



2026-2027
Course Selection Guide

Upper School

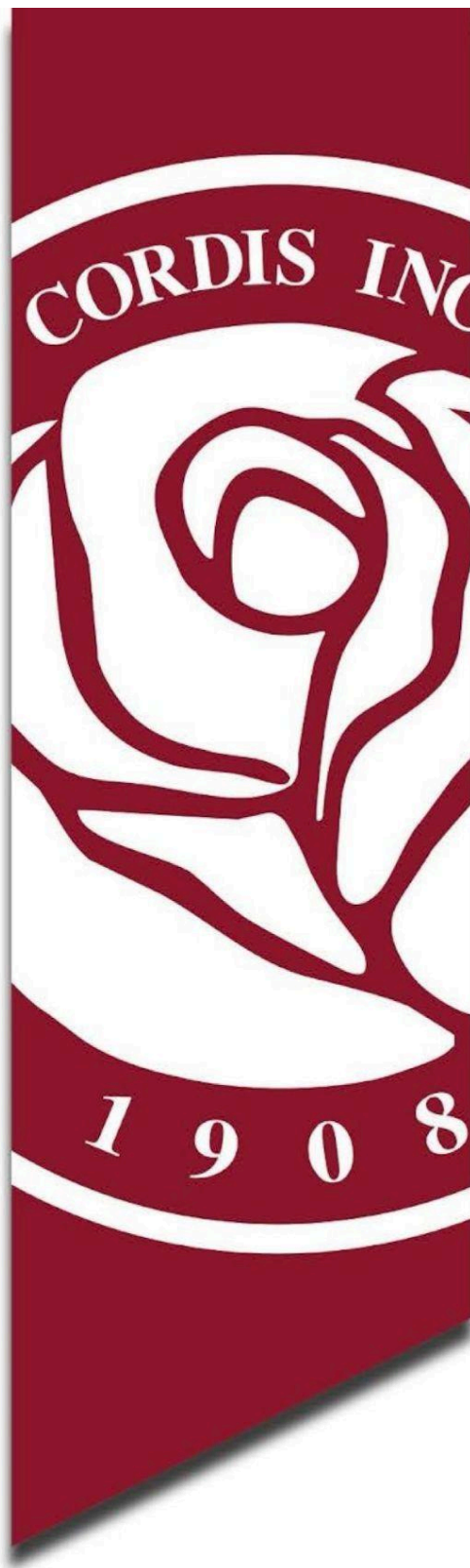


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GRADUATION REQUIREMENTS

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

English: Four full-year courses.

- This includes World Civilizations I, World Civilizations II, American Studies (Honors or Standard), and either AP English Literature or a Senior elective noted as earning an English credit.

History: Three full-year courses.

- This includes World Civilization I, World Civilization II, and American Studies (Honors or Standard).

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

Mathematics: Three full-year courses in Upper School.

- The course of study must include Algebra I(*), Geometry or Honors Geometry(*), and Algebra II or Honors Algebra II(*) plus one more credit in mathematics.
- **Personal Finance** is an additional .5 credit requirement beginning with the class of 2029.

Science: Three full-year lab courses

- This includes Biology, Chemistry or Honors Chemistry, and Physics I or AP Physics I.

Arts: 2.0 credits* in grades 9-12.

Physical Education/Health: 2.5 credits in grades 9-12.

- Team sports will receive 0.5 credits per full season of participation.
- Courses designated as PE will receive 0.33 credits.
- Approved Alternative PE options will receive 0.33 credits (**).
- Health is a required class and earns 0.33 PE/Health credit.
- Remaining credits would be student choice in conjunction with the course planning process.

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

**Students who enroll at LCDS after 9th grade have a modified requirement in both arts and PE, as follows:

Grade 10: 2 credits in PE; 1.67 credits in arts

Grade 11: 1 credit in PE; 1 credit in arts

Grade 12: 0.5 credit in PE; 0.33 credit in arts

ALL: Health is a graduation requirement for all students

ALL: 0.5 credit in Personal Finance, *beginning with the class of 2029*

INDEPENDENT STUDIES

The Independent Study (I.S.) option is designed for those Upper School students who wish to pursue more advanced and/or exploratory work with the guidance of an LCDS faculty member. Independent Study application forms are available in the Upper School office. Applications must be submitted with course requests and are reviewed by the Academic Committee. An I.S. may *not* replace an existing course or be used to resolve a scheduling conflict. Upper School students interested in an I.S. should speak with the proposed I.S. faculty mentor about the specifics of the application process well in advance of the application due date. The culminating activity to earn credit for I.S. is an Academic Showcase to an audience, highlighting students' research, learning, and potential application of their Independent Study project.

TRAVEL COURSES / GLOBAL PROGRAMS

Global Programs at Lancaster Country Day School offer students the opportunity to engage meaningfully and responsibly with diverse cultures and environments around the globe. Our Travel Courses are comprehensive, year-long programs designed to integrate classroom learning with a culminating travel experience.

Participation in the course trip is a mandatory component of the curriculum. In addition to parental consent, students must also fulfill specific eligibility criteria; please note that a student's disciplinary and behavioral record will be considered during the enrollment process for these courses.

Families are responsible for the travel-related costs for a Travel Course and parents must give permission for students to be registered for travel courses.

Course Requests and Scheduling

During Trimester Three, students complete course requests for the upcoming academic year. Advisors review course options and work with each student, their parents, the Assistant Head of Upper School, and the Director of College Counseling to ensure that the student has met all graduation requirements and has chosen a course of study appropriate to their academic achievement and plans.

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

HOMEWORK POLICY

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

HOMEWORK OVER SCHOOL VACATIONS

LCDS encourages students and their families to enjoy our extended vacations. As such, no homework may be assigned over the long vacations during the academic year (including Thanksgiving, Winter Break, and Spring Break), except for AP courses or those comparable to AP (e.g., Honors American Studies, Multivariable Calculus, and other terminal courses). These courses may assign up to one hour of homework during the Thanksgiving Break, and up to three hours of homework during Winter and Spring Breaks. These assignments must be posted on Canvas at least four days prior to the start of said school break.

UPPER SCHOOL DROP/ADD POLICY

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

DEADLINE	ACTION	TRANSCRIPT	CREDIT
September 4, 2026	Drop any non full-year course	No notation for dropped course	None
	Add one-trimester, two-trimester, or full-year course	New course appears on transcript	Full Credit
September 18, 2026	Drop full-year course only	No notation for dropped course	None
	Change between regular level and an honors or AP level of the same course	Only the new course appears on transcript. Grade will be calculated on the basis of work done in the new course only.	Full Credit
After 9/18/26 through the end of Trimester One	Change from honors or AP-level to regular level of the same course	Only the new course will appear on transcript. If this switch happens after 9/18/26, grade calculation will be determined by the US Administration, in conjunction with the sending and receiving teachers' input.	Full Credit
	Change from regular level to honors of the same class; or leveling up in a language	To prepare for a transition to a higher-level class, the student may be asked to complete additional assignments or assessments that will be averaged into the trimester grade. This will be completed with the approval of the Head of School.	Full Credit
After start of Trimester Two	One-trimester courses and two-trimester courses (starting in T2) may be added or dropped within the first 8-day rotation in the second and third trimester, as in the first trimester with no notation on the transcript.		
	Full-year long courses dropped before the end of second trimester	The student would receive an indication of Withdrawal Passing (WP) or Withdrawal Failing (WF) based on grade at the time of	No credit will be awarded for the course

		withdrawal. A grade below 60% is a failing grade.	
<p>To remain enrolled at Lancaster Country Day School, a student must take 6 courses each trimester. Five (5) of these courses must be academic classes with the exception of students with a language waiver.</p>			
<p>Only in exceptional circumstances will a medical withdrawal (WM) be considered. The awarding of course credit will be offered at the discretion of the US Administration.</p>			

Humanities Courses

The mission of the Humanities department is to help our students cultivate broad historical and cultural knowledge, along with incisive critical thinking skills, through engagement with texts and topics of increasing complexity. Students progress through a 3-year sequence that provides strong foundational knowledge, as well as reading, writing, and discussion skills. In their Senior year, students select from a variety of English and history electives.

Through the course of their Upper School Humanities classes, students will:

- Understand that they are a part of a global web of human cultures – present and future – and apply that understanding in their lives and communities.
- Critically analyze and evaluate information and claims from a variety of sources to construct an informed perspective.
- Communicate ideas with clarity and confidence and refine those ideas through active and respectful interchange with others.
- Write effectively for a variety of purposes and audiences.

111	World Civilizations I			
	<i>Gr. 9</i>	<i>Required</i>	<i>2 Credits – English & History</i>	<i>Full Year</i>
	<p>Through an interdisciplinary lens, this signature humanities course explores the evolution of civilizations from the ancient world to the Middle Ages. World Civilizations I constructs an awareness of the connections between and among the various forms of human expression. Integrating the study of political, social, geographical, religious, and intellectual history with the study of literature, art, architecture, music, and philosophy, the course actively engages students with the questions of what it means to be human and how human beings express themselves. Using a combination of Harkness discussion, small group work, individual writing, and creative projects, students examine foundational concepts from among the following regions of the pre-1450 world: China, India, the Ancient Near East, Greece, Rome, Africa, and the Americas. Within this interdisciplinary context, this reading-rich, writing-intensive course develops our students’ skills in literary and historical analysis, expository and reflective writing, research, and discussion. Writing instruction focuses on an introduction to rigorous expository writing, including the development of a thesis, outlining, the construction of coherent introductions and conclusions, and editing for clarity and correctness. Research skills are also introduced.</p> <p>Readings may include: <i>A Short History of Myth</i>, Armstrong; <i>Gilgamesh</i>; <i>Analects</i>, Confucius; <i>Tao Te Ching</i>; excerpts from the <i>Bhagavad Gita</i>; <i>Dhammapada</i>; <i>Siddhartha</i>, Hesse; excerpts from The Hebrew Bible; <i>The Odyssey</i>, Homer; <i>Oedipus Tyrannus</i>, Sophocles; <i>The Aeneid</i>, Virgil; excerpts from The Christian Scriptures; excerpts from the Qu’ran; <i>The Dark Child</i>, Laye; other primary and secondary source documents.</p>			
<i>Prerequisite:</i>	<i>None</i>			

	World Civilizations II			
	<i>Gr. 10</i>	<i>Required</i>	<i>2 Credits – English & History</i>	<i>Full Year</i>
	<p>In the second year of our signature World Civ course series, students consider what it means to be “modern” and examine the role that imperialism played in the development of modern culture. By examining European development in a global and comparative context, we question <i>how</i> and <i>why</i> Westerners came to dominate so much of the globe, tracing the devastating consequences of European imperialism to the present day. As in World Civilizations I, this course takes an interdisciplinary approach to the material, integrating political, social, and intellectual history with literature, art, and music. The course will also continue to develop students’ skills in literary and historical analysis, close reading and annotation, expository and reflective writing, and research. Writing instruction in this course focuses on quote integration and analysis, responding to opposing arguments, editing for clarity and concision, and the development of an original research topic into an extended research essay.</p> <p>Readings may include: Shakespeare, <i>Romeo and Juliet</i>; Voltaire, <i>Candide</i>; García Márquez, <i>Of Love and Other Demons</i>; Achebe, <i>Things Fall Apart</i>; Tolstoy, <i>The Death of Ivan Ilych</i>; Kafka, <i>The Metamorphosis</i>; Kawabata, <i>Palm-of-Hand Stories</i></p>			
<i>Prerequisite:</i>	<i>World Civilizations I</i>			

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

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

Senior English Classes

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

150	Contemporary Literature			
	<i>Gr. 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>In Contemporary Literature, students will examine texts – especially those published since 1945 – from a wide range of genres, including fiction, poetry, literary non-fiction, drama, and film. While students will continue to refine their critical reading and discussion skills, emphasis will be placed on academic writing and composition. In addition, as students work toward polishing their critical essay writing skills in preparation for college, they will also have the opportunity to experiment with creative writing. This course will give students familiarity with the landscape of contemporary literature and the opportunity to further develop their writing and public speaking skills.</p>			

	Readings may include: Emily St. John Mandel's <i>Station Eleven</i> ; selections from Tim O'Brien's <i>The Things They Carried</i> ; George Orwell's <i>1984</i> ; John Patrick Shanley's <i>Doubt</i> ; selected short stories and poems by Brian Aldiss, Maya Angelou, Jorges Luis Borges, Ray Bradbury, Octavia E. Butler, Ted Chiang, Roald Dahl, Shirley Jackson, Stephen King, Ted Kooser, Ada Limón, Kelly Link, Joyce Carol Oates, Mary Oliver, and Nguyen Huy Thiep.
<i>Prerequisite:</i>	American Studies or Honors American Studies

151	Banned Books			
	<i>Gr. 11 or 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Not offered 2026-27</i>
	<p>The essential questions of this course center around the freedom to access and interact with ideas. Who has the right to read? Who has the right to determine what others read? Who has the right to identify in what context a person may or may not read particular texts? Should a person have access to any book they would like, and whose responsibility is it to furnish that book? Each text used in this course has been challenged or censored by communities who objected to their inclusion in libraries or schools. In addition to reading each book, we will examine the challenges to them and the arguments offered for their censorship.</p> <p>Readings may include: Vonnegut, <i>Slaughterhouse Five</i>; Salinger, <i>Catcher in the Rye</i>; Steinbeck, <i>Of Mice and Men</i>; Hurston, <i>Their Eyes were Watching God</i>; Atwood, <i>The Handmaid's Tale</i>.</p>			
<i>Prerequisite:</i>	World Civilizations II; co-requisite American Studies or Honors American Studies (or instructor permission)			

History Electives

445	The Cultures of Science, Medicine, and Technology			
	<i>Gr. 11 or 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Not offered 2026-27</i>
	<p>This course examines the complex interaction between science, technology, and society. Students investigate how social, political, cultural, and historical conditions shape scientific work and how science, in turn, shapes society. Taking an interdisciplinary approach, this course covers topics such as: the production of scientific knowledge, progress and innovation, disease and illness, disability, technology and governance, and industrial pollution.</p> <p>Readings may include: Mary Shelley, <i>Frankenstein</i>, Rebecca Skloot, <i>The Immortal Life of Henrietta Lacks</i>, Rachel Carson, <i>Silent Spring</i>, Eula Biss, <i>On Immunity</i>, and Hamdy & Nye's <i>Lissa</i>; and excerpts from Thomas Kuhn, Karl Popper, Sigmund Freud, Charles Darwin, Michel Foucault</p>			
<i>Prerequisite:</i>	World Civilizations II; co-requisite American Studies or Honors American Studies (or instructor permission)			

446	The World at War: Global Conflict in the Twentieth Century			
	<i>Gr. 11 or 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>The First and Second World Wars fundamentally changed the course of history, giving rise to new ideas, technologies, and struggles that continue to shape our lives today. This course offers students a global understanding of why war happens, as well as the impact that war has on future generations. Of particular interest will be the crucial interaction between war and society: How do societies give form and substance to modern conflict? What is the impact on soldiers and civilians? How does war cause or exacerbate disillusionment with modernity? How has conflict transformed the modern geopolitical landscape and shaped America's position as a</p>			

	<p>global superpower? Students will investigate these questions through an interdisciplinary analysis of the period between 1914 and 1945, integrating political, social, and intellectual history with cinema and literature.</p> <p>Readings may include: Remarque, <i>All Quiet on the Western Front</i>; Levi, <i>Survival in Auschwitz</i>; Hersey, <i>Hiroshima</i>; von Clausewitz, <i>On War</i>; Freud, <i>Civilization and Its Discontents</i>; World War I poetry; speeches from Wilson, Chamberlain, Churchill, FDR, Lenin, Mussolini, Hitler</p> <p>Films may include: <i>Paths of Glory</i> (dir. Kubrick, 1957); <i>They Shall Not Grow Old</i> (dir. Jackson, 2018); <i>Life Is Beautiful</i> (dir. Benigni, 1997); <i>Oppenheimer</i> (dir. Nolan, 2023); <i>Dr. Strangelove</i> (dir. Kubrick, 1964)</p>
Prerequisite:	World Civilizations II; co-requisite American Studies or Honors American Studies (or instructor permission)

444	AP Human Geography			
	<i>Gr. 11 or 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>The goal of this course is for students to become more geoliterate, engaged in contemporary global issues, and informed about multicultural viewpoints. Human geography is a multidisciplinary field that draws upon concepts and methods from geography, sociology, anthropology, economics, and other social sciences. This course is an introductory, college-level course in which students will be learning not just the “when,” but the “why” of <i>where</i> things happen. By the end of the course, students will have developed a deeper understanding of the complex interactions between human societies and the environments in which they live and be able to apply this knowledge to a range of real-world problems and issues.</p>			
Prerequisite:	<i>World Civilizations I</i>			

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

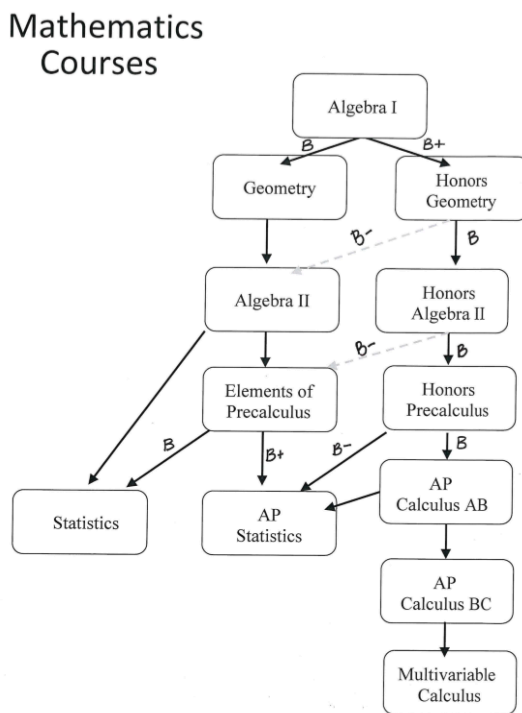
408	Government and Politics			
	<i>Gr. 11 or 12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year - 2026-2027</i>
	<p>This course provides students with an understanding of the principles, functions, and philosophies of the U.S. government, with a global emphasis. Topics include a comparative analysis of democracy and other systems of government, political parties, voting rights, mass media, misinformation, human rights, immigration, and gender politics. We’ll apply historical knowledge and media literacy to analyze emerging/current events, including elections, speeches, executive orders, and public policies. Emphasis will be placed on historical thinking skills, data analysis, collaborative discussion, and interpretation of original documents.</p>			
Prerequisite:	World Civilizations II; co-requisite American Studies or Honors American Studies (or instructor permission)			

Mathematics Courses

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

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

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



211	Algebra I			
	<i>Gr. 8-9</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Taught from a technological approach using our interactive eBook and TI 83/84 calculators, this year-long course is the foundation of all mathematics courses in the Upper School. Students will analyze data as it relates to the real world. Concepts and skills to be mastered involve arithmetic operations and algebraic skills with linear equations, inequalities, and systems of equations. Our lessons on proportions, coordinate graphs, polynomials, and			

	quadratic equations will be covered with applications to real-life problems. NOTE: <i>Students must purchase a TI-84 graphing calculator for this class, which will be used throughout their future mathematics courses.</i>
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220	Geometry			
	<i>Gr. 9-10</i>	<i>Required</i>	<i>1 Credit</i>	<i>Full Year</i>
	Geometry is the study of deductive reasoning and relationships among figures. By discovering the many theorems and postulates of Geometry, students will improve their spatial reasoning and logic. Triangle congruence and similarity, properties of parallel lines, right triangle trigonometry, area, and volume of solids/prisms are explored in great detail. Proofs by deductive reasoning are introduced.			
<i>Prerequisite:</i>	<i>Algebra I</i>			

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

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

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

241	Statistics			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course serves as an introduction to the study of descriptive statistics, inferential statistics, and probability, with the overarching goal of statistical literacy. Students will take an opportunity to look at the poor use of statistics all around us – in magazines, newspapers, polls, TV, and even research papers – as we develop the skills to be good statisticians. We will study and complete experiments to understand statistical concepts, explore statistical			

	principles, and apply statistical techniques. A TI-84 graphing calculator is required. NOTE: This course may <u>not</u> be followed by AP Statistics.			
Prerequisite:	Algebra II or Honors Algebra II			
286	Elements of Precalculus			
	Gr. 11-12	Elective	1 Credit	Full Year
	Elements of Precalculus includes the study of the following variety of functions and their graphs: linear, absolute value, square root, quadratic, cubic, higher order polynomial, rational, piece-wise, exponential, logarithmic, and trigonometric. Emphasis is placed on the use of technology to analyze graphs of functions and to solve real-world application problems. Due to the overlapping content, students taking this course are <u>not</u> eligible to take Honors Precalculus. A TI-84 graphing calculator is required.			
Prerequisite:	Algebra II or Honors Algebra II			
287	Honors Precalculus			
	Gr. 11-12	Elective	1 Credit	Full Year
	This course extends the concepts learned in Honors Algebra II with an applications-based curriculum. We will develop data analysis techniques, as well as advanced algebraic techniques to model data and solve word problems. The graphing calculator is integrated into the course as a tool and a means of investigating functions. In the later part of the year, students are introduced to trigonometric functions, which provide a tool to solve many real life problems involving angles and periodic motion. A TI-84 graphing calculator is required.			
Prerequisite:	Grade of B or higher in Honors Algebra II.			
226	AP Calculus AB			
	Gr. 11-12	Elective	1 Credit	Full Year
	Calculus is the study of change and of the infinitely small. Students will learn how the concept of infinity allows us to calculate change and accumulation. This course follows the Advanced Placement course description published by the College Board, covering limits, derivatives and integrals. The course is typically considered equivalent to a college <i>Calculus I</i> course. A student should expect to do 4 to 6 hours of homework per week. A TI-84 graphing calculator is required.			
Prerequisite:	Grade of B or higher in Honors Precalculus.			
227	AP Calculus BC			
	Gr. 12	Elective	1 Credit	Full Year
	Students will continue to explore the concept of infinity as it applies to series. This course follows the Advanced Placement course description provided by the College Board, covering limits, derivatives, integrals, parametric, polar and vector functions, and series. The course is typically considered equivalent to a college Calculus II course. A student should expect to do 4 to 6 hours of homework per week. A TI-84 graphing calculator is required.			
Prerequisite:	Grade of B or higher in AP Calculus AB or a score of 3 or higher on the AP Calculus AB test			
228	Multivariable Calculus			
	Gr. 12	Elective	1 Credit	Full Year
	This course is a continuation of the study of Calculus from the AP Calculus program. Topics explored in Multivariable Calculus include three-dimensional analysis of vectors, vector-valued functions, multivariable functions and their limits and derivatives, multiple integrals, and			

	integration in vector fields.
Pre- or Corequisite:	Completion of AP Calculus BC <u>OR</u> simultaneously enrolled in AP Calculus BC.

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

ECO 902	AP Economics (Microeconomics)			
	Gr. 10-12	Elective	1 Credit	Full Year
	<p>AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Microeconomics is equivalent to a one-semester introductory college course in economics. Students should be able to read a college-level textbook and possess basic mathematics/graphing skills prior to this course.</p>			
Prerequisites:	Elements of Precalc or Honors Precalc			

288A, 288B	Personal Finance			
	Gr. 10-12	Elective	.5 Credit	
	<p>Personal Finance is a new Pennsylvania state graduation requirement, beginning with the class of 2029. The classes of 2027 and 2028 are welcome to take the course, though it is not required.</p> <p>This course is designed to equip students with essential money management skills needed for life after graduation. The curriculum covers foundational financial concepts, such as budgeting, saving, managing debt effectively, basic investing principles, taxes, retirement savings, and protecting assets via insurance. This course will empower students to make sound financial decisions throughout their lifetime.</p> <p><i>NOTE:</i> This course is a 0.5 credit and thus, students will have to commit T1/part of T2, or part of T2/T3. The remainder of T2/T3, when they aren't enrolled in this course, will be a study hall.</p>			
Prerequisite:	None			

Science Courses

The Science Department aims to increase student awareness, understanding, and appreciation of the natural world. Students are introduced to the fundamental principles of science and the rigorous processes by which scientific knowledge is acquired. Through inquiry-based learning, students develop the ability to think critically and communicate with precision. Modern laboratory techniques and computer applications are utilized to enhance technological literacy across the curriculum.

All courses emphasize the collection and organization of data through careful observation, the search for underlying regularities, the formation and testing of hypotheses, and the formal communication of results. The curriculum also demonstrates that science is an ongoing endeavor in which theories are refined or replaced as new evidence emerges. Students are consistently encouraged to question and evaluate scientific claims rather than accepting them as facts.

Introductory courses provide a firm foundation, allowing students to pursue further study with greater depth and perspective. Advanced offerings provide opportunities to increase skills and knowledge through the study of specialized topics.

The Upper School graduation requirement consists of three full years of laboratory science, including one year each of Biology, Chemistry, and Physics. While most students complete this core sequence by the conclusion of the Junior year, the department highly encourages all students to enroll in at least one science elective during their Junior or Senior year.

The normal sequence of science courses (for fulfillment of our graduation requirements) is shown here. Required courses for graduation in ***bold italics***.

Grade 9	Grade 10	Grade 11	Grade 12
<i>Biology (303)</i>	<i>Honors Chemistry (316)</i> or <i>Chemistry (315)</i>	<i>AP Physics I (323)</i> or <i>Physics I (322)</i> AP Biology (305) AP Chemistry (317) AP Environmental Science (308) (offered in 2026-27) Science of Hawaii (390) (offered in 2027-28) Forensics (384) Psychology (309) Anatomy & Physiology (378) Organic Chemistry (319) Research & Projects in Molecular Genetics (385AB) (385C)	

If a student meets prerequisites and scheduling permits, they may take more than one science course per year.

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

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

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

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

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

- a) The student must complete a science fair project in the 7th or 8th grade that qualifies for entry into, and the student must participate in, a regional science fair competition.
- b) The student must earn a final grade of B+ or better in 8th grade Earth science.
- c) The student must have completed Honors Geometry (or a more advanced course) in the 8th grade with a final grade of A- or better. This is to ensure a solid understanding of mathematics, which is necessary to be successful in Honors Chemistry. The student must take Honors Algebra II as a prerequisite or corequisite course for Honors Chemistry.
- d) The student must finish the 8th grade year with an overall GPA of 3.0 or better

322	Physics I			
	Gr. 10-12	Physics I <u>or</u> AP Physics I required	1 Credit	Full Year
	This course is a study of the central concepts and applications of physics with emphasis on phenomena that are part of our everyday lives. In every topic area, we will begin with an			

	emphasis on the proper use of the language of physics. We will extend the opportunities for learning into math-based problem solving that has both a basic competence requirement and opportunities for students to stretch themselves. Completion of the course with a B average or higher will allow further study in AP Physics I. Students should be comfortable with algebra. Topics addressed include motion, forces and energy, fluids, waves and sound, optics, electricity and magnetism. Students will use a wide variety of inquiry-based activities to develop their skills as problem solvers and creative thinkers.
<i>Prerequisites:</i>	<i>Successful completion of a first-year chemistry course (315 Chemistry, or 316 Honors Chemistry) and an Algebra II course (224 Honors Algebra II or 223 Algebra II).</i>

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

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

- a) The student must earn a final grade of B+ or better in Biology.
- b) The student must finish the 9th grade year with an overall GPA of 3.00 or better.

325	Advanced Physics			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Advanced physics offerings alternate between AP Physics 2 and AP Physics C (Mechanics and E&M) based on student demand. To ensure a rigorous and collaborative classroom environment, only one of these tracks will be scheduled in a given year, contingent upon student interest and enrollment.			
<i>Prerequisites:</i>	<i>Students must have completed the AP Physics 1 course with a B + or better final grade.</i>			

305	AP Biology			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	AP Biology provides a second year of study for those students who wish to pursue the subject in depth. This survey course will range from form and function in cells and molecules to ecological systems. It will address patterns and processes of physiology and			

	evolution. Students will use diverse lab tools and techniques. Material will be presented in a manner similar to that used in a first-year college course. AP Biology requires one extra block of time for lab activities during the eight-day cycle and will be scheduled by the US office. This course follows the curriculum of the College Board. Successful completion of the course and the culminating AP Biology test may qualify the student for college credit.
<i>Prerequisites:</i>	<i>303 Biology and 316 Honors Chemistry (B+ or higher final grade in each course), or permission of the instructor.</i>

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

310	AP Environmental Science			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This college-level course engages students in the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world and the complexities of environmental sustainability. Equivalent to a one-semester introductory college course, the program challenges students to identify and analyze both natural and human-made environmental problems, evaluate their relative risks, and examine alternative solutions for stewardship and prevention. This course bridges geology, biology, chemistry, and geography, while integrating current events, guest speakers, and project-based learning to provide a robust global and local perspective of the world around us.			
<i>Prerequisites:</i>	<i>303 Biology and a first-year chemistry course (315 Chemistry or 316 Honors Chemistry).</i>			

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

384	Forensics			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full year</i>
	This course offers students the opportunity to synthesize their knowledge of biology, chemistry, and physics to solve problems. By applying scientific methods to the legal system, students will learn how to collect, document, preserve, examine, and interpret physical evidence. Through inquiry-based hands-on activities, case studies, and current events, students will hone their investigative skills and forensic techniques. This includes utilizing serology for blood typing, applying bloodstain pattern analysis to determine point of origin, examining patterns to identify or compare fingerprints and handwriting samples, and using microscopy to examine the morphology of hairs and fibers.			
<i>Prerequisites:</i>	<i>303 Biology and a first-year chemistry course (315 Chemistry or 316 Honors Chemistry; B- or higher in each course) or permission of the instructor.</i>			

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

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

378	Anatomy & Physiology			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	The sciences of Anatomy and Physiology are the foundations for understanding the structure and function of the human body. This course will introduce students to the human anatomy and physiology ranging from the cell, tissue, and organ systems levels of organizations. All human body systems will be covered. In addition to an understanding of the subject, students will also be expected to participate in several in-class labs. Anatomy & Physiology is a course designed for students who are interested in entering the medical field after their secondary education and/or for students with a desire to learn more about human anatomy.			
<i>Prerequisites:</i>	<i>303 Biology and a first-year chemistry course (315 Chemistry or 316 Honors Chemistry).</i>			

385AB	Research in Molecular Genetics			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>0.67 Credit</i>	<i>Trimester One & Two</i>
	<p>In the first trimester, students will learn about fly genetics, specifically in relation to fruit flies (<i>Drosophila melanogaster</i>), the study organism that will be extensively used in this course. Students will utilize transposon biology to create novel transgenic fruit fly lines that can potentially be used as research tools for tissue-specific genetic manipulation worldwide. Students will focus on the practical application of fly genetics, spending much of their time at the microscope working directly with <i>Drosophila</i> to generate the new lines. A significant component of the term will involve reading and presenting primary literature to build a strong foundation in molecular genetics and transposon technology.</p> <p>In the second trimester, students will focus on molecular characterization of their novel lines. This will involve employing a variety of molecular techniques to verify and analyze the genetic modification. There will be a heavy emphasis on reading and presenting primary literature to provide context and deepen understanding of the experimental work. This course is run in conjunction with the Seung Kim Laboratory at the Stanford School of Medicine.</p>			
<i>Prerequisites:</i>	<i>Departmental approval, comprehensive application process. Preference will go to rising 11th and 12th grade students who have completed AP level science courses.</i>			

385C	Projects in Molecular Genetics			
	<i>Gr. 11-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>Trimester Three</i>
	<p>This course is the optional third term extension of Research in Molecular Genetics. The spring trimester is a mainly lab-based course allowing students to continue their individual projects. The focus will be on further characterization of the transgenic fly lines created in 367AB, specifically through techniques like fruit fly larval brain dissection and fluorescent microscopy. This course is run in conjunction with the Seung Kim Laboratory at the Stanford School of Medicine.</p>			
<i>Prerequisites:</i>	<i>To register for this course, a student must have successfully completed the 385AB Research in Molecular Genetics courses, held in T1 & T2.</i>			

World Language Courses

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

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

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

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

531	Latin I			
	<i>Gr. 8-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to introduce students to the Latin language using a reading program that focuses on the life and times of the Roman poet, Horace. This program stresses a mastery of Latin vocabulary and basic grammatical structures, the building of a strong English vocabulary, and a more extensive knowledge of ancient history and mythology. Constant reference to the English language is made to reinforce grammatical concepts and provide comparisons with Latin. (The <i>Latin I</i> course is often studied concurrently with <i>World Civilizations I</i> , as <i>Latin I</i> enhances one’s appreciation and understanding of the classical components of the <i>World Civilizations I</i> curriculum.)			
<i>Prerequisite:</i>	<i>None</i>			

532	Latin II			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	A more in-depth study of Latin grammar and syntax is provided together with advanced reading techniques to enable the student to comprehend the language with ease. Students			

	are introduced to all of the basic linguistic structures as they continue the narrative on the life of the Roman poet, Horace.
<i>Prerequisite:</i>	<i>C- or above in Latin I. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Latin I.</i>

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

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

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

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

553	Spanish III			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	This course is designed to increase a student’s language skills in four areas: reading, writing, listening and speaking in the target language. Students engage in discussions and debates, read articles and short stories, continue to build their vocabulary, and improve their grammar skills. Classroom activities focus on communication in small groups, targeted to real-life			

	situations. Students are encouraged to use the target language at all times, and creativity and risk-taking with the language are stressed daily.
<i>Prerequisite:</i>	<i>C- or above in Spanish II. Students with below a C- must take a comprehensive exam in August and earn at least a 70%, or retake Spanish II.</i>

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

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

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

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

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

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

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

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

581	AP Chinese Language & Culture			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Not offered 2026-27</i>

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

580	Language Seminar			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	<p>The ESL course is a full-year language course designed for international students in their first year at LCDS. This course develops a student’s English communication skills in listening, speaking, reading, and writing, with a focus on mastery of reading and writing concepts and skills necessary for successful studies in other LCDS classes, such as World Civilizations, English, history, etc. Additionally, this course provides instruction in test-taking skills. Authentic cultural materials and texts from newspapers, magazine, podcasts, and radios are used throughout the course. The emphasis of the course is on active learning in a communicative setting with a variety of language activities, including oral presentation, debates, projects, and more.</p>			
<i>Prerequisite:</i>	<i>None</i>			

Innovation and Technology Courses

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

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

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

Arts Courses

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

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

Upper School graduation requirements include a minimum of two full credits in arts courses; however, given the breadth and depth of LCDS Arts offerings, the majority of our students surpass these minimal requirements.

Upper School Theatre Courses

The work in theatre has three goals:

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

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

606A 606B 606C	Beginning Acting			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, or C respectively)</i>
	This one-trimester course offers an introduction to a variety of acting techniques, voice and speech techniques, and script analysis work for the student actor. Students will learn how to develop characters, work together on scenes, and learn the art of performing a monologue. The International Phonetic Alphabet (used in the Advanced Acting Class) will also be introduced and used to create accents from different areas of the U.S. and the world.			
<i>Prerequisite:</i>	<i>None</i>			

618A 618B 618C	Advanced Acting			
	<i>Gr. 10-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, or C respectively)</i>
	This one-trimester course builds upon the acting techniques introduced in Beginning Acting. Along with new techniques, the students will use their previous knowledge of the International Phonetic Alphabet to study three accents during the course of the trimester. Students will perform classical monologues using the three different accents.			
<i>Prerequisite:</i>	<i>Beginning Acting, Performance & Production or with the permission of the instructor.</i>			

624A 624B 624C	Think on Your Feet: Dynamic Speaking & the Art of Debate			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1/3 Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, or C respectively)</i>
	This performance-based course provides instruction in the fundamentals of formal and informal oral communication, public speaking, and debate. This includes techniques of: group discussion, effective listening, audience analysis, manuscript, extemporaneous/improvisational speaking, memorization, argument, problem-solving, advocacy research, organization of facts, and speaking skills. Students will enhance their leadership skills, critical thinking and analysis, and their ability to think effectively on their feet. This course may be repeated for credit.			
<i>Prerequisite:</i>	<i>None</i>			

621	Performance & Production			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Choose your own adventure in this year-long course! This class will involve students in the entire creative process, from play selection to performance. During performances, students may choose to be on-stage or backstage – but they will work together through the year to create a wonderful work of art. Students will learn about creating a character, costuming, set design, lights, sound, running a fly system, and more. NOTE: There may be after-school rehearsals the week prior to the show's run. This course may be repeated for credit.			
<i>Prerequisite:</i>	<i>None</i>			

640A 640B 640C	LCDS Performance Art Credit			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, or C respectively)</i>
	Participating in a school-sponsored play or musical is a significant time commitment, requires focus and personal growth, demands collaboration, and includes a culminating performance comparable to a performance-based evaluation. This commitment can earn students a 1/3 credit in Arts, based on the following criteria: <ul style="list-style-type: none"> ● Students should not 100-percent rely on receiving an Arts credit for a play or musical, as that need will <u>not</u> be considered during the casting process. ● The department will determine (in advance) what roles will qualify as a 0.33 credit. ● The Director will document participation and completion of any final assignments before granting credit. ● Rubric will be shared with students that will be used to determine the final grade. 			
<i>Prerequisite:</i>	<i>None</i>			

Upper School Dance Courses

Dance classes offer opportunities for students to explore creative expression through physical movement. Credit for a dance class may be used to fulfill part of the Upper School Arts requirement for graduation.

650A	Fundamentals of Dance			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>1st Trimester</i>
	This course offers an overview of dance styles, technique, and vocabulary. Students will experience ballet, modern dance, improvisational movement, tap, hip-hop, ballroom, and musical theatre. The class emphasizes posture, core strength, flexibility, and balance. Beginning and experienced dancers, both male and female, are welcome. This course is highly recommended for students who are considering taking Tap Dance, Hip-Hop Dance, or Cougar Dance in the future. NOTE: Dance classes now exclusively earn Arts credit and are issued a letter grade. Students who previously completed this course (as 650-PE) will retain their original pass/fail PE credit.			
<i>Prerequisite:</i>	<i>None</i>			

653C	Cougar Dance			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>3rd Trimester</i>
	This is a performance-based class for students interested in choreography and dance beyond the classroom. Students will have the opportunity to work together as a dance ensemble, and will create choreography in a variety of styles with the guidance of the instructor and/or a guest choreographer. Each trimester offers various performance opportunities. NOTE: Dance classes now exclusively earn Arts credit and are issued a letter grade. Students who previously completed this course (as 653-PE) will retain their original pass/fail PE credit.			
<i>Highly recommended:</i>	<i>The Middle School Dance elective or Fundamentals of Dance</i>			

655B	Society and Social Dance			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>2nd Trimester</i>
	This course will explore various styles of dance – historically and culturally. There is a focus on the relationships between the social dances and the social, political, and cultural climate in which they were created and performed. NOTE: Dance classes now exclusively earn Arts credit and are issued a letter grade. Students who previously completed this course (as 655-PE) will retain their original pass/fail PE credit.			
<i>Prerequisite:</i>	<i>None</i>			

660B	Ballet and Modern Dance			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>Not offered 2026-27</i>
	This course explores the foundational techniques of ballet and modern dance styles. Students will dive into the history and evolution of dance while executing steps and choreography of each style. NOTE: Dance classes now exclusively earn Arts credit and are issued a letter grade. Students who previously completed this course (as 660-PE) will retain their original pass/fail PE credit.			
<i>Prerequisite:</i>	<i>None</i>			

Upper School Music Courses

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

704	Upper School Chorus			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>1 Credit</i>	<i>Full Year</i>
	Upper School Chorus is open to all interested students who have a desire to sing in a group setting. Topics covered include basic vocal production, sight reading, musicianship, and historical information about composers and style periods. The chorus will perform two concerts annually, but there are many additional singing opportunities for interested singers. Competitions, community events, and county/district chorus are all additional musical outlets for the interested vocalist. Chorus serves as wonderful training for those interested in participating in the school's annual musical.			
<i>Prerequisite:</i>	<i>None</i>			

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

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

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

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

730A 730B 730C	Music Appreciation			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>Not offered 2026-27</i>
	<p>In Music Appreciation, students will be introduced to the rich world of music across cultures and time periods. This class will explore the history of music, the evolution of musical genres, and the global diversity of musical traditions. Students will develop a deeper understanding and appreciation of music by studying key elements of music such as tempo, form, timbre, melody, harmony, and rhythm, and then applying this knowledge by listening to and analyzing a variety of musical works. No prior music experience is required.</p>			
<i>Prerequisite:</i>	<i>None</i>			

Upper School Visual Art Courses

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

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

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

835A or 835C	Basic Photography			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>1st Trimester or 3rd Trimester</i>
	Develop and explore the foundations of digital photography. Students will learn how to create technically proficient digital photographs, examine the basics of visual communication, study the history of photography, and communicate the intentions behind their art. Working in groups and individually, students will take on various photography-related projects that encourage creative growth and lay the foundations of an appreciation for the arts. This course will focus on using DSLR cameras for capturing photographs, so enrolled students will need access to such a device for the entire trimester.			
<i>Prerequisite:</i>	<i>None</i>			

844B	Advanced Photography			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>2nd Trimester</i>
	Building upon the basic principles of digital photography introduced in Basic Photography, this course continues to push students' development in the foundations of digital photography. Working in groups and individually, students will take on various photography-related projects that encourage creative growth and further their appreciation for the arts. Advanced Photoshop techniques will be introduced, and students will be challenged to create their own final Portfolio project. This course will focus on using DSLR cameras for capturing photographs, so enrolled students will need access to such a device for the entire trimester.			
<i>Prerequisite:</i>	<i>Basic Photography</i>			

838C	Videography			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>3rd Trimester</i>
	Develop and explore the foundations of videography and video production. Students will learn how to plan, shoot, and edit technically proficient video projects while examining the basics of visual storytelling, sound, and visual-based communication. The course introduces students to the history of film and video, contemporary media practices, and the role of video in art,			

	communication, and culture. Working both individually and in collaborative production teams, students will complete a variety of videography projects that encourage creative growth, critical thinking, and an appreciation for the arts.
Prerequisite:	<i>Basic Photography</i>

846A	Digital Imaging and Design			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>1st Trimester</i>
	Explore the ways in which Digital Imaging and Design can be used to enhance your photography. Students will learn advanced Photoshop skills and study the basics of digital design to create visual artwork. Working in groups and individually, students will take on various digital media-related projects that encourage creative growth and refine current understanding of the digital arts.			
Prerequisite:	<i>Basic Photography or iPhotography</i>			

850B	Graphic Design			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>2nd Trimester</i>
	In this course, students will explore the art and craft of graphic design. Working both collaboratively and independently, they will experiment with composition, layout, typography, and digital editing to create compelling visual work. This class emphasizes hands-on projects, including publications, portfolios, and multimedia designs. Students will also study the dynamic history of design, gaining insight into how visual communication has evolved and influenced culture. By the end of the course, students will have a strong foundation in using design and visual elements to communicate ideas effectively.			
Prerequisite:	<i>None</i>			

877A 877B 877C	Journalism: Design and Publication			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, or C respectively)</i>
	This class is an exploration into journalistic writing and design for the Upper School recurring publication, <i>The Fourth Estate</i> . Students will be asked to write news articles based on their own ideas and/or research. They will use Adobe InDesign to create effective visual communications materials using typography, text, photography, and illustration. This course can vary depending on staff size and experience and deadlines will need to be met. <i>This course counts as an Arts credit.</i>			
Prerequisite:	<i>None</i>			

856A	Foundation in Studio Art			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>1st Trimester</i>
	This foundational course is dedicated to developing a student's technical skills and confidence in drawing, painting, and printmaking. They will gain experience with various techniques, materials, and processes specific to these core disciplines. They will hone their ability to make informed artistic decisions by applying design principles in studio work and thoughtfully engaging in critiques. Foundation in Studio Art provides each student with the strong knowledge base necessary for our choice-based course, Studio Art.			
Prerequisite:	<i>None</i>			

857C	Studio Art			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>3rd Trimester</i>
	<p>In this course, the student is the artist, and the art room is their studio. They will have the freedom to specialize in a specific medium – such as drawing, painting, printmaking, collage, or fibers – or to sample a variety of media and techniques. The instructor will introduce relevant artists, themes, and concepts, providing demonstrations of techniques and processes. The student will actively engage in the entire artistic process, from designing and creating to reflecting on their work. With ongoing support, the student will be challenged and encouraged to deepen their skills and work at their highest level.</p> <p>Students may take this course multiple times for credit. Each time, they can build upon their previous experiences, or perhaps create something new! NOTE: Juniors or Seniors who have taken Studio Art multiple times and would like to focus on portfolio preparation should sign-up for Studio Art. Pending instructor approval, the designation “Advanced Portfolio” will be indicated on the transcript.</p>			
<i>Prerequisite:</i>	<i>Any of the following: Foundation in Studio Art, Collage, Fiber Arts, Painting</i>			

838A 838B	Painting			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>1st or 2nd Trimester (A, or B respectively)</i>
	<p>This introductory course teaches the foundational techniques of acrylics and watercolors. Through hands-on projects, students will learn essential skills like color mixing, brush handling, layering, value control, and composition. The first half of the course will focus on acrylic paint techniques such as impasto, glazing, creating gradients, and wet-on-dry. The second half will transition to watercolor painting, emphasizing transparency, washes, lifting, and wet-on-wet techniques. Color theory and observation will be central to all assignments. This course serves as a prerequisite for Studio Art.</p>			
<i>Prerequisite:</i>	<i>None</i>			

868A	Art History I: Cave Painting through the Industrial Age			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>Not offered 2026-27</i>
	<p>In this survey of Western art history, students will explore how art has communicated stories and ideas from prehistory through the mid-19th century. This course provides a broad overview of major works, artists, themes, styles, and movements as they relate to history and culture. Vocabulary will be emphasized to build the framework for students to feel confident in analyzing and discussing art. Hands-on art activities will reinforce concepts, as will a field trip to an art gallery or museum.</p>			
<i>Prerequisite:</i>	<i>None</i>			

868B	Art History II: Impressionism to Contemporary Art			
	<i>Gr. 9-12</i>	<i>Elective</i>	<i>0.33 Credit</i>	<i>Not offered 2026-27</i>
	<p>Why were the Impressionists considered rebels? Why has everyone heard of Picasso? “How is THAT art?” Study, make, and see art in-person to find the answers to these questions and more through the study of Western Art, ranging from the mid-19th century through contemporary art today. This survey course examines the ways in which art reflects culture, reacts to events, and shapes ideas. Major achievements, works, and artists will be covered.</p>			
<i>Prerequisite:</i>	<i>None</i>			

819A	Basic Ceramics			
	Gr. 9-12	Elective	0.33 Credit	1 st Trimester
	<p>This course serves as an introduction to working with clay. The focus is on handbuilding techniques, such as pinch, coil, slab and sculpture. Developing surfaces through techniques such as sgraffito, carving, stamping and coiling will also be covered. Students will create both functional vessels and sculptural pieces. Class critiques at the end of each project enable students to become comfortable giving and receiving feedback on their work. This course will review the basics of glazing and decorating. Students will be empowered to improve and develop their sense of design, creativity and craftsmanship. Students will have the opportunity to participate in both a raku firing and a wood firing.</p>			
Prerequisite:	None			

826B	Intermediate Ceramics			
	Gr. 9-12	Elective	0.33 Credit	2 nd Trimester
	<p>This course will introduce students to the potter's wheel. Students will learn the techniques required to center clay and shape forms on the wheel. Mastering basic forms – like bowls and cylinders – will enable students to build up to more complex vessel forms on the wheel. While improving throwing skills is the main focus of this course, students are also encouraged to incorporate handbuilt elements into their work. Decorative techniques, such as wax resist, underglazes and glazing, will be covered. Firing techniques and a review of contemporary ceramic artists will provide background and context for student's work. <i>This course must be taken twice to enroll in Advanced Ceramics, but it may be taken more than twice for students wishing to progress further in their skills before advancing.</i></p>			
Prerequisite:	Basic Ceramics			

827C	Advanced Ceramics			
	Gr. 10-12	Elective	0.33 Credit	3 rd Trimester
	<p>Students will choose to focus on wheel throwing, handbuilding, or a combination of these techniques to meet the requirements of their assignments. This course will further explore and develop a student's skills, both on the potter's wheel and/or in handbuilding. Students will work toward throwing larger and more complex forms on the wheel. Alterations and embellishments will be emphasized, as students develop their own personal style and aesthetic sensibility. Students may also utilize handbuilding techniques – such as coil, slab, and sculpting – in the completion of their projects. Students will draw inspiration from the work of contemporary ceramic artists and be able to effectively talk and write about them. Critiques will give students the opportunity to give and receive feedback on both their own work and that of their peers. Advanced decorating techniques will be explored, including graffito paper, mason stains, and oxides. Students will also participate in a raku firing. <i>This course may be taken multiple times for art credit.</i></p>			
Prerequisite:	Two trimesters of Intermediate Ceramics or permission from the instructor.			

832C	Sculpture			
	Gr. 9-12	Elective	0.33 Credit	3 rd Trimester
	<p>This course will focus on a variety of sculpting techniques and materials for creating three-dimensional forms. Types of sculptures created in this course may include assemblages, carvings, castings, and modeling. The elements and principles of design will be our foundation</p>			

	for exploring how 3D forms are conceived and created. Students will gain exposure to a wide array of sculptors and how they approach their work. Students will learn how to discuss their own creative work and that of their peers through class critiques. Past sculpture classes have utilized clay, plaster, foamboard, styrofoam, wire, found objects, and recycled objects to create gnomes, architectural reliefs, mobiles, and more.
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890B, 890C	Fiber Arts			
	Gr. 9-12	Elective	0.33 Credit	2 nd Trimester or 3 rd Trimester
	Yarn, wool, thread, and fabric... In Fiber Arts, the main materials are soft and flexible. Students will learn to use these materials as an expressive art medium. This project-based course explores traditional and contemporary textile techniques that will inspire students to create decorative, functional, and wearable art. Projects will include weaving, embroidery, felting, and mixed media fiber art. Emphasis will be placed on mastering fundamental techniques, developing personal creative expression, and applying the Principles of Design to create cohesive and impactful works of art. This course is an excellent fit for students eager to blend traditional craft with modern artistic exploration, and serves as a prerequisite for Studio Art.			
Prerequisite:	None			

065AB	Yearbook Production			
	Gr. 9-12	Elective	0.67 Credit	1 st and 2 nd Trimester
	This course requires significant responsibility and dedication on the part of a student wishing to be an integral part of yearbook production. The students form a staff to create the <i>LCDS Challenge</i> . Jobs are assigned according to expertise and preference, and include photographic, layout, and organizational work. Students will learn the use of an online publishing program, and will be expected to take initiative with photo-taking, interviewing, and gathering all information needed to complete their assigned pages. Class size is limited. <i>This course counts as an Arts credit.</i>			
Prerequisite:	Foundation in Studio Art, MS Yearbook, or permission of instructor			

066C	Yearbook Production - Spring Supplement			
	Gr. 9-12	Elective	0.33 Credit	3 rd Trimester
	This course is intended for both new and experienced yearbook students. New students will work alongside the current staff to produce a spring supplement for the <i>Challenge</i> yearbook. They will be introduced to a wide range of skills, including desktop publishing, photography, photo cropping and design, story-telling, and business management. This is an ideal introductory course for students planning to take Yearbook Production the following school year, but also provides an opportunity for current yearbook students to continue their work. <i>This course counts as an Arts credit.</i>			
Prerequisite:	Foundation in Studio Art, MS Yearbook, or permission of Instructor			

891A, 891B	Collage			
	Gr. 9-12	Elective	0.33 Credit	Not offered in 2026-27

	<p>If you can cut, you can collage! In this hands-on course, students will delve into the vibrant world of collage by using layering, texture, pattern, and contrast to create unique pieces that express personal narratives and abstract ideas. Students will explore a wide range of collage techniques and materials. Alongside technical skill-building, the course emphasizes the Principles of Design, composition, and color theory, and provides students with the tools to maximize the expressive and aesthetic impact of their works of art. The course serves as a prerequisite for Studio Art.</p>
<i>Prerequisite:</i>	<i>None</i>

Physical Education and Health Courses

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

The goals of the physical education program are:

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

In Upper School, 2.5 credits of P.E. and/or sports are required over the course of four years. This requirement can be fulfilled with a combination of sports, PE classes, and Health class (required; generally taken in 10th grade). Upper School P.E. classes meet four periods each cycle. Students may elect to take more than the requirement, but only 2.5 credits will be awarded toward overall graduation credits. All P.E. classes are taken on a pass/fail basis and do not factor into GPA calculations.

012A or 012B or 012C	Body Fitness and Wellness			
	<i>Gr. 9-12</i>	<i>Elective PE Credit</i>	<i>0.33 Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, or C respectively)</i>
	Students will discover the five components of health-related fitness (muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition), along with several training principles to improve their overall fitness and wellness. Students will learn how to safely and effectively use all the equipment in the Rebert Fitness Center here on campus by designing workouts to enhance their life.			
<i>Prerequisite:</i>	<i>None</i>			

016A or 016B or 016C	Foundations of Fitness			
	<i>Gr. 9-12</i>	<i>Elective PE Credit</i>	<i>0.33 Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, or C respectively)</i>
	Foundations of Fitness teaches lifelong physical activity skills, blending individual/dual sports (tennis, golf, archery, ultimate frisbee, strength training, hiking) with fitness concepts (cardio, strength, nutrition) for sustainable health, emphasizing skill development, enjoyment, strategy, and self-assessment for wellness beyond school. These courses aim to build physical literacy, foster self-esteem, and promote motivation for active living through varied, inclusive activities that can be enjoyed at any age.			
<i>Prerequisite:</i>	<i>None</i>			

656A-PE 656B-PE 656C-PE	Breathe			
	<i>Gr. 9-12</i>	<i>PE Credit</i>	<i>0.33 Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, or C respectively)</i>
	This course will help students relieve stress and release tension in their bodies. Through yoga, breathing techniques, moving and relaxed meditations, massage techniques, and guided movement improvisation, students will learn the value of being present, compassionate, and mindful in a world where people are constantly “plugged-in.” NOTE: 656 now exclusively earns PE credit. Students who completed this course prior to this change and received Arts credit will retain that credit.			
<i>Prerequisite:</i>	<i>None</i>			

013A or 013B	Sports Medicine			
	<i>Gr. 9-12</i>	<i>Elective PE Credit</i>	<i>0.33 Credit</i>	<i>1st or 2nd Trimester (A or B respectively)</i>
	This course is designed for students interested in medicine and related health careers. Content areas of the course consist of basic anatomy and physiology, injury prevention, treatment, and rehabilitation. Students will gain practical knowledge of taping and therapeutic modalities, and will be eligible for American Red Cross certification in First Aid and Adult CPR.			
<i>Prerequisite:</i>	<i>None</i>			

014A 014B 014C	After School Fitness Training			
	<i>Gr. 10-12</i>	<i>Elective PE Credit</i>	<i>0.33 Credit</i>	<i>1st, 2nd, or 3rd Trimester (A, B, or C respectively)</i>
	Students earning PE credit through AFS are required to attend three periods per week for the duration of the trimester. Sessions focus on strength, cardiovascular, and resistance training using the Rebert Fitness Center and outdoor spaces on campus. <i>After School Fitness Training (ASF)</i> is designed for Juniors and Seniors, but may be taken by students in grades 10-12. In Trimester 2, most of the After School Fitness curriculum activities are indoors, and therefore second trimester course enrollment is restricted to 12 students.			
<i>Prerequisite:</i>	Beginning in 2027-28: <ul style="list-style-type: none"> • 1 Credit in PE. • 0.33 must be in Body Fitness and Wellness or Foundations of Fitness. To take ASF, a student must have taken a full credit of P.E., including a trimester of Body Fitness and Wellness. The additional 0.67 credits can be earned through Foundations of Fitness, Breathe, Sports Medicine, or a Team or Co-op Sport.			

PE ALT	Alternative P.E. Credit			
	<i>Gr. 10-12</i>	<i>Elective PE Credit</i>	<i>0.33 Credit</i>	<i>1st, 2nd, or 3rd Trimester</i>
	Alternative PE Credit (PE ALT) is for students in grades 10-12 who perform or train outside of school in one physical activity – such as a sports team, a dance company, equestrian club, etc. Alternative PE Credit is not awarded for an activity during the season when LCDS offers that same activity as a team sport. The student must maintain a minimum of five (5) hours per week of physical activity for credit. Students interested in this option for the next school year must complete an Alternative P.E.			

	<p>Credit application (forms available in the US office) at the time of course registration in March. Evaluation of the application is made by the P.E. Department Chair, Athletic Director, and the Assistant Head of Upper School. Students will be asked to maintain a training log and submit this log, signed by a coach/supervisor, twice each trimester.</p> <p>If a 9th grade student has documented history of a high-level extracurricular physical fitness endeavor under the direct supervision of a qualified coach (e.g., high-level figure skating, competitive club swimming, personalized dance training, etc.), said Freshman may appeal to the Athletic Director to use PE ALT to meet his or her PE requirement.</p>
<i>Prerequisite:</i>	<i>None</i>

029A	Health and Wellness			
029C				
	<i>Gr. 9-10</i>	<i>Required</i>	<i>0.33 Credit</i>	<i>1st or 3rd Trimester (A or C respectively)</i>
	<p>Health and Wellness focuses on holistic wellness, covering mental health (stress, coping, disorders), physical health (nutrition, fitness, body systems), disease prevention (STIs, chronic conditions), substance abuse, and personal growth (decision-making, relationships, safety), preparing students with lifelong skills to manage well-being through life's challenges – from digital wellness to reproductive health and community health issues.</p>			
<i>Prerequisite:</i>	<i>None</i>			

2026-27 Upper School Electives by Trimester

These courses will be scheduled based on student and faculty availability. Visual Arts, Art History, and Music courses count towards Arts credits. Once you have met a departmental graduation requirement, any additional courses will be considered elective. Please see the course description guide for the full list of available elective courses.

Trimester 1	Trimester 2	Trimester 3
----- *AP Computer Science A (267) -----		
----- Jazz Ensemble (719) -----		
----- Chorus (704) -----		
----- Orchestra (712) -----		
----- Music Theory (715) -----		
----- AP Music Theory (727) -----		
----- Performance and Production (621) -----		
----- Yearbook Production (065AB) -----		Yearbook-Spr. Suppl. (066C)
Beginning Acting (606)	Beginning Acting (606)	Beginning Acting (606)
Advanced Acting (618)	Advanced Acting (618)	Advanced Acting (618)
Think on Your Feet (624)	Think on Your Feet (624)	Think on Your Feet (624)
Fundamentals of Dance (650)	Society and Social Dance (660)	Cougar Dance (653)
Digital Imaging and Design (846)	Graphic Design (850)	Videography (838C)
Basic Photography (835)	Advanced Photography (844)	Basic Photography (835)
Journalism (877)	Journalism (877)	Journalism (877)
Foundation in Studio Art (856)	Fiber Arts (890)	Fiber Arts (890)
Painting (838)	Painting (838)	Studio Art (857)
Basic Ceramics (819)	Intermediate ceramics (826)	Advanced Ceramics (827)
Sports Medicine (013)	Sports Medicine (013)	Sculpture (832)
Body Fitness and Wellness (012)	Body Fitness and Wellness (012)	Body Fitness and Wellness (012)
Foundations of Fitness (016)	Foundations of Fitness (016)	Foundations of Fitness (016)
Breathe (656)	Breathe (656)	Breathe (656)
Health and Wellness (029)		Health and Wellness (029)
Personal Finance (289)		Personal Finance (289)

After-School Course Options

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

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

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

Summer 2026 For-Credit Courses

Lancaster Country Day School offers the following courses in the Summer that might be of interest to rising Grade 9-12 students.

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

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

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

029S	Health and Wellness		
	<i>Gr. 9-10</i>	<i>Elective - fulfills Graduation Requirement</i>	<i>0.33 Credit</i>
For full description, see listing under Physical Education.			

289A, 289B	Personal Finance		
	<i>Gr. 10,11,12</i>		<i>0.5 Credit</i>
For full description, see listing under Mathematics.			
<i>Prerequisite:</i>	None		

COLLEGE, ONLINE, & SUMMER COURSES

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

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

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

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

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