonometry, area, and volume of solids/prisms are explored in great detail. Proofs by deductive reasoning are introduced.</p>			
<i>Prerequisite:</i>	<i>Algebra I</i>			

229	Honors Geometry			
	<i>Gr. 8-10</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>By discovering the many theorems and postulates of Geometry, students will improve their spatial reasoning and logic. The course includes an in-depth analysis of plane, solid, and coordinate geometry including triangle congruence and similarity, properties of parallel lines, right triangle trigonometry, area, and volume of solids/prisms. Emphasis is placed on developing critical thinking skills as they relate to both abstract mathematical concepts as well as real world problems. Proofs by deductive reasoning are a significant component of the course work.</p>			
<i>Prerequisites:</i>	<i>A grade of B+ or higher in Algebra I, or permission of the Algebra I instructor.</i>			

223	Algebra II			
	<i>Gr. 10-11</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>Students will build upon their understanding of variable quantities. The course will move beyond linear relationships, to include quadratics, polynomials, inequalities, and exponential functions. Functions will be investigated from numeric, algebraic and graphic perspectives. Students will develop more advanced algebraic skills. A TI-84 graphing calculator is required.</p>			
<i>Prerequisites:</i>	<i>Algebra I and most students will have completed Geometry</i>			

224	Honors Algebra II			
	<i>Gr. 9-11</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>The primary goal of this course is to learn how to solve and graph most of the basic functions needed in a students' mathematical career. They will continue learning about lines, absolute values, and quadratics and begin exploring exponential, log, and root functions. Students will learn basic modeling and problem solving techniques that will be further developed in <i>Precalculus</i>. A TI-84 is required.</p>			
<i>Prerequisites:</i>	<i>B or higher in Honors Geometry.</i>			

241	Statistics			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course serves as an introduction to the study of descriptive statistics, inferential statistics, and probability, with the overarching goal of statistical literacy. Students will take an opportunity to look at the poor use of statistics everywhere: magazines, newspapers, polls, TV, and even research papers as we develop the skills to be a good statistician. We will study and complete experiments to understand statistical concepts, explore statistical principles, and apply statistical techniques. A TI84 calculator is required. This course may not be followed by AP Statistics.			
<i>Prerequisite:</i>	<i>Algebra II or Honors Algebra II</i>			

286	Elements of Precalculus			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Elements of Precalculus includes the study of the following variety of functions and their graphs: linear, absolute value, square root, quadratic, cubic, higher order polynomial, rational, piece-wise, exponential, logarithmic, and trigonometric. Emphasis is placed on the use of technology to analyze graphs of functions and to solve real-world application problems. Due to the common content, students taking this course are not eligible to take Honors Precalculus. A TI-84 graphing calculator is required.			
<i>Prerequisite:</i>	<i>Algebra II or Honors Algebra II</i>			

287	Honors Precalculus			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course extends the concepts learned in Honors Algebra II with an applications based curriculum. We will develop data analysis techniques as well as advanced algebraic techniques to model data and solve word problems. The graphing calculator is integrated into the course as a tool and a means of investigating functions. In the later part of the year the students are introduced to trigonometric functions, which provide a tool to solve many real life problems involving angles and periodic motion. A TI-84 graphing calculator is required.			
<i>Prerequisite:</i>	<i>Grade of B or higher in Honors Algebra II.</i>			

226	AP Calculus AB			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Calculus is the study of change and of the infinitely small. Students will learn how the concept of infinity allows us to calculate change and accumulation. This course follows the Advanced Placement course description published by the College Board, covering limits, derivatives and integrals. The course is typically considered equivalent to a college <i>Calculus I</i> course. A student should expect to do 4 to 6 hours of homework per week. A TI-84 graphing calculator is required for this course.			
<i>Prerequisite:</i>	<i>Grade of B or higher in Honors Precalculus.</i>			

227	AP Calculus BC			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Students will continue to explore the concept of infinity as it applies to series. This course follows the Advanced Placement course description provided by the College Board, covering limits, derivatives, integrals, parametric, polar and vector functions, and series. The course is typically considered equivalent to a college Calculus II course. A student should expect to do 4 to 6 hours of homework per week. A TI-84 graphing calculator is required for this course.			
<i>Prerequisite:</i>	<i>Grade of B or higher in AP Calculus AB or a score of 3 or higher on the AP Calculus AB test, or permission of the AP Calculus BC instructor.</i>			

228	Multivariable Calculus			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is a continuation of the study of Calculus from the AP Calculus program. Topics explored in Multivariable Calculus include three-dimensional analysis of vectors, vector-valued functions, multivariable functions and their limits and derivatives, multiple integrals, and integration in vector fields.			
<i>Prerequisite or corequisite:</i>	<i>Completion of AP Calculus BC OR simultaneously enrolled in AP Calculus BC.</i>			

244	AP Statistics			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This year-long course is the equivalent of one college semester course of Statistics, culminating with the AP Statistics Exam in May. Major areas of concentration are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. We will explore how it is possible to be misled and how to spot statistical abuse. We will also look at graphical and numerical techniques to study patterns and departures from patterns, collect data to be incorporated into our studies of a well-developed plan, and explore making valid conjectures. Statistical inferences will be a main focus as we study what guides us with our selection of appropriate models. Students must have a TI 84 calculator to take the course.			
<i>Prerequisites:</i>	<i>Grade of B- or higher in Honors Precalculus, or Grade of B+ or higher in Elements of Precalculus, or an A in Honors Algebra II with a corequisite of Honors Precalculus.</i>			

288A, 288B, 288C	Personal Finance			
	<i>Gr. 10,11,12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>1st 2nd, or 3rd Trimester</i>
	Personal Finance provides valuable, practical information to students. It allows students to apply mathematical concepts to real world applications. Students taking personal finance will be able to make more thoughtful and well-informed decisions in areas such as earning, spending, saving, using credit, investing, and taxes. It will empower students to make sound financial decisions.			
<i>Prerequisite:</i>	None			

Science Courses

The Science Department's goal is to increase students' awareness, understanding, and appreciation of the world in which they live. Students are introduced to the fundamental principles of science and the processes by which scientific knowledge is acquired. They use the processes of inquiry to develop their ability to think critically and communicate intelligently. Modern lab and computer applications are utilized to enhance each student's technological literacy. The collection and organization of data through careful observation, the search for underlying regularities, the formation and testing of hypotheses, and the communication of results and conclusions are concepts stressed in all of our courses. Further, students are shown that science is an ongoing endeavor in which old theories are replaced when new evidence does not support them. They are encouraged to question and evaluate theories that are presented as fact.

We offer introductory courses that provide a firm foundation and allow students to pursue further study with greater understanding and appreciation. Our advanced courses are intended to allow students to increase their skills and knowledge through the study of a variety of topics of special interest.

Our upper school minimum graduation requirement is three full years of laboratory science, including one year each of Biology, Chemistry, and Physics. Most students complete their course of study in biology, chemistry, and physics by the conclusion of the junior year. At least one science elective in the junior or senior year is highly encouraged for all students.

The normal sequence of science courses for fulfillment of the graduation requirements is shown here. Required courses for graduation in <i>bold italics</i> .			
Grade 9	Grade 10	Grade 11	Grade 12
<i>Biology (303)</i>	<i>Honors Chemistry (316)</i> <i>or</i> <i>Chemistry (315)</i>	<i>AP Physics I (323)</i> <i>or</i> <i>Physics I (322)</i> AP Biology (305) AP Chemistry (317) Environmental Science (308) (offered in 2026-27) Science of Hawaii (390) (offered in 2025-26) Forensics (384) Psychology (309) Anatomy & Physiology (378) Organic, Polymer, and Biochemistry (319)	

If a student meets prerequisites and scheduling permits, she/he may take more than one science course for a year.

Note: Students may choose science electives in addition to the required science courses, but not as replacements for those required science courses.

303	Biology			
	<i>Gr. 9</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	The objectives of Biology are to help students see science as a process of inquiry as well as a body of knowledge, to learn the basic principles and facts of biology, and to acquire skills such as the manipulation of lab equipment, observation, record keeping, critical data analysis, and scientific presentation. Course content includes ecology, cell anatomy and physiology, cellular reproduction, genetics, pattern and process of evolution, diversity of life, and animal physiology.			
<i>Prerequisite:</i>	<i>None</i>			

315	Chemistry			
	<i>Gr. 10-12</i>	<i>Chemistry or Honors Chemistry Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course covers fundamental principles and concepts of chemistry. It is a college-preparatory course that provides students with the background necessary to enter a standard entry-level college chemistry course. Topics include measurement, subatomic particles, electron configurations, names of inorganic compounds, chemical bonding, percent composition, stoichiometry, gas laws, thermochemistry and solutions.			
<i>Prerequisites:</i>	<i>303 Biology and 211 Algebra I</i>			

316	Honors Chemistry			
	<i>Gr. 9-12</i>	<i>Chemistry or Honors Chemistry Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Honors Chemistry is designed for students with above-average quantitative problem-solving skills. Topics include measurement, subatomic particles, stoichiometry, electron configurations, names of inorganic compounds, structure and bonding, periodic trends, percent composition, gas laws, thermochemistry, acids and bases. Honors Chemistry is the preparatory course for AP Chemistry. Freshmen may select this course if they meet the required prerequisites.			
<i>Prerequisites:</i>	<i>303 Biology and 229 Honors Geometry with a final grade of B or higher in each of those courses.</i>			

Students who would like to accelerate their science courses by taking Biology and Honors Chemistry simultaneously in the 9th grade must first demonstrate strong scientific reasoning and math reasoning skills in the 8th grade. This will be accomplished by satisfying the following criteria:

- a) The student must complete a science fair project in the 7th or 8th grade that qualifies for entry into, and the student participates in, a regional science fair competition.
- b) The student must earn a final grade of B+ or better in 8th grade Earth science.
- c) The student must have completed Honors Geometry (or a more advanced course) in the 8th grade with a final grade of A- or better. This is to ensure a solid understanding of mathematics which is necessary to be successful in Honors Chemistry. The student must take Honors Algebra II as a prerequisite or corequisite course for Honors Chemistry.
- d) The student must finish the 8th grade year with an overall GPA of 3.00 or better

322	Physics I			
	<i>Gr. 9-12</i>	<i>Physics I <u>or</u> AP Physics I required</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is a study of the central concepts and applications of physics with emphasis on phenomena that are part of our everyday lives. In every topic area we will begin with an emphasis on the proper use of the language of physics. We will extend the opportunities for learning into math-based problem solving that has both a basic competence requirement and opportunities for students to stretch themselves. Completion of the course with a B average or higher will allow further study in AP Physics I. Students should be comfortable with algebra. Topics addressed include motion, forces and energy, fluids, waves and sound, optics, electricity and magnetism. Students will use a wide variety of inquiry-based activities to develop their skills as problem solvers and creative thinkers.			
<i>Prerequisites:</i>	<i>Successful completion of a first-year chemistry course (315 Chemistry, or 316 Honors Chemistry) and an Algebra II course (224 Honors Algebra II or 223 Algebra II).</i>			

323	AP Physics I			
	<i>Gr. 11-12</i>	<i>Physics I <u>or</u> AP Physics I required – AP Physics I can be taken as a first-year physics course if prerequisites are met</i>	<i>1 Credit</i>	<i>Full Year</i>
	AP Physics I is a college-level, algebra-based physics course. It is designed to be equivalent to a first semester of introductory college physics. This full-year survey course includes college-level classical mechanics. This program has been developed to meet the demonstrated need for increased experiential practice and inquiry-based exercises in the development of authentic, scientific thinking in high school students. This translates as more time devoted to lab work and less on covering content. Homework will require 60 to 90 minutes per night. AP Physics requires one extra block of time for lab activities during the eight day cycle and will be scheduled by the US office. This course follows the curriculum of the College Board. Successful completion of the course and the culminating AP Physics I test may qualify the student for college credit.			
<i>Prerequisites:</i>	<i>B+ or better in 316 Honors Chemistry and either an A- or better in 224 Honors Algebra II or a B or better in 287 Honors Precalculus. (Students may also take 323 AP Physics I as a second-year physics course if they earned a B or better in 322 Physics I.)</i>			

Students who would like to accelerate their science courses by taking Honors Chemistry and a physics course simultaneously in the 10th grade must first demonstrate strong scientific reasoning and math reasoning skills in the 9th grade. This will be accomplished by satisfying all of the following criteria:

- a) The student must earn a final grade of B+ or better in Biology.
- b) The student must finish the 9th grade year with an overall GPA of 3.00 or better.
- c) The student must complete an independent summer work assignment including topics such as dimensional analysis and significant figures – topics which are typically taught in Honors Chemistry and are considered a prerequisite for physics.

305	AP Biology			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	AP Biology provides a second year of study for those students who wish to pursue the subject in depth. This survey course will range from form and function in cells and molecules to ecological systems. It will address patterns and processes of physiology and evolution. Students will use diverse lab tools and techniques. Material will be presented in a manner similar to that used in a first-year college course. AP Biology requires one extra block of time for lab activities during the eight day cycle and will be scheduled by the US office. This course follows the curriculum of the College Board. Successful completion of the course and the culminating AP Biology test may qualify the student for college credit.			
<i>Prerequisites:</i>	<i>303 Biology and 316 Honors Chemistry (B+ or higher final grade in each course), or permission of the AP Biology instructor.</i>			

317	AP Chemistry			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This full-year course includes a detailed study of chemical equilibria (including acid/base equilibria, saturated solution equilibria and structure of matter, chemical bonding, kinetics, thermodynamics and electrochemistry. Homework will require 60 to 90 minutes per night. AP Chemistry requires one Office Hours block per eight day cycle to extend the class period for labs. This course follows the curriculum of the College Board. Successful completion of the course and the culminating AP Chemistry test may qualify the student for college credit.			
<i>Prerequisites:</i>	<i>316 Honors Chemistry (B+ or higher) and 224 Honors Algebra II (B or higher) or permission of the instructor.</i>			

308	Environmental Science			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i> <i>(offered again in 2026-27)</i>
	This course will offer students a conceptual foundation for understanding the scientific, ethical, governmental, historical, and economic complexities of environmental sustainability and stewardship in our world today. This interdisciplinary program will use the text as a base of study and will integrate current events, speakers, media presentations, field trips, and lab work for a global and local perspective. This course is offered every other year.			
<i>Prerequisites:</i>	<i>303 Biology and a first-year chemistry course (315 Chemistry or 316 Honors Chemistry)</i>			

390	Science of Hawaii			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year (offered in 2025-26 and again in 2027-28)</i>
	<p>This course will use the Big Island of Hawaii as a laboratory for geological and biological systems. Students will see how these systems work together to form numerous climate zones and ecosystems on the island. Concepts of geology, meteorology, oceanography and marine biology will be at the core of the course. We will examine how plate tectonics has built the Hawaiian islands from the ocean floor, how organisms interact with each other within aquatic and terrestrial ecosystems, how ecosystems are being impacted by humans, and the conservation efforts that exist to preserve these ecosystems. Organism and rock identification will be a requirement of the course, which will become especially useful during our field studies in Hawaii. The year will culminate with the completion of a project based on data collected during spring break. A trip to the Hawaiian Islands over spring break is the culminating activity of the course.</p>			
<i>Prerequisites:</i>	<i>303 Biology and a first-year chemistry course (315 Chemistry or 316 Honors Chemistry). Final grade of B- or higher in each course or permission of the instructor</i>			

384	Forensics			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full year</i>
	<p>This course is designed to offer students an opportunity to apply their knowledge of biology and chemistry while using current scientific methods to collect, document, preserve, examine and interpret physical evidence. Through inquiry based hands-on activities, case studies and current events we will explore trace evidence such as blood, fibers and fingerprints while honing our investigative skills.</p>			
<i>Prerequisites:</i>	<i>303 Biology and a first-year chemistry course (315 Chemistry or 316 Honors Chemistry) (B- or higher in each course) or permission of the Forensics instructor.</i>			

309	Psychology			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>Psychology is an introductory course in the systematic and scientific study of behavior and mental processes of human beings. In this course, we will cover: the history of psychology, major perspectives in psychology, research methodologies and ethics, developmental psychology, abnormal psychology, types of therapy, and current topics in psychology. This discussion-based course loosely follows a textbook, <i>Understanding Psychology</i> by Richard Kasschau, Ph.D. Supplemental materials include slides, articles, videos, podcasts, and guest speakers.</p>			
<i>Prerequisites:</i>	<i>303 Biology and a first-year chemistry course (315 Chemistry or 316 Honors Chemistry) (C or higher in each course) or permission of the Psychology instructor.</i>			

319	Organic, Polymer & Biochemistry			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course serves as an introduction to the vast fields of organic and biochemistry. In this course we look at the chemistry of various classes of organic compounds (alkanes, alkenes, alcohols, aldehydes, ketones, carboxylic acids, esters, amines and amides) and then apply that chemistry to the study of biologically important compounds. The course includes a study of instrumental methods of analysis (GC, MS, IR, NMR). This is a non-laboratory course offering. As such, it does not fulfill the year-long laboratory-based chemistry graduation requirement. This course is highly recommended for students considering college study in the fields of chemistry, biology, biochemistry, or any pre-medical track.			
<i>Prerequisites:</i>	<i>316 Honors Chemistry with a final grade of B or higher and permission of Organic Chemistry instructor.</i>			

378	Anatomy & Physiology			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The Sciences of Anatomy and Physiology are the foundations for understanding the structure and function of the human body. This course will introduce students to the human anatomy and physiology ranging from the cell, tissue, and organ systems levels of organizations. All human body systems will be covered, through discussion and laboratory exercises will occur around other animals as well. In addition to the understanding of the subject, they will be expected to participate in several labs that will be conducted in class. Anatomy and Physiology is a course designed for students that are entering the medical field after high school and/or for students that would desire to learn more about human anatomy.			
<i>Prerequisites:</i>	<i>303 Biology and a first-year chemistry course (315 Chemistry or 316 Honors Chemistry)</i>			

History Courses

The study of history promotes an understanding of the fundamental values of societies; therefore, the History Department encourages students to answer the question “who are we?” from a myriad of perspectives—political, social, geographical, and cultural. While exploring their place in history and the world, students learn to value the importance of perceptive analysis and informed citizenship.

LCDS history students should attain global knowledge, ideas and information about the United States and world history, including history of Europe and regions beyond the West. They should achieve a sense of basic chronology for significant events throughout history and understand the interdisciplinary nature of historical knowledge.

In the process of understanding the past and its effect on the present, students should develop a range of analytical and critical thinking skills: the ability to evaluate and interpret a wide range of primary and secondary sources, to properly integrate research in oral and written reports, to cogently express an argument in written form, and to integrate electronic research and publication into historical analysis.

The intended effects of this curriculum are students who have developed skills of analysis, research, and abstract thinking and who are capable of understanding their connection to the larger society and to history as a whole.

111	World Civilizations I		
	<i>Gr. 9</i>	<i>Required</i>	<i>2 Credits – English and History</i> <i>Full Year</i>
	For full description, see listing under English Courses.		

109	World Civilizations II		
	<i>Gr. 10</i>	<i>Required</i>	<i>2 Credits – English and History</i> <i>Full Year</i>
	For a full description, see listing under English courses.		

112	American Studies		
	<i>Gr. 11</i>	<i>Required</i>	<i>2 Credits – English and History</i> <i>Full Year</i>
	For a full description, see listing under English courses.		

113	Honors American Studies		
	<i>Gr. 11</i>	<i>Required</i>	<i>2 Credits – English and History</i> <i>Full Year</i>
	For a full description, see listing under English courses.		

445	The Cultures of Science, Medicine, and Technology			
	<i>Grades 11 or 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>This course examines the complex interaction between science, technology, and society. Students investigate how social, political, cultural, and historical conditions shape scientific work and how science, in turn, shapes society. Taking an interdisciplinary approach, this course covers topics such as: the production of scientific knowledge, progress and innovation, disease and illness, disability, technology and governance, and industrial pollution.</p> <p>Readings may include: Mary Shelley, <i>Frankenstein</i>, Rebecca Skloot, <i>The Immortal Life of Henrietta Lacks</i>, Rachel Carson, <i>Silent Spring</i>, Eula Biss, <i>On Immunity</i>, and Hamdy & Nye's <i>Lissa</i>; and excerpts from Thomas Kuhn, Karl Popper, Sigmund Freud, Charles Darwin, and Michel Foucault</p>			
<i>Prerequisite:</i>	World Civilizations II; co-requisite American Studies or Honors American Studies (or instructor permission)			

446	The World at War: Global Conflict in the Twentieth Century			
	<i>Grade 11 or 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>The First and Second World Wars fundamentally changed the course of history, giving rise to new ideas, technologies, and struggles that continue to shape our lives today. This course offers students a global understanding of why war happens as well as the impact that war has on future generations. Of particular interest will be the crucial interaction between war and society: How do societies give form and substance to modern conflict? What is the impact on soldiers and civilians? How does war cause or exacerbate disillusionment with modernity? How has conflict transformed the modern geopolitical landscape and shaped America's position as a global superpower? Students will investigate these questions through an interdisciplinary analysis of the period between 1914 and 1945, integrating political, social, and intellectual history with cinema and literature.</p> <p>Readings may include Remarque, <i>All Quiet on the Western Front</i>; Levi, <i>Survival in Auschwitz</i>; Hersey, <i>Hiroshima</i>; von Clausewitz, <i>On War</i>; Freud, <i>Civilization and Its Discontents</i>; World War I poetry; speeches from Wilson, Chamberlain, Churchill, FDR, Lenin, Mussolini, Hitler</p> <p>Films may include <i>Paths of Glory</i> (dir. Kubrick, 1957); <i>They Shall Not Grow Old</i> (dir. Jackson, 2018); <i>Life Is Beautiful</i> (dir. Benigni, 1997); <i>Oppenheimer</i> (dir. Nolan, 2023); <i>Dr. Strangelove</i> (dir. Kubrick, 1964)</p>			
<i>Prerequisite:</i>	World Civilizations II; co-requisite American Studies or Honors American Studies (or instructor permission)			

444	AP Human Geography			
	<i>Grade 11 or 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>The goal of this course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. Human geography is a multidisciplinary field that draws on concepts and methods from geography, sociology, anthropology,</p>			

	economics, and other social sciences. This course is an introductory, college-level course in which students will be learning not just the “when”, but the “why” of where things happen. By the end of the course, students will have developed a deeper understanding of the complex interactions between human societies and the environments in which they live and be able to apply this knowledge to a range of real-world problems and issues.
<i>Prerequisite:</i>	<i>none</i>

413	Global Issues			
	<i>Grade 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course explores contemporary geopolitical issues in the context of world history from the end of World War 2 to the present. Students will learn about the history and purpose of the United Nations, and examine the role of international diplomacy and cooperation in addressing some of the complex issues currently facing the global community. Specific topics may include globalization, global health, climate change, economic inequality, global democracy, and war. A significant component of this course will be preparing for and participating in a Model United Nations conference, where students will apply the knowledge gained through the course. This course will involve rigorous reading, writing, debating, and discussion.			
<i>Prerequisite:</i>	<i>B or higher in American Studies or Honors American Studies</i>			

408	Government and Politics			
	<i>Grade 11 or 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year (offered again in 2026-27)</i>
	The purpose of this course is to provide students with an understanding of the principles and functions of the United States government. We will study its structure and processes based on an understanding of the U.S. Constitution. Topics include philosophical underpinnings of our government, political beliefs and behaviors, parties, interest groups, mass media, national government institutions, public policy, civil rights, and civil liberties. The 2024 election will take place in the fall of this course and will receive special attention. We will regularly examine contemporary issues, providing students with modern-day connections and their historical contexts. Emphasis will be placed on historical thinking skills, data analysis, collaborative discussion, and interpretation of original documents.			
<i>Prerequisite:</i>	<i>none</i>			

Language Courses

The language curriculum aims to give students a foundation in both classical and modern languages by offering courses in Latin, Chinese and Spanish. The study of Spanish begins in preschool with non-credit introductory courses. In order to graduate, students are required to complete Level III of one language. Interested, motivated students are urged to pursue language study beyond the requirement, and they may even choose to study more than one language in depth. The department offers optional travel opportunities to enhance the curriculum and to immerse students in the language and culture studied.

The Language department aims to promote a lifelong enjoyment and learning of world languages in our students and to develop linguistic proficiency that enables effective communication in a target language. We strive to prepare our students to become global citizens in a multilingual society and to help them better understand the world in which we live.

The goals of the Language Department are based on the 5Cs of the American Council on the Teaching of Foreign Languages.

- Communication: develop skills in listening, speaking, reading, and writing in order to communicate effectively in a target language
- Cultures: gain insight into the social practices, products, and perspectives of a culture through the study of Hi Matthew,
-
- I scanned the papers in your folder and am sharing them with you cultural contexts in which the language occurs
- Connections: develop critical thinking skills and enhance students’ understanding of other disciplines through the study and use of a target language
- Comparisons: develop insights into languages and cultures by comparing their own to a target language and culture
- Community: use the target language authentically to interact and collaborate in the classroom, community, and beyond

531	Latin I			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year (not offered in 2025-26)</i>
	This course is designed to introduce students to the Latin language using a reading program, which focuses on the life and times of the Roman poet, Horace. This program stresses the mastery of Latin vocabulary and basic grammatical structures, the building of a strong English vocabulary and a more extensive knowledge of ancient history and mythology. Constant reference to the English language is made to reinforce grammatical concepts and provide comparisons with Latin. (The <i>Latin I</i> course is often studied concurrently with <i>World Civilizations I</i> , as <i>Latin I</i> enhances one’s appreciation and			

	understanding of the classical components of the <i>World Civilizations I</i> curriculum.)
<i>Prerequisite:</i>	<i>None</i>

532	Latin II			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	A more in-depth study of Latin grammar and syntax is provided together with advanced reading techniques to enable the student to comprehend the language with ease. Students are introduced to all of the basic linguistic structures as they continue the narrative on the life of the Roman poet, Horace.			
<i>Prerequisite:</i>	<i>C- or above in Latin I. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Latin I.</i>			

533	Latin III			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The study of Latin grammar and syntax is expanded to include complex constructions, <i>i.e.</i> , subordinate clauses in the subjunctive mood. The end of the republic is closely examined through the final years of Horace's life. The poet's friendship with Augustus, the first Roman emperor, is revealed as a new imperial dynasty is established.			
<i>Prerequisite:</i>	<i>C- or above in Latin II. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Latin II.</i>			

534	Latin IV			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The study of grammar and syntax is completed. Students read selections from classical prose and poetry. The works of Virgil, Catullus and Cicero provide the culmination of Latin study since they represent the apex of the Golden Age of Latin literature in style and beauty.			
<i>Prerequisite:</i>	<i>B or above in Latin III or permission of the instructor.</i>			

551	Spanish I			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to introduce students to the basic skills of speaking, listening, reading and writing for the purpose of communication. Spanish I is the first step toward the acquisition of a basic vocabulary, an understanding of fundamental grammatical structures, the development of accurate pronunciation and an acquaintance with the Spanish-speaking peoples around the world and their cultures. (This Upper School course covers material similar to Spanish A, B and C in one year.)			
<i>Prerequisite:</i>	<i>None</i>			

552	Spanish II			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to build upon and further develop students' communicative competence in Spanish and their understanding of Hispanic culture. Class activities focus on the four language skills: speaking, reading, writing, and listening through a variety of readings, videos, role-play situations, grammar exercises, dialogues and in-class compositions. Students are encouraged to use the target language at all times. Grammatical accuracy, vocabulary knowledge and application of learned material are stressed daily.			
<i>Prerequisite:</i>	<i>C- or above in Spanish I or in Spanish C. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Spanish I or Spanish C.</i>			

553	Spanish III			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to increase the students' language skills in four areas: reading, writing, listening and speaking in the target language. Students engage in discussions and debates, read articles and short stories, and continue to build vocabulary and improve their grammar skills. Classroom activities focus on communication in small groups targeted to real-life situations. Students are encouraged to use the target language at all times, and creativity and risk taking with the language are stressed daily.			
<i>Prerequisite:</i>	<i>C- or above in Spanish II. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Spanish II.</i>			

554	Spanish IV			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course will further develop the basic skills of speaking, writing, reading, and listening with a particular emphasis on oral fluency. This is accomplished through the reading of cultural as well as literary materials, which are then discussed in class. Grammar is reviewed for active use in activities that simulate real communication. Students will also be required to write essays and make oral reports to assist them in their language acquisition. The students will have the opportunity to research particular topics as well as to reinforce grammatical points.			
<i>Prerequisite:</i>	<i>B or above in Spanish III or in Spanish Civilization and Culture.</i>			

555	AP Spanish Language and Culture			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The AP Spanish Language and Culture course focuses on the three modes of communication (interpersonal, interpretive and presentational) and strives to promote both fluency and accuracy in language use. The course will also emphasize cultural understanding by integrating language, content and culture to provide students with rich, varied contexts for developing language proficiency. Throughout the year students complete practice exercises so that they are prepared for the AP exam.			
<i>Prerequisite:</i>	<i>B+ or above in Spanish IV or permission of the instructor.</i>			

557	Spanish Civilization and Culture			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year (offered again in 2026-27)</i>
	This course will explore the history of Spain and how it has shaped modern-day trends in Spanish society. Highlights include the reading of <i>Don Quijote</i> (annotated), the Spanish Civil War and some of the greatest artists from the 16 th century to the present. During spring break, students will travel to Spain to further explore Spanish history and culture as well as experience its contemporary lifestyle. Note: Students must obtain parental permission for travel. The course will be offered every other year. Course size is limited.			
<i>Prerequisite:</i>	<i>B+ or above in Spanish III; B or above in Spanish IV.</i> Students may join the Spanish Civilization and Culture course after completion of Spanish III with a B+ average or higher and/or the completion of Spanish IV. Students may take the Spanish Civilization and Culture course along with Spanish IV or AP Spanish Language and Culture during an academic year.			

575	Chinese I			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chinese I is an introductory course that focuses on the fundamentals of Mandarin Chinese - speaking, listening, reading, and writing. This course focuses on the Pinyin Romanization system, essential grammatical structures, and basic Chinese characters, vocabulary and usages. Students learn communicative skills regarding daily life and basic social interaction. The emphasis of the course is on active learning in a communicative setting with a variety of language activities including games, dialogues, oral presentation, imaginative tasks and projects. Chinese classics recitation is introduced in this course.			
<i>Prerequisite:</i>	<i>None</i>			

576	Chinese II			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chinese II is a basic language course designed to increase students' Chinese language proficiency by building on the vocabulary learned in Chinese I. Although similar topics and themes from Chinese I are continued, Chinese II expands on these by providing students with the opportunity to express themselves in a variety of social contexts using greater detail. In addition to continuing an emphasis on speaking in an appropriate cultural manner, Chinese II begins to emphasize writing and reading. Students will be able to read and write short paragraphs specifically related to the vocabulary. Students will also continue to immerse themselves in richer Chinese cultural and historical traditions. A variety of language tasks will be provided for the students to increase their ability to acquire information through listening, to express themselves with more confidence, and to read and write characters with more ease.			
<i>Prerequisite:</i>	<i>C- or above in Chinese I. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Chinese I.</i>			

577	Chinese III			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	At Lancaster Country Day School, Chinese III and IV are considered Intermediate Chinese (refer to Chinese I/II syllabi for a definition of basic Chinese). At this level of Chinese language proficiency, students are familiar with the processes of learning new vocabulary, character components, and grammatical structures. Chinese III will continue building students' language skills by following the sequence and thematic topics introduced in Chinese II. The focus is placed on integrating the four skills of speaking, listening, reading, and writing as well as on spiraling the vocabulary, grammar, syntax and cultural information introduced through the course. Chinese Proficiency Test (HSK) format will be introduced in class.			
<i>Prerequisite:</i>	<i>C- or above in Chinese II. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Chinese II.</i>			

578	Chinese IV			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	At Lancaster Country Day School, Chinese IV is considered Intermediate Chinese (refer to Chinese I/II syllabi for a definition of basic Chinese). The focus of the intermediate Chinese is placed on integrating the four skills of speaking, listening, reading, and writing as well as on spiraling the vocabulary, grammar, syntax and cultural information introduced through the course. Greater emphasis is placed on reading and writing skills. Authentic language materials including news, podcasts, songs and stories are used to expose students to the Chinese language and culture. Chinese Proficiency Test (HSK) material will be studied in this course.			
<i>Prerequisite:</i>	<i>B or above in Chinese III or permission of the instructor.</i>			

579	Chinese V			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Chinese V is Advanced Chinese. At this level of study students are provided with varied opportunities to further develop their communication abilities both in oral and written Chinese in a culturally appropriate manner. Cultural content is blended with language learning. This course is delivered entirely in Chinese.			
<i>Prerequisite:</i>	<i>B or above in Chinese IV or permission of the instructor.</i>			

581	AP Chinese Language and Culture			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	AP Chinese Language and Culture is intended for qualified students who are interested in completing studies comparable in content and difficulty to a second-year of a college Chinese course. This course is designed to provide students with varied opportunities to refine and further develop their abilities in both oral and formal written communication. Students, typically in their fifth year of Chinese language study (or with equivalent experience), will gain a deeper understanding and appreciation of the Chinese language and culture through this course. This course will be delivered entirely in Chinese, and the students are required to speak in Chinese throughout the course.			
<i>Prerequisite:</i>	<i>B+ or above in Chinese IV or permission of the instructor.</i>			

580	Language Seminar			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The ESL course at Lancaster Country Day School (LCDS) is a full-year language course designed for international students in their first year at LCDS. This course develops students' English communication skills in listening, speaking, reading and writing, with a focus on mastery of reading and writing concepts and skills necessary for successful studies in regular LCDS classes, such as World Civilizations, English and history. Additionally, this course provides instruction in test-taking skills in an effort to prepare students for standardized academic testing. Authentic cultural materials and text from newspapers, magazine, podcasts, and radios are used throughout the course. The emphasis of the course is on active learning in a communicative setting with a variety of language activities, including oral presentation, debates and projects.			
<i>Prerequisite:</i>	<i>None</i>			

Innovation and Technology Courses

Computers and other related technologies are essential tools in education and the School strives to integrate them into the curriculum. Computer Science electives take this knowledge further by providing opportunities for interested students to study more focused applications of computers and robotics.

263	Robotics			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year - not offered in 2026-27</i>
	Robots and artificial intelligence are transforming society. Using software and hardware found in universities and industry, you'll learn: how robots sense and respond to their environment; robot physics and design, including CAD and 3D printing; programming and control of drones, wheeled robots, and robot arms; machine learning and artificial intelligence. We typically work in pairs and teams, adjusting the complexity of your assignment to match your own skill level. In the third trimester you'll design and build a working robot that solves a real world problem.			
<i>Prerequisite:</i>	<i>None</i>			

265	AP Computer Science Principles			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Python is a hugely popular STEM programming language and you can learn it! The class is designed for students who are interested in or curious about programming but don't necessarily intend to pursue computer science as a career. In addition to learning to program, you will explore the impact of computer science and discuss a variety of topics, including the internet, ethics, and data. At the end of the year, students will be prepared to take the AP Computer Science Principles exam.			
<i>Prerequisite:</i>	<i>None</i>			

267	AP Computer Science A			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Java is the most popular programming language in introductory college computer science programs. The course is designed for students who may want to pursue programming as a college major or career. The AP Computer Science A (Java) course is a year-long course designed to help students master the basics of Java and equip you to successfully pass the AP Computer Science A exam at the end of the school year. You'll learn by problem-solving. You do not need previous coding experience to succeed in this course, but you should be thinking about possibly studying computer programming in college.			
<i>Prerequisite:</i>	<i>Has taken AP Computer Science Principles, or has completed Honors Algebra 2 with an A or above, or has completed Honors Precalculus with a B or above.</i>			

Arts Courses

The Department of the Arts believes that it is through the creative spirit and its inherent challenges that students develop heightened sensory perceptions and expanded conceptual and analytical skills. Creative problem solving, paired with the focus and discipline the arts require, are precisely the skills that future employers will require.

The Arts Department offers four disciplines: theatre, music, dance and visual arts. It is our intention that through these offerings students will gain a better understanding of the world at large and will be stronger people for it.

Upper School graduation requirements include a minimum of two full credits in arts courses. The interdisciplinary Literary/Arts Magazine, Yearbook, and Design for Publication courses may be used to satisfy Arts graduation requirements. Please refer to each course's description for details.

Upper School Theatre Courses

The work in theatre has three goals:

- The development of stage-worthy skills through exercises in voice, movement, improvisation, and scene study.
- The analysis of selected plays.
- The performance of short plays, poetry, and other theatre pieces.

Additionally, theatre students are asked to see and evaluate a theatrical production during the term, locally or out of town when it is possible to arrange field trips.

606C	Beginning Acting			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd Trimester</i>
	This one-trimester course offers an introduction to a variety of acting techniques, voice and speech techniques, and script analysis work for the student actor. Students will learn how to develop characters, work together on scenes, and learn the art of performing a monologue. The International Phonetic Alphabet (used in the Advanced Acting Class) will also be introduced and used to create accents from different areas of the US and the world.			
<i>Prerequisite:</i>	<i>None.</i>			

618B	Advanced Acting			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd Trimester</i>
	This one-trimester course builds upon the acting techniques introduced in Beginning Acting. Along with new techniques, the students will use their previous knowledge of the International Phonetic Alphabet to study three accents during the course of the trimester. Students will perform classical monologues using the three different accents.			
<i>Prerequisite:</i>	<i>Beginning Acting, Performance & Production or with the permission of the instructor.</i>			

622C	Debate			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd Trimester</i>
	This course provides instruction in the fundamentals of argument, problem-solving, advocacy-oriented research, organization of facts, and speaking skills. Students will enhance their leadership skills, critical thinking and analysis, as well as their ability to think effectively on their feet. Students will choose topics to debate in multiple formats, including the Oxford, Cross Examination, and Spontaneous styles - no two debates will be the same! This course may be repeated for credit. The Debate course counts as an Arts credit.			
<i>Prerequisite:</i>	<i>None</i>			

623A	Public Speaking			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st Trimester</i>
	This performance-based course provides instruction in the fundamentals of formal and informal oral communication and public speaking. This includes techniques of: group discussion, effective listening, audience analysis, manuscript, extemporaneous and impromptu speaking, memorization, demonstration and storytelling. This course may be repeated for credit. The Public Speaking course counts as an Arts credit.			
<i>Prerequisite:</i>	<i>None</i>			

621	Performance & Production			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>(Not offered in 2025-26)</i>
	Choose your own adventure in this year-long course! This class will involve students in the entire creative process from play selection to performance. During performances students may choose to be on-stage or backstage, but they will work together through the year to create a wonderful work of art. Students will learn about creating a character, costuming, set design, lights, sound, running a fly system, and more! There may be after school rehearsals the week prior to the run. This course is open to 9-12 grade students and may be taken multiple times.			
<i>Prerequisite:</i>	<i>None</i>			

Upper School Dance Courses

The dance classes offer opportunities for students to explore creative expression through physical movement. Credit for a dance class may be used to fulfill part of the Upper School P.E. requirement for the year or as partial fulfillment of the arts requirement for graduation.

650A/650A-PE	Fundamentals of Dance / Fundamentals of Dance – PE			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st Trimester</i>
	This course gives you an overview of dance styles, technique, and vocabulary. You will experience ballet, modern dance, improvisational movement, tap, hip-hop, ballroom, and musical theatre. We will emphasize posture, core strength, flexibility, and balance. Beginning and experienced dancers, both male and female, are welcome. This course is highly recommended for students who are considering taking Tap Dance, Hip-Hop Dance, or Cougar Dance in the future. (Note: 650 counts as an Arts credit with a letter grade. 650-PE is a Pass/Fail course that counts for PE credit, not Arts credit.)			
<i>Prerequisite:</i>	<i>None</i>			

653C/653C-PE	Cougar Dance / Cougar Dance – PE			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd trimester</i>
	A performance based class for students interested in choreography and dance performance beyond the classroom. You will have the opportunity to work together as a Dance Ensemble, and will create choreography in a variety of styles with the guidance of the instructor and/or a guest choreographer. Each trimester offers various performance opportunities. (Note: 653 counts as an Arts credit with a letter grade. 653-PE is a Pass/Fail course that counts for PE credit, not Arts credit.)			
<i>Prerequisite:</i>	<i>Highly recommended: The Middle School Dance elective or Fundamentals of Dance</i>			

656A/656A-PE	Breathe / Breathe - PE			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st, 2nd or 3rd Trimester</i>
	This course will help you relieve stress and release tension in your body. Through yoga, breathing techniques, moving and relaxation meditations, massage techniques and guided movement improvisation, you will learn the value of being present, compassionate, and mindful in a world where we are all constantly “plugged-in.” (Note: 656 counts as an Arts credit with a letter grade. 656-PE is a Pass/Fail course that counts for PE credit, not Arts credit.)			
<i>Prerequisite:</i>	<i>Open to all Upper School students. Can only be taken once for Arts credit</i>			

655B/655B-PE	Society and Social Dance			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>2nd Trimester</i>
	This course will explore various styles of dance, historically and culturally. There will be a focus on the relationships between the social dances and the social, political, and cultural climate in which they were created and performed. (Note: 655C counts as an Arts credit with a letter grade. 655C-PE is a Pass/Fail			

	course that counts for PE credit, not Arts credit.)
<i>Prerequisite:</i>	<i>none</i>

660B/660B-PE	Ballet and Modern Dance		
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>½ Credit</i> <i>(not offered in 2025-2026)</i>
	This course explores the foundational techniques of ballet and modern dance styles. Students will dive into the history and evolution of dance while executing steps and choreography of each style. (Note: 660B counts as an Arts credit with a letter grade. 660B-PE is a Pass/Fail course that counts for PE credit, not Arts credit.)		
<i>Prerequisite:</i>	<i>none</i>		

Upper School Music Courses

The goal of music education is to improve the ability of the student to perceive music keenly, to react to it sensitively, to produce it artistically, to evaluate it intelligently, and to value it deeply. The music department strives to achieve this goal through activities which stress the fundamental skills of music while helping the students to experience the joy of music, thereby equipping them with musical competencies they can use for the rest of their lives.

704	Upper School Chorus			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Upper school Chorus is open to all interested students who have a desire to sing in a group setting. Topics covered include basic vocal production, sight reading, musicianship, as well as historical information about composers and style periods. The chorus will perform two concerts annually, but there are many other singing opportunities for interested singers. The Winter concert focuses on music from the holiday season incorporating music from a wide variety of faiths and cultures. The Spring concert consists of a variety of styles and genres. Competitions, community events, and county/district chorus are all additional musical outlets for the able and interested vocalist. Chorus also serves as wonderful training for those interested in our musicals.			
<i>Prerequisite:</i>	<i>None</i>			

712	Upper School Orchestra			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The upper school orchestra consists of woodwind, brass, percussion, and string players who have achieved a reasonable level of musicianship on their instrument. The students perform two instrumental concerts per year. Interested students also have the opportunity to audition for county/district band or orchestra with the approval of the conductor.			
<i>Prerequisite:</i>	<i>Must play an orchestral instrument at a minimum proficiency level as determined by the conductor.</i>			

719	Upper School Jazz Ensemble			
	<i>Gr.9-12</i>	<i>Elective</i>	<i>1 credit</i>	<i>Full Year</i>
	With a strong emphasis on performance, the jazz ensemble represents LCDS both in school as well as in the public eye. Group communication, improvisation, and jazz theory are the focus of this class. Students will learn the feel and language of jazz through the investigation of historically significant jazz recordings. A positive attitude and strong musicianship is a must.			
<i>Prerequisite:</i>	<i>By audition or permission of the instructor.</i>			

715	Music Theory			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>Music Theory is the study of music on the written page. We Study patterns of notes that result in scales, intervals, melody and chordal harmony. We learn how to harmonize melodies and all the rules that result in a good sounding piece. We learn to read and write musical notation, compose, sing melodies and intervals on sight, and listen to and notate the music we hear. Through all of this, we can begin to understand the basic structures in traditional western music.</p>			
<i>Prerequisite:</i>	<i>None.</i>			

727	AP Music Theory			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>AP Music Theory is a course introducing the motivated and talented music student to musicianship, theory, musical materials, and theoretical procedures. AP music theory is the second course in the music theory sequence. Students wishing to enroll in AP Music Theory should have successfully completed Music Theory, and/or have permission from the instructor to enroll in the class. AP Music Theory integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. The course asks students to think critically about the various ways that music may be interpreted, and analyzed. The student's fluency and ability to read and write standard musical notation is required for the successful completion of the course. It is also expected that the student has acquired at least basic performance skills in voice, and on one other instrument (preferably piano).</p>			
<i>Prerequisite:</i>	<i>715: Music Theory or permission of the instructor.</i>			

730A, 730B, 730C	Music Appreciation			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>.33 Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	<p>In Music Appreciation, students will be introduced to the rich world of music across cultures and time periods. This class will explore the history of music, the evolution of musical genres, and the global diversity of musical traditions. Students will develop a deeper understanding and appreciation of music by studying key elements of music such as (tempo, form, timbre, melody, harmony, and rhythm), and apply this knowledge by listening to and analyzing a variety of musical works. No prior music experience is necessary to take this course.</p>			
<i>Prerequisite:</i>	<i>None</i>			

Upper School Visual Art Courses

Lancaster Country Day School's visual arts program offers a variety of studio courses. In both middle school and upper school, our focus is on the development of skills and arts appreciation as students advance to higher levels of analytical/creative thinking and conceptual processing. Because our visual arts classes are studio classes, students are expected to become increasingly independent and self-motivated. In addition to studio techniques and conceptual development, students are introduced to the language of the arts through critiques and the study of individual artists and art historical periods.

For upper school students to progress from entry-level courses to higher level art courses they must demonstrate a consistent and focused work ethic.

Art students regularly display their work throughout the school. Students are also regularly invited to show at area galleries and other venues and participate annually in the national Scholastic Arts Awards Show and the local Lancaster Young Artists Show. Professional artists are invited to do classroom demonstrations or multi-day residencies and to display their work in the school.

835A or 835C	Basic Photography			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st or 3rd Trimester (A & C respectively)</i>
	Develop and explore the foundations of digital photography. Students will learn how to create technically proficient digital photographs, examine the basics of visual communication, study the history of photography, and communicate the intentions behind their art. Working in groups and individually, students will take on various photography-related projects that encourage creative growth and lay the foundations of an appreciation for the arts. This course will focus on using DSLR cameras for capturing photographs, so enrolled students will need access to such a device for the entire trimester.			
<i>Prerequisite:</i>	<i>None</i>			

844B	Advanced Photography			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>2nd Trimester</i>
	Building upon the basic principles of digital photography introduced in Basic Photography, this course continues to push students' development in the foundations of digital photography. Working in groups and individually, students will take on various photography-related projects that encourage creative growth and further their appreciation for the arts. Advanced Photoshop techniques will be introduced, and students will be challenged to create their own final Portfolio project. This course will focus on using DSLR cameras for capturing photographs, so enrolled students will need access to such a device for the entire trimester.			
<i>Prerequisite:</i>	<i>Basic Photography</i>			

834B	iPhotography			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>2nd Trimester</i>

	Develop and explore the foundations of digital photography. Students will learn how to create visually compelling photographs, examine the basics of visual communication, study the history of photography, and communicate the intentions behind their art. Working in groups and individually, students will take on various photography-related projects that encourage creative growth and lay the foundations of an appreciation for the arts. This course will focus on using tablets and smartphones for capturing photographs, so enrolled students will need access to such a device.
<i>Prerequisite:</i>	<i>none</i>

846A	Digital Imaging and Design			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st Trimester</i>
	Explore the ways in which Digital Imaging and Design can be used to enhance your photography. Students will learn advanced Photoshop skills and study the basics of digital design to create visual artwork. Working in groups and individually, students will take on various digital media-related projects that encourage creative growth and refine their current understanding of the digital arts.			
<i>Prerequisite:</i>	<i>Basic Photography, iPhotography</i>			

836C	Photo Storytelling			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd Trimester</i>
	Explore the foundations of visual Storytelling through photography. Working both as a group and as individuals, students will explore various methods of photo sequencing and photo editing to tell a story, create publications of their own, and learn about the dynamic and radical history of Storytelling and Publishing.			
<i>Prerequisite:</i>	<i>Basic Photography, iPhotography</i>			

877A, 877B, 877C	Journalism: Design and Publication			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st, 2nd or 3rd Trimester</i>
	This class is an exploration into journalistic writing and designing for the Upper School reoccurring publication, <i>Fourth Estate</i> . Students will be asked to write news articles based on their own ideas and/or research. They will use Adobe InDesign to create effective visual communications materials using typography, text, photography, and illustration. This course can vary depending on staff size and experience and deadlines will need to be met. The course counts as an Arts credit.			
<i>Prerequisite:</i>				

856A	Foundation in Studio Art			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st Trimester</i>
	In this foundation level class, you will explore fundamental design and drawing techniques to develop the experience and confidence that will help you to produce well-crafted artworks in a variety of mediums. You will learn how to work through the artistic process to make artistic decisions, and apply your skills to create work that is personally meaningful. This course is designed to provide a core background in drawing, painting, printmaking, and collage, and will give you the foundation necessary to continue making art in Studio Art.			

<i>Prerequisite:</i>	<i>none</i>
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857C	Studio Art			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd Trimester</i>
	<p>You are an artist, and the art room is your studio. In this course, you may choose to specialize in a particular medium, such as drawing, painting, or printmaking, or you may choose to sample a variety of ways of working. The teacher will present artists, themes, and concepts, and will demonstrate techniques and processes. You will actively engage in the entire artistic process including designing, creating, and reflecting on your artwork, and the teacher will encourage and support you to work at <i>your</i> highest level. You are encouraged to take this course multiple times for credit, each time building on your previous experiences, or perhaps trying something new!</p> <p><u>Note:</u> Juniors or seniors who have taken Studio Art multiple times, and would like to focus on portfolio preparation, should sign up for Studio Art. Pending instructor approval, the designation "Advanced Portfolio" will be indicated on the transcript.</p>			
<i>Prerequisite:</i>	Foundation in Studio Art (or Basic Drawing or Design, taken prior to the 2023-24 school year)			

868A	Art History I: Cave Painting through the Industrial Age			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>(not offered 2025-26)</i>
	<p>In this survey of Western art history students will explore how art has communicated stories and ideas from prehistory through the mid-19th century. This course provides a broad overview of major works, artists, themes, styles, and movements as they relate to history and culture. Art vocabulary will be emphasized to build the framework to help students feel confident in analyzing and discussing art. Hands-on art activities will reinforce concepts, as will a field trip to an art gallery or museum.</p>			
<i>Prerequisite:</i>	<i>none</i>			

868B	Art History II: Impressionism to Contemporary Art			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>(not offered 2025-26)</i>
	<p>Why were the Impressionists considered rebels? Why has everyone heard of Picasso? "How is THAT art?" "I can do THAT!" Study art, make art, and see art in person to find the answers to these questions and more in this study of Western Art ranging from the mid-nineteenth century through the contemporary art of today. This survey course examines the ways in which art reflects culture, reacts to events, and shapes ideas. Major achievements, works, and artists will be covered, and art vocabulary will be emphasized to build the framework to help students feel confident in analyzing and discussing art. Hands-on art activities will reinforce concepts, as will a field trip to an art gallery or museum.</p>			
<i>Prerequisite:</i>	<i>none</i>			

819A	Basic Ceramics			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st Trimester</i>

	This course is an introduction to working with clay. The focus is on handbuilding techniques, such as pinch, coil, slab and sculpture. Developing surfaces through techniques such as sgraffito, carving, stamping and coiling will also be covered. Students will create both functional vessels and sculptural pieces. Class critiques at the end of each project enable students to become comfortable giving and receiving feedback on their handiwork. This course will also review the basics of glazing and decorating. Students will be empowered to improve and develop their sense of design, creativity and craftsmanship.
<i>Prerequisite:</i>	<i>None</i>

826B	Intermediate Ceramics			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>2nd Trimester</i>
	This course will introduce students to the potter's wheel. Students will learn the techniques required to center clay and shape forms on the wheel. Mastering basic forms, like bowls and cylinders, will enable students to build up to more complex vessel forms on the wheel. While improving throwing skills is the main focus of this course, students are also encouraged to incorporate handbuilt elements into their wheel thrown work. Trimming feet, adding handles, lids and other attachments will also be covered in this course. Decoration techniques, such as wax resist, underglazes and glazing will be covered. Firing techniques and a review of contemporary ceramic artists will provide background and context for student's work. This course must be taken twice to enter advanced ceramics, but it may be taken more than twice for students wishing to progress further in their skills.			
<i>Prerequisite:</i>	<i>Basic Ceramics (B or higher)</i>			

827C	Advanced Ceramics			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd Trimester</i>
	This course will further explore and develop a student's skills both on the potter's wheel and in handbuilding. Students will work toward throwing larger and more complex forms on the wheel. Alterations and embellishments will be emphasized as students develop their own personal style and aesthetic sensibility. Students may also utilize handbuilding techniques, such as coil, slab and sculpting in the completion of their projects. Key goals include: fine-tuning craftsmanship, nurturing creativity and enhancing one's sense of design. Students will draw inspiration from the work of contemporary ceramic artists, and be able to effectively talk and write about them. Critiques will give students the opportunity to give and receive feedback on both their own work and that of their peers. Advanced decorating techniques will be explored, including graffito paper, mason stains and oxides.			
<i>Prerequisite:</i>	<i>Two trimesters of Intermediate Ceramics (B or higher) or permission from the instructor.</i>			

832C	Sculpture			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd Trimester</i>
	This course will focus on a variety of sculpting techniques and materials for creating three-dimensional forms. Types of sculptures created in this course may include assemblages, carvings, castings, and modeling. The elements and principles of design will be our foundation for exploring how three			

	dimensional forms are conceived and created. Students will gain exposure to a wide array of sculptors and how they approach their work. Students will learn how to discuss their own creative work and that of their peers through class critiques. Past sculpture classes have utilized clay, plaster, foamboard, styrofoam, wire, found objects, recycled objects and more.
<i>Prerequisite:</i>	<i>Basic Ceramics, Studio Art or Basic Photography or permission from the instructor.</i>

870C	Literary/Arts Magazine			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>not offered in 2025-26</i>
	Students will select, edit and publish student artwork and literary pieces in the <i>Impressions</i> magazine. Students will be responsible for appealing to other students to submit their artistic and literary work, for choosing a publication style, and for mastering the techniques of layout and design. The <i>Impressions</i> magazine will be distributed at the end of the spring trimester as a part of a major celebration of student creativity. (This course counts as an Arts requirement for graduation.)			
<i>Prerequisite:</i>	<i>None</i>			

065AB	Yearbook Production			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>2/3 Credit</i>	<i>1st and 2nd Trimester</i>
	This course requires significant responsibility and dedication on the part of any student wishing to be an integral piece of the yearbook production puzzle. The students form a staff to create the LCDS Challenge. Jobs are parceled out according to experience and preference and include photographic work, layout work, and organizational work. Students will learn the use of an online publishing program, as well as skills in photo editing, story-telling, and business management. Students will be expected to take initiative with photo-taking, interviewing, and gathering all the information needed to complete their pages. Class size is limited. (This course can satisfy an Arts requirement for graduation.)			
<i>Prerequisite:</i>	<i>Studio Art and/or Basic Photography (co-requisite), MS Yearbook or permission of instructor</i>			

066C	Yearbook Production - Spring Supplement			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd Trimester</i>
	This course is intended for both new and experienced yearbook students. New students will work alongside the current staff to produce a spring supplement for the yearbook. They will be introduced to a wide range of journalistic skills: desktop publishing, photography, photo cropping and design, story-telling and business management. This is an ideal introductory course for students planning to take Yearbook Production the following year, but also provides an opportunity for current yearbook students to continue their work on the book. Students will be expected to take initiative with photo-taking, interviewing, and gathering all the information needed to complete their pages. (This course can satisfy an arts requirement for graduation.)			
<i>Prerequisite:</i>	<i>Basic Photography and or Studio Art (co-requisite), MS Yearbook or permission of instructor</i>			

067C	Yearbook Design – Leadership			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>3rd Trimester</i>
	This course will coincide with the Spring Supplement course, but will emphasize the leadership and			

	organizational skills needed for the editorial staff of the yearbook. Since students in this course will select the cover design and theme for next year's book, those students who are interested in leadership opportunities are expected to enroll. Participants in this leadership course may be invited to participate in yearbook planning and training activities during the summer. (This course can satisfy an arts requirement for graduation)
<i>Prerequisite:</i>	<i>Yearbook Production (full year)</i>

890B, 890C	Fiber Arts		
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>
	<i>2nd and 3rd Trimester</i>		
	In this hands-on, project-based course, students will dive into the versatile world of fiber arts! Bridging the gap between fine art and everyday design, this course will introduce students to traditional and contemporary textile techniques, as they create unique works of art that combine craftsmanship with personal expression. Projects will include weaving, embroidery, and felting (both 2D and 3D), as well as mixed media fiber art. Emphasis will be placed on mastering techniques, developing creativity, and applying the Principles of Design to create cohesive and impactful works. This course is perfect for students interested in blending traditional craft with modern artistic exploration, and serves as a prerequisite for Studio Art.		
<i>Prerequisite:</i>	none		

891A, 891B	Collage		
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>
	<i>1st and 2nd Trimester</i>		
	If you can cut, you can collage! In this hands-on course, students will delve into the vibrant world of collage by using layering, texture, pattern, and contrast to create unique pieces that express personal narratives and abstract ideas. Students will explore a wide range of collage techniques, including traditional paper-based methods, fabric collage, mixed media, and assemblage art. Alongside technical skill-building, the course emphasizes the Principles of Design, composition, and color theory, and provides students with the tools to maximize the expressive and aesthetic impact of their works of art.		
<i>Prerequisite:</i>	none		

Physical Education and Health Courses

Physical Education is a carefully planned curriculum designed to fulfill the growth, development, and behavior needs of each student through the natural medium of physical activity and movement. Emphasis is placed on involvement and the opportunity for each student to build, cultivate, and maintain a strong, active mind and body through participation. We also recognize that students develop physically and emotionally through the participation of extracurricular sports teams.

The goals of the physical education program are:

- To provide a challenging, diverse curriculum designed to be progressive and sequential.
- To guide students to feelings of enjoyment, accomplishment, and success in performing to the best of their ability.
- To develop a foundation of basic team and individual sport skills.
- To acquire a general knowledge and understanding of the rules and strategies for a variety of games and sports.
- To instill in students the importance of exercise and fitness in a healthy lifestyle.

In Upper School 2.5 credits of P.E. and/or sports are required over 4 years. The requirement can be fulfilled with a combination of sports, PE classes, or Dance classes which can be taken for PE credit (see "Upper School Dance Courses" under "Arts Department" for more information). Upper School P.E. classes meet four periods each week. Students may elect to take more than the requirement, but only 2.5 credits will be awarded toward overall graduation credits. All P.E. classes are taken on a pass/fail basis and do not factor into GPA calculations.

012A or 012B or 012C	Body Fitness and Wellness			
	<i>Gr. 9-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, or C respectively)</i>
	Students will learn how to safely and effectively use all the equipment in the Rebert Fitness Center and design workouts to enhance their life. They will discover the five components of Health Related fitness along with many other training principles to improve their overall fitness and wellness.			

013A or 013B	Sports Medicine			
	<i>Gr. 9-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>1/3 Credit</i>	<i>1st or 2nd Trimester (A or B respectively)</i>
	This course is designed for students interested in medicine and allied health careers. Content areas of the course consist of basic anatomy and physiology, injury prevention, treatment, and rehabilitation. Students will gain practical knowledge of taping and therapeutic modalities, and will be eligible for American Red Cross certification in First Aid and Adult CPR. Students who have successfully completed this course in a previous trimester may choose to participate in an independent study as a student athletic trainer.			

014A or 014B or 014C	After School Fitness Training			
	<i>Gr. 10-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, or C respectively)</i>
<p><i>After School Fitness Training (ASF)</i> is primarily designed for juniors and seniors, but may be taken by students in grades 10-12. Students will participate in lifelong physical activities. Students earning PE credit via AFS are required to attend three periods per week for the duration of the trimester. To introduce students to lifetime fitness and/or team building opportunities, students in grade 9 will meet PE requirements by choosing from Physical Education courses (including dance and sports medicine classes) or a team sport. If the student has a schedule conflict with the latter option that cannot be resolved, the student may apply for a waiver to take ASF (or PE ALT). Also, a grade 9 student who is taking six core academic credits may appeal to take ASF if the student would otherwise have no study halls.</p> <p>In trimester 2, most of the After School Fitness curriculum activities are indoors and therefore second trimester course enrollment is restricted to twelve students.</p>				

PEALT	Alternative P.E. Credit			
	<i>Gr. 10-12</i>	<i>Elective – fulfills PE Requirement</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
<p>Alternative PE Credit (PE ALT) is aimed at students in grades 10-12 who perform or train outside of school in one activity, such as a sports team, a dance company, equestrian club, etc. Alternative PE Credit is not awarded for an activity during the season when LCDS offers that activity as a team sport. The student must maintain a minimum of five (5) hours per week of physical activity.</p> <p>The student interested in this option for the next school year must complete an Alternative P.E. Credit application (forms available in the US office) at the time of course registration in March. Evaluation of the application is made by the P.E. Department Chair, Athletic Director, and the Assistant Head of Upper School. Students will be asked to maintain a training log and submit this log signed by the coach/supervisor twice each trimester.</p> <p>If the grade 9 student has documented history of a high-level extracurricular physical fitness endeavor under the direct supervision of a qualified coach (e.g. high-level figure skating, competitive club swimming, personalized dance training, etc.) the grade 9 student may appeal to the Athletic Director to use PE ALT to meet his or her PE requirement.</p>				

029A, 029B, 029C	Health and Wellness			
	<i>Gr. 9-10</i>	<i>Required</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
This course will introduce students to various issues today's young adult may be confronted with.				

	<p>These include: Dating and Healthy Relationships, Consent, Contraception and Abstinence, Teen Pregnancy, STD's, HIV, AIDS, Gender Identity/Expression/Orientation, Drugs and Substances, Vaping, Mental Health, FOMO/Cyber Addiction/Sexting, Neuroplasticity/Learning</p> <p>The students will review and practice building life skills, decision making skills, building self-esteem and learn about choices leading to a life of improved health and wellness.</p> <p>The course will also incorporate physical assessments. The students will learn how to use all equipment in the Rebert Fitness Center. The goal is to provide the student with the necessary tools and information to make both short term and long-term habits leading to a healthy and productive life of fitness and wellness.</p>
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2025-26 Upper School Electives by Trimester

These courses will be scheduled based on student and faculty availability. Visual Art, Art History, and Music courses count towards Arts credits. Non-PE Electives on this page count as an Arts credit unless noted otherwise with an asterisk*. Once you have met a departmental graduation requirement, any additional courses will be considered elective. Please see the course description guide for the full list of available elective courses.

Trimester 1	Trimester 2	Trimester 3
-----*AP Computer Science Principles (265) -----		
----- *AP Computer Science A (267) -----		
----- Jazz Ensemble (719) -----		
----- Chorus (704) -----		
----- Orchestra (712) -----		
----- Music Theory (715) -----		
----- AP Music Theory (727) -----		
----- Yearbook Production (065AB) -----		Yearbook-Spr. Suppl. (066C)
Journalism: Design and Publication (877A)	Journalism: Design and Publication (877B)	Journalism: Design and Publication (877C)
Music Appreciation (730A)	Music Appreciation (730B)	Music Appreciation (730C)
Public Speaking (623A)		Debate (622C)
Basic Ceramics (819A)	Intermediate Ceramics (826B)	Advanced Ceramics (827C)
		Sculpture (832C)
Basic Photo (835A)	Advanced Photography (844B)	Basic Photo (835C)
Digital Imaging and Design (846A)	iPhotography (834B)	Photo Storytelling (836C)
Foundation in Studio Art (856A)	Fiber Arts (890B)	Fiber Arts (890C)
Collage (891B)	Collage (891B)	Studio Art (857C)
Personal Finance (288A)	Personal Finance (288B)	Personal Finance (288C)
		Advanced Acting (618C)
Breathe (656A/656A-PE)	Breathe (656B/656B-PE)	Breathe (656C/656C-PE)
*Sports Medicine (013A)	*Sports Medicine (013B)	Beginning Acting (606C)
**Health and Wellness (029A)	**Health and Wellness (029B)	**Health and Wellness (029C)
Fundamentals of Dance (650A/650A-PE)	Society and Social Dance (655B/655B-PE)	Cougar Dance (653C/653C-PE)
*PE: Body Fitness and Wellness (012A)	*PE: Body Fitness and Wellness (012B)	*PE: Body Fitness and Wellness (012C)

*Does not count as an Arts credit.

After-School Course Options

These courses will be scheduled after school based on student interest and staffing considerations.

After School Fitness Training (ASF) can only count for PE credit.

Trimester 1	Trimester 2	Trimester 3
*After School Fitness Training (014A)	*After School Fitness Training (014B)	*After School Fitness Training (014C)

Summer 2025 For-Credit Courses

Lancaster Country Day School is offering the following courses in the summer that might be of interest to rising grade 9-12 students.

229	Honors Geometry		
	<i>Gr. 9-12</i>	<i>Required</i>	<i>1 Credit</i>
For full description, see listing under Mathematics.			

316	Honors Chemistry		
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>
For full description, see listing under Science Courses.			

322	Physics I		
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1 Credit</i>
For full description, see listing under Science Courses.			

029S	Health and Wellness		
	<i>Gr. 9-10</i>	<i>Elective – fulfills graduation Requirement</i>	<i>1/3 Credit</i>
For full description, see listing under Physical Education Courses.			

COLLEGE, ONLINE, and SUMMER COURSES

Students who wish to take a course through a college, university, online, or another high school and want LCDS to recognize the course must gain prior approval, in writing, of the appropriate department chair and Assistant Head of Upper School. The major criteria that will be considered are the student’s academic standing, effort, and suitability of the proposed course to the student’s overall course of study.

Course work taken outside of LCDS becomes the financial responsibility of the family. Moreover, it is the student’s responsibility to ensure that the other school sends an official transcript showing the grade and credit to colleges, scholarship programs, and summer programs. LCDS only attaches transcripts from the previous high school of a transfer student to the official LCDS transcript.

Students taking a course during the academic year may use this course to fulfill one of the five (5) full academic courses per trimester requirement. LCDS will not include the grade or credits on our transcript nor use the grades in GPA calculations. These courses should be for advancement: to meet a prerequisite for a particular course, to accelerate progress in a particular discipline, or to study a subject not offered in our curriculum. The course selected, however,

must be part of the institution's regular, full-credit curriculum. Students may not take a course that duplicates one concurrently available at LCDS.

Students interested in taking a summer course outside of LCDS in order to advance in an area of study must obtain approval, as noted above, prior to taking the summer course. The course must be taken from an accredited, credit-granting institution that will provide the LCDS student with a transcript that documents successful completion of the course, so that the student can include this transcript in his or her college applications. The student will also be expected to complete a final assessment of the LCDS course and demonstrate an understanding commensurate with the prerequisite of the course to which the student desires entry.

Summer coursework taken at LCDS would appear as an entry on the LCDS transcript and would factor into the student's LCDS GPA as would a course taken during the academic year.