


THE
KENT PLACE SCHOOL
COURSE OF STUDY
2025–2026

KENT PLACE SCHOOL

THE
KENT PLACE SCHOOL
COURSE OF STUDY
 2025–2026

TABLE OF CONTENTS

Mission Statement 2

Introduction 2

Kent Place School Philosophy 2

Portrait of a Graduate 2

Technology: 1:1 and BYOD Programs 2

PRIMARY SCHOOL

Primary School Program Overview 5

Junior Pre-Kindergarten 6

Pre-Kindergarten 7

Kindergarten 8

Grade 1 10

Grade 2 12

Grade 3 13

Grade 4 15

Grade 5 17

MIDDLE SCHOOL

Middle School Academic Policies and Requirements 21

Computer Science & Engineering 24

English 24

Health and Wellness: Learn. Live. Grow. 25

History 25

Mathematics 26

Athletics 27

Physical Education 27

Science 28

Visual and Performing Arts 29

World Language 30

Grade 7 & 8 Electives 31

UPPER SCHOOL

Upper School Academic Policies and Requirements 35

Requests for Extensions of Academic Studies 35

Independent Study 37

The Writing Center 38

The Math Lab 38

The Tutoring Program 38

Leadership in Advisory 38

Interdisciplinary Courses 38

Computer Science & Engineering 38

English 41

Ethics 44

Health and Wellness: Learn. Live. Lead. 45

History 45

Mathematics 47

Physical Education and Athletics 49

Science 51

Visual and Performing Arts 53

World Language 59

College Advising 63

After July 1, 2025, the most updated course descriptions may be found online via our website, www.kentplace.org, or on MyKPS class pages.

MISSION STATEMENT

Kent Place School empowers girls to be confident, intellectual, and ethical leaders who advance the world.

INTRODUCTION

The Kent Place School curriculum reflects the mission of the School and the philosophies of each division. To ensure sequence and structure in the learning process, the Leadership Team and faculty are committed to ongoing review of the curriculum, to providing modifications in response to research and student needs, and to providing creditable college preparation.

Kent Place takes pride in its strong and unique curriculum.

This guide serves two main audiences:

- the enrolled student and family who seek an understanding of the course offerings and total academic program;
- the prospective student and family who are making decisions about school choice.

The Course of Study explains to Primary and Middle School students and families the content and goals of all the courses in a particular grade. For the Upper School student and family, the guide provides information necessary to planning the four-year course of study and to the annual review of that plan.

The prospective Kent Place student and family will be able to consider their expectations of a preparatory school by

- reading the Mission Statement of the School. The purpose of curriculum from Junior Pre-Kindergarten through Grade 12 is to offer a “connectedness” to this mission.
- considering the content of courses offered within the division. Will the student learn best in the Kent Place academic environment?
- reviewing the totality of the curriculum. Can the student pursue individual interests in the arts, athletics, community service, or other interest?

KENT PLACE SCHOOL PHILOSOPHY

We believe that the best education for girls and young women is an environment in which all students discover their strengths and are empowered to see themselves as leaders. We believe that girls meet their best potential in an environment that prioritizes interdisciplinary learning, that is proactive, responsive and flexible and that promotes self-confidence, self-advocacy and healthy risk-taking. We strive to meet the intellectual, emotional and social needs of our students through a challenging curriculum that promotes curiosity, creativity and a growing sense of self-discipline.

We energize students with a challenging and relevant course of study in an environment attuned to best practices that inspire girls. We know that students learn best when curriculum, pedagogy, and content honor their identity and support them as they grow in that identity. We are striving to build an inclusive, anti-bias and anti-racist community in all aspects of our program. We are a community of

enthusiastic and motivated learners and educators who value fair-mindedness, mutual concern, and honesty.

Our curricula and programs are rich in opportunities for students to develop ethical decision-making, critical thinking and problem-solving skills. We promote integrity, initiative, and inclusion throughout all of the schooling years in our conversations, actions, reflective moments and commitment toward understanding and including different perspectives. Our students take on increasingly profound leadership opportunities that foster collaboration, initiative and self-awareness while also cultivating compassion and empathy.

We believe that the lessons and values encouraged by our multi-talented faculty prepare each student to be an active contributor to the larger world beyond Kent Place.

PORTRAIT OF A GRADUATE

This portrait outlines 10 goals we strive for as we shape our students’ educational experiences at Kent Place. In our rapidly changing world, as our young women’s needs evolve, we revisit our aspirations for them.

- She will have a breadth and depth of knowledge and understanding in all disciplines.
- She will be able to express herself with confidence and a sense of purpose in written, oral, and digital forms.
- She will be able to apply quantitative, scientific, and technological methods to gather and evaluate data that will inform her opinions and decisions about historical and contemporary issues.
- She will be proficient in more than one language.
- She will have developed an ethical framework and learned how to navigate complex ethical dilemmas.
- She will have developed, practiced, and showcased her own unique leadership style, advocacy skills, and voice.
- She will have developed cultural competency in either travel, service, communication, or another form that will expand her global presence and make a positive impact.
- She will recognize the value of artistic expression as an essential part of contemporary life.
- She will value involvement and action utilizing creativity, collaboration, problem-solving, invention, and innovation.
- She will have established a plan for lifelong health, wellness, and fitness.

TECHNOLOGY: 1:1 AND BYOD PROGRAMS

A variety of technologies are utilized to support the school curriculum based on developmental level. Grades K–12 learn in a 1:1 (one device to one student) setting.

- Kindergarten–Grade 2 students utilize a school-issued iPad
- Grades 3–5 use a school owned Chromebook
- Grade 6–8 purchase a school selected Chromebook

- Grade 9–12 is a Bring Your Own Device (BYOD) program, students can utilize an Apple or Windows laptop of their choice.

All students are given a Kent Place School MyKPS and Google Workspace account. These tools allow students to connect with academic class pages and access Drive for file storage and collaboration. In Grade 4, Gmail is opened for email communication with teachers and peers regarding their studies as well as school-related activities and events. Beginning in Grade 6, students can communicate outside the Kent Place domain.

Technology is integrated directly and regularly into the course of study to enhance the educational experience. Instruction is delivered utilizing cloud-based software and tools that support specific disciplines and departmental curricular goals. Classrooms are equipped with a DTEN all in one video conferencing and interactive monitor, an interactive projector, document camera, and wireless access. During times of remote learning or inclement weather, KPS utilizes the Zoom application.

Loaner equipment is available if equipment requires repair for all students. Technical support is available Monday through Friday, from 8:00 a.m. to 4:00 p.m., in the Help Desk office room 162, by calling ext. 271, or emailing support@kentplace.org.



PRIMARY SCHOOL PROGRAM OVERVIEW

Each Primary School classroom is a small learning community in which every child is engaged cognitively, socially, emotionally, and physically. Students learn in nurturing, child-friendly, technologically-infused classrooms where enrichment and acceleration are integral to the academic program, and teachers are responsive to the diverse learning styles, capabilities, and needs of the students. The Primary School environment is an inclusive, engaging, challenging and intellectually safe place for children to explore and celebrate their identities, learn, take risks, and grow to their fullest potential.

Beginning within the self-contained, coeducational Junior Pre-Kindergarten and Pre-Kindergarten programs and extending into the all-girls, full-day Kindergarten through Grade 5 classrooms, students are exposed to a variety of academic, aesthetic, and co-curricular course offerings that connect and prepare our students for the expectations and rigors of the Middle School program and beyond. The Primary teachers are well prepared to provide a strong academic base as generalists in the teaching of Language Arts Literacy, Mathematics and Social Studies. Science, World Language, and aesthetic and athletic offerings such as Art, Theater, Physical Education, Music, and Dance are taught by experienced specialists in their chosen field.

The Primary School is an integral part of the overall curricular and instructional continuum of Kent Place. At its academic core is a balanced, comprehensive and challenging curriculum, with opportunities for interdisciplinary collaboration and creative engagement. The Primary School portion of the Course of Study is designed to provide an overview of the teaching and learning components and expectations for Junior Pre-Kindergarten through Grade 5.

MATHEMATICS PHILOSOPHY

The focus of mathematics curriculum at the Primary School is to develop important foundational mathematical concepts and procedures in Number and Operations, Geometry, Measurement, Data Analysis, and Patterns/Algebra with a depth of understanding. Additionally, the program is designed to cultivate students' sense of identity as a mathematician. This is achieved through a balanced approach to mathematics. Students develop content knowledge, skills, and habits of mind via competency with **Conceptual Understanding, Procedural Fluency, Strategic Thinking, Adaptive Reasoning, and Productive Disposition.**

- **Conceptual Understanding** is characterized by clear, deep understanding of concepts, operations, and relationships. Students explain, reason and represent their thinking to make understanding evident.
- **Procedural Fluency** involves accurate, efficient and flexible application of procedures as well as the ability to transfer, modify or create procedures and apply them to different problems and contexts. Students do not merely memorize procedures but rather develop their own mathematical power to manipulate and apply procedures effectively while increasing efficiency.

- **Strategic Thinking** is used when solving problems. It involves the ability to interpret, represent, and solve mathematical problems. Students organize their thinking, approach problems methodically, and effectively apply strategies to problem situations.
- **Adaptive Reasoning** ignites curiosity and creativity. It is characterized by making connections, creating and posing questions, reasoning logically, reflecting on thinking, considering the thinking of others, and the ability to justify ideas, processes, and procedures. Students not only communicate answers but also the reasoning and/or logic behind an answer. This often is the key to knowing much more than one answer to only one problem. Students communicate orally, in writing, as well as through graphic representations or constructions to making their reasoning clear to others.
- **Productive Disposition** toward mathematics leads to greater success with mathematics. A student with a productive disposition believes that mathematics will make sense and through sustained effort (perseverance) underlying concepts, processes and solutions can be understood. In addition, it involves the belief that mathematics is important and becoming proficient is worth the effort. A student with a productive disposition is open to risk being wrong, answers questions, questions answers, challenges themselves to go beyond their comfort zone and develops resilience when the journey is difficult.

Problem solving or the ability to use math content and skills is at the core of our comprehensive and cohesive mathematics program. A balance of learning content and the development of the five areas of competency prepare students to step into more advanced and abstract mathematics on their mathematical journey through the Kent Place School.

ENGLISH LANGUAGE ARTS PHILOSOPHY

A love of language is the basis for all literacy learning in the Primary School. Beginning with our youngest learners, our program progresses from learning to read, to reading to learn. Students become proficient readers, writers, speakers, and listeners through a focus on foundational skills and critical-thinking strategies. The mechanics of reading are taught systematically through phonemic awareness, phonics, sight-word recognition, and word study using multi-sensory techniques. We intentionally teach comprehension strategies and encourage students to apply these concepts across the content areas. Some comprehension strategies we address are: monitoring for understanding, making connections, visualizing, questioning, inferring, determining importance, and synthesizing. Monitoring for understanding is an essential skill, making students aware of their thinking while listening to and reading texts. Teachers activate students' prior knowledge (schema), which helps them to make connections between text to self, text to text, and text to world and thus, deepens their understanding. Visualizing or "making movies in your head" is another skill which brings words alive and enables greater comprehension. From very early on, we encourage students to generate questions about their reading in order to

understand the complexity of texts. By using close or deep reading strategies to activate prior knowledge, visualization, and questioning, students discover that there's much more going on in the text than is revealed at the surface. As students encounter fiction and nonfiction texts, they are tasked with determining importance to better analyze what they have read, and to synthesize all that they know and have read into comprehensive understanding. Above all, students come away with a belief that all reading is thinking and that authors and readers work together to create meaning. Our program is literature based, including diverse cultures, traditions and historical settings. We emphasize the interconnectedness between reading and writing. Writing instruction, which takes place daily and across content areas, balances both expression and mechanics. We use a workshop approach to emphasize writing-as-a-process with distinct steps: plan, draft, revise, edit, and publish. Through this process, students become fluent and confident writers. Handwriting instruction begins in our Preschool program and continues throughout Primary School. Cursive writing is introduced in Grade 2 and further practiced and solidified in Grades 3 through 5. Our goal is for our students to acquire the necessary communication skills required to live in an ever-changing, fast-paced global community.

COMPUTER SCIENCE & ENGINEERING PHILOSOPHY

In the Primary School Computer Science & Engineering Program, students gain the content knowledge, skills, and habits of mind to become the next generation of ethical innovators. Students learn how to utilize the Engineering Design Process to create technologies, communicate ideas, collaborate in teams and write code. The students are introduced to a variety of programming languages, 21st-century learning tools, robotics, laser cutters, and 3D printers. The students use these tools to solve real world problems and make environmentally sustainable, ethical and informed decisions.

PROGRESS REPORTING

In the Primary School, the Progress Report and Narrative serve to provide information about each student's academic performance and progress, and social-emotional growth and development. Student progress is determined by multiple assessments including but not limited to teacher observations, homework, class assignments, demonstrated performance, quizzes, formal and informal assessments and participation. Proficiency levels are reported using a combination of rating indicators and narrative comments.

The rating indicators are as follows:

Junior Pre-Kindergarten:	Pre-Kindergarten and Kindergarten:	
1 = Secure	1 = Secure	C = Consistently
2 = Developing	2 = Developing	U = Usually
3 = Beginning	3 = Beginning	S = Sometimes
		R = Rarely

Grades 1–5 Academic and Specialist Proficiency Levels:

- 1 = Exceeds Grade Level Expectations
- 2 = Meets Grade Level Expectations
- 3 = Progressing Towards Grade Level Expectations
- 4 = Needs Consistent Support
- C = Consistently
- U = Usually
- S = Sometimes
- R = Rarely
- * = Not Yet Rated

JUNIOR PRE-KINDERGARTEN

The hallmark of the Junior Pre-Kindergarten program is social development and exploration within a hands-on, developmentally-appropriate learning environment. In the Junior Pre-Kindergarten classroom, PLAY is regarded as children's WORK. Through play, in carefully designed centers, children develop their thinking, reasoning and social skills. Children form relationships in their play, learn how to resolve conflicts and share classroom materials. Centers also provide opportunities to practice fine- and gross-motor skills in an unstructured setting.

Surrounded by a print-rich environment, children are encouraged to participate in literacy activities in a warm, stimulating, and creative atmosphere. Language development and self-expression are an integral part of the Junior Pre-Kindergarten curriculum. Children learn to express themselves verbally as they build their vocabulary through stories, books, dramatic play, singing, meeting time, and individual portfolios. Interactive read aloud opportunities invite children to discuss and share their thinking. Children begin to absorb and recognize the print they see in their daily lives and demonstrate their expanding knowledge by enthusiastically retelling and acting out the stories they've heard. Throughout the year, Junior Pre-Kindergarten students come to see themselves as a community of learners who appreciate listening and telling stories and enjoy participating in imaginative and innovative literacy activities.

As children navigate their world, they become natural problem solvers. Child-initiated math questions provide insight into thinking, reasoning and interest. It honors children's ability to invest in, make sense of and quantify their world. Opportunities to explore numbers, space, shape and measurement are the catalyst for further investigations and deep, meaningful learning.

Children also engage in scientific explorations as they investigate their natural surroundings and the seasonal changes. Through activities such as nature walks, experiments and hands-on scientific observations, students gain powerful insight about nature and the world that surrounds them.

WORLD LANGUAGE

The World Language program begins in Junior Pre-K with the study of French and Spanish for one semester each. The main goal is to nurture enthusiasm for learning a new language while building strategies for developing listening comprehension. Material is presented through activities using manipulatives, music, games, dance, and other media. Building foundation is an ongoing part of World Language class.

CREATIVE MOVEMENT

Junior Pre-K students build foundational movement skills while exploring basic elements of rhythm, levels, and spatial awareness. Lessons align with classroom themes, encouraging children to deepen their understanding of concepts through movement and imaginative play. Key themes like shapes, seasons, holidays, storybooks, and props inspire their creative exploration throughout the year. As students practice motor skills such as jumping, skipping, and galloping, they also develop confidence, self-expression, and artistry by making their own creative movement choices. The course culminates in a collaborative project with the music class, where students showcase their growth in a joyful, simple performance.

MUSIC

Our Jr. Pre-K music program develops skills in listening, socialization, and exploration through musical play. These skills help students develop the confidence to express themselves creatively. We use percussion instruments in stories, songs, and musical games to build awareness of rhythm, phrasing, and tempo. Additionally, throughout the year, we explore western instrument families through books, songs, and performances. Our “Cozy Cub Concerts” bring guests into the classroom to play and talk about different instruments in the community of an orchestra. Students enjoy presenting their new skills to parents throughout the year.

PHYSICAL EDUCATION

The physical education curriculum for Junior Pre-K has been designed to provide activities that allow your child to have fun playing while developing better social and motor skills. Musical activities and low organizational games aid in developing multiple skills and concepts while allowing for the refinement of their gross motor skills. Children will have the opportunity to experience a variety of equipment such as the parachute, balls of all sizes and materials, paddles, beanbags, hoops, jump ropes, and balloons. Through play, children will build strength, self-confidence, concentration, and better coordination. Integration of “academics” is accomplished through activities that reinforce ideas such as color awareness, counting, parts of the body, and recognizing letters and numbers. Class activities lend themselves to improving their social skills as they play with classmates, share equipment and take turns following the Be-Attitudes of Physical Education: Be Kind, Be Gentle, Be Safe.

HEALTH AND WELLNESS: LEARN. LIVE. WONDER.

Social emotional learning (SEL) is a key component of the Learn Live Wonder program. Beginning in Junior Pre-K, students begin to learn about the five core SEL competencies. We focus on self-awareness, student emotions and how to manage themselves using these self-regulation skills. Students will be introduced to the Mood Meter tool to identify and name emotions they experience. During these units, students will explore coherence building techniques such as the Heart Warmer™ Technique and other mindfulness activities.

PRE-KINDERGARTEN

The Pre-Kindergarten literacy curriculum supports language and literacy learning through exploration and communication. Teachers model literacy strategies and foster a love of reading in both small and whole group settings. Children dictate stories, make class books, and engage in a variety of creative literacy activities. Letter and sound recognition is formally introduced through carefully designed lessons and multi-sensory activities. Children develop their listening skills and strengthen their public speaking skills during specific sharing activities, as well as thematic celebrations throughout the year. Within this print-rich and joyful environment, children develop a love of reading and writing, which provides a strong foundation for future literacy skills.

Mathematics concepts and skills are developed as students explore problems initiated through literature contexts and everyday interactions. Students then engage in purposeful activities designed to deepen understanding of the concept or skill. The curriculum focuses on beginning number skills, shape identification, classification, creating patterns, comparative measurement and spatial sense. Intentional opportunities and experiences empower children to think and reason mathematically, communicate their ideas, and develop a sense of inquiry and wonder.

In Pre-Kindergarten, children come together as a community of learners, further developing their social skills and increasing their sense of responsibility. Students deepen their understanding of how to form friendships and work cooperatively. Children carry out specific classroom duties and develop life skills, which creates a sense of accomplishment and fosters independence.

An essential aspect of the Pre-Kindergarten program is learning through play. Play, as children’s work, enhances the development of the whole child — cognitively, socially, physically, and emotionally. The curriculum integrates literacy, mathematics, science and social studies, through a variety of experiences both in and out of the classroom. Hands-on activities, such as cooking, block building, drawing, painting, and writing promote deeper discovery, fine- and gross-motor skills and nurtures children’s natural curiosity.

Young children are naturally curious and excited about their world. Science experiences in the classroom and outdoors provide opportunities to explore, enhance observational skills and build on their sense of wonder. The science units are theme based and seasonal. They include the key components of physical science, life science, earth and the environment. In Pre-Kindergarten, the following directions of approach are used in the exploration of science topics:

1. Teacher-initiated experiences planned for in advance and introduced to the children.
2. Child-initiated experiences, which grow from something a child brings in to share or directly from the students’ expressed interests.
3. The teacher takes advantage of teachable moments to explore incidental happenings in the environment.

WORLD LANGUAGE

Students continue to study French and Spanish for one semester each. Classes are focused on developing speaking and listening skills and designed to continue to nurture enthusiasm for learning a second language. Material is presented through activities using manipulatives, music, games, dance, and other media. PREK students begin to be able to express foundational elements in the target language. Basic communication is an ongoing part of every day's classroom activities.

CREATIVE MOVEMENT

Students in Pre-K continue to explore foundational movement skills through imaginative play. Lessons are integrated with classroom studies and the world around them, fostering connections that enhance learning. Students are introduced to basic dance concepts in shapes, actions, and pathways, and work towards further developing locomotor skills. Students interpret movement concepts and stretch their creativity in guided improvisations. Through collaboration with music classes, students engage in a culminating project that showcases their growth and artistry. This course celebrates joy in movement and builds confidence in self-expression.

LIBRARY

Students in Pre-Kindergarten attend library class once each week. Through stories, rhymes, and songs, children begin developing basic literacy vocabulary and listening skills. In coordination with the classroom curriculum, students explore a variety of books, including stories about the seasons, outer space, and holidays throughout the year.

MUSIC

Our Pre-K students explore a diverse world of music. Through folk songs, stories, instruments and performances these young students — *Sing, Say, Play, Create!* Our music games help students develop their fine motor skills and confidence to express themselves creatively. The students use percussion instruments and handbells to build awareness of rhythm, phrasing, and tempo. Through this curriculum, students embrace listening, socialization, and a willingness to explore all types of music.

PHYSICAL EDUCATION

The physical education curriculum for Pre-K has been designed to provide activities that allow your child to have fun playing while developing better social and motor skills. Musical activities and low organizational games aid in developing multiple skills and concepts while allowing for the refinement of their gross motor skills. Very basic sport skill concepts are introduced so that each child can begin to understand how to perform skills using the proper technique. Children will have the opportunity to experience a variety of equipment such as the parachute, balls of all sizes and materials, paddles, beanbags, hoops, jump ropes, and balloons. Through play, children will build strength, self-confidence, concentration and

better coordination. Integration of “academics” is accomplished through activities that reinforce ideas such as color awareness, counting, parts of the body, and recognizing letters and numbers. Class activities lend themselves to improving their social skills as they play with classmates, share equipment and take turns following the Be-Attitudes of Physical Education: Be Kind, Be Gentle, Be Safe.

HEALTH AND WELLNESS: LEARN. LIVE. WONDER.

Social emotional learning (SEL) is a key component of the Learn Live Wonder program. Beginning in Pre-K, students continue to learn and practice activities focused on the five core SEL competencies. We broaden our focus on self-regulation skills, and the exploration of student emotions. Students will share their emotions using the Mood Meter as a tool. During these units, students will continue their coherence building techniques such as the Heart Warmer™ Technique and other mindfulness activities.

KINDERGARTEN

A balance between exploration and structure, our Kindergarten is a time of magical growth as our young students transition from pre-operational, sensory-based encounters to more complex thinking patterns. Here they begin to develop as mathematicians, authors, readers, engineers, artists, and scientists through developmentally-appropriate learning experiences that are engaging and fun.

ENGLISH LANGUAGE ARTS

Kindergartners enter a print-rich environment and are immediately exposed to a wide variety of fiction, non-fiction, and poetry. They are encouraged to take classroom books home to enjoy with their families. Students engage in interactive read-aloud and shared reading in the form of poetry and morning messages. Students read with a teacher in small, flexible reading groups to foster fluency, expression, and understanding. Students are taught the essential building blocks of literacy: letter-sound relationships, high-frequency words, spelling patterns, vocabulary development, and word-solving strategies. Teachers instruct students in early literacy concepts including left to right directionality, use of spaces between words, and the concept of sentence as a group of words that convey a single thought.

The integration of reading and writing is the cornerstone of the Kindergarten program. Students spend much of their day listening to and reading stories and drawing and writing about what they have learned. During writers' workshop, students create stories and books according to their personal interests. Teachers use picture books as mentor texts to show how authors express their ideas to tell a story or provide information. In this way, students have a wealth of resources from which to draw upon and apply when they are composing.

MATHEMATICS

Kindergarten students actively use concrete and technological tools to make sense and reason about mathematical concepts and skills. Students develop a deep understanding of beginning number concepts as they build their foundation for future work in mathematics. They

count forward, backward, count-on and skip count by two, five, and ten. They begin to subitize quantities using ten frames, dice, and dominoes. Through hands-on exploration, students begin to appreciate the flexibility of numbers as they compose and decompose numbers using a “part-part-whole” model. Their noticings and wonderings lay the groundwork for introducing addition and subtraction and the relationship between these two operations. Additional areas of study include geometry and spatial reasoning, as well as practical skills such as measurement, money identification, telling time to the hour, and calendar skills. Students also collect, sort, classify, and organize data using a variety of charts and graphs. Pattern identification, extension, translation, and generalization are also developed in Kindergarten.

SCIENCE

Kindergarten Science is a sensory rich curriculum. Students begin by learning what scientists do. They make predictions and hypotheses, draw scientific sketches, make observations using their five senses, and perform experiments to test their hypotheses and gather information. They learn that science is everywhere and that there are many different types of scientists. The Kindergarten scientists become botanists, biologists, chemists, geologists, physicists, and engineers. Through their exploration and experimentation, the Kindergarten scientists work together to problem solve, investigate, experiment, discover, think, document, and share their ideas and findings.

SOCIAL STUDIES

Awareness of self and others — as individuals and part of a community — are the focus of the Kindergarten Social Studies curriculum. The Kindergartners explore ethical concepts such as kindness, friendship, responsibility, respect, cooperation, bravery, empathy, diversity, and tolerance. They consider what these ethical concepts look like in real life, and how they help people work together to form a productive, pro-social community that includes, thinks of, and cares for everyone. Drawing, writing, role play, and block building, are robust vehicles used to enhance the Kindergartners’ learning. Together, the Kindergartners become citizens, designers, architects, city planners, builders, community leaders, and activists, as they investigate, problem solve, share, negotiate, design, and create together.

WORLD LANGUAGE

Students continue to study French and Spanish for one semester each. Students keep on building fundamental skills in the target language while exploring story-based content. Students are able to recognize words in French and Spanish. Students are encouraged to build confidence in oral competence. Material is presented in meaningful communicative contexts through books, games, music and hands-on activities. At the end of the year, students are asked to choose the language that they want to study for the remainder of their time in Primary School.

COMPUTER SCIENCE & ENGINEERING

Computer Science and Engineering kindergarten curriculum is adapted from the Youth Engineering Solutions curriculum developed by the Boston Museum of Science. Using this program and its literature-rich materials, the students ignite their curiosity as they explore materials to solve problems. Through this process, the students will also learn the fundamentals of coding as they learn how robots respond to student-given commands. The students learn to view themselves as engineers who explore, create and improve. The curriculum supports the social, emotional, fine motor, cognitive and language skills necessary for a strong academic foundation.

ART

In Kindergarten, art is a dynamic part of the classroom experience, seamlessly integrated into daily learning. Students also visit the art room, a dedicated space brimming with inspiration and specialized tools and supplies. These visits allow them to experiment with a wide range of media including painting, printmaking, ceramics, and textiles. The curriculum focuses on the basic elements of design and draws students’ attention to how each element is used in art, both their own and that of professional artists.

CREATIVE MOVEMENT

In Kindergarten, students build foundations in four core principles: Look Inside, Speak Through Movement, Work Together, and Take Care. They work towards proficiency in locomotor skills and by deepening their understanding of personal space and spatial awareness. Each dancer earns a “Locomotor License” as they progress. Students explore shapes and actions in dance, making artistic choices to create variations on a theme and connecting emotions to movement through the study of feelings and body language. Partnerships are introduced, helping students practice collaboration, idea-sharing, and compromise in dance. Materials such as musical instruments, storybooks, and props enrich their learning, culminating in a final project where students experience the creative process of making and sharing a dance.

LIBRARY

Students in Kindergarten attend library class once each week. The children are introduced to such skills as using a place holder and learning the parts of a book. The girls discuss a variety of fiction and nonfiction stories including books about holidays, fairy tales, and libraries.

MUSIC

Our Kindergarten, Jazzy Explorations curriculum continues to support learning through creative songs and rhythm games. Students all sing, play instruments, and explore musical ideas through games, percussion play, and performance. In addition, improvisational vocal and instrumental sounds are explored in keeping with the jazz genre. While experimenting and playing boom whackers students learn to create performance projects throughout the year.

PHYSICAL EDUCATION

Kindergarten girls enjoy physical education classes twice a week with the classes being taught by a physical education specialist. These classes help the children develop their fundamental motor skills and coordination through the use of skill themes. The skill theme approach is designed to provide experiences appropriate to a child's developmental level. An emphasis on developing the Kindergarten community and each student's social competence begins with "Be Kind, Be Gentle, Be Safe." Activities for students of this age are designed to give them opportunities in which they learn to play together while developing and practicing respectful and safe behavior towards their classmates.

HEALTH AND WELLNESS: LEARN. LIVE. WONDER.

Social emotional learning (SEL) is a key component of the Learn Live Wonder program. Beginning in Kindergarten, students continue to learn and practice activities focused on the five core SEL competencies. We broaden our focus on self-management skills, and self-awareness to include self-esteem and boundary setting. Students will use the Mood Meter to share their current state of well-being. Students will continue their coherence building techniques such as the Heart Warmer™ Technique as they continue to learn mindfulness skills.

GRADE 1

First grade builds on the skills of the previous year in a learning environment that reinforces the developmental shift in intellectual growth and reasoning — so characteristic of this age of dramatic social, cognitive, physical, and emotional change.

ENGLISH LANGUAGE ARTS

The Grade 1 reading curriculum emphasizes phonological awareness, decoding strategies, vocabulary development, and comprehension both through small- and whole-group instruction. A print-rich environment through shared reading of poetry, fiction, and non-fiction texts surrounds students. Students read with a teacher in small, flexible reading groups to foster fluency, expression, and understanding. Effective comprehension strategies are taught, which enable students to read more challenging texts. Students have many opportunities to read to a partner and to read independently for their own enjoyment, fostering a love of reading. Reading is enhanced through listening experiences, poetry, songs, and technology activities. During writing, students write in journals and create personally significant stories. They are exposed to various genres such as: personal narratives, poetry, folktales, biographies, and research. Students are taught the writing process which includes pre-writing (brainstorming), writing rough drafts, editing, revising and writing a final draft. As students develop their writing skills and habits, they learn to apply appropriate spelling, punctuation, and grammar. Word Study is facilitated in weekly lessons using a multi-sensory explicit phonics approach.

MATHEMATICS

Grade 1 students actively use concrete and technological tools to make sense of and reason about mathematics. Students build on strong number sense skills developed in Kindergarten as they increase their understanding of numbers through the hundreds. They explore patterns within the hundreds chart as they deepen their understanding of place value, addition and subtraction. The visual model supports student learning as they compare, order, add, and subtract multi-digit numbers. Flexible thinking is employed as students use strategies and properties as well as a "part-part-whole" model to develop fluency with addition fact clusters and related subtraction facts. Additional areas of study are geometry and measurement. Students identify and differentiate plane and solid shapes by attributes and develop a foundation for fractions as they divide shapes into equal-size parts. Students are introduced to U.S. Customary units of measure for length, tell time to the half hour, as well as count and make equivalent coin amounts. Students also collect, organize, create, and analyze data using a variety of graphic representations.

SCIENCE

Science instruction in Grade 1 is hands-on and inquiry based. Where possible, work in the science lab is integrated with the Grade 1 social studies, math and language arts curricula. Students begin to observe, experiment, investigate, predict and communicate their findings. Teaching these skills enhances and encourages the students' natural sense of wonder about the world and provides a working format for the students' questions. The scientific process is reinforced in Grade 1. Students are encouraged to begin to think scientifically: they question, hypothesize, test, and record conclusions or observations. Finally, the students begin to develop environmental awareness through experiments, class activities and discussion. Grade 1 science fosters excitement and ignites a lifelong interest in and love for science. Both fiction and nonfiction picture books are used for content and reinforcement of concepts as they relate to each area of scientific study.

SOCIAL STUDIES

In Grade 1, students expand their study of the relationship of the self to family. Students learn about the characteristics of being a good citizen in our community and that they are citizens in broader communities of towns and the United States. They also learn about some American symbols that represent freedom, such as the flag, the bald eagle, and the Statue of Liberty. Over the course of the year, students explore their diverse ethnic and cultural heritages. This heritage unit is a comparative study of the children and families in specific countries. Students learn about family traditions and the importance of valuing their own as well as their classmates. Students practice research skills through guided exploration of important people especially women in the month of March, Women's Herstory Month. An introduction to map skills lays a firm foundation for the Grade 2 geography-based curriculum.

WORLD LANGUAGE

The program is designed to keep nurturing enthusiasm for learning another language while encouraging confident oral expression. Material is presented in meaningful communicative contexts through activities using manipulatives, music, games, dance, arts and crafts, drama, and other media. Classwork continues to be mostly oral in nature, but word recognition and writing simple elements begin at this level. Listening comprehension and basic communication are an ongoing part of every day's classroom activities. Students are asked to respond to simple questions and are able to describe themselves and their immediate environment in a simple way. Elements of the cultures are woven into the curriculum to further engender students' appreciation for the world language they study.

COMPUTER SCIENCE & ENGINEERING

The first-grade engineers view themselves as problem solvers who innovate and create as they build their understanding of the natural and human-made world. The students learn a five-step Engineering Design Process and employ the Engineering Habits of Mind as they learn to address real world problems and create technologies to solve them. Through this process the students also learn the fundamentals of computer science as they explore coding and robotics. The topics introduced integrate with our science curriculum and include biomimicry, plant studies and pollination. The curriculum encourages cooperative teamwork as well as self-reflection.

ART

At the heart of every Primary Art Studio experience is the joy of self-expression and hands-on learning. In Grade 1, students are asked to think about the question, "What do artists do?" as they create with a variety of expressive media including painting, printmaking, drawing, sculpture, ceramics, fiber arts and photography. As imaginations soar, children learn strategies for finding ideas, planning work and using observation to inspire their own work. Artist studies expose children to a variety of perspectives and studio practices. Creative thinking skills are honed and a basic understanding of the visual world is fostered through each activity.

DANCE

In First-Grade Dance, students deepen their understanding of shapes, actions, and pathways as they relate to movement and dance. The year begins with an exciting Alphabet Study, where students create letter shapes with their bodies, develop an action alphabet, and explore letter pathways to form words. Pathway maps are introduced to help students visualize and connect movement patterns. Students also study Isadora Duncan, a pioneer of modern dance, to inspire their creativity and build an appreciation for dance history. The year culminates in a science-inspired collaboration on insects and butterflies, where students perform a dance for teachers and peers, showcasing their learning and artistry.

LIBRARY

Students in first grade attend library class once each week. The children are encouraged to explore encyclopedias, and they utilize alphabetical order to find and organize picture books. Students discuss a variety of stories throughout the year, several of which tie in with their global classroom studies.

MUSIC

Our first-grade students participate in music-making by singing and playing instruments. They learn basic music vocabulary, which is foundational for classroom activities and concert performances. During this year, students begin to develop good rhythm skills. They learn to read, write, and perform basic note values and rhythmic patterns using the xylophone and glockenspiel. Students are also introduced to fundamental exercises that help them become aware of a healthy singing process. They learn about proper posture, breathing, and good tone production, and how to use their voices expressively. Through a multi-faceted approach, students develop good tonal memory, through call and response singing, hand motions, and the performance of a diverse array of songs.

PHYSICAL EDUCATION

First-grade students participate in a Physical Education curriculum exposing them to a variety of equipment to use in a skill-themed approach. Skill themes are fundamental movements that are later modified into the more specialized patterns on which activities of increasing complexity are built. Activities and low organizational games aid in helping the students to develop basic sport skills while allowing for the refinement of their gross motor skills. Integration of "academics" is accomplished through various games that reinforce spelling words and simple math. In developing an appreciation for the world at large, the girls will also learn games from around the world as studied in their classroom. Class activities lend themselves to helping each child further develop their social skills as they play with classmates, share equipment, and take turns.

HEALTH AND WELLNESS: LEARN. LIVE. WONDER.

Social emotional learning (SEL) is a key component of the Learn Live Wonder program. Students continue to learn and practice activities focused on the five core SEL competencies. In first grade, students begin to explore relationships with family, friends, and adults. Additionally, expanding their understanding of personal space and boundaries. Students will add to their coherence technique toolkit with the addition of Heart-Focused Breathing™.

GRADE 2

Second grade serves to solidify the foundational goals and accomplishments that were introduced during the early developmental and early primary years across all subject areas. The expectation of mastery of core skills and concepts helps to balance the developmental needs and capabilities of the early childhood student with the approaching demands of the upper elementary grades.

ENGLISH LANGUAGE ARTS

The Grade 2 reading program builds on the strategies of effective readers presented in prior grades. Phonemic awareness, word-solving strategies and vocabulary development are taught in both small and whole groups to increase fluency, expression and comprehension. Students read in small, flexible reading groups, whole group author or thematic studies, and individually during silent reading times. Students are exposed to various genres including fairy tales, fantasy, realistic fiction, biographies, mysteries, poetry and informational texts related to the social studies curriculum. As the girls make a natural transition from learning to read to reading to learn, teachers provide skills, which help them become independent readers. Guided listening is taught weekly to enhance students' auditory comprehension skills. Students listen to various oral directions, poems and stories and are asked to recall, draw and write down specific information. The girls are given many opportunities to write and respond to what they've heard. Students are taught the writing process which includes pre-writing (brainstorming), writing rough drafts, editing, revising and writing a final draft. During writers' workshop, students are encouraged to develop their writing facility through journals and stories. Students are expected to apply conventional spelling, punctuation and grammar skills to their writing. Students participate in weekly word study lessons, and writing conventions are explicitly taught in conjunction with writing.

MATHEMATICS

Grade 2 students actively use concrete and technological tools to make sense of and reason about mathematics. Throughout the year, students gain fluency with all addition and subtraction facts within 20. Place value, addition, and subtraction are the focal points of second-grade mathematics. Students expand their understanding of magnitude of numbers through the thousands and use multiple strategies to build conceptual understanding of adding and subtracting multi-digit numbers. Students use models to represent and make sense of word problems as they continue to add context to the math skills they are exploring. Additionally, students begin formal development of multiplication and division concepts using models as they build fluency in multiplication by 2's, 5's, and 10's. Other areas of study include geometry and measurement. Students identify polygons and non-polygons and increase their ability to differentiate between plane shapes within the same category by exploring different attributes. Solid shapes are compared by identifying edges, faces, and bases. Students continue to increase their understanding of fractions as they divide shapes into equal parts. Length, weight, and capacity of different objects are measured using U.S. Customary and metric

units. Students tell time to the minute and solve money problems to make change. Data is collected, organized, and analyzed using a variety of graphic representations.

SCIENCE

Science in Grade 2 uses hands-on, inquiry-based instruction. Students continue to investigate and experiment as they improve their scientific skills. They work on growing scientific habits of mind. They develop the ability to ask appropriate questions, collect data and communicate their findings. Their natural curiosity for the world around them is nurtured, and they are encouraged to think deeply and critically. Students study each of the seven continents on earth. In science they will conduct investigations and experiments about the environments and living organisms on the different continents. Through these studies, as well as field work done on campus; the students become more aware of the importance of habitats and biodiversity. Their sense of environmental concern and responsibility for all living things is guided through discussion, observation, reading, and writing. Both nonfiction and fiction picture and chapter books are used to enhance these areas of study.

SOCIAL STUDIES

World geography and cultures is the focus for this exciting year of exploration. Map skills are emphasized as children explore communities near and far. Children do comparative studies of cultural universals such as: food, language and education, citizenship, clothing, family, shelter, and holidays and celebrations. While discovering global cultures, a focus on leadership will allow students to explore the qualities of positive leaders around the world and the impacts they have on their communities. Our students begin to understand the interconnectedness of cultural groups across the world and begin to identify themselves as members of a broader global community.

WORLD LANGUAGE

In second grade, students are encouraged to emphasize their previous knowledge in French or Spanish. Classwork continues to be mostly oral in nature, and students start to build reading and writing skills in the target language. Students are able to respond to simple questions, express needs and description of themselves and their immediate environment in a simple way. Material is selected on a themed based approach related to the student's everyday life and interests. Elements of the cultures are woven into the curriculum to further engender students' appreciation for the world language they study.

COMPUTER SCIENCE & ENGINEERING

The second-grade engineers view themselves as problem solvers who innovate and create as they build their understanding of the natural and human-made world. The students learn a five-step Engineering Design Process and employ the Engineering Habits of Mind as they learn to address real world problems and create technologies to solve them. Through this process the students also learn the fundamentals of computer science as they explore coding and robotics. The topics introduced integrate with our science curriculum and include coding

robots, fabricating playdough, building bridges and designing wind-mills. The curriculum encourages cooperative teamwork as well as self-reflection.

ART

In second grade, art students study the basic behaviors that lead to artistic expression while continuing to create in a variety of media. Hands-on experiences allow children to develop studio habits for finding ideas, planning work, observing and researching subject matter, and sustaining engagement. The basic elements of design are highlighted as students study the work of master artists, observing and then applying how line, shape, color, texture, and space are used to express ideas.

DANCE

In Second-Grade Dance, students focus on how to dance by developing skills in sequencing, memorization, technique, execution, and performance. They explore social dances and dances from around the world, broadening their cultural understanding and appreciation for dance traditions. Ballet studies introduce classical technique and storytelling through movement. Students are also introduced to basic Modern Dance and Jazz techniques that will be further developed in later grades. These technical skills highlight style, precision, and performance.

LIBRARY

Students in second grade attend library class once each week. The children utilize reference sources including animal encyclopedias to complete their science research projects, and they study the organization of fiction books and biographies. The girls learn about Caldecott and Coretta Scott King Award-winning books, and also discuss books from different countries to tie in with their classroom studies of the continents.

MUSIC

Second-grade students explore the instruments in a symphony orchestra. They listen to great symphonic music by a variety of composers. Throughout the year the instrumental teaching artists on staff at KPS visit the second-grade classrooms to perform and talk about the instruments they play. Throughout the year students learn healthy singing habits as they learn seasonal songs to perform in class and at concerts. Second-grade students learn to play the melodica, as they begin to develop good musicianship habits and learn foundational note reading.

PHYSICAL EDUCATION

Second-grade students continue to build their sport skills foundation through a skills-themed approach. They are refining their fundamental movement skills to a more mature level. By the year's end they will be able to combine locomotor, non-locomotor, and manipulative skills, demonstrating more advanced forms of movement in their physical activities. They are able to progress to more vigorous activities for longer periods of time and at higher intensity levels. Students

learn about and begin to understand not only the physiological benefits of physical activity but the social and psychological benefits as well. They continue to learn and apply acceptable behavior which demonstrates an understanding of rules and directions, safety practices and working cooperatively with others. They are able to apply understanding and respect for individual differences when acting in a team environment. The second-grade girls also experience an expanded unit on the benefits of physical activity and fitness as they participate in pre- and post-testing on five components of physical fitness: cardiovascular endurance, muscle strength, muscle endurance, flexibility and speed. The girls learn how to improve their fitness levels through a wide spectrum of exercises practiced throughout the year. They show an understanding of this learning in their participation in The Exercises of Sock Monkey. The girls enjoy sharing their personal physical activities and the effect these activities have on them in a class journal.

HEALTH AND WELLNESS: LEARN. LIVE. WONDER.

Social emotional learning (SEL) is a key component of the Learn Live Wonder program. Students continue to learn and practice activities focused on the five core SEL competencies. In second grade, students begin to learn about Body Positivity and Body Diversity. Additionally, expanding their understanding of personal space and boundaries. Students will also practice responsible decision making as they build their personal leadership skills. Students ground their class experience using the mood meter and coherence technique, Heart-Focused Breathing™.

THEATER

This theater workshop invites students to explore various ways of telling and sharing stories from around the world. Through exercises including improvisation, story dramatization, stage movement, narrative pantomime, and puppetry, students explore a range of folk tales which are connected to their social studies curriculum. Students are encouraged to find ways to use their bodies, voices, and imagination to animate and share these stories with one another.

GRADE 3

The adage — learning to read and then reading to learn — characterizes third grade as the big transition year. Students are expected to think more independently, responsibly and abstractly; delve more deeply into subject matter content; make social connections; and make application to the real world.

ENGLISH LANGUAGE ARTS

As students gain fluency in reading, they are able to concentrate on content in literature. The Grade 3 reading curriculum focuses on skills such as making connections and predicting, visualizing, inferring, selecting the main idea and analyzing the author's intent. The girls examine a variety of genres, from legends to biographies, as well as books relevant to the social studies curriculum. Students are encouraged to delve deeply into these books, reading like a writer:

noticing and appreciating elements in the writer's craft. Students write daily to reinforce the importance of expressing ideas in a clear, organized manner. Teachers use mentor texts to develop awareness of writers' craft and to help students develop their own style and voice. The girls are encouraged to develop both the creative and formal aspects of writing during writers' workshop. In this setting, the girls craft their own topics, confer with peers and teachers, revise for organization and clarity and edit for spelling, punctuation and grammar. Writing conventions are regularly and explicitly taught and are embedded within the workshop process.

MATHEMATICS

Grade 3 students actively use concrete and technological tools to make sense of and reason about mathematics. Multiplication, division, and fractions are the major focal points of the third-grade mathematics program. Throughout the year students develop strategies to build their fluency of single digit multiplication facts and their related division facts. Students increase understanding of place value and magnitude of numbers through the millions and explore a variety of methods to compute with multi-digit numbers. Students use models to represent and make sense of one-step and two-step word problems as they continue to add context to the math skills they are exploring. Students begin formal development of fraction concepts using region, set, and number-line models. Additional areas of study include geometry and measurement. Students begin to explore perimeter and area of rectangles and squares. They further develop their measurement skills within U.S. customary units and convert between units of measure. Students continue to collect, organize, and analyze data using a variety of graphic representations including bar graphs. They also solve complex elapsed time problems and develop foundations for decimals as they hone their money skills.

SCIENCE

Grade 3 science begins with an exploration of how the school garden has changed over the summer with a focus on accurate observations and scientific inquiry. Students harvest the fruits and vegetables they planted the previous spring and investigate why specific combinations of crops are known as companion plants. Students explore soil, rocks and minerals, then apply their knowledge during a geology-centered field experience. Through inquiry- and student-designed experiments, the laws of magnetism are revealed. Students embrace the engineering design process and apply this method to plan, construct and present a prototype of their own useful invention. Students end the year with an in-depth study of the ocean, including habitats, animal adaptations, chemistry and an introduction to scientific classification. The culminating experience of a trip to the NJ Sea Grant Consortium at Sandy Hook allows the girls to capture, identify and analyze aquatic species by participating in a field study of salt marsh and beach habitats.

SOCIAL STUDIES

Third-grade Social Studies focuses on our state: New Jersey. Students become familiar with maps of New Jersey, while developing their map skills. Our focus then moves to early New Jersey history,

paying particular attention to Lenni Lenape culture and the arrival of Europeans to New Jersey's shores. We examine the advancement of science and technology in our state and its effects on our culture today. Students also learn about the structure of the government at both the local and state levels. Finally, students will learn about the economy of New Jersey and how it has changed over time.

WORLD LANGUAGE

In third grade, students continue to study either French or Spanish. Students' time in class is balanced among the four major skills: listening, speaking, reading and writing. Teachers continue to nurture enthusiasm for learning a second language while encouraging confident and increasingly spontaneous and uninhibited oral expression. Students engage in asking and answering questions in the target language, expand their vocabulary and expressions in the target language, describing things with greater detail. Students start to develop an awareness for grammatical concepts. Material is presented with a project-based approach. Students develop a strong intercultural awareness and keep learning about different countries where the language is spoken.

COMPUTER SCIENCE & ENGINEERING

The third-grade engineers continue to explore and innovate as they build upon their understanding of the natural and human-made world. The students deepen their understanding of the Engineering Design Process and further employ the Engineering Habits of Mind as they address real world problems and create technologies to solve them. Through this process the students also learn the fundamentals of computer science as they explore coding and robotics. The units of study integrate with our science curriculum and include engineering earthquake-resistant buildings, creating maglev systems and exploring robotic machines. The curriculum encourages cooperative teamwork as well as self-reflection.

ART

Third-grade art students begin to take on increasing responsibility for directing their own creative projects. Students envision, plan, and execute creations in a variety of media and subject matter. Students examine what fuels their creative stamina and analyze how personal meaning infuses their creations. Specific skills such as shading, perspective, and composition are honed, all while young artists are encouraged to bring energy and enthusiasm to each creative experience.

DANCE

In Third-Grade Dance, students begin their journey as choreographers, building a "Choreographer's Toolbox" with the five elements of choreography: Body, Space, Time, Energy, and Relationship. They apply these concepts in small groups to create "Element Dances" inspired by Earth, Air, Fire, and Water, while exploring what inspires them to create a dance. Students study artistic inspirations, including dances based on visual artist Kandinsky, poet Langston Hughes, and AirMail Dances by Remy Charlip. A field trip introduces

students to live dance performances, teaching them how to observe, think critically, and discuss dance thoughtfully. Through these experiences, students develop their artistic voice, creativity, and collaborative skills.

HEALTH AND WELLNESS: LEARN. LIVE. WONDER.

Health and Wellness is an active, lifelong process of becoming aware of and making healthful choices that lead toward a more balanced and fulfilling life. Four topics developed in the Primary School Health and Wellness curriculum include Mental and Emotional Health, Family and Social Health, Physical Health and Safety, and Growth and Development. Students are encouraged to explore and LEARN through inquiry, LIVE a life of curiosity, and WONDER and explore new things. During these units, Grade 3 students will learn about their emotions and identify elements of good character. Students will examine different types of relationships they encounter and learn strategies to maintain healthy and productive connections with others. Students will also learn about the importance of good nutrition, fitness, sleep, rules that keep us safe, and ways to be safe at home and outside of the home. Lastly, students will learn about the stages of the Human Life Cycle.

LIBRARY

Students in third grade attend library class once each week. The children hear stories about Native American Indians and research various tribes to tie in with their classroom studies. The girls also discuss a variety of stories throughout the year including trickster tales, biographies and fairy tales. Third-graders are introduced to the Dewey Decimal System and the organization of nonfiction books.

MUSIC

Third-grade students learn all about opera. They explore the “four main ingredients” needed to produce an opera. In class, students watch age-appropriate operas and they create and perform their own opera. Learning to sing in a healthy way is an important part of music making throughout Primary School. Students do this while learning a diverse array of songs, from arias to folk music, to perform in class and at school concerts. Third-grade students who really enjoy singing may choose to participate in the Hummingbirds, a chorus for singers in grades 3–5. In addition to singing, third graders continue developing as musicians by learning to play the recorder in music class. Students who choose to learn to play an orchestral instrument will take small-group lessons with a faculty musician.

PHYSICAL EDUCATION

In third grade, the girls begin to work toward mastery in locomotor, non-locomotor and manipulative skills. Variations of motor skills are combined to form more complex patterns of movement. These combinations are then implemented in sport specific activities. The students continue to apply basic concepts of movement to improve their individual performance. They continue to develop cooperative skills that have a foundation in the first three years of Primary School. Periods of independent, self-guided activities are

progressively increasing in duration. The third-grade students continue to understand the cause and effect relationship of physical activity and health. They participate in the pre- and post-testing on the five components of physical fitness and are able to analyze assessment data and develop simple fitness goals. They can identify many physical activities that influence health related fitness. They make healthy nutritional decisions based upon their knowledge of the five food groups and how to get what they need to stay active and healthy.

THEATER

Third-grade students explore the storytelling methods used in Native American cultures and apply them to their own written work. Together, we use the vocal and physical capabilities we have explored in theater class to dramatize student-written tales. Through improvisation and theater games, we explore the process of creating and telling more involved stories and work as an ensemble to create a class piece written in the style of a Native American folktale.

GRADE 4

Fourth grade continues to foster independence, autonomy, responsibility, collaboration, organization and mastery in thinking, learning and application — as core skills, key cognitive concepts and prior accomplishments are solidified.

ENGLISH LANGUAGE ARTS

As students gain more sophisticated literacy skills, they progress to more complex reading and writing tasks. The Grade 4 curriculum focuses on abstract thinking and strong communication skills: inferring, analyzing, speaking, writing, and listening. Students read and study novels, short stories, and poetry which portray diverse perspectives and expose them to a broader world view. Students are taught to make comparisons, interpret, and analyze information and explain what they’ve learned from various texts. They engage in small group book clubs when discussing both fiction and non-fiction, which allows students to practice thinking and speaking skills. Vocabulary and writing skills are developed across the curriculum as students write personal response journals, essays, and research reports. Grammar instruction continues, formalizing the understanding of parts of speech, sentence construction, spelling, and punctuation. During writers’ workshop, students develop their voice within various genres including personal narrative, realistic fiction, historical fiction, mystery, and poetry.

MATHEMATICS

Grade 4 students actively use concrete and technological tools to make sense of and reason about mathematics. Multi-digit multiplication and division, fractions, and decimals are focal points in the fourth-grade mathematics program. Students develop a conceptual understanding of multi-digit multiplication and division in order to move towards the use of efficient procedures and algorithms. They also solve multi-step problems using visual representations such as the bar model. Students increase their understanding of place value

and magnitude of numbers through the billions while also extending these ideas to include decimals. Students compare, order, estimate, add, and subtract decimal numbers as well as make connections between decimals and fractions. Students deepen their understanding of fractions as they explore equivalency, and begin adding and subtracting fractions less than and greater than one. Additional areas of study include geometry and measurement. Students measure angles and explore angle relationships. They deepen their understanding of metric measurements as they relate back to their studies of decimals and fractions. Students also create efficient procedures to determine area and perimeter of rectangles and composite figures. Students collect, organize, and analyze data using a variety of graphic representations. Critical thinking and problem-solving skills are enhanced as students work through the curriculum.

SCIENCE

Grade 4 science students further develop their inquiry skills and abilities to utilize scientific equipment. The topics they explore as budding, scientifically literate young women include biology, chemistry and the physical sciences. During the muscle and skeletal system units, they are introduced to the methods of dissection as they investigate the form and function of the body. They continue the engineering design process during their study of static and current electricity by constructing numerous circuits. A space-related field trip and participation in a gardening citizen scientist project sponsored by the Canadian Space Agency culminates their study of Space. Students practice investigative science as they explore natural resources, climate change and current environmental topics. By the end of Grade 4, they have explored global connections and applied critical thinking skills to a variety of situations.

SOCIAL STUDIES

The Grade 4 Social Studies curriculum focuses on the geography, economy, and natural resources of the United States. We spend the year doing a “deep dive” into the five separate regions. Students gain experience with physical maps, political maps, economic maps, and digital tools. Students identify states, key cities, capitals, natural resources, climate, and landforms of each region. The US Region study culminates with students planning a dream road trip across the country. In addition to our study of the US regions, we spend the year exploring our own identities — celebrating what we have in common as well as our differences. We read nonfiction texts and have class discussions that highlight important cultural traditions. Students are given tools to help them better understand themselves, their peers, and the world around them. We practice language that supports inclusive and healthy dialogue, and encourages bravery, empathy and kindness.

WORLD LANGUAGE

The fourth-grade World Language class’s goal is to strengthen the four major skills: listening, speaking, reading and writing. The integration of the five Cs (Communicative, Culture, Connections, Comparisons, and Communities) is essential in the World Language

class. Students keep on building their grammatical awareness. They also continue to develop a strong intercultural awareness and keep learning about different countries where the language is spoken.

COMPUTER SCIENCE & ENGINEERING

The fourth-grade engineers continue to explore and innovate as they build upon their understanding of the natural and human-made world. The students deepen their understanding of the Engineering Design Process and further employ the Engineering Habits of Mind as they address real world problems and create technologies to solve them. Through this process the students also learn the fundamentals of computer science as they write block-based code. The units of study integrate with our science curriculum and include pollution solutions, rockets and rovers and green engineering. The curriculum encourages cooperative teamwork as well as self-reflection.

ART

In fourth grade, students begin the year with an artist study, often linked to a current exhibit in the broader community. Students begin to create thumbnail sketches to help plan compositions. Children are asked to reflect more deeply on their artistic process and begin to recognize the role an artistic community plays in supporting individual creative pursuits. Basic studio habits such as skill development, exploration, and experimentation, envisioning, persevering and analyzing are emphasized throughout each creative project.

DANCE

In Fourth-Grade Dance, students explore the dynamic world of Musical Theater, working collaboratively with Music and Drama to bring a production to life. They develop their skills through contemporary dance techniques, learning expressive movements that connect to modern storytelling. A highlight of the year is the opportunity to work with a guest artist specializing in West African Dance, broadening their understanding of global dance traditions. Lessons emphasize performance skills, adaptability, and teamwork as students integrate movement with other art forms. This diverse curriculum inspires creativity and builds confidence in their abilities as versatile and expressive dancers.

HEALTH AND WELLNESS: LEARN. LIVE. WONDER.

Health and Wellness is an active, lifelong process of becoming aware of and making healthful choices that lead toward a more balanced and fulfilling life. Four topics developed in the Primary School Health and Wellness curriculum include Mental and Emotional Health, Family and Social Health, Physical Health and Safety, and Growth and Development. Students are encouraged to explore and LEARN through inquiry, LIVE a life of curiosity, and WONDER and explore new things. During these units, Grade 4 students will identify core values, learn how to make ethical/responsible decisions, and develop strategies to manage difficulties with friends, bullying, and peer pressure. They will learn about vitamins, what to consider when making healthy food choices and the importance of fitness. Students will also learn ways to protect themselves from danger, and

gain an understanding of the proper use and misuse of prescription and over the counter drugs. Lastly, students will begin to learn about physical changes that occur in girls during adolescence.

LIBRARY

Students in fourth grade attend library class once each week. The girls are assessed on their ability to locate books in the different sections of the library, and they learn to use both print and online resources to complete their research projects. Students discuss a variety of books during the year including stories told in poetry and Aesop's fables.

MUSIC

Fourth-grade students learn about music theatre and perform in a musical workshop production. This opportunity allows students to work collaboratively with the theater, dance, and music faculty. Learning to sing in a healthy way is an important part of music making throughout primary school and is especially important as students navigate through their musical theatre performances. In fourth grade, all students learn how to play the ukulele, as they continue to develop music theory knowledge. Students who really enjoy singing can join the Hummingbirds, a choir for grades 3–5. These participants may also choose to audition for National, Regional and State Honor Choir opportunities, when available. Fourth-grade students may choose to begin or continue learning to play an orchestral instrument in small groups or privately.

PHYSICAL EDUCATION

In the fourth grade, the students are beginning to achieve maturity with most locomotor, non-locomotor and manipulative skills. They begin the process of integrating these skills into a variety of individual and team sports and activities that have been modified to their developmental level. They begin to demonstrate an understanding of proper movement forms. They are able to self analyze their own skills and that of their classmates and discuss methods for improving performance. The students begin to understand the relationship between lifestyle and health. Through observation they begin to develop an awareness of the physical, social and emotional importance of physical activity. Students participate in moderate to vigorous activity for longer periods of time. They are able to describe how high levels of fitness are achieved, and identify what their age appropriate physical fitness goals should be. The fourth-grade students continue to understand the cause and effect relationship of physical activity and health. They participate in the pre- and post-testing on the five components of physical fitness and are able to analyze assessment data and develop broader fitness goals. The students begin to show competence for working independently and cooperatively, in pairs and small groups. They demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies. Their ability to solve problems increases with their understanding. They are able to find activities that they enjoy in class and apply skills learned to activities outside of the physical education class.

THEATER

Fourth-grade theater students have an opportunity to participate in a staged musical theater workshop production. The focus of the work is ensemble in nature and may include some solos, small ensembles and even a choral piece for the entire team. While working on this collaborative production, students are introduced to theater terminology, character development, and acting technique. Students share the culminating project in a performance at school.

GRADE 5

Fifth grade, the culmination of the Primary School experience, connects the past with the future in preparation for the rigors, challenges, rewards and expectations of Middle School. An increased understanding of one's own learning style in combination with critical thinking and analytical skills sets the stage for learning new, more complex, advanced material and subject matter.

ENGLISH LANGUAGE ARTS

Literature study in Grade 5 focuses on comprehension and interpretation, as well as the understanding of important literary terms and the narrative structure of the plot. Students read widely from contemporary and historical fiction to nonfiction texts to poetry. They actively engage in both small and whole group discussions. Literature is also tied to the social studies curriculum and students are exposed to topics that go beyond their personal experiences. They begin to critically examine the quality and accuracy of texts, extending their understanding to incorporate new ideas and content. Word study and vocabulary development are embedded within the study of literature. Students respond to literature through a variety of class activities, from response journals to creative writing projects and formal essays. Through dramatizations, oral reading, and artwork, students use literature as a springboard for creative expression. In writers' workshop, the girls further develop their voice by composing texts that are personally compelling. Students apply their growing knowledge of grammar, punctuation, and spelling to their own work. Close attention is paid to these mechanics as students improve their critical-thinking skills and their creative abilities, develop an effective writing style and share their work with others.

MATHEMATICS

Grade 5 students actively use concrete and technological tools to make sense of and reason about mathematics. Multi-digit division as well as fraction and decimal computations are focal points of the fifth-grade mathematics program. As students work to secure all whole number computations they extend their learning by solving multistep problems involving all four operations. Students hone their fraction skills using estimation, equivalence, and properties as they explore the concepts of multiplying and dividing fractions. Understanding of place value continues to expand to include additional decimal values and exponential notation is used to compare the magnitude of numbers. Students investigate and model multiplication and division of decimals and begin to make connections

between fractions, decimals, and percents. Additional areas of study include geometry and measurement. Students extend their understanding of perimeter and area to explore volume and surface area of prisms. Students continue working with measurement conversions within U.S. Customary and metric systems. Critical thinking and problem-solving skills are enhanced as students work through the curriculum.

SCIENCE

Grade 5 is the culmination of the Primary School general science program. Increased independent use of the scientific design process leads students to be closely involved with the world around them. Students explore ecology and the environment by investigating and collecting population data for habitats on campus and areas unique to New Jersey. Through STEM projects, students investigate sound and light, and continue their study of the human body. Another focus is the important role women have played throughout history in advancing science. A highlight of the Grade 5 program is the opportunity for small groups of students to design and conduct an independent research project or experiment. The girls utilize the scientific design process to carry out short-term, quantitative investigations. The project culminates with the students showcasing their scientific leadership skills by presenting their findings to parents, peers, and Kent Place faculty at the annual Grade 5 Science Fair.

SOCIAL STUDIES

With human rights as its core, the Grade 5 social studies program examines the history of the United States through many different lenses. Beginning with the Universal Declaration of Human Rights, the students examine what it means to have economic, political, and religious freedom using literature, history books, primary sources, film, and photographs. The units of study span the founding of our nation and our Freedom Documents through the structure of the United States government. The compromises of our Civil War, and the changing nature of civil rights and women's rights are all content areas through which the principles that helped create our nation are discussed, debated, researched, and written about. Activities are designed to help students develop strong skills in reading both fiction and nonfiction text. Throughout the year, active discussion on current events expands students' critical-thinking skills and reminds us of the importance of human rights for everyone.

WORLD LANGUAGE

The fifth-grade World Language class aims to give opportunities to the students to apply previously learned material and demonstrate proficiency in the second language while encouraging confident expression. The integration of the five Cs: Communication, Culture, Connections, Comparisons, and Communities are essential in the World Language class. Students strengthen their communicative competence in their World Language by means of activities that focus on listening, speaking, reading, and writing skills, while also raising their awareness of the target culture. Students will develop strategies to make a smooth transition to the World Language program of the Middle School.

COMPUTER SCIENCE & ENGINEERING

The fifth-grade engineers continue to explore and innovate as they build upon their understanding of the natural and human-made world. The students deepen their understanding of the Engineering Design Process and further employ the Engineering Habits of Mind as they address real world problems and create technologies to solve them. Through this process the students also learn the fundamentals of computer science as they write block-based code. The units of study include topics such as circuit design, architectural design, and computer assisted 3D design. The curriculum encourages cooperative teamwork as well as self-reflection.

ART

The goal for all primary art students is that they become engaged participants in the world of visual arts. In fifth grade, students build independence in making and observing art. As students create, they practice and develop strategies for finding ideas, planning work, observing and researching, sustaining interest, and finding meaning in and evaluating their own finished products. The children are encouraged to use their artistic community of peers, teachers, and artists to inform their work. The importance of cultivating skills in a variety of media and exploring new experiences is modeled and encouraged. At the same time, students work to understand how these studio habits are used by master artists.

DANCE

In Fifth-Grade Dance, students culminate their primary school dance experience by creating and performing a showcase that highlights their growth, creativity, and collaborative efforts. They learn and develop original choreography building full length dances as a class. The students explore additional elements of stage production, such as music selection, costuming, stage directions, and lighting design. Through the creative process, students enhance their dance technique, broaden their movement vocabulary, and deepen their understanding of the technical aspects of a dance production. The experience fosters collaboration, stage presence, and performance readiness as students work together to bring their ideas to life. To prepare for the transition to middle school dance, students are introduced to the foundational principles of Horton Technique at the end of the year, equipping them with the skills to navigate the increased technical demands of future dance studies.

HEALTH AND WELLNESS: LEARN. LIVE. WONDER.

Health and Wellness is an active, lifelong process of becoming aware of and making healthful choices that lead toward a more balanced and fulfilling life. Four topics developed in the Primary School Health and Wellness curriculum include Mental and Emotional Health, Family and Social Health, Physical Health and Safety, and Growth and Development. Students are encouraged to explore and LEARN through inquiry, LIVE a life of curiosity, and WONDER and explore new things. During these units, Grade 5 students will increase awareness of their personal identity, recognize and combat gender stereotypes, and increase media literacy. Students will also

develop strategies that enhance confidence and manage stress. In addition, students will learn about changing friendships, cliques, and develop communication and conflict resolution skills. Students will also learn ways to stay safe and communicate effectively on social media. Students will apply dietary guidelines, understand the role of fats in our diets, and learn to read food labels to make healthy food choices. An understanding of ways to protect oneself from disease and the prevention of drug abuse will also be developed. Lastly, students will learn more about changes that will occur during puberty, grooming, and hygiene, as well as how the female reproductive system works.

LIBRARY

Students in fifth grade attend library class once each week. The girls are introduced to different resources, in print and online, to complete their research projects. They read and discuss a variety of books from different genres including poetry, science fiction and short stories. They also learn about Newbery Award-winning stories and participate in a Newbery Party.

MUSIC

Fifth-grade students learn about the history of popular music and some of the iconic musicians past and present who influenced this style. Learning to sing in a healthy way using different styles is an important aspect of music making in the fifth grade. Students learn an array of genres that reflect the school community, the society, and the world. These songs are performed in class and at various concerts throughout the year. In class, all our fifth-grade students learn how to play the chimes, as they continue honing music theory knowledge. Complimenting music class, students who like to sing may choose to sing with the *Hummingbirds*, a chorus for grades 3–5. Chorus participants may choose to audition for National, Regional, and State Honor Choir opportunities, when available. Students may also continue to study an orchestral instrument in small group or private classes. When students achieve a level of mastery, they are invited to join the Primary School Instrumental Ensemble.

PHYSICAL EDUCATION

In fifth grade, students have developed mature locomotor, non-locomotor and manipulative skills. They begin to practice these skills and adapt and refine them to be used in a variety of situations. They are able to explore movement concepts that allow them to adapt to changes in their environment. Students are actively involved in activities that produce higher levels of fitness. They are able to identify the cause and effect of eating healthy and staying active. The girls are continuing to develop cooperative skills that have a foundation in previous Primary School grades. They are well aware of right and wrong and safe and unsafe and are able to self monitor these behaviors. Fifth-graders begin to recognize differences that set people apart. They demonstrate a need to understand these differences and an interest to know more about people who are different from themselves. The fifth-grade girls continue to participate in the pre- and post-testing on the five components of physical fitness: cardiovascular

endurance, muscle strength, muscle endurance, flexibility, and speed. The girls develop an understanding of the kinds of activities that are health related, and begin to choose more of these activities to participate in during their free time. The fifth-graders are able to identify levels of exertion and that affects their overall health and well-being.

THEATER WORKSHOP

This theater workshop offers students a more advanced opportunity to participate in the rehearsal process and performance of a play. The course is designed to build skills in the following areas: Storytelling and the understanding of story structure through characterization and physicalization; The examination of conflict and resolution; Receiving and responding positively to feedback from peers and teachers; Communication and presentation to an audience (public speaking); and self-confidence.



MIDDLE SCHOOL PROGRAM OVERVIEW

The dynamic and engaging programs in our Middle School are designed to foster curiosity, build independence, and instill in our emerging scholars a lifelong love of learning. The “core” course load of English, history, mathematics, science, and world language, and visual and performing arts builds students’ foundational skills and competencies and advance students’ critical thinking and abstract reasoning abilities. Beyond the traditional academic courses, students are exposed to a wide range of innovative co-curricular subjects that explore key tenets of the larger Kent Place School program, including ethics and leadership; wellness, identity, and social justice; and 21st Century skills, including STEM-related disciplines, computer science, and engineering. Through all endeavors, teachers facilitate the development of study and organizational skills necessary for long-term academic success.

ASSIGNMENT OF CREDITS

Courses receive one credit per term and three credits for a full year. Credits accumulated prior to Grade 9 or over the summer may not apply toward the total. An exception to the distributive requirements may be allowed only by joint agreement of the administration, department, parents, and student. Any student wishing to complete summer study for credit, or to advance a level, should discuss the possibility with their current teacher. Summer study must be approved by the Department Chair of the appropriate discipline before the student registers for the summer course. Requests for consideration for advancement must be made before February 15. The student must also complete all expectations as determined by the department for advancement in the discipline by August 15 of the preceding school year.

COURSE LOAD

The school year is divided into trimesters, and Middle Schoolers take the following courses during their time in sixth-, seventh-, and eighth-grades.

- English/Language Arts
- History/Social Studies
- Mathematics
- Physical Education/Athletics
- Science
- Computer Science & Engineering
- Visual & Performing Arts (includes Art, Music, Dance, and Theater)
- World Language
- Health & Wellness: Learn. Live. Grow.

GRADE 6 SEMINAR & TRIMESTER COURSES

In addition to their traditional course load of five academic courses, physical education, digital literacy, and a rotation through our visual and performing arts courses, sixth-grade students also participate in the Grade 6 Seminar, a series of mini-courses that focus on three key pillars: Ethics & Leadership; Wellness, Identity, and Social Justice; and STEM: Innovating for Our Future.

GRADES 7 & 8 ELECTIVES

Elective courses are marked by the symbol ✪. Students in Grades 7 & 8 have the opportunity to take three trimester elective courses each year. These courses supplement the curriculum by providing students with an introduction to a new discipline that is not otherwise covered in the regular curriculum of those years. Electives may change on a year-to-year basis and are dependent upon sufficient enrollment. Over the course of their Grade 7 & 8 years, students must take at least one elective course in each of these three pillars: Ethics & Leadership; Wellness, Identity, and Social Justice; and STEM: Innovating for Our Future. Successful completion of these requirements is necessary for promotion to Grade 9. *Please see page 31 for Middle School electives.*

GRADING SYSTEM

A+	97–100
A	93–96
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	73–76
C-	70–72
D+	67–69
D	63–66
D-	60–62
F	Below 60

REQUIREMENTS FOR PASSING/PROMOTION

If a student earns a D+ or below in a single course, the school will determine if the student will need to repeat the course or fulfill a summer equivalent in order to return the following year. To continue at Kent Place, a student may receive no more than one yearly course average below a C- and must demonstrate, in the opinion of the faculty, acceptable effort, attitude, and citizenship.

There may be times when the administration and faculty of the school conclude that the educational program at Kent Place may not be one that best serves the educational needs of a particular student. In such situations, the school will hold conversations with families to discuss educational alternatives that may be better suited to the learning style of their child.

Students' academic performance, including letter and effort grades, are reviewed at the end of each trimester. A student who receives more than one grade of C- or below at the end of a trimester may be placed on Academic Warning. The student, with their parent(s)/guardian(s) and advisor, will meet with the Dean of Students and/ or Division Director to set goals for the subsequent trimester; assuming improvement, the Academic Warning status will be removed. If a student's performance does not indicate marked and sustained improvement after the subsequent trimester, they may be placed on Academic Probation. At that time, a formal meeting will be held with the family and Division Director to determine next steps, up to and including dismissal.

REQUIRED COURSES AND ELECTIVES BY GRADE			
COURSE DEPARTMENT	GRADE 6	GRADE 7	GRADE 8
Electives		3 trimesters required <i>(see offerings below)</i>	3 trimesters required <i>(see offerings below)</i>
Computer Science & Engineering	Digital Literacy STEM: Innovating Our Future	Coding Playground (1 trimester required); Electives <i>(see offerings below)</i>	Electives <i>(see offerings below)</i>
English	Character & Community	The World and Ourselves	Changes and Voice English Expression <i>(1 trimester required)</i>
Health and Wellness: Learn. Live. Grow.	Full-year course	Full-year course	Full-year course
History	The Ancient World	America's Epic Story	Civics and Leadership
Mathematics	Math 6: Operations and Variables	Math 7: Abstractions and Understandings	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> \swarrow \rightarrow \searrow </div> <div> Math 1 Math 1 & 2** Money Matters <i>(1 trimester required)</i> </div> </div>
Music, Visual, & Performing Arts	Dance, Theater, Studio Art, & Music	Arts Electives <i>(see offerings below)</i>	Arts Electives <i>(see offerings below)</i>
Physical Education/ Athletics	3 trimesters required of Physical Education <i>(no KP Athletics available in Grade 6)</i>	3 trimesters required of Physical Education or KP Athletic Team	3 trimesters required of Physical Education or KP Athletic Team
Science	Structure & Function	Energy	Diversity
World Language	Chinese, French, Latin, or Spanish	Chinese, French, Latin, or Spanish	Chinese, French, Latin, or Spanish

The Grade 7 and 8 Elective options are finalized each spring and are subject to change. Electives under consideration for 2024–2025 include, but are not limited to: Ethics I, MS Ethics Bowl, Ethics Seminar, Public Speaking, Leadership, Money Matters: Financial Literacy & Economics, Advanced Robotics, It's News to Me, STEM for Humanity, STEM for Engineering, Mindfulness & Meditation, Peer Mediation, Mock Trial, and Genius. Electives in the Visual & Performing Arts Departments may include Musical Theater, 3D Design & Sculpture, Behind the Scenes, and Dance Makers.

** Math 1 and Math 1 & 2 are the first of a sequence of courses in Grades 8, 9, 10, and 11 that integrate four years of high school content from algebra, geometry, precalculus, probability, and statistics into a 4- or 3-year pathway (see page 36 for sequencing) through the math curriculum at KPS.

TRIMESTER REPORTING OF GRADES

There are three marking periods, each approximately 11 weeks long. At the midway point of the first trimester, advisors write a comprehensive narrative on behalf of each advisee that focuses on the student's effort, attitude, and performance to date as well as on their transition to the new grade level. At the midway point of the second and third trimesters, all students receive written comments from teachers of each individual course. For elective and trimester courses, comments are written and shared with families at the end of the marking period.

COURSES OF STUDY IN THE MIDDLE SCHOOL

COMPUTER SCIENCE & ENGINEERING

In the Middle School, students acquire the knowledge and skills necessary to engage with Computer Science & Engineering as a natural extension of their learning. Students learn how technology can help them to create, communicate, collaborate and code. The students are introduced to a variety of innovation tools, coding languages, Arduino circuits, laser cutters, 3D printers, and power tools. Students explore environments in software development and equipment in the Innovation lab while using engineering and human-centered design thinking frameworks. These tools and projects help the students to think critically, to solve real-world problems, to make informed decisions, to form engineering habits of mind and to conduct themselves in an ethically responsible way in an ever-evolving world.

STEM: Innovating our Future

Through this trimester-long course, Grade 6 students gain an understanding of how computer science and engineering impacts our world. The students are introduced to an eight-step Engineering Design Process as they learn to identify and investigate problems in order to ideate, develop and test solutions. In this course students will learn about biomedical engineering as they create a model of an animal prosthetic. Students are challenged to design and improve their prosthetics as they weigh the economic and environmental tradeoffs of production. The students use HTML and CSS coding to create a webpage of their final products.

Digital Literacy

This course is designed to empower Grade 6 students with the knowledge and skills necessary to navigate the digital world responsibly, ethically, and confidently. Through engaging activities, discussions, and hands-on projects, students will become informed digital citizens ready to excel in the 21st-century digital landscape.

Coding Playground

Required for all Grade 7 students

Students in this trimester-long course will continue to enhance their computer science and engineering skills as they program in Coding Playground with HTML and CSS. Coding Playground

is an introductory course that teaches the design, development, and maintenance of webpages and websites. In addition, students will learn about critical evaluation of websites, copyright laws, and the manipulation of images. Lastly, students will work together to create professional, mobile-responsive websites.

ENGLISH

The Middle School English program is centered around guiding students to appreciate the joy of reading, the power of language and imagination, and the significance of self-discovery and self-expression. Each year brings increasing sophistication in their understanding of classic and contemporary literature as students build skills in reading comprehension, writing and expression, public speaking and listening. Selections in fiction and non-fiction function as windows, mirrors, and sliding glass doors (Rudine Sims Bishop), providing students with reflections of lived experiences as well as access to the multicultural world. Interdisciplinary thinking — particularly across history, science, and ethics — is fostered, as students learn how to understand different perspectives and integrate conflicting insights while grappling with some of life's greatest questions. Students draw on literature, their personal experiences, and their own imaginations, as they begin to develop unique and confident voices as writers and become prepared for communication in the 21st Century. Students frequently share their work with both peers and teachers as they work on craft and conventions of grammar and mechanics. Students emerge more critically engaged in text, poised to find connection and agency through sharing their clear and confident voices.

Grade 6: Character and Community

What does it mean to belong to a community? What does it mean to not belong? In English 6, students ponder the answers to these questions as they begin to use literary analysis to extract meaning from literature. Touchstone texts center on the concepts of perspective and empathy, and students are encouraged to make connections to their own lives and worlds. Through novels, plays, short stories, poetry, and self-selected texts, students consider how an author's use of structure, literary devices, and careful word choice can deepen their own understanding of a story. Students are also expected to bring this attention to detail to their own speaking and writing. Grammar and vocabulary are studied to help students become stronger readers and more effective writers. In class students engage with material and demonstrate their understanding in a variety of ways, such as journaling, discussion, literature circles, skits, games, creative projects, creative writing, and formal literary analysis, with particular attention to the importance of feedback and revision. Throughout the year, each student is challenged to become a more skilled and confident reader, writer, thinker, and speaker.

Grade 7: The World and Ourselves

What of our own story is there to be found in the stories of others? How does what we know about the world shape the way we view ourselves? In English 7, students delve into these questions as they explore how our understanding of culture, society, and self is constructed through and by language. Selections in fiction and

non-fiction cross genres and disciplines to support interdisciplinary thinking as students develop their abstract and critical thinking skills. Students read and analyze texts — including self-selected independent reading books — for substance, structure, and style and read from a variety of perspectives. Students match the structure of their writing to specific purposes and audiences in daily informal writing notebooks as well as in analytical and persuasive essays, poems, narratives, and a research paper. Moving through the entire writing process multiple times allows students to learn the value of revision and reflection; they also learn to give and receive feedback. The overall objective is that students grow into more mature readers, fluent writers, and effective communicators.

Grade 8: Changes and Voice

How does written language express the voice of individuals and their communities? Who am I as a reader and writer, and how can my voice make a difference in the world around me? In English 8, students explore these questions through a variety of texts and genres, both fiction and non-fiction, poetry and prose. As students pursue greater self-reflection in relation to course readings, they also gain a more sophisticated appreciation of literary terms and techniques and how they contribute to meaning in the text. In addition to course texts, independent choice options increase exposure to new genres and motivate students to cultivate the habits of life-long readers. Regular reading practices, both guided and independent, foster growth in comprehension, fluency, and analytical skills. In addition to producing formal compositions about the reading, they also engage in informal writing and reflection to develop their thinking. We examine and imitate mentor texts for grammatical structures and craft moves, and to build a working vocabulary. The emphasis is on learning to use increasingly complex language and structures to reflect critical and abstract thinking.

English Expression

All students in Grade 8 take this course, which focuses on improving writing skills. The purpose of this course is to develop students' creative and critical writing skills. Students are exposed to various modes of writing and use model texts for consideration of style, purpose, and organization, applying the lessons in their own personal narrative compositions. The course uses a writing workshop method, and students receive individual guidance throughout the process of prewriting, drafting, revision, and peer review. In small groups or with the teacher, students immediately receive positive feedback and suggestions. The course emphasizes effective articulation and makes demands that are stimulating and rewarding.

HEALTH AND WELLNESS: LEARN. LIVE. GROW.

The Middle School curriculum includes topics such as self-esteem, healthy relationships, body image, media awareness, human development, stress management, and drug abuse. Students will explore ways to LIVE a life of creativity and GROW the heart-brain connection. At each grade level, students examine these topics through group discussions, interactive role plays, research, and technology projects. In Grade 6, students explore concepts of

healthy relationships and its influence on social development. In Grade 7, students examine how media impacts their understanding of gender and body image. Grade 8 invites students to reflect upon how their external messages influence their sense of self and their choices around peer pressure. Through experiential learning, students develop essential life skills such as decision-making, managing peer pressure, and use of resources. Parent involvement is an essential part of the curriculum at each grade level.

HISTORY

History in the Middle School is a dynamic encounter between the peoples, ideas and events of the past and constantly changing landscape of the present. Learners are challenged to extend their global reach by becoming explorers as they navigate through the cultures of the ancient world in Grade 6. They then consider how geography, ethnic and religious diversity, and political conflict converge to shape American History in Grade 7. The journey continues in Grade 8 as the focus shifts to ethical leadership, the complexities of civic life, and the quest for individual and human rights. Throughout their Middle School experience, students are made aware of the imperative of cultural perspective; this allows for an engaged and passionate investment in the historical narrative and today's globalized societies.

Grade 6: The Ancient World

Students intellectually journey across the ancient world, visiting the early peoples of Mesopotamia, India, Egypt, China, Greece, and Rome. We will also study some of the later African civilizations, all through an examination of their unique geographical features and diverse cultures. The lens of geography is used throughout the year emphasizing foundational skills and a deeper study of the five themes of geography. This is to help students achieve a basic understanding of how ancient societies were shaped by both physical and human settings and processes. In addition, world religions and philosophies will be illuminated to give a sense of the how and why behind the lives and events of these early peoples. Students will examine why people shifted from a nomadic way of life into settled communities and then formed more organized and advanced societies. The course provides a comparative study of the ancient and classical periods, as well as an understanding of how those and other early cultures contributed to our contemporary world.

Grade 7: America's Epic Story

The goal of the Grade 7 course is to immerse students in a truly epic story from the earliest inhabitants to our modern era. Students will be using various mirrors and lenses, to paint a portrait of America through an exploration of the viewpoints of children, workers, enslaved persons, immigrants, women, indigenous peoples, and others; their stories and impact are rarely included or spotlighted in an overview of American history. Through this study, students will practice skills such as primary source analysis, historical research and writing, project-based learning, and how to offer and understand

Elective courses are marked by the symbol ★.

differing views through organized discussions and debates. This allows the classroom experience to transform into a more inclusive learning environment that emphasizes the importance of cultural perspective, diversity and inclusiveness, personal and group identities, and social justice issues and challenges. Contemporary events will also be examined and discussed throughout the course that will serve to further broaden their worldviews. Students will develop both empathy and a sense of belonging as they walk in the shoes of fellow peoples who share a common ground in their own American experience.

Grade 8: Civics and Leadership

The Grade 8 curriculum in history is designed around the themes of leadership and the human struggle for voice, justice, and equality. The course begins with an examination of the concept of government and traces different types of government from throughout history. It then moves on to an in-depth study of democracy and the foundations of the U.S. system of government with particular emphasis on the themes of identity, rights, responsibility, and justice. The latter part of the course focuses on the topic of leadership. Students learn about the importance and characteristics of ethical leadership while highlighting women leaders from the past. Within this unit, students study the art of persuasion and demonstrate their skills through organized debates, and identify and analyze different political and economic systems. The course concludes with a capstone research-based project called the Social Initiative Project. This unique history course was an interdepartmental collaboration between the History, Ethics Institute, Economics & Financial Literacy, and Girls' Leadership Institute at Kent Place.

MATHEMATICS

Our program emphasizes the content and skills that promote long-term mathematical growth and achievement. Procedural fluency, conceptual understanding, adaptive reasoning, and strategic competence all contribute to a productive disposition and interest in math as a subject. With numerical operations, number theory, algebra, geometry, probability and statistics as the core course content, extended tasks and investigations emphasize the roles of creativity, practice and persistence in math. Our Math Lab program offers students additional opportunities for individualized study through opportunities for both support and extension.

We encourage students to imagine, play with ideas, and become comfortable using multiple approaches. Students' coursework builds habits of curiosity, initiative, organization, and reflectiveness. Students develop their abilities to make connections, apply ideas in new settings and make sense of ideas through individual study and collaborative activity. Students learn and communicate using a variety of mathematical tools, methods, forms and technology. In all our courses, students develop abilities in the multiple dimensions of mathematics that are essential to advanced studies.

Each year, a committee composed of KPS math educators and school leadership forms to review assessments aligned with course proficiencies, standardized test scores, students' work habits, and department recommendations to determine the appropriate math course for each student as they transition from Math 7 to Math 1 or Math 1 & 2. All sequences of courses taken in Grades 6–8 allow progression to AP mathematics content by Grade 12; accelerated pathways can lead a student to this content by Grade 11.

Students in the Class of 2025 and younger will follow an integrated sequence of math courses in their high school years. After Grade 7, students begin either a 3-year or 4-year sequence that leads to calculus and other college-level mathematics. Students may move between the pathways after Grades 8 or 9.

Math 6: Operations and Variables

Students work with fractions, decimals, and integers, along with ratios and rates, to develop conceptual understanding of variables and their uses. Students solve problems in number theory, geometry, statistics and probability using operations and variables to develop their ability to reason with algebraic expressions. Special attention is given to reading mathematical explanations, interpreting the meaning of variables and writing justifications.

Math 7: Abstractions and Understandings

In this course, students solve problems in number theory, algebra, geometry, statistics and probability, using ratio and proportion, linear equations, exponents and irrational numbers. Through such work, students accelerate their development of the abstract reasoning skills that are needed to construct and interpret algebraic equations and write mathematical justifications. Special attention is given to representing algebraic relationships in numerical, graphical, symbolic and verbal forms.

Math 1

Prerequisite: Math 7 and recommendation of the Department

This course is the first in a sequence of four math courses that integrate content from algebra, geometry, probability, statistics, and the analysis of functions. This four-year sequence starts a pathway to the study of college-level calculus and/or statistics in Grade 12.

In this course, students study operations with variables and methods of solving equations, with an emphasis on linear and quadratic functions. Students learn to perform and explain the reasoning behind procedures involving systems of equations, inequalities, exponents and polynomials. Students use verbal descriptions, equations, tables of values and graphs to solve problems and model real-world situations. Geometric figures are used to explain algebraic results and problems from geometry serve as contexts for algebraic work. Students write expressions in equivalent forms to solve problems, provide justifications for conclusions, and gain insight into the behavior of functions.

Math 1 & 2

Prerequisite: Math 7 and recommendation of the Department

This course is the first in a sequence of three math courses that integrate content from algebra, geometry, probability, statistics, and the analysis of functions. This three-year sequence provides an accelerated pathway to the study of college-level mathematics by Grade 11.

Students study the fundamental symbolic procedures of linear, quadratic, rational, and exponential functions, and the application of those functions to contexts from geometry and statistics. Students learn to carry out and explain the reasoning behind procedures involving systems of equations, inequalities, exponents, and polynomials. Students use verbal descriptions, equations, tables of values, graphs, statistical measures, and geometric representations to solve problems and model real-world situations. Students pose questions, solve problems, and construct proofs in contexts involving distance, similar figures, and area, using algebraic techniques and the language of functions and their graphs.

Money Matters

In this one-semester course, students will dive into core financial concepts such as investing, saving, the stock market, budgeting, and the economics of decision-making. Through discussions, projects, and simulations, students discuss tradeoffs in various decision-making scenarios at the micro and macro levels, considering both personal and community impacts. By the end of the course, students will have a practical understanding of financial decision-making, cost management, and the role of money in society.

ATHLETICS

All Grade 7 and 8 students are eligible to join a school athletic team; practices are held during the Middle School PE/Athletic Block (2:30–3:30 p.m. daily). The objective for these athletes is to gain experience, fundamental sport skills and basic strategies to develop an understanding of teamwork and team participation. When participation numbers are high and there is appropriate competition available (B level teams at other schools), A and B teams may be selected. A and B teams are selected by skill, ability, attitude and sportsmanship. Team level is not contingent on the grade level of a student. Teams may also be organized into smaller squads, within the teams, to ensure maximum participation in competitive play. Playing time will vary from player to player, although the goal is for wide participation.

Middle School team members must make a commitment to the game schedule. The expectation is that the student will attend *every* game scheduled. All games are played after school.

PHYSICAL EDUCATION

In a non-competitive instructional program, Grade 6 students apply fundamental sports skills and strategies to modified games. The introduction and development of the basic skills are used in sports played in the Middle and Upper School levels. The international sports of cricket, rounders, netball, rugby and badminton are introduced to expand the student's multicultural awareness of sports played around the world.

In Grades 7 and 8, students have the opportunity to enroll in a physical education class for each trimester. This class will run daily during the Middle School PE/Athletic Block from 2:30–3:30 p.m. Through the use of technology, students use pedometers to measure their daily exertion levels. Teachers also use a self-rating chart so that students may rate their own exertion levels and attitude during class activities. The program varies each trimester but may include the following:

- Recreational games (ultimate Frisbee, flag football, badminton, roller blading, rock climbing)
- International games (netball, rugby, rounders, cricket)
- Fitness related programs

Physical Education Exemption

Please refer to the Athletics section on the school website or MyKPS for the most up-to-date version of the Physical Education Exemption policy.

Physical Education is a required course for all Kent Place students. Students in the Middle School are eligible to apply for Physical Education Exemption on a trimester or yearly basis. Physical Education consists of two components: physical activity and physical education. Students receiving exemption are exempt from the physical activity requirements only and will be required to participate in workshops at the beginning of each trimester.

Determining exemption eligibility is a four-part process.

Part One – Determining Exemption Eligibility

Criteria for outside training MUST:

1. Demonstrate a major commitment (at least two years in the sport) and elite-level of training and competition in a sport that KPS does not offer or is currently not in season.*
2. Meet a minimum of 10 hours per week* or have a metabolic equivalent of task (MET) assignment of 7.0 or higher.**
3. Meet the standard for the Presidential Fitness Award Benchmark.
4. Must include the following: Fitness and Specific Skill Training***
5. Include meaningful (official) competitions and/or performances in the sport throughout the exemption period.
6. Occur under the direct supervision of an adult coach.
7. For sport specific standard references, please refer to the Athletics section on the school website for the most up-to-date version of the Physical Education Exemption policy.

*Martial Arts programs and Studio Dance programs do not qualify for exemption.

**These hours do not include travel time.

***Speed, Agility and Strength Training may be a part of the training program but will not qualify as the only source of activity. Competitions throughout the exemption period are required.

Elective courses are marked by the symbol ⚡.

Part Two – Complete the Online Exemption Application Form

Students who participate in an outside athletic program may petition for an exemption on a single trimester or yearly basis.

8. The online form is located on the Athletics section of the school website or on MyKPS.
9. The “View our PE Exemption Policy” button contains information that explains the most up-to-date version of the exemption policy.

MS Application Dates:

Fall: September 2, 2025

Winter: November 10, 2025

Spring: March 9, 2026

MS PE Exemption Notification Dates:

Fall: September 5, 2025

Winter: December 1, 2025

Spring: March 13, 2026

Part Three – Final Evaluation Process

Upon approval, exemption students will be required to submit a final report and journal describing what they have achieved throughout the trimester. Yearly exemption students are expected to complete the online form each trimester and submit the signed journal in the spring.

Online Report Form: The online report is located on the exemption policy page.

Journal: The journal should be maintained for the season and include self-reflections using the three goals established during the application process. The journal should also include a final reflection of the overall season. The journal must be signed and dated by the instructor and submitted by the specified due dates.

MS Report Due Dates:

Fall: November 11, 2024

Winter: March 5, 2025

Spring: May 14, 2025

Part Four – Exemption Expectations

Middle School students are expected to report to the Middle School Office on the first day of the exemption period. Students will be assigned to a study hall. Sign-in and study hall attendance are required to maintain exemption status. Students are required to remain on campus until the end of the school day. Exceptions must be approved by the Middle School Office. Failure to fulfill the criteria of the Exemption process may result in consequences.

If a student wishes to pursue the exemption for more than one trimester, they must select the full year option and complete the online report form for committee review. The trimester updates should reflect any changes in the training and competitive schedule. Students approved for trimester or yearly exemption are required to notify the Physical Education Department Chair of any changes in training schedule or competitions that occur during an exemption period. All exemption decisions are made by the Exemption Committee which includes the Athletic Director, the Middle and Upper School Division Directors, the Physical Education Department Chair and the Assistant Head of School.

Additional questions regarding the exemption policy should be directed to the Assistant Head of School.

SCIENCE

The goal of the Middle School science program is to foster an excitement and enthusiasm for learning about the natural world through inquiry-based and student-active experiences. Life, earth, and physical sciences are studied in Grades 6–8 in a fully integrated curriculum. Each science course is guided by an overarching question that provides a theme for each grade-level experience. Throughout each course, students engage in the process of independent research, lab practicals, and demonstrations. Students learn and use the tools of ethical scientific inquiry to observe, record, analyze, and draw conclusions as they examine scientific questions. By the end of Middle School, students will have gained the science content knowledge, skills, and habits of mind that will serve as a solid foundation for future science courses and laboratory research.

Grade 6: Structure and Function

Grade 6 science emphasizes an inquiry-based approach to learning that invites each student to be actively involved in the learning process. This integrated course weaves a discussion of structure and function as a theme throughout the exploration of life, earth and physical sciences. Earth’s structure, the structure and function of atoms and behavior of matter, cellular structure and organization, and finally the behavior of light and the human eye are incorporated into this theme. In sixth grade, students are encouraged to ask, how does science studied in class connect to the world around them? Students will address this essential question when completing the largest project of the year, which is a combination of the TREP\$ curriculum and the scientific investigation skills learned throughout the course. This STEM project will be presented at the annual middle school Expo. It focuses on successful execution of the scientific engineering design method. Students conduct high-level research to create an improvement on or imitation of an invention that solves an everyday problem. Students learn the technology skills necessary to record, catalog, and present data for laboratory projects using both traditional and digital equipment. Speaking skills are strengthened by oral presentations of projects, current science events, and Expo results.

Grade 7: Energy

The overarching question explored in Grade 7 science is: What role does energy play in the Earth’s systems? Students investigate the basic concepts of geology, chemistry, environmental science, and life science, all within the lens of energy. Students relate and apply their classroom experiences to current events to develop an understanding of the global connections. Through inquiry-based and directed-learning processes, students are challenged via lab work, projects, collaborative classroom activities, and a variety of technology-infused investigations. The course continues to develop student problem solving and decision making skills, with a focus on the engineering process, through the creation and completion of sustainable research projects. These projects are designed entirely by student teams, culminating at the annual STEM Expo. Students’ critical thinking skills are further developed and reinforced by doing research and presenting reports that focus on analyzing data and drawing

conclusions. Communication skills continue to be strengthened through oral presentations of written projects and current science events.

Grade 8: Diversity

Students in Grade 8 examine systems in the natural world and the interactions of its parts. Through a field study, students explore the characteristics, benefits, and biochemistry of trees. Their exploration of systems continues through an examination of the laws of motion as they apply to astronomy. This astrophysics unit culminates in an integrated hands-on engineering project that challenges the students to apply their understanding to the creation of amusement park rides. Inquiry and experimental design are emphasized and learning takes place through classroom activities, independent research and projects, online simulations, and laboratory work. For our annual STEM Expo, students practice their problem solving and decision-making skills as they design, conduct, and present an original experiment focused on a topic of their choice. As the students analyze and interpret data, emphasis is placed on the application of computational, algebraic, deductive reasoning, and data visualization skills. Critical thinking and communication skills are challenged and reinforced through written and oral reports that focus on drawing conclusions from data analysis.

VISUAL AND PERFORMING ARTS

The visual and performing arts play a vital role in the life of Kent Place Middle School students. In the art studio, students work in a variety of media, and areas of the Middle School corridor serve as a gallery for their work. Our Performing Arts Departments offer classes and performance opportunities in music, dance and theater. Students participate in both vocal and instrumental music performances at school events and at other locations in the greater metropolitan area. Our professional arts staff supports the continued development of creativity and imaginative expression in our students and provides a variety of opportunities for their individual exploration of the arts.

Dance

6th Grade Dance

Building upon their study of dance as an art form in Primary School, sixth-grade students explore the principles of modern dance, choreography, and utilizing the body as an instrument for personal expression. This course fosters collaborative creative movement and critical skills when viewing dance, as it introduces students to improvisation, movement exploration, and basic dance composition. This course meets for one trimester, and dancers are given the opportunity to share their work in an Open Dance Class Presentation.

Dance Makers 🌟

Offered to Grades 7 and 8

Dance Makers is an inclusive, multi-level course for students interested in exploring the principles of modern dance, dance composition, and self-expression through movement. This is a space

to engage with classmates as they co-choreograph small and large group dances to a variety of music selections. Dancers are given an opportunity to perform their work at the end of the trimester in an Open Dance Class Presentation.

Music

The Middle School music program is a performance-based curriculum designed to engage students in the art of music-making. Since music is best learned when experienced, the program continues to build on curricular foundations which are set in Primary School years. Our program has two clearly defined areas of participation: Choral and Instrumental. All students have the opportunity to choose a strand, and in some cases to participate in both.

Middle School Orchestra

Middle School Orchestra is a musical ensemble that includes 6th, 7th, and 8th-grade instrumentalists of all instrument families. Middle School Orchestra is a larger ensemble experience where our student instrumentalists are focused on following a conductor and working together playing as a section in a large ensemble. Students in middle school orchestra are expected to improve their musical literacy and the aural recognition to play their instruments with good intonation.

Middle School Chorus

Middle School Chorus is open to singers in grades 6, 7 and 8 of all levels who want an opportunity to sing with a large group. The chorus meets once a week to experience the process of learning songs in a wide range of styles including musical theater, folk songs, jazz, choral music and songs from a variety of cultures and time periods. We learn to read music and sing in harmony with good vocal technique. Middle school chorus performs throughout the year at concerts and community events.

6th-Grade Bel Canto Choir

The 6th-grade Bel Canto Choir is open to all 6th graders who are interested in singing and performing with a choir. Students learn foundational skills of singing in an ensemble and a wide range of repertoire that is specifically selected to develop young voices. Students will have the opportunity to perform at school events and prepare and audition for honor choirs at the state and national levels.

Middle School Select Choir

Offered to Grades 7 and 8

Middle School Select Choir is open to students in Grades 7 and 8. There is no audition required and students may elect to participate for one or more trimesters. The ensemble focuses on foundations of choral singing using a diverse repertoire of songs including works from many cultures, Broadway, folk and popular songs. Singers perform throughout the trimester at school and community events. Select choir students have the opportunity to audition for honor choirs at the state, regional and national levels.

Elective courses are marked by the symbol 🌟.

6th-Grade Instrumental Ensemble

6th Grade Instrumental Ensemble is open to all 6th-grade instrumentalists who have at least one year of experience with an orchestral instrument. This group meets twice a week where we work on music reading, technique, and blending overall sound with fellow ensemble members. Skilled teaching artists balance the growth of musical skills in small sectional rehearsals.

7th/8th Grade Instrumental Ensemble

Offered to Grades 7 and 8

Middle School Orchestra is a musical ensemble that encourages teamwork, leadership skills, and music-making. Skilled teaching artists balance the growth of musical skills in small sectional rehearsals. This allows each student to thrive in a larger ensemble. The repertoire is always tailored to the individual group and the diverse range of levels and student abilities. Musicians should have a minimum of two years of experience playing their orchestral instruments to join this ensemble. Highly motivated instrumentalists are supported with auditions for Regional and All-State orchestras.

Theater

Grade 6 Players

All sixth-grade students participate in this trimester-long workshop focusing on creative theater skills and beginning acting technique. Students will be encouraged to think creatively and express themselves out loud as they explore the question, “what is theater?” A variety of skill-based exercises will be used to explore stage movement, the voice of the actor, writing and performing short scenes, and devising as an ensemble. Students share their work with their families and Middle School classmates at the end of the trimester during an open class performance.

Grade 7 and 8 Playmakers ✪

Playmakers is a theatrical ensemble for Grades 7 and 8 students who choose to continue studying theater and who are interested in exploring and refining their acting technique. Students in this trimester-long class will study a variety of theatrical topics including: ensemble building, the parts of a scene, character development technique, and the analysis and performance of scripted scenes or monologues. Students share their work with their families and Middle School classmates at the end of the trimester during an open class performance.

Middle School Production - Grades 7 and 8 ✪

Students who are interested in participating in the development of a play or musical are encouraged to join this course which offers time for the preparation, rehearsal, and performance of a fully staged production. In addition to rehearsal techniques, students also explore topics such as character development, stage movement, memorization, prop and costume building and scenic design. Past productions have included *Shrek the Musical*, *You're a Good Man Charlie Brown*, *Charlie and the Chocolate Factory*, *Mary Poppins*, *Matilda*, and *Once Upon a Mattress*.

Visual Art

Grade 6

All sixth-grade students take a trimester art course that introduces them to the tools for creating, for communicating and understanding others' communication and for making informed judgments. This is achieved through a stimulating studio environment where imagination and creativity can manifest themselves freely in the works produced. The students are exposed to a variety of artistic approaches such as drawing, painting, printmaking, and sculpture. Additionally the students are introduced to issues of two dimensional and three dimensional designs.

Grades 7 and 8 Visual Art

Seventh and eighth-grade students will get the chance to expand upon and refine their artistic skills in a trimester long course. The students continue to hone their skills and techniques in traditional mediums of drawing, painting, and sculpture. Additionally, students are encouraged to think about how visual arts can be used for expression and communication.

Open and Shut ✪

This course explores the many facets of book-arts. Students will learn about book-binding and construction through a variety of methods, including, traditional Japanese binding, origami, and long stitch binding. The art of book-making will be coupled with the lens of mixed media art. For example the book materials come from repurposed cardboards and papers. Students will also learn about printmaking and collaging as a way to incorporate these techniques into their bookmaking. In addition these new ideas and skills can be used in their repurposed journal. Each student will be able to create their own junk journal, a book that is made through found and recycled materials.

WORLD LANGUAGE

As a student enters the Middle School in Grade 6, they are given the opportunity to study French, Spanish, Chinese, or Latin.

Grade 6: French and Spanish

Sixth-grade students study either Spanish or French as one of their five academic year-long courses. The goal of the French and Spanish curricula is to develop communicative skills through a variety of methods in the target language. Students work on their proficiency in the three communicative modes: interpretive, interpersonal, and presentational, all within the target language. In both languages, our content-based approach takes advantage of a Middle School student's natural inquisitiveness, as they explore key features of the Francophone and Spanish-speaking world's geography, art, history, gastronomy, and other features of culture. Ultimately, students develop a greater sense of multicultural literacy and empathy. Students begin to explore the nuances of grammar within a communicative context.

Grade 6: Chinese

The class aims to provide sixth-graders with a new perspective of world languages as well as the overview of Chinese language and culture. Students will learn basic pronunciation, greetings, and simple pictographic characters. Topics including numbers and colors are related to the STEM subjects. Chinese culture, such as Chinese festivals, Chinese food, and/or Chinese idioms, will be introduced. Students will build up the linguistic foundation through class activities which include games, songs, role playing, and storytelling. Internet and multimedia resources will be used frequently to aid the learning process. This course is also an introductory course for students who are interested in studying Chinese in Grade 7. For the students who have prior experience learning Chinese, the cultural projects and/or other assignments will be provided based on their individual needs.

Grades 6, 7 and 8: Latin

The Latin courses have the express purpose of bringing students quickly to the point where they can read and understand Latin with confidence. Equally important goals of these courses are the strengthening of vocabulary and writing skills in English through the study of derivatives and cognates and the studying of Latin grammar. Students will explore Rome's culture and influence on her contemporaries as well as on subsequent societies with the goal of using this knowledge to better understand and impact their own world.

Grades 7 and 8: French, Spanish, and Chinese

In Grades 7 and 8, students may continue with French, Spanish or Chinese. The study of language progresses with a communicative approach in a program oriented to provide ample opportunities and situations for students to develop conversational and listening comprehension skills with an emphasis on cultural awareness and acknowledgment of students' voices and diverse backgrounds. At the same time, writing skills and grammar are emphasized with the goal of mastery. Technology is integrated as a learning and global communication tool. As students develop their linguistic skills, they continue to develop an awareness of, and an appreciation for, the cultural aspects of Francophone, Spanish speaking and Chinese culture throughout the world. Based on authentic situations, students develop their language skills through the use of creative activities appropriate to the Middle School student.

GRADE 7 & 8 ELECTIVES

ETHICS & LEADERSHIP

It's News to Me ⚡

English Department

Focused on current events, this course empowers students to become active and critical consumers of news and other information. Students will draw on many resources to build a quality framework for navigating immense amounts of information, determining newsworthiness and credibility, and recognizing misinformation and bias. While learning about local, national, and global news stories, students also consider the five freedoms of the First Amendment, the impact of technology on news reporting, and ethical issues in the media. Group discussions, debates, and activities are facilitated to emphasize the importance of informed decision making and civic engagement.

Public Speaking ⚡

English Department

Public speaking is a one-semester elective designed to help Grade 7 and 8 students develop the ability to give an effective oral presentation, a skill that they will use in other courses and also in leadership roles throughout their lives. The art of public speaking is demystified as delivering a good speech is broken down into its component parts: choosing an appropriate topic for the audience; knowing its purpose; collecting information and details; organizing the information into an engaging introduction, a clear body, and a memorable ending; practicing the speech and watching a video of it; and, finally, giving the speech. After presenting a speech, the student watches and identifies the strengths and weaknesses in their speech and formulates personal goals that they will consciously work on achieving in her next speech. The audience members utilize their best listening skills and evaluate their classmates' speeches, an important requirement of the course. Each student becomes more confident about giving speeches after practicing public speaking skills in this cooperative and supportive environment.

Ethics I (Fall) ⚡

History Department

This elective class deepens each student's ethical awareness while helping each student to develop respect for themselves and others in a global community. The foundations of ethical thinking and decision-making are taught in order to guide the students through ethical dilemmas discussed in class. This includes the practice of: value analysis, stakeholder identification, ethical concerns and questions, applying and evaluating text evidence, listening generously to others, and communicating decisions respectfully.

Elective courses are marked by the symbol ⚡.

Ethics Bowl Seminar ✪

Prerequisite: Ethics I Elective

This one-trimester elective course is intended for students to gain Middle School Ethics Bowl experience, and to explore more deeply their interest in trying out for an ethics team in the future. During this class we will analyze and discuss case studies from previous Middle School Ethics Bowls, engage in discussion, identify the key ethical considerations, formulate decisions, and scrimmage the cases in class. This class is open to all 7th and 8th-grade students.

Middle School Ethics Bowl Class (Winter) ✪

History Department

This one-trimester elective course is only open to students who have tried out and been accepted onto the Kent Place Middle School Ethics Bowl Team. Students will work through the ethics bowl case set in class using the competition structure of presentation, open dialogue, judges questions and final reflection. Kent Place School's ethical decision-making method will serve as the basis for case analysis, and will also include research, the exploration of different values and the application of various ethical principles. This is a writing and speaking/presentation intensive course. All students in the class will participate in the New Jersey Regional Middle School Ethics Bowl that is hosted by Kent Place School in February.

Leadership Seminar ✪

(Grade 8 only)

What does it mean to be a leader? Is it the loudest voice, the quickest decision-maker, the most charismatic, the most well-informed, or the bravest? In this discussion-based seminar, you'll have the opportunity to explore and strengthen the multidimensional skills of leadership, including listening, collaborating, trusting, innovating, and communicating. We'll be joined by KPS alumnae who have emerged as leaders in their own industries as we seek to identify mentors in our own journeys who can contribute to our growth. Leadership Seminar is open to Grade 8 students only.

WELLNESS, IDENTITY, & SOCIAL JUSTICE

Please note that all students take Health and Wellness each year.

Creative Writing & Personal Identity ✪

English Department

Creative writing is designed to allow students who love to write the time to explore writing in a supportive workshop environment. Students may choose to write short stories, plays, monologues or poetry, either independently or collaboratively. They may also write non-fiction. Sometimes they respond to a particular writing prompt. They are invited to share their work with the class in both draft and final form. It is intended that students will learn how to provide constructive feedback to their peers and how to incorporate constructive feedback in their revisions. The purpose of this elective is to provide an opportunity for writers to nurture their creative voices and to share them with fellow writers.

Peer Mediation (Fall) ✪

Peer Mediation Leaders Only

Required for and only open to students in Grades 7 and 8 selected to be Peer Mediators.

The Peer Mediation program mission is to assist students in identifying and addressing peer conflict in a pro-social and solution focused manner. Peer mediators are selected through an application process that is reviewed by the Middle School faculty. Being a member of the Peer Mediation Program is a yearlong commitment where students participate in the training module during the fall elective. Through interactive lessons and extensive role plays, students will gain the skills to facilitate conflict resolution with their Middle School peers. Peer mediators will have additional opportunities in the Kent Place community to engage younger students in developing helpful strategies for resolving conflicts.

Mindfulness & Meditation ✪

This elective trimester course is an introduction to mindfulness. Through discussion, journaling, breathing exercises, and physical movement students will learn how to recognize and manage their thoughts, emotions, and behaviors. This course is ultimately about giving the students the tools they need for self-care. Understanding and managing stress, developing healthy relationships, learning to act instead of react, and coping with emotions are the skills our students need to develop and practice in order to manage their everyday lives, and to grow into healthy young women.

Mock Trial ✪

History Department

Mock Trials in Middle School provide a hands-on and highly interactive opportunity for our students to explore the American legal system. This course welcomes students interested in not only the law, but in performance acting. Students more interested in law have the option to play the role of a mock attorney, and students who are interested more in performance have the option to play a mock witness. However, students do have the option of playing both parts, and all members will assist in preparing the cases given. By engaging in hypothetical cases, students will develop an understanding of the people in the courtroom and their functions, the importance of rules in ensuring fairness of the proceeding, and the importance of witnesses and jurors in determining the facts of the case. The overall purpose of the Mock Trial Team is to develop important legal and presentation skills and to have fun in the process.

The Play's the Thing ✪

English Department

If you think Shakespeare is boring or impossible to understand, think again. In one play alone, he tackles teenage crushes, the betrayal of best friends, and what happens when rumors spread. And four hundred years later, he is still considered the greatest writer of the Western world. Students in this course were introduced to several of Shakespeare's plays as well as the man himself. Through mini-research assignments, they gained exposure to the arts and culture of

Elizabethan England and developments in theatre. Through dramatic play and hands-on activities, students learned to crack the code of early modern English and developed skills in verbal and non-verbal communication. Students are given a choice of plays to study, which also informs the themes we focus on: politics, gender, race, etc. By the end of the course, you may find yourself composing a sonnet in iambic pentameter.

STEM: INNOVATING FOR OUR FUTURE

Robotics ⚡

This course offers a hands-on introduction to basic foundational robotics. Students will blend theory and practical application to develop an understanding of circuit design, robotic coding, and the Raspberry Pi platform. Using Raspberry Pi, they will gain an understanding of how the “brain” of a robot works and how they can control this function through coding (via Scratch). Students also will learn how to effectively use resistors, LEDs, power sources, and connection types to create their own circuits. Students will build their own robots by integrating sensors, motors, and developing the code to bring their creations to life. Additionally, this course will require students to use their best troubleshooting skills and further develop their ability to problem solve independently and collaboratively.

Behind the Scenes ⚡

This course occurs during the spring trimester when the Middle School Theater Production is also scheduled. *Behind the Scenes* will ask the students to use design thinking strategies to solve the complex problems that come along with prop design. Students will read the script, become familiar with the performance space, and consult the director before deciding how to proceed in creating a design that will work for a particular production. Once a prototype has been created, participants will pitch their design ideas to the director for approval. By the end of the course, the students will have been instrumental contributors to the prop design for the MS production. *Note: Students do not need to be in MS Theater Production in the spring to participate in Set Design (but can choose to do both if they would like).*

Innovative Design Lab ⚡

In this trimester course, students will develop design thinking skills as well as hands-on technical skills. Throughout the course, students will engage in a series of mini-challenges to build technical skills using 3D printers, laser cutters, hand tools, and circuits. After mastering the “tools of the trade”, students will engage in the iterative design process by solving a problem of their choice using design thinking and the tools the Innovation Lab has to offer.

STEM for Humanity ⚡

Students in this trimester-long course will explore the intersection of Design Thinking, Technology and Ethics. Students utilize a Human-Centered Design Process to identify an innovation to enhance the lived experiences of a population of interest. Students will conduct

research to unpack the complexity of the innovation, ideate and prototype a possible solution, collect and analyze data to inform the evolution of their prototypes, and communicate their solutions to a broad audience. This course will allow students the time to engage in all aspects of the Human-Centered Design Process while also exploring the ethical implications of innovation designed to improve the lived experiences of humans. Students will learn how to use the tools in the Innovation and Fabrication labs, such as the laser cutter, 3D printers, Arduino circuits, soft circuits, and power tools.

STEM for Engineering ⚡

In this interdisciplinary trimester long elective course, students will participate in various activities that demonstrate Science, Technology, Engineering and Mathematics (STEM). Examples of this may include building real world architectural models, such as the Eiffel Tower or Big Ben, creating catapults and egg drop carriers to investigate physics, constructing sustainable model buildings, or deciding an activity of their choice that relies upon the Engineering Design Process. Throughout the course, students will strengthen and apply problem-solving skills in order to test, evaluate and modify their models. Practical problems will be solved using science and technology concepts as the students work in teams and present a culminating final project. Assessment will be based on a student’s class participation, leadership abilities and collaborative skills. This elective is limited to students who have not previously taken the course.

Elective courses are marked by the symbol ⚡.



UPPER SCHOOL ACADEMIC POLICIES AND REQUIREMENTS

ACADEMIC PLAN

Each student’s academic plan generally guides their course selection throughout the Upper School years. Designed as the student moves through the Upper School, the plan gives consideration to all aspects of the School’s requirements and should provide challenge and diversity to their program. The plan may be modified to reflect changes in interests, academic aspirations and possible changes in course offerings.

Students meet with their advisor to customize an individualized academic plan, including identifying courses and opportunities to dive deep into interests or find stretch areas for exploration. Advisors also discuss the registration process and are consulted on potential changes to the student’s academic program.

COURSE LOAD

All students are required to take five courses a trimester; four of the five courses must be in the following disciplines:

- English
- History
- Mathematics
- Science
- World Language

All students must have one free academic block each trimester.

ASSIGNMENT OF CREDITS

Courses receive one credit per trimester and three credits for a full year. Credits accumulated prior to Grade 9 or over the summer will not apply toward the total. An exception to the graduation requirements may be allowed only by joint agreement of the administration, department, parents and student. Students must complete all expectations determined by the department for advancement in the discipline.

CREDITS REQUIRED FOR GRADUATION

(1 credit for each trimester)

12	English	4 full years
9	Mathematics	3 years during Grades 9, 10 and 11
9	World Language	3 years during Grades 9, 10 and 11
9	History	3 years including History 9, History 10 and History 11
9	Science	3 years of science including Biology and Chemistry
5	Visual or Performing Arts	Trimester and year electives
1	Computer Science	
1	Ethics	
5–9	Electives	Total varies per student
60	TOTAL	Required credits for graduation

NON-CREDIT REQUIREMENTS

Physical Education: all four years; two trimesters per year

Health and Wellness: Learn. Live. Lead.: all four years; one trimester per year

REQUESTS FOR EXTENSIONS OF ACADEMIC STUDIES

Kent Place is committed to providing the stimulus for each student to achieve their full academic, physical and creative potential. When a student or parent is motivated to extend a student’s academic studies beyond programs offered at school, we encourage families to discuss the student’s interests with the advisor, classroom teacher, and department chair. The appropriate academic department chair will then reach out to the family to coordinate such studies with the student’s academic program.

Options for extensions of a student’s program should reflect the student’s demonstrated interests as well as their prior learning and achievements. Extensions of KPS academic studies may include summer enrichment programs, camps, and courses, as well as school-year programs. To complement the Kent Place academic experience, we recommend extension courses that build students’ abilities to think deeply and critically both within subjects, and connect ideas across disciplines.

Placement and Course Credits

Successful completion of extension courses may qualify a student for advancement in their course sequence at Kent Place. Extension courses do not earn course credit and will not be reflected on the transcript, nor will they be reflected in the student’s GPA. To be considered for such advancement, the following criteria must be met.

1. A student must demonstrate strong academic interest, skills, and achievement in the subject. Students may have to meet subject-specific criteria; please check with Department Chair for this information.
2. Requests for consideration for advancement must be made in writing to the Department Chair, the Academic Dean, and the Assistant Head of School by the same due date in February as the Advanced Placement Interest letters are due. Requests made at later dates will not be considered.
3. The student must meet subject-specific benchmarks with respect to content knowledge and thinking skills by August 5 of the preceding the school year.
4. The student’s new course placement must be approved by the Academic Dean as part of the student’s full academic program.

GRADING SYSTEM

All credit courses required for graduation.

A+	97–100	C	73–76
A	93–96	C-	70–72
A-	90–92	D+	67–69
B+	87–89	D	63–66
B	83–86	D-	60–62
B-	80–82	F	Below 60
C+	77–79		

REQUIREMENTS FOR PASSING

A student who earns a final grade below a C- in a requisite trimester or yearlong course may be required to repeat the course, take another course in the same area or complete summer work approved by the department concerned. Failure in an elective course results in no credit, and the course will be recorded on the transcript.

In the first year in the Upper School, a student may earn no more than two final grades below a C- and no more than one F for their yearly average in a yearlong course to continue at Kent Place. After the first year, a student may earn only one grade below a C- for their yearly average in yearlong courses to continue in the Upper School.

No senior may graduate if they fail a trimester or year course necessary to fulfill department requirements or to meet the required total number of credits.

WITHDRAWAL FROM A COURSE

A student's transcript normally bears a "W" for any course from which they have withdrawn after the deadline of 15 school days from the start of the course. If, however, this withdrawal is requested in the first trimester and jointly recommended by the advisor, teacher and department chair, in consultation with the Director of the Upper School and Academic Dean no record of this withdrawal will appear on the transcript.

REQUIRED COURSES AND ELECTIVES BY GRADE

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Computer Science & Engineering	Introduction to Computer Programming*	Elective	Elective	Elective
English	English 9	English 10	English 11	English 12
Ethics	Foundations in Ethical Theories and Practices*	Elective	Elective	Elective
Health and Wellness Learn. Live. Lead.	Peer Education			Peer Education
	LLL Seminars, PREPARE/Impact, Be Body Positive@KPS, The Resilience Advantage™			
History	History 9	History 10	History 11	Elective
Mathematics	Math 2	Math 3	Math 4	Elective
	Math 2 & 3	Math 3 & 4	Elective	Elective
Physical Education	Required	Required	Required	Required
Science	Choice of Biology or Chemistry**	Choice of any level of Biology, Chemistry, or Physics (with departmental approval)**	Elective	Elective
Visual and Performing Arts	1-3 Trimesters	Electives	Electives	Electives
World Language	Chinese, French, Latin or Spanish	Chinese, French, Latin or Spanish	Chinese, French, Latin or Spanish	Elective
		Elective: Second Language	Elective: Second Language	Elective
<i>First course in sequence determined by student's prior studies.</i>				

* Or, an approved elective based on placement

** Prior to graduation, students must complete at least one year each of chemistry and biology

COURSES OF STUDY IN THE UPPER SCHOOL

Kent Place is committed to college preparation, and the Upper School curriculum has been designed to fulfill the admission requirements of the most competitive colleges. Recognizing that not all students have the same college preparatory needs, faculty advisors assist each student in making a course selection appropriate for them; the college counselors work with the student in reaching a college choice consistent with their strengths and interests. The school encourages challenge and enjoyment in course selection. Emphasis is on the development of reading, writing and analytical skills with a broad course of study in math, sciences and the humanities, enriched by experiences in the visual and performing arts and athletics.

The academic year is broken into trimesters. Students receive comments from their teachers at mid-trimester and grades at the end of each trimester.

Each faculty advisor considers with their advisee the appropriate course load. The student should consider their co-curricular involvement — specifically athletics, theater, music, other arts interests, volunteer commitments and family commitments — before registering for more than five courses. The quality of the total program, both academic and co-curricular, is more important than the number of courses a student takes.

Twelfth grade students enrolled in an AP course will have the option to take the AP exam. All other students enrolled in an AP course(s) are required to take the AP exam in May.

ELECTIVES

Elective courses are marked by the symbol ⚡. The school reserves the right to cancel courses for insufficient enrollment.

INDEPENDENT STUDY ⚡

The opportunity to participate in an independent study at Kent Place School is reserved for seniors. This opportunity allows students to develop a course of study that extends beyond course work already taken. It also provides opportunities for students to pursue interdisciplinary work and to apply knowledge and skills in venues beyond their individual classrooms.

Examples of recently accepted proposals include the following: Art through the 19th century and its Influence on Modern Art; Musical History; Theory, A Survey of French Theater; and Statistics and Statistical Research. It is not unusual for students to take courses in a subject area that is the focus of their independent study at the same time as they are engaging in independent study course work. If an independent study proposal is approved, students may then receive academic credit for their work. The amount of academic credit a student receives corresponds to the number of trimesters for which the independent study has been approved.

Certain types of requests will not be approved for independent study. Proposals to pursue AP courses or general courses not currently offered at Kent Place School will not be considered. Neither will requests to substitute for current course or departmental requirements be

considered. In addition, proposals centered on private, weekly music instruction in voice or instrumental work will not be eligible.

Students submit proposals to the Academic Dean by March 15 of their junior year. Prior to submitting a proposal, students must consult with the department chair(s) and/or faculty members whose areas of expertise/teaching align with the student's proposal. The Academic Dean will engage in the first review of the proposal and be in touch with the student if there is a need for revisions prior to submitting the proposal to the Academic Committee. Independent study proposals are reviewed annually by the Academic Committee in late April. Members of the committee include the Assistant Head of School, Chief Equity and Inclusion Officer, Upper School Director, Academic Dean, Department Chairs, College Advising, and the Registrar. Students are notified as to the status of their proposals by the middle of May. Submissions must include a cover sheet along with the actual proposal. Guidelines for cover sheets and proposals are listed below.

The committee takes into account a student's past and current academic performance, course load, and school and outside commitments as they consider proposals. The committee discusses the extent to which a student has shown themselves to be a self-starter, organized, able to follow through on commitments, passionate about the subject area or areas and motivated to complete independent work. All of these factors are discussed in conjunction with the proposal. Interdisciplinary proposals are encouraged.

Involvement in an independent study is dependent on the availability and interest of a teacher in facilitating a student's work in this area. Independent study proposals are written expressly by students with the input and oversight of a particular teacher. It is incumbent on the student to develop the independent study proposal and, if approved, to complete all assignments documented in the proposal. The teacher who facilitates the independent study is responsible for assessing a student's independent study work and any culminating performance.

Cover sheets must include the following:

1. Independent study course title
2. Student name
3. Advisor name and signature
4. Independent study teacher name and signature
5. Department Chair name and signature
6. Academic Dean name and signature
7. Upper School Director name and signature

Proposals must include the following:

1. Independent study course title
2. Course description, including course readings, assignments, due dates and other items relevant to course completion
3. Teacher's name
4. The number of trimesters over which the independent study will take place
5. The type of culminating assessment that will provide evidence of course completion (e.g., public performance, presentation)

Elective courses are marked by the symbol ⚡.

THE WRITING CENTER

The Writing Center is a home for one-on-one consultations between students and teachers. Our goal is to meet students wherever they are in the writing process and nurture their skills in communication, composition, and creativity. Students may initiate conferences to accomplish specific goals, and teachers may recommend and require that students visit the Center. Whether looking over feedback on a recently-returned assignment, brainstorming for an upcoming one, or working through the snags in a messy draft, students will find a supportive environment and leave with some clear “next steps” in mind. As a resource for all Upper School students, the Writing Center monitors the various expectations for format and content according to each discipline.

THE MATH LAB

The Math Lab is a program for students to seek guidance for their mathematical work across the curriculum. It is located in the Math Studio, which is a space of inspiration for creative work, study, instruction, experimentation and discussion. Students can meet with teachers and/or peer tutors via our Math Lab program that offers designated “drop-in” times as well as scheduled appointments with teachers or peer tutors. Students can use the Math Studio space any period of the day, on their own or with a study group, to use learning materials, books, puzzles, games and other mathematical inspirations.

THE TUTORING PROGRAM

Advanced students of our math, world languages, and science programs serve as peer tutors. This program supplements the times that teachers are available to meet individually or in group sessions with students.

LEADERSHIP IN ADVISORY

Leadership is not title-dependent at Kent Place; instead, students empower each other by inspiring others and activating potential in the world around them. With this guiding tenet, all upper school students follow a progression of leadership study from 9th through 12th grade via lessons and experiences embedded in the advisory program. Based on the six pillars of the Girls’ Leadership Institute: Communication, Social-Emotional Intelligence, Taking Action, Ethical Decision-Making and Cultural Competence, outcomes and experiences at each grade level progress from students understanding about themselves as leaders to putting their leadership knowledge into practice for community-wide impact.

Ninth grade is a foundational year, with a focus on leadership styles, theories and qualities of leaders as students deepen their understanding of what makes them each unique as a leader. In tenth grade, students are stepping into more leadership positions formally and informally. Team-building skills, such as developing trust, identifying elements of an effective team, capitalizing on the strengths of team members, and followership are all explored. Eleventh grade centers around the ideas of activism and advocacy. For example, how do you use storytelling to energize a community of people together around a cause? Legacy and mentorship guide our

twelfth-grade curriculum. Leading in so many different contexts both formally and informally, each senior produces a leadership portfolio, detailing their own leadership journey at Kent Place, including their personalized definition of leadership and reflections on how their experiences mentoring younger students and leading their peers have shaped them into the leader they are today.

In all aspects of our educational program, Kent Place centers our mission, to empower girls to be confident, intellectual, and ethical leaders who advance the world. In addition to these advisory lessons, Live.Learn.Lead, Athletics, the Arts, Academic Classes, DEIB and the Ethics Institute are all critical components of how Kent Place students develop as leaders. Many of these advisory lessons build on the work students have done with active listening, non-violent & assertive communication, engaging critically in difficult conversations, building resilience, persevering, ethical decision-making, global competency, and many other skills.

INTERDISCIPLINARY COURSES

The following courses have an intentional interdisciplinary focus.

An Introduction to Cryptography (see page 39)

Art History (see page 58)

Bioethics Project (see page 53)

Black Studies (see page 46)

Engineering and the Arts (see page 40)

Engineering and the Lived Experience (see page 40)

Engineering, Ethics, and Entertainment (see page 41)

Ethics and the Visual Arts: Art as Protest (see page 58)

Medicinal Chemistry 1: Design and Innovation of Medicine
(see page 53)

Medicinal Chemistry 2: Visual Representation of Medicine
(see page 53)

Medicinal Chemistry 3: Marketing Medicine to the World
(see page 53)

Media Literacy (see pages 42 and 46)

Student Designed Research (see pages 41 and 53)

Women’s Studies (see page 44)

COMPUTER SCIENCE & ENGINEERING

In the Upper School, students learn to view Computer Science & Engineering as a natural extension of their learning. Students work as engineers to create, communicate, collaborate and code. Students have the opportunity to learn computer programming languages such as Python and Java while engaging in the engineering design process to explore, innovate, and iterate. In addition, students will be trained on and learn how to use the tools in the Innovation and Fabrication labs, such as the laser cutter, 3D printers, Arduino circuits, soft circuits, and power tools. These tools and projects help students to think critically, to solve real-world problems, to make informed decisions, to form engineering habits of mind and to conduct themselves in an ethically responsible way in an ever-evolving world.

Introduction to Computer Programming (1 credit)

Required in Grade 9 and for new Grade 10 students, unless placed at a different level via placement test

The study of programming nurtures and develops problem-solving, and systems thinking skills. This course provides an introduction to computer programming by creating interactive software applications such as games, science simulations, mathematical experiments. While working in the Python programming language, students become computer scientists as they discover how to design and debug a program and how to interact with different parts of the programming environment. Throughout the course, students will develop computational thinking practices, critical thinking skills and creativity to solve problems using computers. To develop problem-solving skills, students use the design thinking process and software development life cycle to perform a needs analysis, design an algorithm, develop code and test code. Programming fundamentals include input and output, data variables, processes, program control flow structures, data structures and documentation.

An Introduction to Cryptography (1 credit)

Offered to Grades 10–12; 9th Grade by Chair approval with successful completion of a placement test

Prerequisites: Math 2 or Math 2 & 3 and Intro to Computer Programming

Students will explore how developments in modern computing and mathematics affected the field of cryptography and impacted privacy and safety in modern society. Modern cryptographic tools such as El Gamal encryption and the Diffie-Hellman key exchange or the RSA cryptosystem will be emphasized with a focus on the interplay between privacy and security, including how society has responded to new technological developments. Students will simultaneously consider the technological and societal implications of these methods by looking deeply into their potential long-term impacts on cryptography and how they may complicate the balance between privacy and security. Students enhance STEM-literacy by building their understanding of what it means for communication to be secure, explore math and computer science content in real-world contexts, conduct investigations, and communicate informed viewpoints on privacy and security in written and oral reports.

App Development I: User Experience (1 credit)

Offered to Grades 9–12; 9th Grade by Chair approval

Mobile apps are increasingly popular tools in our daily lives. These innovations continue to advance our creativity, innovation, and design, as well as raise questions about our ethical decision-making framework. In this introductory course students will engage in the process of app development via the design thinking process and the software development life cycle. Students will learn how to perform a needs analysis, design an algorithm, develop code, test code, and ultimately maintain app software once it is released to users.

Throughout the courses students will develop computational-thinking practices, systems-thinking skills, and creativity to solve problems using computer programming.

App Development II: Ethical Entrepreneurship (1 credit)

Offered to Grades 9–12; 9th Grade by Chair approval

The overarching goal of this course is to develop and bring an app to market utilizing a human-centered design framework and innovating through an ethical lens. New apps are marketed frequently to solve problems and perform tasks. These innovations continue to advance our digital world, as well as raise questions about our ethical decision-making framework. In this advanced app development course students will engage in the process of app development via the design thinking process and the software development life cycle. Students will enhance their programming skills, ability to perform a needs analysis, design an algorithm, develop code, test code, and ultimately maintain app software once it is released to users. Throughout the courses students will develop computational-thinking practices, systems-thinking skills, and creativity to solve problems using computer programming.

Computer Science: Global Impacts (1 credit)

Offered to Grades 9–12; 9th Grade by Chair approval

In the Computer Science: Global Impacts course, students are introduced to different branches of computer science and their connections to and impact on our global community. Topics include digital information, the Internet, big data, cybersecurity, programming, and app development. Via the computer programming language of JavaScript, students will code programs (instructions) for a computer to perform tasks that manipulate and produce data. Students will create a cumulative electronic portfolio that includes their projects and reflections. In addition, the students will analyze the opportunities and risks in the digital age and the impact on humanity and our world.

AP Computer Science Principles (3 credits)

Offered to Grades 10–12

Students engage with computer science topics and their connections to and impact on our global community. Throughout the course students will develop computational thinking practices, critical thinking skills, and creativity to solve problems using computers. Topics include programming, creative app development, digital information, the Internet, big data, and cybersecurity. While using the JavaScript language, students will develop apps independently and collaboratively implementing the design thinking process of defining a problem, breaking it down into a series of smaller problems, coding a computer program, and finally testing and maintaining it. Students will design and develop programs that use common programming algorithms to be included in a cumulative digital portfolio. In addition, students examine ethical decision making scenarios in the digital age. With additional independent lab experiences and practice time outside of class, students prepare for the AP exam.

Elective courses are marked by the symbol (★).

Robotics and Autonomous Systems 🌟 (1 credit)

Offered to Grades 9–12

Robotics and Autonomous Systems introduces students to the innovation and engineering of mechanical systems designed to perform tasks under constraints. Through a hands-on, project-based curriculum, students gain theoretical knowledge and practical experience with building robotic and autonomous systems. Topics will include mechanics, friction, gear ratios, torque, sensors, motor control, decision-making, and engineering ethics.

AP Computer Science A 🌟 (3 credits)

Offered to Grades 10–12

Prerequisite: Introduction to Computer Programming, or Recommendation of the Department

This course emphasizes programming methodology with a concentration on problem solving and is meant to be the equivalent of a first-semester college-level course in computer science. Students design, develop, implement and modify computer-based solutions to problems, use and implement well-known algorithms and data structures, develop and select appropriate algorithms and data structures to solve problems, code in an object-oriented paradigm using the programming language Java, identify and understand relationships between the major hardware and software components of a computer system and recognize the ethical and social implications of computer use. Students read and analyze large programs including the Advanced Placement Labs. Throughout the course, students will design solutions and develop programs that solve real-world problems. AP Computer Science A will prepare students for the AP Computer Science A examination.

Engineering and the Arts 🌟 (1 credit)

Offered to Grades 9–12

This elective provides an opportunity for students to live at the intersection of engineering and the arts where they will explore principles of structural engineering and elements of art. Students will learn the criteria, content, and skills needed to critique structures through scientific (physics and civil engineering), symbolic (engineering history), and social lenses (impact on humanity). Students design, prototype, iterate, and communicate pieces of structural art that represent the structural engineering and elements of art taught throughout the course. They are trained on various tools in the Innovation and Fabrication Labs; such as, the 3D printers, laser cutter, and power tools. The overarching goal of the course is to enhance students' STEM-literacy (science, math, engineering, computer programming, critical thinking, and 2D and 3D visual spatial skills); engineering habits of mind (systems thinking, creativity, optimism, collaboration, communication, and ethical consideration); awareness of various engineering fields. Students may earn 1 arts credit or 1 computer science and engineering credit.

Advanced Computer Programming: Engineering, Ethics, and Music 🌟 (1 credit)

Offered to Grades 10–12

Prerequisite: AP Computer Science A, or demonstrated fluency with object-oriented programming

How is the music that we listen to, both live and recorded, composed and produced? What roles do engineers and computer programmers have in this creative process? What ethical considerations must engineers and computer programmers ponder for the benefit of audiences and composers? To answer these questions, students will engineer music samples in a digital audio workstation, examine codes of ethics, and analyze case studies. An introduction to music elements will prepare students with a foundation to compose digital music. Using advanced computer programming techniques in an object-oriented paradigm, students will apply the design thinking process to create a circuit-board piano player with the Arduino IDE, a digital music player, and a digital music composition in Java.

Advanced Engineering Design 🌟 (1 credit)

Offered to Grades 10–12 with prior engineering coursework

This course challenges students to utilize a human-centered design framework to solve wicked engineering problems. Wicked problems are ill-defined, complex, broadly-stated and resistant to solutions. Climate change, social media, and artificial intelligence are three examples of wicked problems. Throughout the course, students will tackle these problems by applying and enhancing knowledge and skills gained in their prior computer programming, engineering, math, science, and humanities courses. In addition to working collaboratively to solve wicked engineering problems, students will gain leadership experience as they plan, implement, and evaluate the annual KPS hackathon to pose and solve wicked problems. Topics covered in class will include, but are not limited to: Python programming, p5.js programming, circuit design, mathematical modeling, mechanics, ethical decision-making, and engineering ethics.

Engineering and the Lived Experience 🌟 (1 credit)

Offered to Grades 9–12

This course engages students in exploring and critiquing innovations through a human-centered lens. Specifically, students embark on a journey to answer the question: To what extent are biofeedback devices (e.g., a step counter) designed to serve me and people like me? Following this question, students learn hardware and software design as they design, build, and program their own personal biofeedback device (e.g., a heart rate monitor). From a Physical Education (PE) perspective, students learn about the FITT principle and enhance their understanding as they design workouts and test their heart rates. Throughout the course, students explore various engineering fields; enhance their STEM-literacy (science, math, engineering, computer programming, critical thinking, circuit design, soldering, programming, laser cutting, 3D printing, and 2D and 3D visual spatial skills); and develop engineering habits of mind (systems thinking, creativity, optimism, collaboration, communication, and ethical consideration).

***Engineering, Ethics, and Entertainment* ⚡ (1 credit)**

Offered to Grades 9–12

Where do engineering, ethics, and entertainment intersect? What is the engineering Code of Professional Ethics, and how does it impact innovation? To what extent can we anticipate unintended uses of engineering innovation? What ethical considerations must engineers ponder as they develop entertainment devices or platforms? Students will address these questions as they explore machine learning and artificial intelligence, and create at the intersection of engineering, ethics, and entertainment. Throughout the course, students will also learn and utilize different programming platforms, Arduino microcontrollers, p5.js, facets of machine learning, principles of discriminatory design, and various design thinking protocols.

***Student Designed Research* ⚡ (1–3 credits)**

Offered to Grades 10–12 by Departmental approval

This course may not take the place of yearly science credits.

The goal of the course is to provide students interested in pursuing science, math, computer science, engineering, or interdisciplinary STEM the opportunity to define and carry out an independent research or design project. While investigating a topic of their choice, students accepted into this course will learn how scientists study the natural world and engineers innovate the built world. Students must enroll in a minimum of two trimesters with the fall trimester required. In the fall trimester, students are introduced to various research and design protocols, review relevant literature, develop an abstract and project management plan, and identify resources to support their work. In the second and/or third trimester, students launch into their work and are supported by STEM faculty. Throughout the course, students share their work-in-progress with peers and faculty for regular feedback. Each student will be expected to submit a formal technical paper and present their findings in a public forum.

ENGLISH

Inspiring and guiding students to become independent learners, critical thinkers, conscientious communicators, and joyful lovers of literature lies at the core of our English program. The curriculum — created around guiding essential questions — is designed to develop students' ability to read with enthusiasm, discrimination and curiosity; to engage students in the exploration of literary works from a variety of periods, global perspectives and genres; to cultivate clear, accurate and effective expression; and to foster sensitivity to the structure and function of language across a variety of media, including ever-evolving technologies. Through participation in lively class discussions, opportunities to hone public speaking, research, reading and writing skills, and collaborative endeavors, students become increasingly prepared for communication in 21st-century higher education and the global workplace.

***English 9* (3 credits)**

Required

What is reading? As our world becomes increasingly complex and interconnected, “reading the world” as a means of thinking critically about the world is a vital skill. As such, the goal of English 9 is to develop engaged listeners, articulate speakers, discerning readers, confident writers, critical thinkers, and proficient users of technology. This course provides students with a genre approach to literature through close reading and interpretation of a variety of texts, including *The Odyssey*, a Shakespeare play, short stories, poetry and novels, and the contemporary world around us. Class activities foster the development of skills that enable students to read, discuss, and write about sophisticated literature skillfully, analytically, and critically. Through discussion, class presentations, projects and essays, students formulate ideas; make comparisons; perceive connections across centuries, geographical locations and cultures; and draw conclusions based on their reading. They develop self-knowledge and sensitivity to others' points of view in order to become more responsible world citizens. The ultimate lesson to be gleaned from the literature is the awareness that despite our human limitations, confronting life's adversities will allow us to emerge as stronger and wiser individuals.

***English 10* (3 credits)**

Required

How do communities, big and small, create borders to keep insiders in and outsiders out? What role does fiction and nonfiction play in making and breaking these borders? These are among the exciting questions that drive the English 10 curriculum, along with the study of themes such as travel, migration and society; ethics and conscience; and memory. The course combines assigned and independent choice readings as we cultivate curiosity and autonomy. While readings may change from year to year, they represent a number of genres, time periods, regions, styles, and voices. Whether studying 16th-century Renaissance on stage or 20th-century postcolonial fiction, students strengthen their ability to historicize, analyze, interpret, and respond reflectively to texts. They examine topics such as the consolidation of power in colonialism and movements to dismantle imperialism. As they discover the power of precise language, students expand their vocabulary and refine their skills as thoughtful and precise speakers and writers by focusing on the audience, purpose, and genre of a work. Regular practice of the writing process culminates in a variety of products, ranging from traditional forms, such as essays and reading, quizzes, to more imaginative forms such as, but not limited to, personal narratives, creative and reflective writing, arguments, propaganda posters, advertisements, and poetry.

***English 11: Towards an American Identity* (3 credits)**

Required

English 11: Towards an American Identity is a course in which students develop an understanding of how significant American works have shaped and reflect a unique American identity. What is

Elective courses are marked by the symbol ⚡.

an American? How do uniquely American philosophical ideas, like The American Dream, influence literature, and how does literature influence these philosophical ideas? Exploring these and other essential questions, students delve into the study of American literature by working closely with both fiction and non-fiction texts. Building on skills learned in Grades 9 and 10, students develop an understanding of how significant American works have shaped and reflect a unique American identity; gain an appreciation for the writer as artist through close textual analysis; become stronger writers who will have the necessary skills to write effectively in academic, professional, and personal settings; hone skills of literary analysis, rhetorical analysis, synthesis, and argument; and are encouraged to express imagination, creativity, and original thought through discussion, writing, performance, and visual projects. We strive to include a balance between classic and contemporary texts, including works by authors such as Frederick Douglass, Shirley Jackson, Maxine Hong Kingston, Toni Morrison, and Tim O'Brien. Additionally, students are inspired by a variety of essayists, speakers, and poets who voice their diverse experiences and explore their identity as Americans. To complement their study of style, students also practice rhetorical strategies and develop their own voices and literary style. Composition work emphasizes the principles of organization and logical development in writing expository essays and provides opportunities for writing creative, original essays and stories. Juniors also write a longer, independent research essay, called the Cumulative Humanities Project, based on a self-selected text. Learners designated as Advanced Placement English 11 students take the Advanced Placement examination in Language and Composition.

Displacements: The Latinx Experience 🌟 (1 credit)

Offered to Grades 11 and 12

This course studies film, literature, art, music, and political campaigns to analyze three types of displacement: forced, political exile, and immigration. Students will begin with the period of colonization in the Americas to understand how both Black and Indigenous peoples were forced to leave their lands and how their cultures were oppressed by the ideologies of Spanish colonialism. Students will then focus on the immigrant experience (the journey, adaptation, and xenophobia) endured by those who leave their homeland. The course explores the political laws and cultural narratives that prevent immigrants from fully integrating and participating as members of society while also examining resistance and social justice movements from the Latinx community.

Media Literacy 🌟 (3 credits)

Offered to Grades 11 and 12

Media literacy is critical to informed participation in both our personal lives and our political lives. As such, this course is designed to cultivate critical thinking skills that will allow students to analyze and evaluate both verbal and visual expression in a variety of media, including print, web, and television news; satirical and comedic political programming; documentary film; educational programming for children; print advertisements; and television commercials, among others. Students will develop and hone their understanding

of rhetorical strategies as they are employed across a variety of contemporary media. The course will focus on teaching students to ask critical questions about speaker, occasion, audience, purpose, evidence, and bias. They will also learn to analyze the impact of factors like camera angles, lighting, and editing techniques on the message.

English 12 Program

Required

To fulfill a final year (3 credits) of English, each senior must select three courses, one from each trimester's offerings. Final decisions about course enrollment rest with the Department. All senior electives emphasize independent thinking and analysis and the development of critical writing skills; all electives are demanding and rigorous and qualify as preparation for the AP examination in Literature and Composition, given in May. Students participate in reading and critical analysis of imaginative literature, specifically in the genres of poetry, drama and the novel. Students not recommended for AP designation who are interested in taking the AP examination should consult the English Department Chair. All seniors must select three elective courses — one each trimester — from the courses listed below:

Advanced Fiction Writing Workshop 🌟 (1 credit)

This class is devoted to developing students' creative writing skills. We read texts with a writer's lens, examining and drawing inspiration from the storytelling choices made by authors of various "model" stories. As the central work of the class, students propose and write a novella or a collection of short stories. Class consists of literature discussions, writing activities, and small-group workshopping of our individual writing projects.

The Books They Told You Not to Read 🌟 (1 credit)

What motivates censorship? Who censors? How do criteria for censorship differ globally? What are the effects of censorship? How does censorship affect us on a daily basis? These are some of the essential questions students will confront in this course. The history of censorship is long as well as ongoing; consequently, there is an extensive and growing list of works that have been or are being banned or challenged. Students will explore literature that has been or currently is being removed from academic and public bookshelves. In addition, students will examine selected works by poets, short story writers, political writers, comic strip artists, painters, musicians, and filmmakers who have been officially censored.

Conscience and Consequence 🌟 (1 credit)

One's inner beliefs may come into conflict with the demands of society. An aphorism attributed to Confucius reads: "If you look into your own heart and find nothing wrong there, what is there to worry about? What is there to fear?" On the other hand, and in opposition to such a sentiment, the fictional Mrs. Brookenham in Henry James's *The Awkward Age* (1899) offers the following viewpoint: "You can let your conscience alone if you're nice to the second housemaid." What

do these quotations imply about the relationship between a person and their conscience? Between people and the laws and norms that govern those people? In this class students explore stories, poems, and one novel in which characters are challenged by questions of ethics. Whether reading and writing about ancient Greece, 20th-century Dominican Republic, existentialist philosophy, or the idea of utopia, we discuss conflicts between self and world, between peace and justice, between human will and its consequences.

Contemporary Fiction ✪ (1 credit)

After three years of studying the cornerstone texts of literary development, graduating seniors will have the opportunity to examine truly contemporary literature. Students explore how the texts in question reflect the social, ethical and global themes of contemporary life. In addition, this course highlights how the development of modern and postmodern literature continues to influence current writers. Texts rotate regularly and may include works by Philip Roth, Margaret Atwood, Michael Cunningham, Amy Tan, Michael Ondaatje and Barbara Kingsolver.

Dramatic Literature ✪ (1 credit)

Before the red glow of Netflix, before the buzz of television sets, before the buttery smell of the cinema, and — indeed — even before readers rustled the pages of the first novel, there was theater. Since its roots in antiquity, dramatic literature has received its vitality from the teamwork of writers, actors, musicians, craftspeople, designers, and audiences. In this course, we use the innately collaborative nature of dramatic literature to form a community-based learning environment. Together, we read, watch, discuss, enact, and analyze plays that thematize community and its discontents. Students write argumentatively and creatively, practicing the steps of drafting, reviewing feedback, revising, and editing. Performance-based assessments encourage students to internalize a playwright's language, experiment with new techniques, and improvise with peers. As we compare and contrast our plays, we test the provocative claim of Lorraine Hansberry that “All art is ultimately social: that which agitates and that which prepares the mind for slumber” (qtd. by Brandon Slattery “Lorraine Hansberry: Writer and Activist”).

Identity and Graphic Novels ✪ (1 credit)

Literacy in the 21st century extends beyond decoding written words. In our ever-increasingly, complex society, visual literacy must also be addressed. Postmodern texts extend the role of the reader as interpreter. Using graphic novels, students will explore how identity and environment shape experiences and vice versa. Just as with more traditional texts, students will analyze conflict, character, and theme; the challenge will be to understand how authors convey the same themes through the style choices of color, texture, image, text boxes, frames, and camera angles. More so than ever, students will understand how form enhances content and vice versa. Texts may include works by Ta-Nehisi Coates, Mat Johnson, Josh Neufeld, Art Spiegelman, and Shaun Tan.

Literature of Creativity ✪ (1 credit)

What does it mean to exercise power by bringing a work of art into being? Is there a difference between “artistic” and other forms of creativity or communication? In what ways can a work of art have “helpful” or “harmful” effects on others? To what extent is artistic creativity linked to privilege? What, as a human being, will you do with the power to create art? In this course, students will engage with these and similar questions by reading and evaluating works of fiction, poetry, and philosophy concerned with the nature of artistic creativity, and especially the ethics surrounding the creation and sharing of works of art. In order to engage more fully with the ethical concerns tied to the exercise of artistic power, students will bookend their work in the course with the creation of their own art, and will analyze and evaluate each others' works according to aesthetic and ethical criteria. Students are free to create within any artistic medium they choose: songwriting, fiction writing, poetry, filmmaking, sculpture, painting, audio storytelling, theater, puppetry, dance, graphic novel, fashion, game design, etc. Texts may include works by Oscar Wilde, Walt Whitman, Langston Hughes, Wallace Stevens, Adrienne Rich, Samuel Taylor Coleridge, Virginia Woolf, James Baldwin, Nathaniel Hawthorne, Maya Angelou, Toni Morrison, Art Spiegelman, and Elif Shafak.

Local Literature: Reading and Writing in New York and New Jersey ✪ (1 credit)

What is the connection between a place and its literature? Walt Whitman proclaims, “in a dream, I saw a city invincible” in the inscription on Camden, New Jersey's City Hall. E. B. White tells us that “New York is the concentrate of art and commerce and sport and religion and entertainment and finance, bringing to a single compact arena the gladiator, the evangelist, the promoter, the actor, the trader and the merchant.” This course will examine the literature of New Jersey and New York and offer opportunities to explore literature through the lenses of the environment, economics, art, and history. Through the careful reading of poetry and prose, students will investigate works' style, structure, and themes, and make connections to the social and historical values they embody. Students will also compose writing based on their exploration of various aspects of New Jersey and New York, drawing upon observation, research and experience.

Medicine and Literature ✪ (1 credit)

In nineteenth-century America, medical doctors were inconsistently prepared, often itinerant, and frequently suspected of being charlatans. Today, especially in the United States, medicine is a vast, corporatized profession that generates wealth and carries a stamp of glowing prestige. We often trust medical practitioners and technology to reveal and interpret our own bodies' secrets to us. While there are certainly some who question and refuse treatments offered by institutionalized medicine — those who abstain from vaccinations, for example — a general respect for and submission to medical knowledge became dominant on a rather global scale over the course of the twentieth century. How did this happen? What ideologies underpin contemporary medical care? How do art, fiction, poetry, film, television, and other forms of cultural production reflect people's hopes and anxieties about the power

Elective courses are marked by the symbol ✪.

wielded by the medical industry? How do healthcare systems, private or nationalized, reinforce inequality and exclusion along lines of class, race, and gender? These questions drive our study of literature about the medical profession across several historical periods. At its core, this class asks students to historicize and defamiliarize concepts such as diagnosis, wellness, sickness, and ability — concepts that are so tightly woven with the fabric of our everyday lives that they seem natural in and of themselves.

Revisionist Literature ✪ (1 credit)

This course examines multiple perspectives and the way narrative shifts when told from a new angle. What untold stories exist beneath a narrative? What if *Frankenstein* were narrated by The Creature? What happens when *The Odyssey's* Sirens have their say? Students look at pairings of texts that deal with similar themes, including children's stories, short stories and poems, modern retellings of ancient tales and novels both new and familiar.

Short Story ✪ (1 credit)

What could be more satisfying than a well-written short story? As a form, it characteristically focuses on a single incident, a bit of dramatic action that ends in some sort of revelation — a flash of irony, comprehension, or insight. What visibly happens, quickly and abruptly, is crucial. Writer Irving Howe has said, “If a story is to make a strong impression on us, it will do so not merely through the intensity of its concentrated action but also through the implications that event suggests.” In this course, we read, analyze and write several short pieces in response to a wide range of short fiction from various time periods and locations in order to glean all that we can about character and storytelling from the masters of the form.

Supernatural Literature ✪ (1 credit)

Literary critics and general readers alike have often seen a connection between gothic or supernatural literature and differing conceptions of “the feminine.” While conventional horror writers often tended to devalue women — especially powerful women — many contemporary writers reappropriate common supernatural metaphors in order to challenge traditional, patriarchal ideas about gender. In this course, students will read works by many writers, exploring this highly-symbolic genre through the lens of contemporary gender and psychoanalytic criticism. Although student writing will be primarily analytical, students will also have the chance to craft a supernatural short story of their own. Major texts studied have included works by Toni Morrison and Shirley Jackson. Additional short works and selections may include pieces by such writers as Edgar Allan Poe, Herman Melville, Charlotte Perkins Gilman, Edith Wharton, Lisa Tuttle, Octavia Butler, and Caitlin Kiernan.

Voices of the Black Diaspora ✪ (1 credit)

This class explores the literature of black Anglophone communities across the western hemisphere. We pursue answers to slippery essential questions such as “Why were the concepts of ‘race’ in general and ‘blackness’ in particular invented?” and “What can be learned from the literary tradition and practices of authors who live

and write through the lens of “black identity?” Literary forms under consideration will include the novel, poetry, short stories, essays, song lyrics, and memoir. The course will also take the opportunity to think about the unique intersections between black and gender identities. Assignments will ask students to regard texts as cultural snapshots in time as well as records of an author's influences, decisions, and intentions, which might be analyzed to individual/ collective benefit.

Women in Literature ✪ (1 credit)

Images of and attitudes towards women, as both characters and writers, have changed significantly from the mid-19th century to contemporary times. This course explores the conflicts between women and their roles, the relationship between women and society and the individual woman's realization of her own potential. Students read works from various genres, including contemporary feminist essays, canonical novels and short stories.

Women's Studies ✪ (1 credit)

Introduction to Women's Studies is a discussion-based course that is reading and writing intensive. The goal of the course is to examine such essential questions as: How do you know what you know? How are beliefs socially-constructed? How do categories such as race, class, and gender (among others) inform and intersect with one another? What is feminism? What is patriarchy? Who or what comprises a dominant culture? What are the cultural and historical contexts that give rise to theories and ideologies? How can learning about women's lives contribute to the creation of a secure and sustainable future for everyone? Students will engage in fishbowl discussions, interviews, analysis of art and other cultural products, and also write more formal, analytical papers. The culminating task of the course is the Auto-Ethnography Project, which will be of the individual student's design based on the observation and analysis of a cultural practice related to gender at Kent Place.

ETHICS

Foundations in Ethical Theories and Practices (1 credit)

Required in Grade 9 and for new Grade 10 students

In this trimester course, students will be introduced to the field of ethics, with a focus on ethical theories and frameworks of consequentialism, deontology and virtue ethics. Students will learn how to analyze real-world case studies using Kent Place School's Ethical Decision-Making Method. Students will also be introduced to key ethical thinkers, such as Immanuel Kant, John Stuart Mills, and Aristotle through primary source texts. By the end of this course, students will be able to evaluate ethical arguments, apply ethics in their everyday lives, and engage in ethical conversations with others. This required course provides a foundational understanding of ethical concepts and ethical analysis that is utilized in all other upper school ethics courses.

Portraits of Empowerment

Offered to Grades 9-12

Prerequisite: Foundations in Ethical Theories and Practices, or 3 years of Middle School Ethics (6th-Grade mandatory course plus two of the following: Ethics I, Ethics II, Middle School Ethics Bowl Team member)

“Portraits of Empowerment” is a course designed to seamlessly converge economics and ethics to help shape the leaders of tomorrow. Students will gain essential skills to analyze real-world situations through an economic lens, strategize, and lead ethically. Students will unlock the powerful synergy of ethics, economics, and leadership, drawing inspiration from the stories of women leaders, empowering them to navigate the intricate landscape of the modern world with a keen sense of tradeoffs and ethical vision. In a culminating project with real-world impact, students will discuss the ethics and economics of a pertinent issue, and educate others through a communication platform of their choice.

Please see the following pages for additional interdisciplinary ethics courses.

Bioethics Project (see page 53)

Engineering, Ethics, and Entertainment (see page 41)

Ethics and the Visual Arts: Art as Protest (see page 58)

HEALTH AND WELLNESS: LEARN. LIVE. LEAD.

The Learn. Live. Lead. Health and Wellness curriculum explores issues that affect the physical and psycho-social development of students. Through class discussion, group activities and role-play, emphasis is placed on the development of self-regulation skills, problem solving, decision making, ethical decision making, coping and communication. In addition, relevant topics generated from students’ concerns and current events are addressed. Grade 12 Peer Educators are trained to facilitate discussions and mentor Grade 9 students during their transition to the Upper School. Topics include utilization of resources, promoting healthy decision making, developing study skills and responding to peer, family and academic pressures. All Grade 9 students participate in the Peer Education and Learn. Live. Lead. program.

Health and Wellness: Learn. Live. Lead.

Required in Grades 9–12

In this course, students will LEARN about themselves and others, how to LIVE a life of balance and joy, and LEAD others to do the same. LLL seminars are held each week on Mondays for Grades 9–12. Topics include diversity, equity, inclusion, and belonging, developing study skills, reproductive health, sexuality education, self-protection training, and responding to peer, family and academic pressures. Students will also build personal resilience and develop self-regulation skills in addition to learning how to manage their nervous system using heart rate variability (HRV) technology. Specialty programs include: PREPARE/Impact, Be Body Positive@KPS, The Resilience Advantage™, Breathe 4 Change, SEL*F, and Nonviolent Communication.

Health and Wellness Peer Education

Required of Grade 9; Grade 12 students may apply to be a Peer Educator

The Peer Education program is required for all Grade 9 students. Grade 12 students have the option to apply for this leadership position. Selections are based upon an application review process that includes the Upper School Counselor, Advisors, and the Upper School Leadership Team. Peer Educators are trained to facilitate discussions with Grade 9 students on selected topics such as managing the transition into Upper School, finding resources at KPS to support their transition, learning strategies to develop study skills, and building tools to respond to peer and academic pressures. Peer Educators are to attend a mandatory training session that will take place at the beginning of the school year.

HISTORY

Understanding history empowers our students to make sense of the past, engage with the issues of today’s world, and develop their future leadership. Students investigate societies that have become increasingly interdependent, and come to envision their roles as global citizens. Our Upper School courses promote this perspective by creating excitement about the study of history and its related subjects through reading, writing, discussion and research. Grades 9 through 11 guide students on a journey through human achievements and challenges over time, encompassing both World and United States History. AP courses are offered in the 11th and 12th grades. Seniors may choose among five different full-year electives.

History 9 (3 credits)

Required in Grade 9

History 9 utilizes a global lens to analyze the interconnected nature of humanity. The course begins with a unit dedicated to developing historical thinking and writing skills while reviewing developments in the late medieval period. From there, students explore critical turning points from the Age of Global Encounters through the conflicts of the early twentieth century. This global survey seeks to uncover and examine the following key themes: cultural exchange, trade, technology, political systems, nationalism, imperialism, patterns of conflict, religious developments, and social reforms. Students will explore these topics through reading, writing, guided discussion and creative projects, while cultivating essential skills in historical research, critical thinking, and the interpretation of various sources.

History 10 (3 credits)

Required in Grade 10

History 10 both completes the survey of World History begun in Grade 9 and begins the survey of U.S. History to be continued in Grade 11. From September through January, students focus on 20th-century events and themes from the Great Depression and the Interwar period through the Cold War to key issues in the Middle East, Africa, Asia, and Latin America in modern-day. The remainder of the year focuses on examining the early history of the

Elective courses are marked by the symbol .

United States, from European colonization through the American revolutionary era to the Constitution and the new republic. History 10 provides students with a framework for the advanced academic study of history, while helping them better understand and engage with current events.

History 11 (3 credits)

Required in Grade 11

History 11 provides students with an ambitious program that develops knowledge of our nation's history from 1800 to the present. Students analyze ideas central to understanding the political, economic and social structures of the United States, with an emphasis on using this content to develop a college-ready academic skill-set. History 11 features college-level texts, essay writing, debate and historical simulations in a blended AP/Honors environment. In collaboration with the English Department, all students develop a Cumulative Humanities Project, featuring a research paper and oral presentation. Advanced Placement students complete additional coursework and specific practice for the AP examination in United States History in May.

Displacements: The Latinx Experience (1 credit)

Offered to Grades 11 and 12

This course studies film, literature, art, music, and political campaigns to analyze three types of displacement: forced, political exile, and immigration. Students will begin with the period of colonization in the Americas to understand how both Black and Indigenous peoples were forced to leave their lands and how their cultures were oppressed by the ideologies of Spanish colonialism. Students will then focus on the immigrant experience (the journey, adaptation, and xenophobia) endured by those who leave their homeland. The course explores the political laws and cultural narratives that prevent immigrants from fully integrating and participating as members of society while also examining resistance and social justice movements from the Latinx community.

Media Literacy (3 credits)

Offered to Grades 11 and 12

Media literacy is critical to informed participation in both our personal lives and our political lives. As such, this course is designed to cultivate critical thinking skills that will allow students to analyze and evaluate both verbal and visual expression in a variety of media, including print, web, and television news; satirical and comedic political programming; documentary film; educational programming for children; print advertisements; and television commercials, among others. Students will develop and hone their understanding of rhetorical strategies as they are employed across a variety of contemporary media. They will analyze and evaluate the development of an argument in everything from a *New York Times* article to the opening monologue of *The Daily Show*. The course will focus on teaching students to ask critical questions about speaker, occasion, audience, purpose, evidence, and bias. They will also learn

to analyze the impact of factors like camera angles, lighting, and editing techniques on the message.

Black Studies (3 credits)

Offered to Grade 12

This course is an introduction to the study of people of African descent in the United States with linkages to Africa and connections to the African Diaspora. Students will learn about and understand both the origins of and the importance of Black Studies as an academic discipline. They will explore why people of African descent have occupied an oppressed position in both American culture and around the globe, and they will also examine how they have resisted this oppression, thus, creating significant social change. Students will also evaluate these changes over time and employ sociological, economic, cultural, and political tools for understanding the historical and contemporary positioning of Black Americans. The course will also be concerned with how domination, race, gender, and class shape Black life in the United States and how resistance and change have occurred. Through this multidimensional analysis, students will synthesize the deep intersectionality of systems of oppression as well as the historic resistance to it. Critical race theory and Black feminist theory are also important frames for this course. Students will investigate how Black people see themselves in society today, and critical issues around citizenship and democracy will also be explored. The lasting focus of this course is to meaningfully prepare students — whether from a historically excluded group or not — to infuse both understanding and citizenship with theory and practice in the hopes that it leads to greater societal service.

Contemporary History (3 credits)

Offered to Grade 12

This course is designed to help students better understand the complexities of our 21st-century global world. A study of the events surrounding September 11th will serve as the starting point for the course's discussion of 21st century developments in American society along the themes of People, Power, and Money. After an in-depth look at the causes, events of the day, and remembrance of September 11th, each of these three themes will be examined in depth through college level secondary source readings, student-led discussion and debate, analysis and interpretation of primary and secondary sources, and the application of ethical reasoning in a college-level seminar style course. Students will then be challenged to explore these themes in the post 9/11 world through student-driven research projects that build upon the skills and content presented throughout the year.

AP Macroeconomics (3 credits)

Offered to Grade 12

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. While we start off with a basic introduction to microeconomics, the course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization

policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. The course will prepare students for the May AP Exam in Macroeconomics.

AP World History 🌐 (3 credits)

Offered to Grade 12

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. These skills provide opportunities for students to learn to observe, reflect and deliberate like true historians; most notably they will analyze evidence about the past and create persuasive arguments that highlight its significance to our shared human story. Focusing on these practices enables teachers to create learning opportunities for students that emphasize the conceptual and interpretive nature of history. The course is not only framed around these critical thinking skills, but also guided by six themes of equal importance — focusing on the environment, cultures, state-building, economic systems, social structures, and technological innovation — that provide areas of historical inquiry for investigation throughout the course. Finally, AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe and Oceania, with special attention paid to historical developments and processes that cross multiple regions.

AP U.S. Government, Politics, and Law 🌐 (3 credits)

Offered to Grade 12

This elective course provides an intensive overview of government, politics, and constitutional law in the United States. The course begins with a thorough study of the intellectual and philosophical origins of the US government before examining the Constitution and the federal judiciary, with a focus on key Supreme Court cases that address first amendment issues and civil liberties. This course also features an intentional focus on media literacy and current events. In recent years we have explored landmark cases such as *NYT v. Sullivan* (1964) and *NFIB v. Sebelius* (2012), which affirmed the Affordable Care Act. In the second part of the year, we focus on Congress, the Presidency, and other parts of the federal government. With some outside preparation, students may choose to take the May AP Exam.

MATHEMATICS

Our math program contributes to our school mission of scholarship, creativity, confidence, and leadership by promoting active learning where students question, reason, problem solve, study, and develop their mathematical interests. We encourage students to imagine, play with ideas, and become comfortable using multiple approaches, and enjoy math for its own sake. Students develop their abilities to make connections, apply ideas in new settings, and make sense of ideas through individual study and collaborative activity.

Students learn and communicate using a variety of mathematical tools, methods, forms, and technology. In all our courses, students develop

abilities in the multiple dimensions of mathematics that are needed for post-secondary and interdisciplinary studies. Our instructional practices are built upon research-validated methods for developing students' understanding and long-term retention of the math skills and content needed for college, career, and active participation in a democratic society.

Students at Kent Place build a strong foundation of five strands of math proficiency, interest in mathematics, and the curiosity and persistence for a lifetime of innovation. Procedural fluency, conceptual understanding, adaptive reasoning and strategic competence all contribute to students' success in mathematical pursuits. To develop these strands, students learn standard methods as well as how to construct and analyze logical arguments. Extended tasks and investigations emphasize the roles of creativity, practice and persistence in math. Projects and non-routine problems provide contexts for individual challenges within and across disciplines.

Placement is determined by achievement in prior courses, placement testing, and other available data on student learning. Each student is required to complete a three-year sequence of courses that builds on previous studies; each student is encouraged to complete a fourth course in Grade 12. AP courses are available to students who have demonstrated high achievement in the prerequisite courses.

For the Class of 2025 and Younger

Students who enter the Upper School having completed an Algebra course by the end of Grade 8 will study geometry, advanced algebra, precalculus, and basic statistics in our new integrated math sequence. The Math 2, Math 3, and Math 4 courses prepare students for Advanced Placement mathematics content in Grade 12. Students who enter the Upper School having completed Geometry will first be evaluated for proper placement.

This sequence of integrated math courses is designed to foster connections between math, science, and technology courses, align with current standardized testing expectations, and provide opportunities for interdisciplinary connections. In agreement with the recommendations of K–12 math education and post-secondary professional mathematics organizations, students at Kent Place learn foundational content within multiple contexts over multiple years. The timing of topics in the sequence is reflective of research into how to progressively build students' interest and capabilities in the study of math as students encounter increasingly advanced content.

Math 1 (3 credits)

Prerequisite: Pre-Algebra course or equivalent

In this course, students study operations with variables and methods of solving equations, with an emphasis on linear and quadratic functions. Students learn to perform and explain the reasoning behind procedures involving systems of equations, inequalities, exponents and polynomials. Students use verbal descriptions, equations, tables of values, and graphs to solve problems and model real-world situations. Geometric figures are used to explain algebraic results, and problems from geometry serve as contexts for algebraic work.

Elective courses are marked by the symbol 🌐.

Students write expressions in equivalent forms to solve problems, provide justifications for conclusions, and gain insight into the behavior of functions.

Math 2 (3 credits)

Prerequisite: Math 1, Math 1 & 2, Algebra, or its equivalent

Students deepen their understanding of, and procedural fluency with, quadratic, radical, rational, and exponential functions. Students apply these procedures to solve problems and construct proofs in contexts involving distance, similar figures, and area, using algebraic techniques and the language of functions and their graphs. Students make use of, and explain the reasoning behind, transformations of functions, measurements of geometric figures, and complex numbers. Using verbal descriptions, equations, tables of values, graphs, statistical measures, and geometric representations, students model and answer questions about real-world situations. Students lay a foundation for future STEM coursework by using technology to conduct investigations and present results, and by communicating ideas in written sentences and reports.

Math 2 & 3 (3 credits)

Prerequisite: Math 1 & 2 or its equivalent, and Department Approval

Students use geometric and algebraic representations to develop explanations and justifications that involve polynomial, exponential, and trigonometric functions. Students use these functions to model and answer questions about real-world situations involving the physical world and human activity. Students examine relationships between two variables to make predictions, and learn procedures as means to support real-world decisions and establish mathematical truths. Throughout the course, students learn methods of creating equivalent expressions and relate equations with the behavior of graphs. Topics include complex numbers, right triangle trigonometry, rational exponents, factoring polynomials, and combinatorics.

Students lay a foundation for future STEM coursework by using technology to conduct investigations and present results, and by communicating ideas in written sentences and reports.

Math 3 (3 credits)

Prerequisite: Math 2 or Math 2 & 3, and Department Approval

Students use geometric and algebraic representations to develop explanations and justifications that involve polynomial, exponential, and trigonometric functions. Students use these functions to model and answer questions about real-world situations involving the physical world and human activity. Students examine relationships between two variables to make predictions, and learn procedures as means to support real-world decisions and establish mathematical truths. Throughout the course, students learn methods of creating equivalent expressions and relate equations with the behavior of graphs. Topics include right triangle trigonometry, logarithms, rational exponents, factoring polynomials, and combinatorics.

Math 3 & 4 (3 credits)

Prerequisite: Math 2 & 3 or its equivalent, and Department Approval

Students further develop their understanding of the relationship between and real-world applications of polynomial, rational, exponential, logarithmic, and trigonometric functions. Students study functions and their applications in order to model and answer questions about the real-world and human activity. Students examine relationships between multiple variables to make predictions, and deepen their knowledge of procedures as means to support real-world decisions and establish mathematical truths. Throughout the course, students extend their knowledge of how to work with equivalent expressions and analyze a variety of graphs. Topics include exponents, logarithms, trigonometric functions, rational functions, polynomials, statistical methods and combinatorics, conic sections, parametric equations, and limits.

Math 4 (3 credits)

Prerequisite: Math 3 or its equivalent

Students use algebraic and graphical representations to develop explanations and justifications that involve trigonometric, logarithmic, and rational functions. Students use these functions to model and answer questions about real-world situations involving the physical world and human activity. Students examine relationships between multiple variables to make predictions, and deepen their knowledge of procedures as a means to support real-world decisions and establish mathematical truths. Throughout the course, students extend their knowledge of how to work with equivalent expressions and analyze a variety of graphs. Topics include logarithms, trigonometric functions and the unit circle, rational functions, conic sections, vectors, parametric equations, and limits.

Calculus (3 credits)

Prerequisite: Math 4 or Math 3 & 4 and recommendation of the Department

This is a college-level course in calculus of a single variable that draws from the College Board course description for AP Calculus AB. Students study techniques and properties involving derivatives, integrals, and limits, using approximation, applications, modeling and the Fundamental Theorem of Calculus to understand contexts and theorems involving rates of change and accumulation. Students examine questions and solve problems using graphical, numerical, symbolic and verbal representations. Students learn to use a graphing calculator, along with other technology, to investigate situations and support their conclusions. Students in this course may be scheduled into the same section as students enrolled in AP Calculus AB, but assignments, assessments, and grading expectations in Calculus will vary from AP curricular requirements.

AP Calculus AB (3 credits)

Prerequisite: Math 4 or Math 3 & 4 and recommendation of the Department

This course in calculus of a single variable meets the curricular requirements of the College Board course description for Calculus

AB. Students study techniques and properties involving derivatives, integrals, and limits, using approximation, applications, modeling and the Fundamental Theorem of Calculus to understand contexts and theories involving rates of change and accumulation. Students examine questions and solve problems using graphical, numerical, symbolic and verbal representations. Students learn to use a graphing calculator, along with other technology, to investigate situations and support their conclusions. All students are required to take the AP examination.

AP Calculus BC ⚡ (3 credits)

Prerequisite: Math 4 or Math 3 & 4 and recommendation of the Department

This course in calculus of a single variable meets the curricular requirements of the College Board course description for Calculus BC, and so includes all of the content of Calculus AB, with the same approaches and emphasis. Calculus BC-only topics include parametric and polar equations, vectors, sequences, power series, and selected other techniques and theorems of calculus. All students are required to take the AP examination. Note: Students may enroll in Calculus BC after Calculus AB only with special permission of the Department. Students who take this course after AP Calculus AB will repeat all of the content from that course.

Statistics ⚡ (3 credits)

Prerequisite: Math 2 or Math 2 & 3, and recommendation of the Department

This course is intended to provide students with an introduction to statistics. Statistics is the branch of mathematics that deals with the collection, organization and interpretation of numerical data with the goal of making predictions about the population under study or to make comparisons between two groups. Students study random sampling methods for collecting data, various graphical techniques for organizing data and significance tests and confidence intervals to interpret the data. They also explore probability and the normal, binomial and geometric distributions. An emphasis is placed on real-world applications and writing; there are frequent projects throughout the year.

AP Statistics ⚡ (3 credits)

Prerequisite: Math 2 or Math 2 & 3, and recommendation of the Department

This college-level course in statistics meets the curricular requirements of the College Board course description. The course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The topics are divided into four major themes: exploratory analysis, planning a study, probability and statistical inference. Students use graphing calculators with statistical capabilities to model, explore, make discoveries and analyze data. All students are required to take the AP examination, and in accordance with the College Board course description, learn to express ideas using full sentences and paragraphs along with graphs, tables and equations.

Research in Advanced Mathematics ⚡ (1-3 credits)

Prerequisite: Calculus AB, BC or recommendation of the Department

In this course, students conduct research in a selected area of college mathematics (e.g., game theory, graph theory & networks, combinatorics, number theory, college geometry). Students learn about the cycle of research in mathematics: conjecture, investigation, data-gathering, generalization, abstraction and proof. Students develop questions, approaches and results, writing definitions, justifying their conclusions and reading and writing mathematical proof. A primary goal of the course is to develop students' ability to initiate and carry out a long term research project to completion. Students are expected to write a complete mathematical paper at the end of the course using undergraduate math research standards.

Multivariable Calculus ⚡ (3 credits)

Prerequisite: Physics or AP Physics (can also be taken concurrently), AP Calculus BC and recommendation of the Department

Students extend their study of calculus, learning new subtleties and applications of limits, continuity, differentiation and integration in higher dimensions. Content includes vectors in Euclidean space, partial derivatives, line and surface integrals, and Green's and Stokes' theorems. Students learn to recognize and express the ideas of the course graphically, numerically, symbolically and in writing and further develop skills of independent math thinking essential to upper level undergraduate math courses. The course emphasizes the use and synthesis of different learning resources, and reading mathematical writing.

PHYSICAL EDUCATION AND ATHLETICS

The Physical Education requirement provides enjoyment of activity while fulfilling the needs for fitness, social interaction and knowledge of lifetime activity and exercise. When a student is participating in a Kent Place School sport or any Kent Place School dance class, the Department waives their physical education requirement for that trimester. If a student is a Varsity or Junior Varsity player, approved club sport/program participant, Chamber or Ensemble Dancer, in all three trimesters, the student fulfills the physical education requirement.

Physical Education Classes

Grades 9–12

Physical Education classes at the Upper School level focus on giving students the opportunity to develop fitness plans for life and to build an appreciation for lifetime sports. Polar heart rate technology will be used to provide a comprehensive assessment procedure as well as an individualized report and subsequent fitness program for every physical education student. Students are required to participate in two physical education classes per week. These classes are designated as “physical activity”-focused. In addition to the physical activity class, students are required to attend Learn. Live. Lead. seminars throughout the school year and are mandatory for all students in order to receive Physical Education credit.

Elective courses are marked by the symbol ⚡.

Incorporated into the curriculum is an emphasis on wellness, which includes activities that improve cardiovascular endurance, flexibility, strength and overall well-being. In addition to school day physical education classes, optional early morning or AM PE classes are also offered. Class offerings include: Zumba Fitness, PE Games, Pickle Ball, Spikeball, TRX Training, Boxing, HIIT Training, and interval-based metabolic training classes. We also offer Restorative Yoga, Meditation, Visualization and Mindfulness Training classes from 7:30–8:00 a.m.

Throughout the year, students attending the school day classes may be involved in the following programs and activities: team building, flag football, tennis, golf, badminton, tennis, yoga, meditation, relaxation, stress management, mindfulness training, nutrition, lifetime fitness skills, college transition, volleyball, basketball, rock climbing, core training, and cup stacking. Project Adventure Experiential Leadership education is an opportunity for students to step out of their comfort zones and stretch and expand into areas that encourage emotional, social and cognitive development. This education is offered at the beginning of each trimester and in conjunction with IMPACT/PREPARE program.

IMPACT/PREPARE

Grades 9–12

PREPARE is a training organization that offers an on-site personal safety program for all 9–12 students. The three-session yearly seminar class meets on Mondays during Learn. Live. Lead. The goal is to empower students to make effective personal safety choices. In an emotionally supportive environment, students practice avoidance, awareness, verbal, and physical skills with a fully padded mock assailant. Training includes verbal self-defense strategies practiced in role-playing scenarios in a wide variety of contexts (dealing with strangers as well as people the students may know) and learning how to spot manipulations and coercion. Students learn how to advocate for themselves, practice how to deal with the common “freeze response,” and how to manage fear, anxiety and adrenaline during intimidating situations. Students also learn how to deliver full-force, full-contact, strikes to vulnerable areas on the padded assailant’s body in dynamic, interactive physical resistance scenarios.

Interscholastic Athletics

Competition with other schools is available in the following sports:

Fall: cross country, field hockey, soccer, tennis, volleyball

Winter: basketball, fencing, ice hockey, squash, swimming, winter track

Spring: golf, lacrosse, softball, flag football, track and field

Membership on a Varsity or Junior Varsity team fulfills the Physical Education requirement for that specific trimester. Please see Athletics section in Student Handbook for more information about the Athletics program.

Physical Education Exemption

Please refer to the Athletics section on the school website or MyKPS for the most up-to-date version of the Physical Education Exemption policy.

Physical Education is a required course for all Kent Place students. Students in the Upper School are eligible to apply for Physical Education Exemption on a trimester or yearly basis. Physical education consists of two components: physical activity and physical education. Students receiving exemption are exempt from the physical activity requirements only and will be required to participate in physical education community building class (in the classroom) each trimester.

Exemption students are expected to play for the KPS team for which they are receiving an exemption. They must participate for the entire season, in order to receive exemption. Students that receive exemption but decide to withdraw from the KPS team, will be required to make up all physical education requirements in order to receive physical education credit.

Automatic Exemptions

In the Upper School, students who compete on a school athletic team or participate in the KPS dance program fulfill the physical activity requirement for the trimester in which their sport or dance program is in session. In addition, students participating in the Learn. Live. Lead. Health & Wellness program and any required PE classes, fulfill the physical education component.

Fulfilling the Physical Education Requirement

In order to fulfill the physical education requirement, Upper School exemption students are expected to attend required Learn. Live. Lead. workshops each trimester with the rest of the student body. Students will be assigned workshop dates during the trimester.

Determining exemption eligibility is a four-part process.

Part One – Determining Exemption Eligibility

Criteria for outside training MUST:

1. Demonstrate a major commitment (at least three years in the sport) and high-level of training and competition in a sport that KPS does not offer or is currently not in season. When KPS offers the sport, exemption students are required to play for the KPS team.*
2. Meet a minimum of 10 hours per week* or have a metabolic equivalent of task (MET) assignment of 7.0 or higher.**
3. Meet the standard for the Presidential Physical Fitness Award Benchmark.
4. Must include the following: Fitness and Specific Skill Training***
5. Include meaningful (official) competitions and/or performances in the sport throughout the exemption period.
6. Occur under the direct supervision of an adult coach. Additional questions regarding the exemption policy should be directed to the Assistant Head of School.

Part Two – Complete the Online Exemption Application Form

1. Students who participate in an outside athletic program may petition for an exemption on a single trimester or yearly basis.
2. The online form is located on the Athletics section of the school website or on MyKPS.
3. The “View our PE Exemption Policy” button contains information that explains the most up-to-date version of the exemption policy.

US PE Exemption Application Due Dates:

Fall: September 8, 2025

Winter: November 10, 2025

Spring: March 9, 2026

US PE Exemption Notification Dates:

Fall: September 15, 2025

Winter: December 1, 2025

Spring: March 13, 2026

Part Three – Final Evaluation Process

All exemption decisions are made by the Exemption Committee which includes the Athletic Director, the Middle and Upper School Division Directors, the Physical Education Department Chair and the Assistant Head of School. Upon approval, exemption students will be required to submit a final report and journal describing what they have achieved throughout the trimester. Yearly exemption students are expected to complete the online form each trimester and submit the signed journal in the spring.

Online Report Form: The online report is located on the exemption policy page.

Journal: The journal should be maintained for the season and include self-reflections using the three goals established during the application process. The journal should also include a final reflection of the overall season. The journal must be signed and dated by the instructor and submitted by the specified due dates.

US Report Due Dates:

Fall: November 11, 2024

Winter: March 5, 2025

Spring: May 14, 2025

***Martial Arts programs and Studio Dance programs do not qualify for exemption.**

****These hours do not include travel time.**

*****Speed, Agility and Strength Training may be a part of the training program but will not qualify as the only source of activity. Competitions throughout the exemption period are required.**

Part Four – Exemption Expectations

Upper School students are required to remain on campus. Exceptions must be approved by the Upper School Office.

If a student wishes to pursue the exemption for more than one trimester, they must select the full year option and complete the online report form for committee review. The trimester updates should reflect any changes in the training and competitive schedule. Students approved for trimester or yearly exemption are required to notify the Physical Education Department Chair of any changes in training schedule or competitions that occur during an exemption period.

Additional questions regarding the exemption policy should be directed to the Assistant Head of School.

SCIENCE

The goal of the science program is to enhance students' science knowledge, skills, and habits of mind to break down a complex scientific system into smaller parts, recognize cause and effect relationships, and use fact-based reasoning to defend conclusions. With a focus on fostering students' awareness of the biological and physical environments around them and to encourage their active and creative involvement with those environments, each science course provides an opportunity for students to acquire a foundation in science that allows the student to function as a responsible and judicious citizen. In addition, students gain a command of the Scientific Method to make a hypothesis, perform an experiment, analyze results and draw conclusions. Departmental offerings include laboratory oriented courses in the traditional disciplines of biology, chemistry and physics, and others that allow students to explore specialized topics at an advanced level. Real-world connections are emphasized throughout the curriculum. Three years of laboratory science are required for graduation, including Biology and Chemistry (Class of 2026 and older).

For the Class of 2027 and Younger

Students who enter 9th grade have the choice to enroll in Biology or Chemistry. Students who enter 10th grade have the choice to enroll in Biology, Chemistry, or Physics (Math requirement). Students in 10th grade and beyond, and upon teacher recommendation, may have the option (depending on schedule) to enroll in a concurrent second science class such as AP Environmental Science, AP Biology (Biology requirement), AP Chemistry (Chemistry requirement), AP Physics (Math requirement), Anatomy and Physiology, Medicinal Chemistry 1, 2, 3 (Chemistry requirement), Student Designed research, and the Bioethics Project.

Placement is determined by achievement in prior courses, or placement testing, and other available data on student learning. Each student is required to complete three years of science for graduation, including Biology or Advanced Placement Biology, Chemistry or Advanced Placement Chemistry. Each student is encouraged to complete a fourth science course in Grade 12.

Biology (3 credits)

Either Biology or AP Biology is required for graduation. Biology is offered to Grades 9–12.

Biology is a survey course that offers students an introduction to important topics in the study of life. These topics include scientific reasoning, observation and data collection, experimental design, molecular and cellular biology, genetics, evolution and ecology. All levels of life, from cells to ecosystems, will be covered. The course is designed to give students a broad background for further study in advanced science courses. Students will also participate in multiple laboratory activities. The purpose of the laboratory component is

Elective courses are marked by the symbol .

to introduce students to laboratory safety, data collection, analysis and a range of scientific procedures. Students will develop an understanding of biology and an ability to apply that understanding in the classroom and in the laboratory.

Chemistry (3 credits)

Either Chemistry or AP Chemistry is required for graduation. Chemistry is offered to Grades 9–12.

Chemistry requires students to hone their observation, experimentation, and analytical skills as they explore the fundamentals of matter, including physical and chemical properties and change. Inquiry-based activities, laboratory work, and group discussion, guide students through multiple representations of key ideas such as atomic structure, measurement and quantitative reasoning, periodic law, stoichiometry, and gas laws. Students will become versed in visual, qualitative, quantitative, graphical, physical, and descriptive models for each concept as they interpret observations and make predictions about the nature of matter. Students gain experience with how to follow a rigorous line of evidence and logic in order to draw and defend their conclusions. As a matter of course, students will deepen the scientific content, skills, mindsets necessary to pursue advanced science courses.

AP Environmental Science ⚡ (3 credits)

Offered to Grades 10–12 and recommendation of the Department

Environmental Science is a college-level course focusing on the study of ecology, energy, resources, population and pollution. Interdisciplinary in nature, this course uses basic concepts from the fields of biology, chemistry and geology to examine environmental problems. Students study the scientific aspects of environmental issues and debate the ethical, economic and political ramifications of these topics. Laboratory activities such as water sampling, quantification of biodiversity, soil analysis, oil spill remediation and invertebrate inventories complement each segment of the course. Students research the current status of many environmental issues and discuss what strategies might be implemented to address these problems.

AP Biology ⚡ (3 credits)

Either Biology or AP Biology is required for graduation.

AP Biology is offered to Grades 10–12, having achieved 90% or better in Biology.

Placement exam (90% or higher passing grade) is required if the student did not take KPS Biology.

This college-level course builds on the concepts introduced in the Biology I course. Topics are presented in compliance with the College Board AP syllabus and focus on the development of an enduring conceptual understanding and the content that supports that understanding. The course uses both traditional and inquiry-based instructional strategies to promote the development of an in-depth conceptual understanding and the ability to make connections between various concepts. Weekly lab periods provide time for students to complete inquiry-based laboratory investigations which support the development of data collection and analysis skills,

the application of mathematical routines and the ability to explain experimental data using the relevant scientific concepts. Students are expected to read several chapters of the textbook during the summer and to complete an assignment demonstrating an understanding of the topics.

AP Chemistry ⚡ (3 credits)

Either Chemistry or AP Chemistry is required for graduation.

AP Chemistry is offered to Grades 10–12, having achieved 90% or better in Chemistry.

Placement exam (90% or higher passing grade) is required if the student did not take KPS Chemistry.

Prerequisites: Math 2 or Math 2 & 3 is recommended at least concurrently.

This college-level course provides a rigorous, quantitative, in-depth presentation of topics introduced in Chemistry I. These topics include stoichiometry, states of matter, thermodynamics, quantum mechanics, atomic structure, molecular geometry, reaction kinetics, solutions and equilibria. Students explore the development of chemical theories as logical progressions from first principles. All students are expected to have a complete understanding of the first three chapters of the textbook. The classroom environment is collaborative, discussion-based, and teacher lecture. Both traditional and guided inquiry laboratory work are integrated within this course to reinforce topics.

Human Anatomy & Physiology ⚡ (3 credits)

Offered to Grades 10–12

Prerequisite: Biology or AP Biology

Anatomy and physiology is the study of the fascinating world of the human body. Whether you are planning a career in medicine, athletics, general science or preparing for the next tennis match, you will learn information pertinent to your goals in life. This class will show the precision of the interconnectedness of the human body systems and provide you tools to understand the amazing relationships that exist within your own body. Students will participate in numerous lab activities and dissections.

Physics ⚡ (3 credits)

Offered to Grades 10–12

Prerequisite: Math 3 or Math 2 & 3

This introductory physics course is designed to examine and discover the principles that govern the natural world. It covers topics that are both conceptual and quantitative in nature. Areas of study include 1D and 2D Kinematics, Newtonian dynamics, impulse, momentum and conservation, work, energy, power and conservation, and circular motion. Inquiry laboratory experiments foster collaboration and allow students to observe and analyze data and propose questions for further study. Students use additional technologies to access other experiments and to investigate topics not covered in class.

AP Physics I ⚡ (3 credits)

Offered to Grades 10–12

Prerequisite: Math 3 or Math 2 & 3

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: 1D and 2D kinematics, Newtonian dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. Students will be able to explain causal relationships, apply and justify the use of mathematical routines, design experiments, analyze data and make connections across multiple topics. A minimum of 25 percent of the class is dedicated to inquiry laboratory practices. All students take the AP Physics I examination.

Student Designed Research ⚡ (1–3 credits)

Offered to Grades 10–12 by Departmental approval

This course may not take the place of yearly science credits.

The goal of the course is to provide students interested in pursuing science, math, computer science, engineering, or interdisciplinary STEM the opportunity to define and carry out an independent research or design project. While investigating a topic of their choice, students accepted into this course will learn how scientists study the natural world and engineers innovate the built world. Students must enroll in a minimum of two trimesters with the fall trimester required. In the fall trimester, students are introduced to various research and design protocols, review relevant literature, develop an abstract and project management plan, and identify resources to support their work. In the second and/or third trimester, students launch into their work and are supported by STEM faculty. Throughout the course, students share their work-in-progress with peers and faculty for regular feedback. Each student will be expected to submit a formal technical paper and present their findings in a public forum.

Bioethics Project ⚡ (3 credits)

Offered to Grades 10–12; students selected through an application process

Biomedical Science is advancing at an ever rapid pace. In many cases we need to discuss the ramifications of new technologies before they have even been fully developed or implemented. With these advances come complex ethical questions dealing with personal freedom, privacy, access to health care and fairness. Each year, the Bioethics Project will choose a broad topic to explore. Past topics have included: Genetically Modified Life: Science, Ethics, and Medical Innovation, Medical Decision-Making & the Human Lifespan, The Medically Modified Human: Is Better Always Good?, and Donor: What is the Value of the Human Body? This intensive course pairs each participant with a biomedical ethics scholar as a mentor. Students will conduct research on a topic regarding a biomedical ethical issue related to our topic and present a paper on the findings. This course does not fulfill a science credit.

Medicinal Chemistry 1: Design and Innovation of Medicine ⚡ (1 credit in History or Science)

Offered to Grades 10–12

Prerequisite: Chemistry

This will be a trimester long course that will explore the history of contraceptive practice in the United State of America. We will analyze this history through different perspectives including feminists, eugenicists, and physicians. Alongside learning the integration of contraceptives into society, we will learn how the active ingredient in the first ever oral contraceptive was synthesized. We will build off of some topics from general chemistry to further develop our chemical understanding through organic chemistry.

Medicinal Chemistry 2: Visual Representation of Medicine ⚡ (1 credit in Visual Art or Science)

Offered to Grades 10–12

This will be the second course of this series and we will further explore the drug that was synthesized from the first trimester. This course will begin with the biochemical exploration of the different pathways this drug takes in the human body. We will break down each component of the drug and its specific function. As we progress through this trimester, it is important to also learn how to communicate science effectively to the general public. Therefore, we will learn/apply art skills for communicating science/scientific products to the general public. We will be doing this through different mediums, where we will connect the social-political history and science to art.

Medicinal Chemistry 3: Marketing Medicine to the World ⚡ (1 credit in English or Science)

Offered to Grades 10–12

This will be the third-trimester course of this series and will explore the technical writing side of working as a research chemist, specifically in the pharmaceutical industry. Writing scientific research papers carries a much different set of skills than the writing students are used to in their English and history courses. We will go into the technical skills needed to properly write a scientific paper by learning how to search and read scientific papers and then the students will write a review paper on a female reproductive disorder. Additionally, we will explore what goes into getting a drug on the market, the ethics behind the price of pharmaceuticals and we will have discussions using a gender studies lens.

VISUAL AND PERFORMING ARTS

Kent Place School believes that involvement with the visual and performing arts is essential for the intellectual and spiritual growth of the student. The goal is to provide a stimulating climate in which personal expression, imagination, creative endeavor and intellectual curiosity may thrive and in which students may learn to place the arts in their historical and cultural context. The four disciplines in the arts — visual art, dance, theater and music — provide a wide range of

Elective courses are marked by the symbol ⚡.

choices for self-expression, performance and creativity. In keeping with a commitment to the intellectual and spiritual growth of the student, the School requires for graduation six trimesters of arts electives. Additional opportunities abound for the student to pursue their own particular artistic interests within the school community. In Grade 9, each student selects introductory courses offered by the Departments; then, they must complete additional credits before graduation. The Grade 9 component provides a rich introductory sequence and maximizes interdisciplinary connections. During additional courses, a student develops a mastery of skills and concepts. Together, these components ensure that all students leave Kent Place with a deeper understanding and appreciation of the nature and value of the arts in their lives.

DANCE

Students in the Upper School dance program are supported as they work toward reaching their full potential regardless of skill level and ability. Dance courses include components of classical dance techniques such as Horton and Graham based modern, ballet and jazz, with additional emphasis on yoga, Pilates, dance history, and performance. Our diverse program has course offerings for students of all levels, abilities and experiences.

Jazz/Musical Theater Dance ✪ (1 credit)

Offered to Grades 9–12

Jazz/Musical Theater Dance is a one trimester course open to dancers and movers of all levels. Students will be introduced to fundamentals elements of Jazz Dance technique including: alignment, flexibility, coordination and stamina. In addition to basic technique students will develop their artistry as they explore a variety of Jazz and Musical Theater styles, and further their exploration of musicality, character, and storytelling. They will explore a multifaceted approach to implementing choreographic devices as they co-create original choreography, in addition to engaging in critical discussion of existing professional work. Also included in the curriculum are master classes with a diverse selection of professional guest artists. Due to the physical nature of this course, enrollment fulfills the Physical Education requirement.

Modern and Contemporary Dance ✪ (1 credit)

Offered to Grades 9–12

Modern and Contemporary Dance is a one trimester course open to dancers and movers of all levels. Students will be introduced to fundamentals elements of Modern Dance technique including: alignment, flexibility, coordination and stamina. In addition to basic technique students will develop their artistry as they explore a variety of both classical and contemporary movement styles, and further their exploration of shape, space, and expression. They will explore a multifaceted approach to implementing choreographic devices as they co-create original choreography, in addition to engaging in critical discussion of existing professional work. Also included in the curriculum are master classes with a diverse selection of professional guest artists. Due to the physical nature of this course, enrollment fulfills the Physical Education requirement.

Choreography ✪ (1 credit)

Offered to Grades 9–12

Choreography is a one trimester course open to dancers and movers of all levels. Students will be introduced to fundamentals elements of dance technique to support their choreographic endeavors. In this course students explore the structural components of dance composition, allowing them ample opportunities to outline and format original pieces of choreography. In addition, students will develop their artistry as they delve deeply into the choreographic process, studying elements of dance production including lighting, costume design, and movement invention. Students will also engage in critical discussion of existing professional work. Also included in the curriculum are master classes with a diverse selection of professional guest artists. Due to the physical nature of this course, enrollment fulfills the Physical Education requirement.

Fundamentals of Dance Technique ✪ (2 credits for 3 trimesters, 1 credit for 2)

Offered to Grades 9–12

Fundamentals of Dance Technique is a one trimester course open to dancers and movers of all levels. Students will be introduced to the fundamental elements of dance, specifically modern, jazz, and ballet techniques, dance composition, Pilates and the choreographic process. In this course dancers will learn basic technique and alignment as they move through warm up, across the floor and center exercises. They will explore a multifaceted approach to implementing choreographic devices as they co-create original choreography, in addition to engaging in critical discussion of existing professional work. Also included in the curriculum are master classes with a diverse selection of guest artists, and an annual field trip to see a live dance performance. Due to the physical nature of this course, enrollment fulfills the Physical Education requirement. When taken for two trimesters, students will also receive **one** Arts credit. When taken consecutively for three trimesters, students will also receive **two** Arts credits.

Dance Ensemble (Advanced Beginner/Intermediate) ✪ (3 credits)

Offered to Grades 9–12

The Kent Place School Dance Ensemble is open to advanced beginner through intermediate level students by audition only. This skill/performance oriented course is designed to enhance the dancers' technique, strength, flexibility, and understanding of the choreographic process. Dancers will hone their skills in Horton and Graham based modern, jazz, and classical ballet, with an additional emphasis on yoga, Pilates, dance history, and performance. Students also develop an understanding of the fundamental components of movement invention and dance composition in preparation for choreography projects in their Junior and Senior years. Also included in the curriculum are master classes with a diverse selection of professional guest artists, and an annual field trip to see a live dance performance. Due to the physical nature of this course, enrollment fulfills the Physical Education requirement.

Chamber Dancers (Intermediate/Advanced) ✪ (3 credits)

Offered to Grades 9–12

Chamber Dancers is open to intermediate through to advanced level students by audition only. This skill/performance oriented course is designed to enhance the dancers' technique, strength, flexibility, and understanding of the choreographic process. Dancers will hone their skills in Horton and Graham based modern, jazz, and classical ballet, with an additional emphasis on yoga, Pilates, dance history, and performance. Students also develop an understanding of the fundamental components of movement invention and dance composition in preparation for choreography projects in the Junior and Senior years. Also included in the curriculum are master classes with a diverse selection of professional guest artists, and an annual field trip to see a live dance performance. Due to the physical nature of this course, enrollment fulfills the Physical Education requirement.

MUSIC

The Music program offers students many opportunities for performance and artistic expression. Through an in-depth study of repertoire and technique, instrumentalists and vocalists can discover music as a unique form of communication, collaboration and self-expression. Performance opportunities are complemented with a curriculum that promotes an understanding of music literature and a historical context for a vast array of styles. The program is designed to meet the needs of all students, from the dedicated musician, to those who are interested in exploring new creative endeavors. Our teaching-artist faculty are dedicated to inspiring and encouraging students and helping them to achieve their goals. Independent study in music is reserved for those seniors who demonstrate competence in music theory, music history and, in exceptional cases, music performance.

Listening to Music ✪ (1 credit)

Offered to Grades 9–12

As a trimester arts elective, this course explores a wide variety of music topics including music from specific time periods, musical instruments and genres, the influence of important musicians and music viewed in historical and cultural contexts. Topics include: music for film, the history of Broadway, music from the Sixties, and songwriting. Throughout the trimester, students will complete research projects and present their work to the class for feedback, discussion and evaluation. Students will have the opportunity to self select subject material that meet the requirement of the larger topic.

Music Theory ✪ (1 credit per trimester)

Offered to Grades 9–12

This fall trimester course introduces students to the elements of music. These elements form the basic understanding of music theory that is needed in order to determine how music is played or constructed. The course includes the rudimentary skills of literacy with notation, rhythm, and key structure. Through sight-singing, students begin to develop good aural skills that connect the understanding of music notation to the sound of music. This

course is recommended as a supplement to performance as a way to strengthen music reading skills and to gain an understanding of the music being performed.

Music Theory II ✪ (1 credit per trimester)

Offered to Grades 9–12

This trimester course develops keen aural skills through music dictations and sight-singing. An advanced study of theory and harmony continues, using primary and secondary triads and their inversions. Students learn to recognize modulations in written music. Harmonic idioms are practiced and students come to understand the importance of form and structure in music. This course is a prerequisite for students considering AP Music Theory.

AP Music Theory ✪ (3 credits)

Prerequisite: Music Theory II

This yearlong course is taught to students who have developed good aural skills and music theory knowledge through instrumental or vocal training. It is ideal for students who wish to further advance their musical skill level. The course builds strong analytical skills using performed music and written scores, and teaches foundational conventions of composition. Students become adept at applying their knowledge in both aural and written forms of music. Students should discuss their abilities and desire to study at this advanced level with the Director of Performing Arts.

Chorale ✪ (No credit)

Offered to Grades 9–12

The Kent Place Chorale is the Upper School's largest singing group. Chorale performs throughout the year at community concerts and assemblies. This treble choir sings works in many languages by traditional and contemporary composers in a wide range of styles in 3 and 4-part harmony. The mission of Chorale, through rehearsal and performance, is to achieve a high degree of learning and performance excellence, develop a love, understanding and appreciation of chorale music and learn the skills and concepts necessary to successfully participate in a vocal ensemble. No audition is required.

Kent Place Singers ✪ (3 credits)

Offered to Grades 9 and 10

Students enter this select singing ensemble through a placement audition. The group is designed for the committed singer who would both benefit from and contribute to singing three and four-part music in a select choir. The group prepares a diverse repertoire of music, both accompanied and a cappella, for several performances throughout the year. Singers also have an opportunity to participate in Global choral trips that have a choral focus. Kent Place Singers will have the opportunity to perform in cabarets and community events. Additionally, each singer is required to participate in Chorale.

Elective courses are marked by the symbol ✪.

Chamber Singers ⬠ (3 credits)

Offered to Grades 11 and 12

The Kent Place Chamber Singers is a smaller, more highly selective Upper School vocal ensemble. Singers audition annually and are placed in four vocal parts. Chamber Singers repertory is eclectic, focusing on a cappella singing. The group performs on campus in concerts and special events throughout the year and in special collaborations with other musical groups throughout the greater Metropolitan area. All Chamber Singers have an opportunity to participate in Global choral trips that are offered bi-annually. The focus of this group is the development of the most artistic and highest level of performance of each individual, stressing their importance as an individual as well as their contribution and obligations to the ensemble as a whole. Each member is required to participate in Chorale.

Orchestra ⬠ (1 credit)

Offered to Grades 9–12

Membership in the Upper School Orchestra provides students with opportunities to grow individually as an instrumental performer as well as learn to work together in ensembles. Students must be proficient music readers, and have a minimum of two years playing their instrument. Placement auditions for all current members will take place during the registration period of the Winter trimester. Auditions for students who will be new to the orchestra will take place at a later date. Skilled teaching artists work with our students in sectionals during our orchestral rehearsals. In addition to the Symphony Orchestra, all students participate in either String, Percussion, or Wind Ensembles. Highly motivated and skilled instrumentalists are encouraged to also perform with the Meraki Chamber Ensemble. Kent Place also sponsors members of the Orchestra who are eligible to audition for regional and All-State orchestras and bands.

Latin Jazz Ensemble ⬠ (1 credit)

Offered to Grades 9–12

This one-trimester course is open to instrumentalists of all levels. Students will be introduced to fundamental elements of Jazz including improvisation, rhythms, harmonies, and grooves. In addition to basic technique students will develop their artistry as they explore a variety of Jazz styles and techniques. Students will also be able to perform and work with professional guest artists. All instrumentalists need to have two years of experience playing their instrument. Students are also strongly encouraged to participate in the KPS Symphony Orchestra.

Wind Ensemble ⬠ (1 credit)

Offered to Grades 9–12

This one-trimester course is open to brass, wind, and percussion players of all levels. Students will be introduced to fundamental elements of ensemble playing while focusing on developing their instrumental technique. Students will develop their artistry as they explore a variety of repertoire tailored for this ensemble grouping. Students will also be able to perform and work with professional guest artists. All instrumentalists need to have two years of experience playing their

instrument. Students are also strongly encouraged to participate in the KPS Symphony Orchestra.

String Orchestra ⬠ (1 credit)

Offered to Grades 9–12

This one-trimester course is open to violin, viola, cello and bass players of all levels. Students will be introduced to fundamental elements of ensemble playing while focusing on developing their instrumental technique. As an ensemble, students can explore a variety of repertoire tailored for this ensemble grouping. Students will also be able to perform and work with professional guest artists. All instrumentalists need to have two years of experience playing their instrument. Students are also strongly encouraged to participate in the KPS Symphony Orchestra.

THEATER

The theater program at Kent Place seeks to develop artistic awareness and an appreciation of theater as an essential, valued part of contemporary culture. Students are exposed to a variety of acting styles and genres that develop skills with engaging content, both published and devised, that allow their voices to be heard and their creativity to shine. Through participation in diverse and exciting courses during the school day as well as through participation in after school productions, the process is highly respected. The theater program strives to create multiple inclusive experiences for students which offer many perspectives and create an opportunity for true community building and collaborative storytelling.

Musical Theater ⬠ (1 credit)

Offered to Grades 9–12

This trimester-long course introduces students to the American art form of musical theater. Students will explore the history, performance, and creative aspects of musical productions while engaging in daily exercises that combine storytelling through music, theater, movement, and design. The course is designed to inspire confidence, foster collaboration, and encourage self-expression. Ideal for students of all skill levels—whether you're an experienced performer or new to the stage—this class requires no prior experience. All that's needed is a willingness to explore, learn, and have fun!

Improvisational Theater ⬠ (1 credit)

Offered to Grades 9–12

This trimester course is designed to help you think quickly, embrace spontaneity, and have fun while exploring the world of improvisational theater. Through a variety of improv games, exercises, and scene work, students will learn the foundations of both short-form and long-form improvisation. These activities will help you sharpen key skills such as quick thinking, active listening, and effective communication. In addition to enhancing your performance abilities, the techniques learned in this class will benefit you in everyday life, boosting your confidence in unpredictable situations. No scripts are required, and no prior theater experience is necessary—this course is all about unlocking your creativity in a supportive, low-pressure environment.

Character and Scene Development ⬠ (1 credit)

Offered to Grades 9–12

This trimester-long course is open to students of all skill levels and offers a comprehensive introduction to acting technique and character development. Throughout the course, students will engage in detailed text analysis, gaining a deeper understanding of how to interpret and bring a script to life. They will study the acting methodologies of influential practitioners, learning a variety of approaches that can be applied to both classical and contemporary works. In addition to group work and collaboration, students will have the opportunity to work independently, exploring scenes and monologues that allow for individual expression and growth. The focus will be on developing a strong understanding of character objectives and actions, helping students learn how to make specific, intentional choices in their performances. At the end of the trimester, students will showcase their work in a final in-class performance.

Acting Seminar ⬠ (3 credits)

Offered to grades 9, 10 and 11 (by audition only)

This year-long course is designed for students who have an established passion for theater and would like to continue refining their ability to “respond truthfully under imaginary circumstances.” We break down the process of creating realistic, three-dimensional characters by applying the techniques of the great theater practitioners to our scene and monologue work. As part of the curriculum, students will be given the opportunity to perform their rehearsed pieces for a panel of theater professionals at the annual NJ Association of Speech and Theater Festival. They will also study a historical genre of theater such as classical Greek or Shakespeare and perform scenes from that style. In addition to acting, the course introduces students to technical theater through hands-on projects in stage make-up, lighting, costuming and prop creation. Utilizing the school’s proximity to New York City, students will attend at least one live theatrical performance and participate in masterclasses taught by visiting theater professionals. The course concludes with a workshop-style production of a one-act play for an invited audience. It’s possible to take this course for a single year, although it is structured as a two-year cycle, allowing students to deepen their skills and experiences over time.

Performance Company ⬠ (3 credits)

Offered to grades 11 and 12 (by audition and in consultation with the Director of Performing Arts)

This class is designed for students who have demonstrated exceptional skill and commitment to acting and have actively participated in the theater community at Kent Place. Admission to this highly selective, college-level performing ensemble provides students with the opportunity to refine their acting technique while performing published monologues, scenes and plays, many of which are shared with the school community throughout the year. The course emphasizes storytelling and the creation of original, student-written characters and performance pieces. Students in Performance Company will showcase their work at the New Jersey

Speech and Theater Association’s annual festival in January, attend at least one professional performance in New York City, and participate in masterclasses led by theater professionals. Participants are expected to stay engaged with the current New York theater season, read published reviews, and explore plays across a variety of genres. To qualify for this course, students must have completed the Acting Seminar course and/or performed in a Fall or Winter production. This course can be taken for a single year or for multiple years depending on the entry audition. Members of Performance Company are expected to work thoughtfully, creatively and respectfully within the ensemble.

VISUAL ART

The visual art curriculum is a program of sequential learning with structured objectives providing an opportunity for individual student growth in understanding aesthetics, art history and the development of specific artistic skills. The Department emphasizes development of the student’s personal creative thinking and visual statement. One-trimester courses are offered based on demand.

Visual Art Workshop (1 credit)

Offered as part of the Grade 9 requirement

This Grade 9 course explores creative thinking and art making through a variety of media and techniques. Instruction in drawing is stressed as a skill that informs other modes of expression but instruction in painting, printmaking, sculpture, or digital approaches to image making are also included. Students learn about individual artists that tie to and support their classroom projects. Students are encouraged to experiment and explore the creative thought process and design thinking.

Studio Art ⬠ (3 credits)

Offered full year for Grades 10–12

This intermediate course provides a breadth of studio art experiences. Students explore possibilities of visual expression in a range of media including drawing, painting, sculpture, printmaking, photography, mixed media, and digital approaches. Students develop creative, analytical and introspective thinking through reference to important historical and contemporary art. Field trips provide first-hand experience and inspiration. This course is recommended for students interested in pursuing Portfolio and AP Portfolio.

Portfolio ⬠ (3 credits)

Offered to Grades 11 and 12

Prerequisite: One year of Studio Art or 2D Design I, II, and 3D Design, and/or permission of the instructor

This intensive course is offered to juniors and seniors as a college-level art experience. The focus is toward compiling an AP Portfolio submission. It is strongly recommended that students interested in submitting a portfolio take this class in both junior and senior years. Students create a body of artworks, through guided projects in Portfolio in the

Elective courses are marked by the symbol ⬠.

first year, toward developing a personal sustained investigation in year two. Students are expected to produce a significant amount of artwork. Fifteen examples of sustained investigation are submitted as final portfolios. Students only submit a portfolio in their senior year. At that time, the course will be titled AP Portfolio.

Art History 🌟 (3 credits)

Offered to Grades 11 and 12

In this advanced course, students will gain an understanding and appreciation of art and architecture from throughout history and across world cultures. Emphasis is placed on understanding art in the context of history, geography, politics, religion, and culture. Students look at art critically, towards developing a discerning eye for its aesthetic and cultural messages. The visual insights developed through this analysis help students to understand the past. These insights offer vital clues to understanding the cultural challenges of the past, present, and future. The curriculum follows the AP outline. This course can be taken with or without the AP designation.

Architecture 🌟 (1 credit)

Offered to Grades 10–12

This course combines lecture, slide presentation, discussion and hands-on experience as it interweaves the history and aesthetics of the architectural experience. It considers the historical, cultural and political traditions of architecture and establishes the relationship between architecture and significant social, political and economic events. The focus is on the architecture of the last one hundred years but touches on Ancient, Medieval, and Modern architecture as well. It is particularly recommended to those students who are, or will be, taking the AP Art History and/or AP Portfolio courses.

2D Visual Design 🌟 (1 credit)

Offered to Grades 10–12

2D Art Design I is an introductory course which focuses on the drawing, visual design concepts, design thinking, the elements of art, and the principles of design. The emphasis of this course is to expose students to 2D art mediums and to build their creative skills. Observational drawing is a foundational skill that will be a focus throughout the course. Students will explore line, space, form, and perspective through still life, portraiture, and architectural spaces. Projects will explore proper techniques in pencil, charcoal, marker/pen, ink, and digital media.

2D Visual Design II 🌟 (1 credit)

Offered to Grades 10–12

Prerequisite: 2D Visual Design I

2D Art Design II is an intermediate course that builds on drawing, visual design concepts, and design thinking to explore advanced design techniques, materials, and concepts. Students build on their understanding of the elements of art and the principles of design and drawing to hone their creative skills and explore visual expression. The course will focus on developing a robust understanding of color and applying these concepts to new materials. Projects will explore

proper techniques in pastel, acrylic, oil paint, watercolor, and digital media or printmaking.

3D Design 🌟 (1 credit)

Offered to Grades 10–12

3D Design is an intermediary course that focuses on the elements of art and the principles of design, design concepts, and design thinking as they relate to three-dimensional objects. The emphasis of this course is to expose students to 3D design concepts, techniques, and materials as a means to build their creative skills. Drawing is an important foundational skill that will be used to help conceptualize their ideas and designs. Students will explore shape, space, form, and texture through still life, figural work, and abstraction. Projects will explore proper techniques in clay, woodworking, wire, and digital media including 3D printing.

Animation 🌟 (1 credit)

Offered to Grades 10–12

Animation I is an introductory course that gives students the tools to design characters, produce storyboards, and create 2D animations. Students will learn techniques to design animated 2D sequences, including frame-by-frame animation and classic, motion, and shape tweens. Students will learn about and examine the 12 Principles of Animation and incorporate these into original animation sequences. Over the course of the class, students will view and analyze sequences from animated films and animated shorts from the 20th and 21st centuries.

Ceramics 🌟 (1 credit)

Offered to Grades 10–12

This course will teach foundational handbuilding skills and construction. Students will learn about the nature of clay and its origins, as well as how to use tools to build forms and structures. The course will explore various projects such as creating early style bowls and pots to building contemporary artworks from slabs of clay. Students will be encouraged to take creative license and establish strong craftsmanship.

Ethics and the Visual Arts: Art as Protest 🌟 (1 credit)

Offered to Grades 10–12

This course will introduce students to contemporary and historical artwork through the lens of ethics. Students explore key themes as ethical viewers and makers of art. Art-history examples will highlight influential artists and central ethical issues of their artwork. Students will produce an art- or ethics-based project for each unit that demonstrates understanding and connection to the theme. This course will require in-depth class discussions around questions that naturally arise when thinking about art: What role should an artist's identity have in their art and our viewing of their art? Can taking risks in art cross an ethical line? How is art powerful and how should artists use this power? What obligation, if any, do artists have to the public?

Film Art I ⬠ (1 credit)

Offered to Grades 10–12

The art of film is approached by viewing and studying a selection of great documentary, narrative and non-narrative works from film history. Students discover and engage with fundamental aspects of film theory. Hollywood-style film language and alternate approaches are considered, with an emphasis on understanding how film communicates meaning and feeling through shots, composition, movement and editing. The emphasis is on film as fine art. Students use film concepts to discuss and critique the films they view.

Film Art II ⬠ (1 credit)

Offered to Grades 10–12

Prerequisite: Film Art I

Film Art II continues the investigation of the art of film making with a more intensive, sustained focus on creating a film. Students build upon their understandings of cinema's language of shots, rhythm, sound, cinematography and editing. They proceed from initial ideation to storyboard to finished film, considering choices about style and tone along the way. Possibilities range from short fiction narrative to experimental to documentary and beyond, with an emphasis on film as a fine art.

Photography I ⬠ (1 credit)

Offered to Grades 10–12

This introductory course explores the technical and aesthetic aspects of photography, using primarily digital media. Topics include using the camera, image editing software and presentation formats. Design, composition and concept are emphasized. Students are exposed to the history of photography and study the work of major fine art photographers. They engage in critical discussion and analysis of their own work in a critique setting. The work of the course supports the development of a personal portfolio of finished photographic work. Students are encouraged to supply their own digital camera.

Photography II ⬠ (1 credit)

Offered to Grades 10–12

Prerequisite: Photography I or equivalent as judged by Department

This course continues the work of Photography I. Since technical knowledge of the camera and other digital tools is a prerequisite, a greater emphasis is placed on development of a creative artistic statement in photography. Students continue to refine technical knowledge while exploring a range of conceptual and aesthetic issues in contemporary photography. Students are encouraged to supply their own digital camera.

WORLD LANGUAGE

The Upper School offers a rich, diversified program in modern and classical languages, the keystone of global education at Kent Place. All modern language classes are taught in the target language and use a wide variety of technology to support and enhance the learning experience. Students must complete at least three years of study of one language in the Upper School. Students are urged to continue in the language through advanced levels. The Department also encourages students to pursue a second world language for as many years as possible. In Chinese, French, Latin and Spanish, advanced courses allow for a challenging selection of literature to be read. In addition, students may take AP courses or study abroad. Local field trips to museums, theaters and lectures provide authentic opportunities for advanced students.

LATIN

The Classics program has one major goal: to teach our students how to read and interpret what is written in Latin. This goal leads to a number of secondary benefits: reinforcement of English vocabulary and syntax; acquisition of analytical and problem-solving skills; development of background in the culture of the ancient world; and analysis of Latin literature for content, style and rhetorical figures, which parallels studies in English literature. Many consider Latin to be a gateway discipline for future study in law, medicine, science, archeology and many other fields. This program has four levels that gradually introduce the students to the classical worlds of Italy and Greece.

Latin I ⬠ (3 credits)

Offered to Grades 9–11

Grades 10 and 11 students taking Latin I must also take Latin II

Latin I introduces students to the Latin language and the culture that produced it. This course prepares students to read, understand, and communicate in Classical Latin at an elementary level. At the end of Latin I, students are able to demonstrate knowledge of Classical pronunciation, essential vocabulary, basic inflectional systems for verbs and nouns, and elementary syntax. Emphasis is placed on vocabulary acquisition and the application of grammar and syntax for not only the reading of short novellas written in Latin, but also simple written and oral communication in Latin. Through this course of study students gain a deeper understanding of the different parts of speech of language in general. Elements of Roman history and culture provide a framework in which to study the language and this course encourages students to make connections and draw comparisons between the Latin language and Roman culture and their own primary language and culture.

Latin II ⬠ (3 credits)

Prerequisite: Latin I

Latin II builds upon the basic morphological, grammatical, and reading skills mastered in Latin I and continues with advanced syntax involving longer and more complex constructions and sentence patterns. It provides a thorough review of the material from Latin

Elective courses are marked by the symbol ⬠.

I and stresses to an even greater degree the active acquisition of morphology and vocabulary. Students continue to practice simple conversational Latin and work on greater proficiency in aural and oral skills through conversation and recitation. Students at this level are beginning to read, translate, and analyze longer passages of adapted texts. In addition, discussions of word etymology deepen the students' understanding of the origins of the English language and help to augment and increase their English vocabulary. Latin I and II form a self-contained program that is ideal for any student who wishes to gain experience in etymology and word derivation, learn about the Classical world, or simply pursue a second world language.

Latin III ⬠ (3 credits)

Prerequisite: Latin II

Latin III builds upon the foundations of the language learned in Latin I and II and provides a thorough review of the grammar and syntax of the previous two years. A careful study of the subjunctive and other more complex constructions in conjunction with close readings of authentic ancient prose and poetry enables students to tackle more difficult syntax. Emphasis is still placed on applying grammar and syntax to composing and translating Latin, however, skills in stylistic and literary analysis are also introduced. Authors included in this course are Cicero, Sallust, Caesar, and Catullus. Political developments around the end of the Roman Republic are also studied in order to contextualize these authors and their works. Through the study of these texts, students not only review topics in advance grammar, but also learn key rhetorical terms and hone their literary critical skills in class discussions and written assignments. These analytical skills will also enhance and complement students' English writing skills.

Latin IV Lit ⬠ (3 credits)

Prerequisite: Latin III

Latin IV is an intensive upper division reading course designed to further sharpen students' literary critical skills and provide broader appreciation of Roman literature. Each year this course focuses on different themes or canonical authors such as Livy, Pliny, Vergil, Ovid, and Horace. In addition to translating these works of literature and considering their grammatical, metrical, and stylistic features, students discuss the readings critically in class, study their historical and social contexts often through secondary literature, and write analytical essays. Attention will also be given to the reception of Latin literature in art and later cultures. Upon completion of this course, students will have an enriched sense of developments in Latin literary history and Roman history more broadly.

Advanced Topics: Women's Voices in Latin Literature ⬠ (3 credits)

Prerequisite: Latin IV

Traditional Classical language programs predominantly approach the study of Latin literature by focusing on male figures and authors such as Caesar, Cicero, and Vergil. As a result, Roman women are often neglected or overlooked as figures of scholarly inquiry, or are at least relegated to the periphery. In this course, students will reconstruct

women's voices through a process of recovery, since almost no works of literature or art created by Roman women survive from antiquity. By reading and analyzing the writing and art of men beyond the surface and interrogating their underlying assumptions and anxieties, this course seeks to put women at the center of analysis. Topics in this class include: the stories of the inaudible voices of Echo and Philomela in Ovid; the curious case of the two Sulpiciae; literary-political figures such as Cleopatra and Queen Dido of Carthage; women as priestesses, wives, mothers, mistresses, and aesthetic objects; and finally women in the field of Classical scholarship itself.

AP Latin ⬠ (3 credits)

Prerequisite: Latin IV and by recommendation of the Department

This class is designed to provide advanced students of Latin the experience of taking a college-level Latin reading course and follows the Advanced Placement curriculum set forth by the College Board. After successfully completing the course, students are able to read, understand, translate, and analyze examples of both Latin poetry and prose with an accuracy that reflects a precise understanding of the Latin in all of its detail. Students spend the year reading the required selections of Caesar's *De bello Gallico* and Vergil's *Aeneid* in Latin and in English and practicing skills in sight-reading. This course also prepares students to address the types of grammatical, syntactical, and metrical questions that appear on the AP exam. In addition to translating these two seminal works of Latin literature and considering their grammatical, metrical, thematic, and stylistic features, students discuss the readings critically in class, study their historical and social contexts, and write analytical essays that draw upon textual evidence to support their theses.

CHINESE, FRENCH AND SPANISH

The Department strives for student growth in the four language skills: reading, writing, speaking and listening as well as an understanding of global cultures and literatures. The integration of skills provides students with knowledge for college, graduate school and beyond. Careers in medicine, law, international business, engineering, science, public relations and virtually every field in our global economy require the knowledge of a modern world language. Classes are conducted in the target language to best support the journey to fluency. To be accepted as an AP candidate, a student must have a minimum B+ average from the previous level along with departmental approval.

Chinese I ⬠ (3 credits)

Offered to Grades 9–11

In Chinese I, students will learn about phonetics (pinyin), character strokes, basic greetings, self-introduction, daily routines and food. They will acquire a linguistic foundation through class practices and activities to master the phonetic system and tones. In order to learn conversational skills, students will study fundamental grammatical patterns, common vocabulary and standard usage. Writing and typing Chinese characters will also be taught. Chinese culture and customs will be introduced.

Chinese II ⬠ (3 credits)

Prerequisite: Chinese I

This course provides an active review of basic grammatical structures of the language and reinforces students' pronunciation and handwriting before it leads them into the more challenging material of the second year. The emphasis of the course continues to be the development of the students' language skills. The oral/aural exercises in the classroom continue with an increased provision for written and reading work. The class is conducted in Chinese.

Chinese III ⬠ (3 credits)

Prerequisite: Chinese II

This course serves as the transition from elementary to intermediate Chinese. Students will develop skills to produce longer conversations on a variety of topics in everyday situations, read paragraphs and short stories using authentic materials, and write appropriate letters and short essays. The course will also focus on the systematic reinforcement of grammar points, cultural awareness and critical thinking skills.

Chinese IV ⬠ (3 credits)

Prerequisite: Chinese III and recommendation of the Department

This course aims to provide a foundation in grammar and pronunciation, and to expand the students' ability to handle everyday situations and tasks in Mandarin Chinese. Students are encouraged to produce their opinions through both oral presentation and essay writing. They also will be able to compare the cultural differences by researching and reading authentic materials.

Chinese V ⬠ (3 credits)

Prerequisite: Completion of Chinese IV and recommendation of the Department

Continuing the World Language Department's focus on global awareness, students take a closer look at literature, history, art and current events in Mandarin-speaking countries. Conversational, reading, writing and listening skills are enriched by a variety of authentic reading sources, such as literary pieces, newspaper articles, films and other multi-media materials.

AP Chinese Language and Culture ⬠ (3 credits)

Prerequisite: Chinese V and recommendation of the Department

This course is designed for students who have reached an advanced level of linguistic development and are ready for an in-depth study of Chinese language and culture. It provides students with varied opportunities to further develop their proficiency in aural/oral skills, reading comprehension, grammar and composition. The course also engages students in an exploration of both contemporary and historical Chinese culture. Course content includes family relationship, social customs, art and literature, philosophy and belief, history and politics and current issues. The course's activities help students to prepare for the AP Chinese Language and Culture examination.

French I ⬠ (3 credits)

Offered to Grades 9–11

This course gives the student a solid introduction to the French language. The objective of the course is to develop language skills through activities that focus on meaningful, personal communication. The acquisition of a second language takes time and practice; therefore, the vocabulary and grammar are introduced in context, and plenty of oral and aural practice is available in the classroom. As the student develops their language skills, they also learn about the diversity and uniqueness of the cultures studied. The instructor conducts the class in French, using English only when absolutely necessary. Students are equally expected to address the instructor in the target language.

French II ⬠ (3 credits)

Prerequisite: French I

While this course assumes a sound first-year preparation, it provides for an active review of basic grammatical structures of the language before it leads the student into the more challenging material of the second year. The emphasis of the course continues to be the development of the student's language skills. The oral/aural exercises in the classroom continue with an increased provision for written and reading work. The class is conducted in French.

French III ⬠ (3 credits)

Prerequisite: French II

The objective of the course continues to be the development of the four communicative skills: listening, speaking, reading and writing, with a particular emphasis on oral/aural communication. Advanced grammatical structures are introduced at this level and short literary pieces are read and analyzed. All classes are conducted in French.

French IV ⬠ (3 credits)

Prerequisite: French III and recommendation of the Department

The course accentuates spoken and written communication in French, presupposing a solid foundation in basic grammar and structure, which is reviewed and refined. French IV studies the Francophone world with cultural texts of selected Maghreb and West African countries, Indochina, Québec, Haiti and France. Poetry, short stories and film are also explored. Classroom participation is essential.

French V ⬠ (3 credits)

Prerequisite: Completion of French IV and recommendation of the Department

Continuing the World Language Department's focus on global awareness, students take a closer look at literature, history, art and current events in French-speaking countries. Conversational, reading, writing and listening skills are enriched by a variety of authentic reading sources, such as literary pieces, newspaper articles, films and other multi-media materials. *It is strongly encouraged to take this course to learn the skills necessary to excel in AP French.*

French VI ⬠

(3 credits)

Prerequisite: French IV or recommendation of the Department

French VI is a literature and culture course in the target language that studies important topics in women's literature. Students will learn about the voices of women writers around the globe through reading the poetry, novels, articles, film and plays of many countries. Topics to be discussed will include feminist theories and approaches to reading and writing, the social contexts of women's literature, common themes in women's literature such as marriage and motherhood, lesbian literature, and women's roles as writers. Authors will include writers from a wide range of Francophone countries.

AP French Language and Culture ⬠ (3 credits)

Prerequisite: French IV and recommendation of the Department

This course teaches students to communicate effectively in French at an advanced level. Using authentic texts including podcasts, television and film clips, articles and more, students will study six themes: personal and public identities, global challenges, science and technology, families and communities, contemporary life and beauty and aesthetics. Students will hone their communication skills so that they are able to synthesize written and aural materials and discuss them orally and in written form. A formal review of complex grammar structures will support the students as they practice speaking, listening, reading and writing about the Francophone world.

Spanish I ⬠ (3 credits)

Offered to Grades 9–11

This course gives the student a solid introduction to the Spanish language. The objective of the course is to develop language skills through activities that focus on meaningful, personal communication. The acquisition of a second language takes time and practice; therefore, the vocabulary and grammar are introduced in context, and plenty of oral and aural practice is available in the classroom. As the student develops their language skills, they also learn about the diversity and uniqueness of the cultures studied. The instructor conducts the class in Spanish, using English only when absolutely necessary. Students are equally expected to address the instructor in the target language.

Spanish II ⬠ (3 credits)

Prerequisite: Spanish I

While this course assumes a sound first-year preparation, it provides for an active review of basic grammatical structures of the language before it leads the student into the more challenging material of the second year. The emphasis of the course continues to be the development of the student's language skills. The oral/aural exercises in the classroom continue with an increased provision for written and reading work. The class is conducted in Spanish.

Spanish III ⬠ (3 credits)

Prerequisite: Spanish II

The objective of the course continues to be the development of the four communicative skills: listening, speaking, reading and writing, with a particular emphasis on oral/aural communication. Advanced

grammatical structures are introduced at this level and short literary pieces are read and analyzed. All classes are conducted in Spanish.

Spanish IV ⬠ (3 credits)

Prerequisite: Spanish III and recommendation of the Department

This course offers the student the opportunity to further hone their oral and written expression while providing deeper insight into the cultures of the Spanish-speaking world. The instructor places increasing emphasis on vocabulary acquisition and advanced grammatical structures. Throughout the year, literary readings, short films, art and current events of the Spanish-speaking world lead to class discussions.

Spanish V: Women's Voices in Hispanic Literatures ⬠

(3 credits)

Prerequisite: Spanish IV or recommendation of the Department

Spanish V studies the cultural productions and powerful actions of Hispanic women from a variety of perspectives. Through music, art, films, poetry, short stories, and non-fictional texts in Spanish students learn how women from Spain, Latin America, and the United States have shaped several cultural, economic, and political structures. In this course, students learn several approaches to reading and writing and construct complex as well as original and independent arguments. Students' language and critical thinking skills in Spanish will develop through written work, class discussions, and projects focused on issues regarding colonization, race, prejudice, discrimination, immigration, sex and gender, social justice, and economic disparities. *It is strongly encouraged to take this course to learn the skills necessary to excel in AP Spanish.*

AP Spanish Language and Culture ⬠ (3 credits)

Prerequisite: Spanish IV and recommendation of the Department

The AP Spanish Language and Culture course is a language acquisition that engages students in an exploration of the language and culture of Spain and Latin America in both contemporary and historical contexts. Following the guidelines of the College Board®, the course seeks to help students attain and demonstrate proficiency across three modes of communication – Interpretive, Interpersonal, and Presentational – in the Intermediate to Advanced range, as described in the ACTFL Performance Descriptors for Language Learners. Students improve their Spanish written, speaking, listening, and communication skills by engaging with written, print, visual, audiovisual, and audio texts representative of the Spanish-speaking world.

The course is designed for students who have reached an advanced level of linguistic development and is taught exclusively in Spanish.

AP Spanish Literature ⬠ (3 credits)

Prerequisite: By recommendation of the Department

AP Spanish Literature is a Spanish and Latin American literature course in which students read, discuss and analyze poetry, short stories, drama and novels from different eras and literary styles. The student is expected to write both analytical essays and original creative pieces in Spanish. The course's activities prepare the student for the Spanish Literature AP examination. To be accepted as an AP candidate, a student must have a minimum A- average from the previous level along with departmental approval.

COLLEGE ADVISING

The Academic program at Kent Place School is designed to ensure that each student who graduates is ready to succeed in a challenging college curriculum. Throughout their Kent Place experience, students are encouraged to work as hard as they can in the classroom, to explore their extracurricular interests and to search for ways to contribute to the good of their community.

The process of identifying prospective colleges begins officially in winter of the junior year. Students and their parents work with the college advising office to develop a list of colleges that are appropriate for each student. Individual and group meetings with students to review the application process and prepare for college essay writing and interviewing take place in the spring of the junior year and the fall of the senior year. Emphasis is placed on self-assessment, thorough research and the development of mature decision-making skills. Kent Place prides itself on the quality and the wide range of colleges chosen by its graduates.

All parents are encouraged to phone or email the college advisors with any questions they have regarding the college admissions process.

IMPORTANT TESTING DATES IN THE COLLEGE ADMISSIONS PROCESS

Registration deadlines for the ACT and SAT are about five weeks ahead of the test dates. Registration can be completed at www.collegeboard.org for the SAT tests and at www.act.org for the ACT.

Students should consult with the College Advising Office to devise an appropriate standardized testing timetable.

The School recommends that students take the SAT and the ACT for the first time in the spring of their junior year. Most students repeat the SAT and ACT once during the fall of the senior year.

2025

February 8	ACT
March 8	SAT
April 5	ACT
May 3	SAT
June 7	SAT
June 14	ACT
July 12	ACT
August 23	SAT
September 13	ACT
October 4	SAT
October 25	ACT
November 8	SAT
December 6	SAT
December 13	ACT

2026

February 7	ACT
March 14	SAT
April 11	ACT
May 2	SAT
June 6	SAT
June 13	ACT

